Personalized Learning Academy

[STANDARD OPERATING PROCEDURES]
MISSION STATEMENT

The Personalized Learning Academy’s mission is to establish, operate and develop a program where every student is recognized as a unique individual with the ability, ambition and support to learn and grow beyond what he or she thought was possible. Students who are given the opportunity to experience this education will not only learn more, but will also leave school as empowered and confident human beings - better equipped to take on the challenges and responsibilities of universities and working life.
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Dear Students and Parents:

As residents of Perth Amboy, you have every right to expect Perth Amboy High School to make every effort to provide your son/daughter with all that he or she needs to move ahead in this world. The Personalized Learning Academy is one way to prepare our students for life after high school and achieve high academic standards that we expect from our students.

Please take this time to look through this handbook and ask your son or daughter to do the same. The teachers and guidance counselors are ready and willing to address all of your questions and concerns. All of us want to be proud of all that your sons and daughters are able to accomplish here at the Perth Amboy Personalized Learning Academy.

The Personalized Learning Academy is unlike any other academy in the district. This academy will offer an individualized learning plan for each student. All students will be subject to taking different levels of English, Math, Science, Social Studies, and World Language classes. All students must receive the mandatory 120 credits and pass the HSPA, New Jersey State Test.

The schedule, classes and time of school will be set for each student. A major aspect of the Personalized Learning Academy is internships. Not only will this school offer classes, but make these classes relative to life after high school. Students will have set times and schedules to be out in the community gaining important work experience that will not only give them credits, but will enhance students chances to get into college and help students to focus on their passions.

We will guide you through the variety of opportunities that are offered here, but you should refer to the information provided. We are confident that your son or daughter will meet these expectations with success.

Sincerely,

Dr. Senovia Robles
Principal/Director

The mission of our school is to provide the diverse population of learners with the opportunities to improve their academic skills, to develop a desire for lifelong learning, reading, and writing, and to reach their maximum potential as parents, workers, and citizens.
Board of Education

Phone Number: (732) 376-6200 Ext. 30-101

Mr. Samuel Lebreault, President samulelebreault@paps.net
Mr. Kenneth Puccio, Vice President, kenneppuccio@paps.net
Mr. Mark Carvajal, markcarvajal@paps.net Ms. Obdulia Gonzalez, obdugonzalez@paps.net
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Administration

Phone Number: (732) 376-6200

Dr. Janine Caffrey, Superintendent of Schools…………………………………………………Ext 30-101
Dr. Vivian Rodriguez, Assistant Superintendent of Schools……………………………………Ext 30-111
Dr. Nestor Collazo, Principal of all High School Academies……………………………………Ext 23-410
Dr. Senovia Robles, Director/Principal of Adult H.S., ABE/GED, PLA………………………..Ext 31-410
TBA Vice principal of PLA/Adult H.S. Evening…………………………………………………TBA

Supervisors

Dr. Nancy Samaha, Chief Supervisor of Special Services……………………………………..Ext 30-222
Mr. Nephtaly Cardona, Supervisor of Special Services 5-12……………………………………Ext 23-483
Ms. Bernice Marshall, Manager of Human Resources………………………………………..Ext 30-151
Ms. Mary Jo McAdam, Director of Guidance and Student Affairs………………………..Ext. 23-423
Ms. Lillianne Cruz-Argemil, Chief Supervisor of Bilingual……………………………………Ext 30-260
Mr. Robert DaHill Instructional Science Supervisor………………………………………..Ext 23-414
Mr. Tom Smith Instructional Math Supervisor 7-12………………………………………..Ext 23-406
Guidance Department

Phone Number: (732) 376-6242
Ms. Maribel Correnti, Guidance Secretary, maricorrenti@paps.net
Ms. Nicole Cavero, Evening Secretary, nicocavero@paps.net

Ms. Maria Cepin, Academic Counselor ..........................Ext 31-426
Mr. Christopher Criscera, Career Counselor, Adult Day H.S. Counselor ..........................Ext 31-430
Ms. Dana DiGiacomo, Behaviorist ..................................Ext 31-429
Mr. Andrew Marcano, Internship Counselor ..........................Ext 31-422
Mr. Felix Velez, Home School Parent Liaison ..........................Ext 31-22
Case Manager .................................................................(TBA)
Mr. Jose Vasquez, Adult Evening Counselor/Advisor ..........................Ext 31-422
Ms. Rosa Napoles, Evening Test Administrator ..........................Ext 31-422
Ms. Fortunata Valenty, ABE/GED Counselor/Advisor ..........................Ext 31-421
Ms. Paulina Morales, ABE/GEB Secretary ..........................Ext 31-420
Ms. Sylvia Pineiro, ABE/GED/Day Test Administrator ..........................Ext 31-427

Teachers

Nurse
TBA 732-376-62400 extension 31415

Math Department
Ms. Ana Alves
Ms. Tara Ruda
Math Instructor (TBA)

English Department
Ms. Ruth Sanabria
Mr. Jose Lugo-Velez
Ms. Karolina Jekal

Science Teachers
Mr. Gary Antonelli
Mr. Juan Crosby
Science Instructor (TBA)

Social Studies Department
Mr. Ariel Fernandez
Social Studies (TBA)

World Language Department
Ms. Aura Arevalo

Elective Department
Ms. Olga Bautista, Art

Phys. Education Department
Mr. Michael Tita
Mr. Jasco Rodriguez

Special Services
Mr. Vicent Cinquina
Ms. Daja Georgiana
Ms. Earleen Jones
Ms. Martha Rios

Bilingual Department
Ms. Irma Reyes, En Camino
Bilingual Teacher (TBA)
Bilingual Instructor (TBA)

Security

David Grey, Public Law Enforcement Officer ..........................Ext 31-475
Mario Garcia, Public Law Enforcement Officer ..........................Ext 31-475
What is Option II?

Option II is an innovative and creative way for students to earn high school credit for learning experiences outside of the traditional classroom!
Planning for College

Since entrance requirements for colleges vary according to the specific school, students and parents should become familiar with the different colleges’ requirements. The Junior Parent Night and the Junior Parent Conference help in this regard. However, families should begin early to determine college requirements and plan to build these into their child’s course of study. Counselors have many resources to assist parents and students with this task. MyRoad, Naviance and other Internet sites are valuable tools in helping develop a plan.

Even though colleges vary in their requirements, students should minimally take a core of courses which will create a strong foundation for their future coursework in college.

- 4 years of English
- 3 years of Social Studies
- 3 years of Science (including Biology, Physics and Chemistry)
- 3 years of Mathematics (Algebra I, Algebra II, and Geometry)
- 2 years of the same World Language

Science and engineering programs will require 4 years of math and science, and some schools will require more years of world languages. Art and music schools are looking for talent and will ask for auditions and portfolios. Junior colleges have less rigorous requirements. Take note of testing requirements for colleges of interest to you.

**Spring - Junior Year**
- Sign up for SAT’s or ACT’s
- Take appropriate AP and SAT II Subject Tests
- Use MyRoad and Naviance
- Visit college campuses
- Consider early decision or early action
- Request letters of recommendation

**Early Fall - Senior Year**
- Complete activity sheet
- Update Naviance profile
- Follow up on letters of recommendation
- Discuss college choices with your counselor
- Create a list of colleges to which you will apply; file applications
- Have interviews
- Retake SAT’$ or ACT’s
- Watch the daily bulletin, PAHS website, Naviance, and guidance bulletin board for college representatives visiting the high school, scholarship news, etc.
Late Fall - Senior Year

- Submit the majority of your applications by December
- Retake SAT’s or ACT’s (if necessary)
- Take SAT Subject Tests (if necessary)
- Complete CSS Profile for private colleges

Winter - Senior Year

- File for financial aid (FAFSA) and look at the H.S. website at http://www.paps.net/domain/314
- Complete college applications

College testing dates for 2012-13

<table>
<thead>
<tr>
<th>SAT I / Subject Tests</th>
<th>ACT’s</th>
<th>PSAT’s</th>
</tr>
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<tbody>
<tr>
<td>October, 2012</td>
<td>September, 2012</td>
<td>October 12, 2012</td>
</tr>
<tr>
<td>January, 2013</td>
<td>April, 2013</td>
<td>June, 2013</td>
</tr>
<tr>
<td>March, 2013</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May, 2013</td>
<td></td>
<td></td>
</tr>
<tr>
<td>June 2, 2013</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PSAT/PLAN

In October, Juniors and Freshmen may take the Preliminary Scholastic Aptitude Test. Sophomores will take the PLAN, which is a curriculum-based test that is similar to the ACT test. The PLAN is a good predictor of a future ACT score. This optional testing experience is being offered free to Sophomores and Freshmen by the Board of Education. Juniors will be assessed a registration fee.

SAT

The SAT is the most widely taken college entrance examination. It is designed to test your skill level in math, vocabulary, and reading comprehension. The test is divided into seven sections: 3 math, 3 verbal, and 1 experimental section. The math and verbal sections each have their own distinct question types, including quantitative comparisons, sentence completions, grid-ins, and more. The experimental section, used by the test developer to try out new questions, is not scored and can be either math or verbal. You will not know which section is experimental.

The SAT is scored on scale of 200-800 for both the math and verbal sections. The College Board sets the average for all test takers at 500 for each. A perfect score on the SAT is 1600. However, in recent years, fewer than 20% of all test takers achieve a math score of 600 or better. Fewer than 10% score higher than 600 on the verbal section.

ACT

The American College Testing Assessment (ACT) is designed to test your skill levels in English, math, reading, and science reasoning. On the test, you will have 2 hours and 55 minutes to complete a variety of multiple choice questions divided into four sections one for each tested subject area. The English, reading, and science sections each include several reading passages with anywhere from 5 to 15 questions per passage. The math section includes 60 questions each with 5 possible answer choices.

You will actually receive 12 separate scores on the ACT: 1 composite, 4 subject scores, and 7 sub-scores. However the composite or scaled score is the most important. It ranges from 1-36. Nearly half of all test takers fall in the 17-23 range.
General Information

- Register and complete SAT/ACT applications online
- Perth Amboy High School Code is 311185.
- SAT Subject Tests are not required by all colleges. Anyone planning to take an SAT Subject Test should consult his or her counselor. Some students take the exam at the completion of a program - chemistry, world language, AP US History, etc. on the May and/or June testing dates.
- Prior to taking test, please visit www.collegeboard.com and begin practice questions. You will need a scientific calculator to do the math on this test.

ADVANCED PLACEMENT PROGRAM

Advanced Placement Tests for the 2012-2013 school year have been tentatively scheduled by the College Board for May, 2013.

*(SAT and AP dates were tentative at time of publication. Please visit the College Board website for the most current information.)*
Guidance Department Overview

The guidance counselors believe that every student is a unique individual. When choosing a program of study, students should spend a great deal of time thinking about their future. They should talk with parents, teachers, friends, and counselors. Each personalized course of study should be based on the students’ abilities, aspirations, previous grades, and interests. Perth Amboy High School offers students an opportunity to meet their educational goals as well as begin career exploration.

**The Course Selection Process:**

1. Students should begin planning their course selections by defining goals:
   A. What are my short term educational goals? If a student is planning on going to college, he or she must be certain that all college requirements have been met (see page 5).
   B. What are my strengths and weaknesses as indicated by my grades and test scores?
   C. What career goals do I have in mind? If a student is undecided, he or she should use the elective program to explore various courses which may lead to a career interest.
   D. If a student is not planning to go to college, he or she should investigate military service, trade technical schools and employment options.

2. Students should keep track of graduation requirements (see Course Planning Worksheet). In order to receive a diploma from Perth Amboy High School, students need to meet the following:

*REQUIREMENTS FOR A DIPLOMA:*

120 credits including:
- ✓ 20 credits of English/Language Arts
- ✓ 15 credits of Mathematics
- ✓ 20 credits of Physical Education, Health and Safety
- ✓ 15 credits of Science
- ✓ 10 credits of United States History
- ✓ 5 credits of World History/Cultures
- ✓ 10 credits of World Language
- ✓ 5 credits of Fine/Performing Arts
- ✓ 5 credits of Practical Arts
- ✓ 2.5 credits of Financial Literacy/Economics
- ✓ All students must pass all state testing requirements (HSPA).
- ✓ New Jersey State Mandated Attendance Requirements
- ✓ See Appendix for Course Planning Worksheet

<table>
<thead>
<tr>
<th>Freshmen 0-30</th>
<th>Sophomores 31-60</th>
<th>Juniors 61-90</th>
<th>Seniors 91-120</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 1</td>
<td>English 2</td>
<td>English 3</td>
<td>English 4</td>
</tr>
<tr>
<td>Algebra 1</td>
<td>Algebra 2</td>
<td>Geometry</td>
<td>Gym/Health 4</td>
</tr>
<tr>
<td>Physics</td>
<td>Chemistry</td>
<td>Biology</td>
<td>Career/Internship</td>
</tr>
<tr>
<td>World History</td>
<td>U.S. History I</td>
<td>U.S. History II</td>
<td>Elective (Math)</td>
</tr>
<tr>
<td>Gym/Health 1</td>
<td>Gym/Health 2</td>
<td>Gym/Health 3</td>
<td>Elective (Science)</td>
</tr>
<tr>
<td>Art</td>
<td>Spanish</td>
<td>Spanish</td>
<td>Elective (History)</td>
</tr>
<tr>
<td>Financial Literacy</td>
<td>Career/Internship</td>
<td>Career/Internship</td>
<td>Elective (Spanish)</td>
</tr>
<tr>
<td>Career/Internship</td>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
</tr>
</tbody>
</table>

*In the Appendix Section there is a Course Planning Worksheet*
Academy Hours

*Academy hours for all students are 8:00am – 3:00pm daily.*

Virtual Library will be open from 8:00am – 9:00pm.
Evening classes will be Monday through Thursday, 5:00pm – 9:00pm

- One Year Classes – September-June (Freshman and Sophomores)
- 5 month Classes/Fall Semester - September-February (Junior-Senior)
- 5 month Classes/Spring Semester – February-June. (Junior-Senior)

Additional requirements for graduation include:

- Cross-content workplace readiness as described in the State Standard is integrated into content areas in grades 9-12.
- All students, unless specifically exempted, must pass the HSPA as required by the State of New Jersey **Graduation Requirements**

Option 2

Option 2 allows students to fulfill the graduation/credit requirements either in whole or in part through completion of a program that may incorporate personalized learning opportunities. Any other personalized learning opportunities must get approved by the Board of Education.

Flex Schedule

Juniors and Seniors will have the opportunity of a flex schedule and flex time (5 month classes). Elective areas can be filled in various ways, with a variety of class electives that fit the students’ personalized needs.

Evening Classes

Evening classes will be offered in turn with day classes. Evening classes are 5:00pm-9:00pm. Students will be able to be cross enrolled in the day and night time. Students must be enrolled in at least one day time class to be enrolled as an Evening student. Attendance at night is mandatory, only 9 absences will be allowed for each 5 month semester year. Evening classes are a privilege and could be taken away if the student does not comply with school rules.

Advisory

Each student is part of a small 12-16 person advisory group for 30 minutes every morning. Their advisor knows them well and helps them build a strong community while working on the goals in their individual Learning Plans. You will be in close communication with the advisor. The advisory will stay together for 2-4 years. Advisories go on trips together, debate issues, do community service, critique each other’s work, plan school activities, and more.

Exhibitions

Exhibitions are summative speech given by the student in front of a designated panel of judges, students and parents. The objective is to speak and show how much you have learned in a marking period through your class work, and internship experience. This speech should be between 30-40 minutes. An exhibition is how students earn their semester grade. Exhibitions will be part of the students final grade and if does not complete will fail the course.
**Internships**

Internships are a mandatory part of the experience through the Personalized Learning Academy

- Internships will be on Tuesdays and Thursdays.
- Internships will be done throughout the community and transportation will be available if needed.
- Due to nature of internships, student must understand they are a representative of our Community and the Perth Amboy High School. Any actions or behaviors that reflect negatively on these establishments could result in termination of internship and loss of credits.
- Students need to report to their internship site and to school on time.
- At the end of the year the student will have to provide a project that gives something back to that company for allowing the student to gain experience at that site.

*Internship experience and any documentation will have to be gathered by the student so that they can use that information in their Exhibition at the end of the marking period.*
Scheduling

The students’ schedules for each succeeding school year are developed between January and April. Counselors meet with their students to plan an appropriate program of study. Parents of students in the Junior Class are scheduled to meet with their child’s counselor individually. Course selections will be made available for parental review through the online Education Portal. Tentative student schedules are mailed home during the first week in July.

Student Scheduling for 2012-2013:
- Juniors Parents invited February – March 2012
- Freshmen January – April 2012
- Sophomores January – April 2012
- 8th Graders January – April 2012

Student Schedule

The Student Schedule is unlike other Academies. The schedule runs on a Monday, Wednesday and Friday rotation and then a Tuesday and Thursday rotation. The Monday, Wednesday and Friday schedule will mostly consist of academic content. Tuesday and Thursday’s will offer up to 5 classes, and then offer time for students to be out of the building at internships.

Below is an example of a student schedule:

<table>
<thead>
<tr>
<th></th>
<th>9.1 Mon/Wed/Fri</th>
<th>9.1 Tues/Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Advisory 9.1</td>
<td>Advisor 9.1</td>
</tr>
<tr>
<td>2</td>
<td>English 1</td>
<td>Internship</td>
</tr>
<tr>
<td>3</td>
<td>English 1</td>
<td>Internship</td>
</tr>
<tr>
<td>4</td>
<td>Physics</td>
<td>Internship</td>
</tr>
<tr>
<td>5</td>
<td>Physics</td>
<td>W.H.</td>
</tr>
<tr>
<td>6</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>7</td>
<td>W. H.</td>
<td>Spanish</td>
</tr>
<tr>
<td>8</td>
<td>Algebra 1</td>
<td>Phys./Health</td>
</tr>
<tr>
<td>9</td>
<td>Algebra 1</td>
<td>Phys./Health</td>
</tr>
</tbody>
</table>

SCHEDULE CHANGE PROCEDURES

In order to make a schedule change:

1. A student must see a counselor to discuss the advisability and feasibility of making the change. If the student and counselor agree the change is warranted, the student must bring a signed note from a parent or guardian requesting the change. Juniors and Seniors will have a variety of these opportunities.

2. A Schedule Change Form will then be forwarded to the subject supervisor.

3. The counselor reviews the request for a change with the department supervisors and teachers. If all parties feel the decision is in the best interest of the student, a Drop/Add Form is filled out with the date when the change will become official.

Dropping a Course

Below please follow the guide if you choose to drop a course.

<table>
<thead>
<tr>
<th></th>
<th>Evening/5 month Semester Course</th>
<th>Full Year Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Not recorded</td>
<td>Up to 4 weeks</td>
</tr>
<tr>
<td>B. Withdrawal</td>
<td>WC (Withdraw Cutting)</td>
<td>Up to 6 weeks</td>
</tr>
<tr>
<td></td>
<td>WF (Withdraw Failing)</td>
<td></td>
</tr>
<tr>
<td>C.</td>
<td>(F)recorded</td>
<td>After 6 weeks</td>
</tr>
</tbody>
</table>

**Exemptions for unusual circumstances are at the discretion of the Principal.

**Teachers are responsible for reporting the appropriate grades.
Grading

To determine **GPA**, the final letter grades from all courses. GPA is cumulative. Our weighing system assigns quality points based on the level of the course taken. Courses labeled *Honors* or *Advanced Placement* receive one additional point.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numerical Equivalent</th>
<th>GPA Equivalent</th>
<th>Weighted Equivalent (Honors)</th>
<th>Weighted Equivalent (AP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
<td>4.7</td>
<td>5.2</td>
<td>5.7</td>
</tr>
<tr>
<td>A</td>
<td>94-97</td>
<td>4.4</td>
<td>4.9</td>
<td>5.4</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
<td>4.0</td>
<td>4.5</td>
<td>5.0</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>3.7</td>
<td>4.2</td>
<td>4.7</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
<td>3.4</td>
<td>3.9</td>
<td>4.4</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
<td>3.0</td>
<td>3.5</td>
<td>4.0</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>2.7</td>
<td>3.2</td>
<td>3.7</td>
</tr>
<tr>
<td>C</td>
<td>74-76</td>
<td>2.4</td>
<td>2.9</td>
<td>3.4</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</td>
<td>2.0</td>
<td>2.25</td>
<td>3.0</td>
</tr>
<tr>
<td>D</td>
<td>65-69</td>
<td>1.0</td>
<td>1.5</td>
<td>2.0</td>
</tr>
<tr>
<td>F</td>
<td>Below 65</td>
<td>0.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Mid-Year and Final Grades**

If the decimal part of the average is .15, .5, or .85 then the Mid-Year or Final Average MUST be rounded UP to the next highest grade. However, students need to earn 5 non-weighted points to pass a class.

**High Honor Roll:** All A's (A+, A, A-) and not more than one B (B+, B, B-).**Honor Roll:** All A's (A+, A, A-) and B's (B+, B, B-) and not more than one C (C+, C, C-).

All provisions of the Perth Amboy High School attendance policy are applicable to all courses listed in the curriculum guide.

**Summative Evaluations**

The Personalized Learning Academy will not be handing out letter report cards. Instead, all students will receive **Summative Evaluations** from each teacher that will have written explanations of how the student is doing in that class. The personalized learning program is set to give life experiences and learning opportunities, these reports are to reflect what happens in the real world. Summative evaluations are a common practice amongst businesses to grade the employees work.

*Grades for this program will be with the descriptions of:*  
  - **Dist** - meets expectations with distinction  
  - **Meet** - Meets with Expectations  
  - **App** - Approached Expectations  
  - **LEW** - Little Evidence of Work

The grades as shown equal an A, B, C and D, no F will be shown on Summative Evaluation **LEW** would show that they are in danger of failing and that the student is not doing their work.

*The PLA teachers will have a record of the number grades, that associated with the High School, and have the grade descriptions, associated with the Summative Grading Scale. Any letter or number grades can be seen in the guidance office. Specifically, when it is time to send college applications, all letter and number grades will be sent to the college in accordance with other schools. All teachers will report to the main office letter grades.*

*In the Appendix Section is an example of a Summative Evaluation Form*
Students in the Personalized Learning Academy are required to wear uniforms at all times. (All uniforms may be purchased at Fertig’s Clothing Store on New Brunswick Avenue.)

*School uniform that must be worn at ALL times*:

- Burgundy school polo shirt (short or long sleeve) with logo always visible even under the sweater. (No tight shirts)
- Khakis (Dickies, Dockers) (No tight fitting pants of any style or type)
- Black solid closed shoes
- Black solid sneakers (no additional colors)
- (No sandals, hats, sweat pants, jeans, cargo pants with pockets on the side, leggings or skinny jeans). Girls can wear Capri pants or skirts (skirts cannot be more than 3 inches above the knee).

**Accessories**- (can be worn with the above mandatory items):

**Sweaters**- are to be worn over **polo** at all times:

- Fleece Jacket with logo
- Unisex V-Neck Sweater with logo
- Unisex V-Neck Vest with logo
- Unisex Cardigan with logo
- Mockneck with logo

**Phys. Ed Uniforms** consists of:

- Red t-shirt with school logo.
- Red shorts with school logo.
- Red sweat pants with school logo.
- Red sweat shirts with school logo.

**Swim Suits**- No cotton clothes are allowed in the pool.

The YMCA policy is that no cotton clothing is allowed in the pool

- **Boys**- Long swim shorts only, can wear a shirt, must be polyester, No cotton allowed
- **Girls**- One piece bathing suit only, can wear a shirt over suit, must be polyester, No cotton allowed

**Students who come to school without the acceptable uniform will be brought to the main office, and parents will be contacted.**

*In the Appendix Section there is a Contract to be signed by Parent/Guardian/Student*
*This must be handed in to the guidance office.*
Attendance Policy

Attendance is State Mandated, meaning attendance is part of the students’ graduation requirements. If the student does not comply with the attendance or lateness policy the student could lose their credits or not graduate. Attendance is a serious issue. Parents, Staff and Students must all work together to ensure students are coming to school and that they are here on time.

If a student miss a day of school for a reason such as illness, college visit or any extenuating circumstance the student must understand that they are missing school and class work.

- Only Court Mandated excuses will be accepted. Therefore, no other excuses will be accepted—i.e. medical/bereavement. You are expected to be in school and any absences or lateness will affect your attendance and could affect your grade or even graduation. (the guidance office will take the notes and keep them on file, but they do not count as an excused absence.
- Attendance is mandatory the last week of school, especially for seniors who are graduating.
  Students’ must come to school with uniforms.
  Seniors who do not comply will not receive graduation tickets.

Letters are sent home to parents after the 4th, 7th and 9th absences. A parent conference with the principal will be held at the 9th absence. If a day student receives 18 absences for the year they will lose all of their credits. Evening students or 5 month day students will only be allowed 9 absences per semester due to classes only being offered 4 days a week or over 5 month period.

A student is not allowed to leave the building at any time without a parent or guardian to come and pick them up REGARDLESS of age 18 or older. The school is a closed campus.

Below is the Perth Amboy District late policy and cut policy:

Late policy

You are considered late to a school if you arrive between 1-10 minutes after your scheduled arrival time. If you are continually late, half a letter grade can be taken off of your grade. If you come to school after 3rd period you are considered absent for the entire day.

Cut policy

It is considered a cut if you arrive to a class 11 minutes or more after your scheduled arrival time.

- After the 1st cut your teacher will contact parents/guardians
- After the 2nd cut parents/guardians will be contacted and you will meet with your guidance counselor.
- After the 3rd cut your grade will be affected.
The following rules will be observed in school at all times:

- No **cell phones/head phones/IPODS** visible in the classroom or in the hallways at any time.  
*Please refer Cell Phone Policy at the end of this Handbook.* *(must be handed in the Guidance Office)*
- No **hats** are permitted on in the Building, Classroom or in the Hallway at any time.
- No **food** is permitted in the classroom during teaching instruction.
- No **obscene language** is permitted in the classroom or in the hallways at any time.
- No student will interrupt the teaching process or interfere with the learning of other students.
- Students must have a School ID at all times; Lunch will not be provided without an ID.
- Computers/IPADS are used for educational purpose only.  No Facebook, Twitter, YouTube Etc., or any other sites that do not fall into an educational purpose are permitted.

1. The student is still able to participate in all before and after school activities, clubs, and sports held at the main campus.
2. When students become seniors, they will be able to participate in the graduation ceremony held at the main campus in June.  If a student is a February graduate, the student will receive a copy of his/her transcript and certificate stating that they have completed all necessary course requirements for graduation.  In June the student will still be eligible to participate in all senior activities including the graduation ceremony.
3. **All Students** must be present **every day** for Advisory, regardless of Class Schedule.
4. There are no lockers.  Students have the right to hang or place coats or backpacks in the back or sides of the classroom they are in.  Any loss of Cell phone/IPOD or any other item that is not allowed in school is to be here at your own risk. No investigation will be done by the school, if these items go missing.
5. I am aware that based on an administrative decision, my final grade can be overridden by the principal.
6. If a physical altercation happens during the day students will be transferred to the evening classes.
7. If a physical altercation happens during the evening program students will be dismissed but can be allowed to start again in the next semester.
8. At the end of each semester you are responsible to return any books.  If books are not returned, a fee based on the cost of the book will be charged.
9. I am responsible for my own behavior and learning.  It is highly recommended that **ALL** students be prepared for **ALL** classes with notebooks, pencils/pens and calculators.
10. I will seek help from staff members when I have a problem of any kind.  I will not let a small problem become a large, overwhelming problem.  Staff members are here to help and work with students to help resolve any issues.  Issues cannot be resolved if students do not come and tell us about them.  It is important that open conversations, specifically advisors and counselors are done throughout the year.
11. Counselors, Teachers and Advisors will be working closely with students to ensure they are getting the best quality education.  Through these interactions we expect parents and families to be involved in the student’s progression through school.  It is imperative that if you have any questions or concerns you get in contact with a staff member, specifically counselors and/or advisors. Therefore, parents will be asked to take part in a **Parent School Committee.**
Bilingual Department

PHILOSOPHY

In the Personalized Learning Academy bilingual students will be mainstreamed into general education classrooms. Students will be enrolled in content area courses with a bilingual teacher as much as possible. The purpose of mainstreaming bilingual students is to accelerate their English proficiency and prepare them for all New Jersey graduation requirements. In addition, bilingual students will receive English as a Second Language support in two different ways:

Pull-in model: An ESL teacher will support students in the classroom when their classroom teacher is not bilingual or bilingual certified.

Pull-out model: Bilingual students are all taking part in at least one ESL class with an ESL teacher.

Course Description

ESL I: 1 Year 5.0 Credits Grades 9 – 12

Students develop basic language skills using simple vocabulary and grammar. Good pronunciation, listening skills and elementary reading and writing are introduced. American culture is also introduced in conjunction with coping skills.

ESL II: 1 Year 5.0 Credits Grades 9 – 12

Emphasis is placed on expanding grammar, vocabulary, pronunciation, reading comprehension and guided composition. Students learn more advanced coping and study skills.

ESL III: 1 Year 5.0 Credits Grades 9 – 12

Increased vocabulary development, reading, and writing through idiomatic usage are stressed so that the students become quite accustomed to American culture in daily life and in high school.

ESL IV: 1 Year 5.0 Credits Grades 9 – 12

Students learn finer points of grammar, advanced vocabulary, reading and writing skills with an emphasis on style and form. Students are introduced to the history, literature, art and music of the United States, as well as college preparatory skills.
En Camino Department

PHILOSOPHY

The goal of the En Camino Program at the Personalized Learning Academy is to provide intensive Spanish instruction through the content areas to overage students with interrupted and/or informal schooling with very basic skills in their native language. The purpose of the intensive native language instruction is to help students become proficient in their native language as they acquire English. En Camino students will have the opportunity to be integrated with their grade level peers within the Personalized Learning Academy once it is determined that the students possess the academic readiness they need to have success in the new setting. In addition, students will be given the opportunity (pending age and academic needs) to enroll in a General Education Development program (GED program). The ultimate goal is to prevent these students from discontinuing their educational career. En Camino students will be provided with the same services as the general education population (guidance counselors, school support staff, etc...)

Curriculum and Assessments

Teachers who work with students in the En Camino Program implement lessons aligned to the Common Core State Standards.

RIGOR will be implemented as an intervention program. RIGOR will help students develop foundational reading skills. RIGOR is an intervention program for English Language Learners and struggling readers at preliterate and primary reading levels. It has age-appropriate texts at a range of levels, supports language development and content understanding.

Science, Mathematics, Social Studies and Language Arts in Spanish will be taught in a self-contained setting by a designated teacher.

Elective classes will be available

An extra period of English will be provided by the self-contained classroom teacher, in addition to English as a Second Language instruction that will be provided by a certified ESL teacher. The ESL classes will target language instruction in the four language domains: listening, speaking, reading, and writing. Reading Horizons, a foundational reading skills program, will be integrated during ESL instruction.

Evaluación del Desarrollo del Lenguaje (EDL) and RIGOR pre and post assessments will be utilized to assess students’ academic growth throughout the school year.

Each En Camino student will receive a Personalized Learning Plan (PLP) based on their academic needs from the results of the assessments mentioned previously. The purpose of the PLP is that students monitor weekly, monthly, and yearly academic goals.
**Program Benefits:**
- Students are taught in a personalized and supportive environment with highly qualified educators.
- Teachers provide access to the Common Core State Standards while working intensively to develop the English and Spanish language proficiency of their students.

**Program Enrollment**
- Students must meet state eligibility criteria for identification as an English Language Learner.
- Students must be eligible to enroll in grades 9-12.
PHILOSOPHY

Our mission is to identify students who meet the federal and state criteria as a student with a disability requiring special education and to provide services that empower them to become active members of society based on their individual strengths and abilities. We are committed to identifying and meeting the diverse needs of each student through individualized educational programming. Our staff is dedicated in providing positive learning experiences that facilitate success for students in special education through high quality instruction that are aligned with the New Jersey Common Core Curriculum Standards with modifications and accommodations on an individualized basis. Our focus is to work cooperatively with families, students, community, colleagues, and other professionals in order to promote each student’s success and well-being as they prepare for their future endeavors.
Online Courses

PHILOSOPHY

Personalized Learning has a partnership with Virtual High School (VHS) and Eduphoria. VHS Eduphoria is a collaboration of more than 200 high schools from across the country and around the world. This partnership offers students an opportunity to experience learning via the Internet. In 2010-2011, over 20 Perth Amboy High School students successfully completed courses and earned high school credit through VHS and Eduphoria. These courses included Screenwriting Fundamentals, Peacemaking, Criminology, Animal Behavior and Zoology, Art History, and Sports and American Society, etc.

VHS courses are exciting, innovative, and interesting. Students have a lot of freedom to get their work done where and when they want. Students have to motivate and discipline themselves; this is why VHS is not for everyone. Students should consider taking a VHS course if they are self-motivated, self-disciplined learners, who use technology proficiently. Interested juniors and seniors are invited to apply to participate in VHS for the 2011-2012 school year. Enrollment is limited.

To learn more about VHS or Eduphoria, visit www.govhs.org. Interested students should contact Mr. Criscera at chricriscera@paps.net in the Guidance Office.
Remedial Improvement Programs

PHILOSOPHY

The Basic Skills Improvement program offers eligible students supplemental instruction in reading, writing, math and organization skills. The program places a major emphasis on preparation for the High School Proficiency Assessment (HSPA). Students are selected on the basis of their performance on the NJASK 8 as well as other district standardized tests. Students who score below the state minimum levels of proficiency are eligible for the Basic Skills Improvement program.

Course Description

Basic Skills (AHSA Class):

After School 0 Credits Grades 11-12

Students who fall below the minimum levels of proficiency on the NJASK 8 and other standardized assessment tests are given remedial instruction in language arts, and mathematics in preparation for the High School Proficiency Assessment. Report card grades, teacher and counselor recommendations are also used in placement.

After School Workshops will be held and any time needed to do work can be spent after in the Personalized Learning Academy Virtual High School Lab on the ground floor.

ALEKS:

During and After School 0 Credits Grades 9-12

Assessment and Learning in Knowledge Spaces (ALEKS) is a web-based, artificially intelligent assessment and learning system. ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn’t know in a course. ALEKS then instructs the student on the topics she/he is most ready to learn. As a student works through a course, ALEKS periodically reassesses the student to ensure that topics learned are also retained. ALEKS courses are very complete in their topic coverage and ALEKS avoids multiple-choice questions. This program also provides one on one instruction, 24/7, from any web based computer. A student who shows a high level of mastery of an ALEKS course will be successful in the actual course student is taking.

This program will be utilized in classrooms and after school. Our students suffer from low math scores in State and local testing. Teachers will work cohesively with this program and their own curriculum to heighten testing scores and grade point averages in the school.

Reading Horizon:

During and After School 0 Credits Grades 9-12

A comprehensive system of curriculum, instruction, assessment, and professional development proven to raise reading achievement for struggling readers will be the Reading Intervention Program. This program will focus on Phonetic Awareness, Phonics, Fluency, Textual comprehension, Vocabulary, Spelling and Writing. Using Orton-Gillingham methodology the program will use the latest research based instruction, incorporate Orton-Gillingham techniques designed for learning disabled and dyslexic students. Results in minimum frustration and maximum success for teachers and students will be the outcome of using the reading intervention program in the Personalized Learning Academy.
Advisory is set up for each grade cohort. There will be 12-20 students that will have one Advisor. This Advisor will act as a mentor/role model to each student within that group. During this 30 minute period the advisor will work on different areas with the student. These areas of concern and effort will be based upon individual student learning plans that will be created weekly.
Evening Classes

PHILOSOPHY

The mission of the Personalized Learning Academy is to offer a personalized education program to all students. To achieve this we have courses offered both in the day and in the evening. This is to ensure that every student, despite their need has an opportunity to come to school and do well. The Evening Classes will be offered Monday through Thursday 5 p.m. – 9 p.m., with a rotating schedule of Monday and Wednesday and/or Tuesday and Thursday. The evening program is set up for any junior or senior student who would like to get more credits and/or to make up missed credits. The Evening Program is also set up to give students a more flexible schedule. In these difficult times, we find that our students need to work and help their families. The Evening Program is a way for students to work and go to school. Students must be enrolled in a minimum of 2 day time classes to be able to take evening classes. Any other scenarios must be approved by the Principal and by teacher recommendations. Also parents must understand that Evening Classes will be taken with Adult students and a contract must be signed giving parental consent that their high school student can take evening classes. Note that Evening classes are a privilege and any negative or inappropriate behaviors or actions can bring termination and loss of credits of those classes.

Course Description

Evening Classes: Prerequisite: None 5 Months 5.0 Credits Grades 11-12

All academic content areas can be taken during the evening. Note that evening courses are subject to change due to the need and the numbers that are in that program. Any high school level class can be offered in the evening, except for gym or health.
English Department

PHILOSOPHY

The English Department seeks to convey important aspects of culture; to teach the skills and strategies of effective communication necessary for success in a complex, global society; to develop an appreciation of the literary heritage of the United States and of the literature and culture of nations different from our own; to teach students how to gather, explain, critique and evaluate an abundance of information; and to use that information in a variety of critical and creative products—expository and persuasive essays, stories, poems, multimedia presentations, oral presentations, debates, roundtables, etc. A balanced and rich literacy program at all grade levels will prepare students for the educational and societal challenges that lie ahead.

Course Description

English I: An Introduction to Literature

Prerequisite: None: 1 Year 5.0 Credits Grade 9

A basic goal of literature study in this course is to help the students relate the immediate world and themselves to those experiences described in literature. Students develop a better understanding of the various genres (short story, novel, drama, poetry, nonfiction, mythology) and do literary analysis. Through the use of a sequential text-based writing program, students work with the various processes of writing, including pre-writing, composing, revising, editing and publishing. Students practice speaking skills, study vocabulary, mechanics, usage, spelling and grammar, use word processing programs, and learn methods of academic notation in research projects.

English II: American Literature

Prerequisite: English I: 1 Year 5.0 Credits Grade 10

This course focuses on the reinforcement of skills developed in previous grades and emphasizes sophisticated thinking, speaking and writing. Students explore the authors and works that have been significant in the development of American literature. They study the major themes and movements in American literature and examine the literature as it reflects the changes in our culture. Through a sequential text-based writing program, students work with the various processes of writing, including pre-writing, composing, revising, editing and publishing. They use these methods to further develop skills necessary for descriptive, expository and persuasive writing. English II stresses vocabulary development, grammar and usage and the honing of research skills through the investigation of selected vocations and the citing of pertinent sources.

English III: American Literature II

Prerequisite: English II 1 Year/5 Month 5.0 Credits Grade 11

English III prepares juniors for standardized tests through intensive review, particularly in critical reading, vocabulary, analogies, grammar and usage. Students study authors and works significant to the development of American literature, in cultural and historical context, to understand our cultural heritage and to experience personal identification with the writings. Through a sequential text-based writing program, students work with the various processes of writing to further develop skills necessary for descriptive, expository and persuasive writing. Students have frequent opportunities to write regularly, drawing ideas from their own experience, from model texts and from other media. Students engage in the specific steps necessary for writing a research paper and begin writing college admission essays.
English IV: World Literature  
Prerequisite: English III 5.0 Month Grades 12

Students study works by major Asian, African, Latin American, and European authors. The intent is to help cultivate students’ appreciation for literature created by authors from other cultures and to help the students understand the importance of these works within a complex global society. English IV, like other English courses, emphasizes writing on a regular basis. Students will augment their reading of primary sources (novel, drama, and poetry) with the reading of critical essays. This coupling will allow students to construct an informed interpretation of the works through writing and in-class discussion. Additionally, seniors continue to build on their reading, grammar and usage, writing, and vocabulary skills through a sequential, text-based grammar and writing program and will write in a variety of forms, including personal and expository writing, critical analysis, argumentative essays and reaction papers. They will also complete at least one research-based essay. In the fall, they will revise their college essays begun at the end of junior year.

General Electives

These courses do not satisfy graduation requirements for English but do count toward the total number of credits necessary for graduation.

Creative Writing:  
Prerequisite: None 1 Month 5.0 Credits Grades 9 – 12

Creative Writing explores modes of self-expressions. Students write accounts of personal experiences, short stories, and dialogues. Ideas are drawn from printed models as well as other media. Emphasis is placed on technique, and students write on a regular basis.

Journalism:  
Prerequisite: None 1 Month 5.0 Credits Grades 9 – 12

Journalism emphasizes the fundamentals of news writing to prepare students for work on the school newspaper or in college courses. Various writing techniques (reporting, editorials and columns), paper design and layout, and sound business procedures for newspaper work are covered in this one-semester course.
Health & Physical Education Department

PHILOSOPHY

The Personalized Learning Academy believes that the content of the school curriculum should reflect the educational aspirations that the parents of a school community have for their children. The health curriculum, kindergarten through twelfth grade, includes drug and alcohol avoidance education, family life education, and harassment, intimidation and bullying prevention education along with community health education information. The curriculum has been developed and implemented, in alignment with New Jersey Core Curriculum Content Standards, to promote the growth of students who are capable of thinking critically and making informed decisions appropriate to their age and maturity levels. Classes will be offered at the Perth Amboy YMCA.

Not only is health considered the absence of disease, but it also conveys a sense of wellness and satisfaction derived from the feeling that what one is doing has meaning and purpose. The physical, social, emotional, and mental aspects of health cannot be separated one from another. Of these four components of wellness, physical health represents the absence of disease as well as the ability to use one’s body efficiently. Mental health may be defined as a combination of emotional and social health, but also consists in a large measure in the ability to use ones’ intellectual powers to their limit. Emotional health involves controlling ones’ impulses by using these strong drives for expression in constructive ways. Social health deals with the development of a strong, healthy personality and character to enable the students to contribute to responsible relationships in our society.

The responsibility of family life education should be shared by the home, church, and school. Individual sex roles must be related to the total adjustment of the individual in his family and society. Sexuality, being an important dimension of personality, which involves maleness or femaleness, has expression in behavior from infancy and persists throughout the complete life cycle. Sexuality is the quality of living as a sexually motivated human being that environment and heredity have nurtured.

Family life education is a continuing process throughout life and must be planned for during the entire school experience of the child. We believe that family life education begins at birth. Children coming to kindergarten have already had five years of family life education in the family circle regardless of whether a single word about it had been spoken or whether a single question had been asked. Since an individual is a member of a family, has religious affiliations and is a member of a school community, his development will continue to be influenced by these socializing agencies. The school strives to assist parents in developing guidelines for behavior throughout life. This program is based on a philosophy that sex is something one is, not something one does.

An approach, which encourages open discussion and solicits concerns of the individual, is needed to help young people develop appropriate attitudes and understandings regarding sex roles. This developmental program, because of its broad connotation, cannot be limited to a series of units of instruction assigned to a specific area. Each area of curriculum can make a contribution that is unique to its subject content and should take advantage of the teachable moment when it arises. Curricular areas are presented with regard to providing information and decision-making. The decisions of abstinence, refusal of peer pressures, and reinforcement of these decisions based upon family and religious beliefs are key aspects of this program. Finally, we recognize the growing complexity of the world in which the school and students must function. Consequently, the curriculum is in a continuous process of evaluation in anticipation of inevitable change, which must be made. In order to insure the adaptability of the
students to their changing environment, revisions in procedure and curriculum are made as experiences and circumstances dictate.

**Course Description**

Freshman and Sophomore Gyms will be 1 year in duration while Junior and Senior will 5 month duration

Freshman Physical Education:  
Prerequisite: None  
3 Quarters 3.00 Credits Grade 9

A program has been designed specifically for ninth grade students. This course will help individuals apply the principles of physiology directly to the areas of fitness and exercise. Students will understand why exercise and fitness are important, what their fitness needs are, and how they can attain and maintain fitness throughout their lives.

Family Life Education:  
Prerequisite: None  
1 Quarter 1.00 Credits Grade 9

All freshmen take this introductory course. Topics covered include: the reproductive anatomy, fertilization, fetal development, childbirth, the effects of drugs and alcohol, decision-making, abstinence and birth control. Additional topics covered within this course are: sexually transmitted diseases, HIV/AIDS, human sexual response, dating, love and infatuation, teen pregnancy, and acquaintance rape. Guest speakers and video presentations are used periodically as a means of supporting the curriculum.

Physical Education:  
Prerequisite: None  
3 Quarters 3.00 Credits Grades 10-12

Physical Education is an integral part of total education, which contributes to the development of the individual. Through physical activity, which is aligned to instruction in fitness, skill development, and individual and team activities, students learn strategies, which will assist them in remaining fit throughout their adult lives. A carefully planned selected sequence of activities provides continuing opportunities for the development of students’ physical, social, and emotional well-being throughout their school life. The total program content relates to human growth and development and is designed to meet the interests, capacities and abilities of each individual student.

- All students are required to participate in physical education. However, medical excuses from a physician will be considered.
- The State of New Jersey has mandated that all classes be co-educational.
- Students will be given the opportunity to participate in fitness-related activities along with individual and team sports during their four years at Perth Amboy High School.

Instruction in a wide variety of activities is offered throughout the year:

Fall: Badminton Flag Football

Physical Fitness Activities

Winter: Aerobics Basketball

Bowling

Spring: Badminton Physical Fitness Activities
Driver Training Prerequisite: None 1 quarter

Soccer
Track/Field
Softball Team Handball Tennis
Swimming
Weight Training
Volley Ball
Yoga Volleyball
Weight Training
Aerobics/Dance/Kickboxing

Driver’s Education classroom education is provided to students during the first marking period of sophomore year. The New Jersey Motor Vehicle Commission Driver Training Manual content is utilized to prepare students to take the New Jersey Driver’s Permit Test. The course covers the following areas of study: skills needed for driving an automobile; rules of the road; weather and hazardous road conditions; insurance contracts and types of coverage; purchasing a car; vehicle maintenance; legal responsibilities; physical and psychological fitness for driving; effects of drugs and alcohol and DWI, and accident prevention.

Human Awareness/First Aid:

Prerequisite: None 1 Quarter 1.00 Credits Grade 11

The Human Awareness course is designed to help students identify and understand the key aspects of wellness as contributors to mental, emotional and social health. Topics addressed in this health sequence include: components of wellness, nutritional planning and healthy life style, personality development, peer interactions, decision making, drug and alcohol education, HIV/AIDS (Universal Precautions), addictive behaviors (gambling, eating disorders), suicide, death and dying, function of the medical system, first aid, and Heimlich/CPR. Guest speakers, videos, readings, and class discussions are utilized to support implementation of these topics.

Issues in the Family and Society:

Prerequisite: None 1 Quarter 1.00 Credits Grade 12

This course is an opportunity for seniors to have question-and-answer formatted dialogue with their instructors regarding the topics covered in this curriculum. The content of senior health focuses upon a review of the information provided in grade nine family life and then an in-depth study of various aspects of family living. These topics include: decision making; abstinence; birth control; natural childbirth; family planning; options to unwed parenthood; the effects of drugs and alcohol; HIV/AIDS, and psychological aspects of sexual behaviors; the health care system and insurance; taking care of elderly parents; and various family structures and parental roles. For many students, this curriculum is a key source of information on topics relating to family life and sexuality.
PHILOSOPHY

The curriculum provides for a sequential presentation of mathematics to prepare our students for the present, for our new global economy, and for the rest of the 21st Century. The courses in the mathematics department are available to students of varying ability and are designed to meet their individual needs.

Course Description

Algebra I: 
Prerequisite: None 1 Year 5.0 Credits Grades 9

Students study the laws governing signed numbers, polynomials, and rational expressions, and the use of these in the solution of linear equations, quadratic equations, and inequalities. Additional topics include verbal problems and the graphing functions.

Algebra II: 
Prerequisite: Algebra I and Geometry 1 Year/5 Month 5.0 Credits Grades 10-11

This course offers a more detailed treatment of real numbers and an introduction to the complex number system through axioms for number systems, linear sentences in one, two and three variables, polynomials and factoring, rational expressions, irrational expressions, relations and functions, complex numbers, quadratic equations and systems, conic sections, exponential and logarithmic functions, and problem solving.

Geometry: 
Prerequisite: Algebra I and Algebra II 1 Year/5 Month- 5.0 Credits Grades 11-12

This course provides a development of plane geometry with emphasis on logical structure and inductive and deductive reasoning applied to formal proofs, construction and numerical problems. Some topics from coordinate and solid geometry are included.
The Technology Education Department offers students a variety of opportunities within the general education program of study. Courses are designed to allow college and non-college bound students the choice of experiences which will help them function within our technological society. A diversified and constantly evolving curriculum provides for the application of academic knowledge. Classroom experiences include design, analysis, critique of one’s works, communication, creative use of materials for fabrication, problem solving, research, and application of computer related software and technology.

In association with the Perth Amboy Board of Education’s philosophy, the following objectives are considered relevant:

1. To provide students an opportunity to become aware of the importance of technology in our daily existence.
2. To develop an understanding of technological systems and resources as they apply to consumer products.
3. To enlighten the students as to the career opportunities available within our technological society.
4. To engage students in meaningful first hand experiences with industrial/technological practices and procedures.
5. To foster a sense of accomplishment, creativity, self-pride, responsibility, and safety in each student.

*This Academy will fulfill this requirement through real life experiences i.e. Transition to Work*

A main component of the practical art requirement at the Personalized Learning Academy is for students to receive credits through internships. This idea of gaining credits through internships is adopted by the Liberal Arts High School under the concept School to Work. The PLA wants to enhance this experience for students and give them more time and commitment to an outside location. We strongly feel that to complete our mission of creating a personalized educational process, internships are a necessity to enhance the individual learning for each student. Internships will promote stronger relationships in the following areas:

1. Internships will help build and strengthen the relationship between student and school.
2. Internships will help build and strengthen the relationship between parent and school.
3. Internships will help build and strengthen the relationship between student and community.

Those three areas will foster a better and stronger learning environment for all students aiding the desire to be in school and part of our community. This will enable students to become individual learners more relevant and more accountable student. Overall this experience will create partnerships with the entire community- families, school, businesses and student learning. This nurturing approach will foster skills to help our students to excel and move towards the future success of this community.

*Note any other credit requirements that the student would like to take up in this area will be offered during the Evening Program or can be done through Online Learning.*

**Course Description**

**Transition To Work (TTW) - Internships:**

**Duration:** 1 Year/5 Month  **Credits:** 10  **Grades:** 9-12

To fit the model of the Personalized Learning Academy internships will be a major part of the student’s academic rigor. TTW will allow the student to have a personalized approach to their individual passions allowing students to research and receive real experiences in areas they want to pursue, as they earn school credits. Through TTW in the community all students will be able to gain life experiences, valuable life lessons and job experiences, which in turn will create a more diverse environment for education and career endeavors.
PHILOSOPHY

The goal of the Personalized Learning Academy is to promote an understanding of fundamental concepts and principles drawn from each of the science disciplines. A variety of courses are offered to address varying student interests and abilities. All courses are aimed at increasing scientific literacy and developing an appreciation for the changing nature of science. The scope and sequence of coursework completes college entrance requirements and exposes students to potential career paths. All offerings are lab science courses and each is aligned to the New Jersey Core Curriculum Content Standards in science.

Course Description

Biology: Prerequisite: None 1 Year/5 Months 6.0 Credits Grades 11 – 12

This course introduces the fundamental principles, laws, and concepts of biology. The program highlights problem solving and the application of biological concepts to modern society. Topics of study include: the scientific process and laboratory techniques, basic chemistry and biochemistry, cell structure and function, photosynthesis, cellular respiration, protein synthesis, genetics and heredity, biotechnology, evolution, taxonomy and classification, and ecology.

Chemistry Prerequisite: (Enrolled in/Taken Algebra I, Algebra II) 1 Year/5 Month 6.0 credits Grades 10–11

This course introduces the fundamental principles, laws, and concepts of general chemistry. The program highlights problem solving and the application of mathematical concepts to chemical principles. Emphasized throughout the course are the principles of structure-matter-energy relationships. Major topics include: atomic structure and the periodic table, the mole concept, chemical bonding, chemical reactions, chemical stoichiometric, states of matter, solution chemistry, and acid base theory.

Physics: Prerequisite: (Enrolled in/Taken Algebra I) 1 Year/5 Month 6.0 Credits Grades 9 – 10

This course is designed to use physics to better understand the world in which we live. It presents concepts in a very applicable manner and then uses these concepts and formulas to solve problems. Example problems are used extensively in the text to show how these formulas are applied. The major concepts of physics are presented in a multi-media manner. Emphasis is put on lab work and the relationships between science, motion, astronomy, light, sound, electricity, and radioactivity. These will be presented in both a qualitative and quantitative manner.

Anatomy: Prerequisite: (Chemistry/Physics, Algebra I/II) 5 Month/1 Year 6.0 Credits Grades 11 – 12

This course is designed for science-oriented students who have successfully completed courses in Biology and Chemistry. The purpose of this course is to thoroughly investigate cells and histology, biochemistry, mammalian anatomy and physiology, embryology, genetics, and biotechnology. Emphasis
is placed on laboratory activities, the inquiry method, and the use of extensive resources to provide the opportunity to experience scientific writing on a college level.

Marine Biology: Prerequisite: (Two years science) 1 Year/5 Month 6.0 Credits Grades 11 – 12

This course is aimed at developing students’ prior knowledge and understanding of the world’s oceans. Major topics of discussion will include the history of oceanography, plate tectonics, seawater chemistry, air-sea interaction, waves, tides, currents, estuaries, the shore, and the pelagic and benthic environments. Human reliance and impact on the ocean, specifically Hudson Bay and the New Jersey coast, will be discussed throughout the study of each major topic. (Offered 2013-2014 and 2015-2016).
Social Studies Department

PHILOSOPHY

The Social Studies Department at Personalized Learning Academy seeks to develop in each student an appreciation of our American heritage and an understanding of human behavior in our complex world. Our program of studies helps students to acquire knowledge, skills and attitudes leading toward the development of sound democratic participation. In addition to the required US History and World History program, we offer a wide variety of electives. All students have the opportunity to explore areas of personal interests and to develop their full potential as students and citizens.

Course Description

World History: Prerequisite: None 1 Year/5 Month 5.0 Credits Grade 9

In this course, students will examine historical developments that have shaped the modern world. Topics include the Renaissance, Reformation, Enlightenment, French Revolution, Age of Imperialism, Industrial Revolution, World Wars, and contemporary issues that have impacted societies across the globe. Students will engage in a wide variety of learning experiences that will encourage their academic growth and will assess their mastery of course content. This course is offered at all three academic levels.

US History I: Prerequisite: World History 1 Year/5 Month 5.0 Credits Grade 10

This course focuses on the foundations of American society. By studying the periods from Colonization through Reconstruction, students will gain an appreciation for the evolution of American heritage. A strong emphasis will be on the study of the Constitution to foster an understanding of the political system and promote civic participation. Students will also analyze the challenges that faced the young American nation and will evaluate how these challenges were met by the people of the United States. This course is offered at all three academic levels.

US History II: Prerequisite: World History, US I 1 Year/5 Month 5.0 Credits Grade 11

This course emphasizes significant historical developments of the 20th century. By studying the periods from Progressivism through the present day, students develop their understanding of the role of the United States in the 20th century. Significant attention will also be given to domestic issues that affect how Americans see themselves. The development of a historical perspective will equip students with the knowledge and skills to make informed decisions as active citizens in the 21st century. This course is offered at all three academic levels, however, those enrolling in US History II AP must complete US History I Honors as a prerequisite.

Economics: Prerequisite: None 5 Month 5.0 Credits Grades 10 –12

This elective gives the highly motivated student a background in practical economics. The course includes a political emphasis which examines how governments, both national and local, collect and redistribute wealth and natural resources. In addition to the introduction of economic principles, contemporary economic issues are integrated into the curriculum, as are research projects and relevant
Psychology: Prerequisite: None 5 Month 5.0 Credits Grades 11 - 12

This course is designed to provide an introduction to the science of psychology. It is divided into five units: Psychology as a Science, Learning/Memory/Development, Sensation/Perception/ Emotion, Personality, and Psychological Disorders. In-class activities that demonstrate the concepts and experiments that test the theories accompany each section. This program will enable students to become more scientific in understanding their own and other people’s behavior. The course provides a strong foundation for students who wish to pursue this field in college.

Sociology: Prerequisite: None 5 Month 5.0 Credits Grades 11 – 12

Sociology is the scientific study of patterns of human life, peoples’ roles and their relationships with one another. Topics included are: status and role, role conflict, groups, teen-age culture, the family, women, religion, social classes, and social change. A variety of texts and media are used. Students selecting the Project Advance program must meet enrollment requirements and cover tuition and book costs in order to be eligible to earn college credit through Syracuse University.

Political Science: Prerequisite: None 5 Month 5.0 Credits Grades 11 –12

Political Science combines a study of political theory with the application of political methods to contemporary problems and American political institutions. The theorists include: Plato, Machiavelli, Locke, Rousseau, Hegel, and Marx. The contemporary problems include: Poverty, Civil Liberties, The Draft, Public Education, Race Relations and Student Dissent. This course is only open to students who will not enroll in US Government and Politics Advanced Placement.
Visual Arts Department

PHILOSOPHY

The main goal of the Personalized Academy Visual Arts Department is to develop educated and cultured individuals who understand, through visual and tactile experiences, that the world functions on the aesthetic as well as the technological level. The main strategy of the art staff is to encourage and promote an environment for creative thinking, creative expression and problem solving. Exploration and experimentation of personal visual expression is made manifest through a variety of art media.

Course Description

Drawing: Prerequisite: None 1 Year/5 Month 5.0 credits Grades 9 – 12

This course will teach students specific exercises enabling them to draw from direct observation. Visual perspective, light and shadow and line drawing will be explored in a variety of black and white mediums. Landscape and still life drawing will also be investigated. Students who have already taken Visual Arts I may not enroll in Drawing.

Foundation of Arts I: Prerequisite: None 1 Year/5 Month 5.0 Credits Grades 9 – 12

This is a studio course designed to enable students to explore and sample a wide variety of materials and methods available to artists and craftspeople. With emphasis placed on applying the elements of art, students will work in the areas of drawing, painting, three-dimensional artwork, and printmaking and will study the works of famous artists who excelled in these media.

Foundation of Arts II: Prerequisite: Foundation of Arts I 1 Year/5 Month 5.0 Credits Grades 10 – 12

This course seeks to further develop each student’s personal expression through art. The students will work with a variety of media including watercolor, pastel, pen and ink, collage, printmaking and scratchboard. Acrylic painting is introduced at this time, and the students are exposed to famous painters through the study of films and by taking field trips. The appreciation of art elements and principles underlying painting are also covered. Emphasis is placed on developing drawing, designing and color skill. The application of the microcomputer to the elements of color, composition and perspective will be explored.

Foundation of Arts III: Prerequisite: Foundation of Arts II 1 Year/5 Month 5.0 Credits Grades 11 – 12

This course is a study of drawing in pastel and painting in acrylics, watercolor and oil, as well as some experience in fabric painting. The exploration in these media is an extension of the skills mastered in Visual Arts II. Each art student is helped to develop a portfolio with examples of finished work in a variety of media suitable for presentation at job interviews or in the application process to art schools or colleges. Students are required to draw in a sketchbook on a weekly basis.

Computer Graphics: Prerequisite: Foundations of Arts II 1 Year/5 Month 5.0 Credits Grades 10 – 12

Students interested in the field of commercial art will be able to work with Adobe products such as Illustrator and Photoshop. With a prerequisite background (Visual Arts I) in composition, design, drawing and color, the 10-12 grade students can apply computer-enhanced techniques to their artwork.
via a computer screen. Simple applications, such as business cards and stationery, as well as finished
designs and photo applications for a travel agency will be created. These projects will teach students
how to set up a time-oriented task, a vital skill in the world of commercial art. Students who have
achieved creative expression through Visual Arts I will now be able to make those skills more usable in
the workplace with these graphic applications.

Introduction to Commercial Art Prerequisite: Foundation Arts I; Foundation Arts II is strongly
recommended 1 Year/5 Month 5.0 Credits Grades 10 – 12

This course will introduce and familiarize students with using their skills to design products for
commercial applications, (signs, stationery, logos, advertising, book covers etc.). Design, color theory,
typography, logos, package design, illustration and communication will be discussed in relation to the
needs of the commercial world. Computers will be used for some projects, and career opportunities in
commercial art will be discussed.

Ceramics and Sculpture: Prerequisite: None 1 Year/5 Month 5.0 credits Grades 9- 12

Students will study major twentieth century sculptors and work in a variety of sculptural materials
including foam, stone, plaster, wire, wood, and clay. Students in this class will be working with clay in a
variety of methods such as hand building (pinch slab and coil), wheel throwing, and molding. Painting
on clay, surface decoration and glazing are introduced and explored.

Advanced Ceramics & Sculpture: Prerequisite: Ceramics and Sculpture 1 Year/5 Months 5.0 Credits
Grades 10 – 12

The objective of this course is to extend and refine the skills learned in the basic Ceramics and Sculpture
course. Students learn to become self-sufficient in terms of producing ceramics and sculpture and are
required to complete long-term projects. A variety of hand-building techniques in clay will be explored
including teapot construction and Majolica colored tiles. Wheel skills will be refined to include making
functional pottery with lids and handles. Sculpture in students’ choice of material will be explored.

Fashion Design: Prerequisite: Foundation Arts I, Drawing I or permission of the instructor 1 year/5
Month 5.0 Credits Grades 10 – 12

This is an art-based course, which explores the why of clothes, fashion trends and classics, with color
and fabric applications. Fashion concepts are explored from both a historical context and the
examination of current designer apparel. Activities and topics covered will include: shading, classic
drapery folds and drawing from croquis figures and manikins. Final projects encourage original designs
for real life application. (Offered in 2012-2013 and 2014-2015.)

Interior Design: Prerequisite: Foundation of Arts I, Drawing I or permission of the instructor 5 Month
5.0 Credits Grades 10 – 12

This course incorporates the study of furniture styles, floor plans, space, window treatments, budgeting,
wall and floor coverings, fabrics, color and accessories. Students will be able to design a room for a
specific client, draw it to scale and choose all the interior components. A trip to IKEA is planned for the
study of kitchen design and to aid in preparing the final project. (Offered in 2013-2014 and 2015-2016).
World Language Department

PHILOSOPHY

The World Language Department prepares students for the demands of an interdependent world by:

- Teaching World Language for communication.
- Heightening students’ linguistic and cultural awareness of their local, state and world communities.
- Encouraging interdisciplinary connections.
- Preparing students for using a world language(s) in the careers they choose.

The goal of the world language curriculum at the Personalized Learning Academy is to recognize and emphasize the context and purpose of communication. Courses are designed to address all three communicative modes: interpretive, interpersonal and presentational. Through thematic design and communicative-based instruction, department courses will prepare students for authentic language use in the real world.

Course Description

Spanish I:  
Prerequisite: None  
1 Year/5 Months  
5.0 Credits Grades 9 – 12

This Spanish course supports the development of listening, speaking, reading and writing skills. Students receive direct instruction in all four skills, and assessment is performance oriented.

Spanish II:  
Prerequisite: Spanish I  
1 Year/5 Month  
5.0 Credits Grades 9–12

This Spanish program supports the development of listening, speaking, reading and writing skills. Students receive direct instruction in all four skills, and assessment is performance oriented. This program meets the state requirement for world languages.

Spanish III:  
Prerequisite: C average in Language II  
1 Year/5 Months  
5.0 Credits Grades 10 – 12

In the third year language classes, which are conducted primarily in the foreign language, a major goal is to stimulate interest in speaking the language; thus the year’s work is based on conversational situations and meaningful dialogue as well as reading selections. The basic skills are strengthened through thorough review of the elementary grammar structures and introduction of more complex grammar, while vocabulary building is emphasized for conversation and reading comprehension. Students are expected to speak the language in class.
## Appendix

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Big Picture Learning

Big Picture Learning showcased as model for educating students at Obama administration announcement of new Race to the Top Competition

May 24, 2012

PROVIDENCE, RI – Big Picture Learning (BPL), a leader in personalized education with fifty schools around the country and over forty schools abroad, was showcased Tuesday as a model for educating students. This special Stakeholders Forum held on May 22, 2012 by Secretary of Education Arnie Duncan announced this new focus aimed at school districts to implement personalized learning to close achievement gaps and prepare students for college and career. The competition will offer $400 million dollars to districts to create such plans.

The new competition asks districts “to show us how they can personalize and individualize education for a set of students in their schools,” Secretary Duncan stated. “We need to take classroom learning beyond a one-size-fits-all model and bring it into the 21st century.”

The Department of Education included a forum of educators and policy makers as part of this announcement. The forum included Big Picture Learning student Jonathan Caines, who attended the Met School in Providence, RI who is now attending Fairfield University. Caines’ interest when in high school was concentrated around business and entrepreneurship. As a result of Big Picture Learning’s mission of “one student at a time”, Caines individualized learning plan placed him out of the classroom and in the “real world” two times a week in an internship. “A personalized high school education can really prepare a student to become a college student and beyond that for a career.” Caines remarks “My school taught me how to love to learn and become an interactive learner, proactive learner, and gave me the tools I needed to do that. It prepared me as a student for college and beyond that for the real world.”

“We are excited to see these changes being encouraged in schools across the country,” states Dennis Littky, co-founder of Big Picture Learning. “For over 17 years, Big Picture Learning has been on the front line of innovative personalized education. Once you find their passions and invite the student to drive their own education, the end results are phenomenal.”
Big Picture Learning has been working with school districts around the country, assisting them in creating new school designs that use the very initiatives that the Department of Education is endorsing with this new competition. “Learning must be based on the interests and goals of each student,” remarks Elliot Washor, co-founder of Big Picture Learning. “A student’s curriculum must be relevant to the people and places that exist in the real world and their abilities must be authentically measured by the quality of their work.”

For school districts interested in building Big Picture Learning into their school design should contact Elliot Washor at 401-374-4664 or email at info@bigpicturelearning.org

To view the Race To The Top Stakeholders Forum featuring Jonathan Caines’ remarks go to: www.ustream.tv/recorded/22777810

About Big Picture Learning

Big Picture Learning’s mission is the education of a nation, one student at a time. As a non-profit organization dedicated to a fundamental redesign of education in the United States, Big Picture Learning’s (BPL) vision is to catalyze vital changes in K-Adult education by generating and sustaining innovative, personalized learning environments that work in tandem with the real world of their greater community. At the core of Big Picture Learning’s mission is a commitment to equity for all students, especially underserved urban students, and the expectation that these students can achieve success. Big Picture Learning designs innovative learning environments, researches and replicates new models for learning, and trains educators to serve as leaders in their schools and communities. In order to create and influence the education of the future, Big Picture Learning must continually reflect on and improve our practice and research to provide the results to leverage our influence in policy decisions and educational systems at the state, national, and international levels.

For sixteen years the BPL network has served over 26,000 students in 20 U.S. states and another 5,000 students in 6 countries around the world, meeting the individual needs of students to help them excel at the high school level, but to also be prepared academically and emotionally for their post-high school endeavors. Since 1996, most of the students served by BPL are in the U.S. demographic groups least likely to complete high school, enroll in college, or attain postsecondary degrees (85% of BPL schools receive Title I funding; 66% of students are eligible for free/reduced lunch).

In addition to supporting its network of schools, Big Picture works with and through other organizations to incorporate selected features and components of the Big Picture school design in other school designs. For example, Big Picture is helping organizations, districts, and schools throughout the country to use its student advisory program, enhance personalization, refine project-based learning, and integrate real-world learning through adaptations of Big Picture’s Learning Through Interests/Internships. This “Big Picture Inside” work has resulted in innovative designs for secondary, postsecondary, and career and technical schools and for STEAM (science, technology, engineering, arts, and math) and out-of-school youth programs.

To learn more about big Picture Learning, Please visit the website at: www.BigPicture.org
Nurses Corner

Please make sure all documentation and forms are up to date and handed in to the Nurses Office. Note every new school year documents, all documents must be filled out again. Any documents can be received at the nurse’s office on the 3rd Floor of 178 Barracks Street. The nurse must have all updated information on the child, especially those with a chronic illness, asthma and diabetes as few examples.

*AEDs*

Automated External Defibrillators are life-saving devices used for emergency purposes by trained certified individuals. Defibrillators are designed to deliver a shock to the heart in unresponsive victims with no breathing and no signs of circulation.

Every school building as well as the administration building is equipped with a defibrillator. For additional information ask the school nurse or the building security staff.

*Hepatitis B Requirement*

Effective immediately all students in grades K, 1, 6, 9, 10, 11 and 12 are required to have 3 doses of Hepatitis B vaccinations.

Children transferring into the district in grades 7 & 8 are also required to show proof of 3 doses of Hepatitis B vaccination.

According to the State Health Department School Health Guidelines the first (1) dose must be received before entering school, the second (2) vaccinations no later than 3 months after receiving the first dose and the third (3) dose no later than 12 months following the first dose.

Any student in a comparable age level special education program must also comply with the law and receive 3 doses of Hepatitis B vaccination.

Should you need additional information please call your child’s school nurse.

*Medications*

Administrative policy of the Perth Amboy Public Schools requires the school nurse to have written permission from the parent and attending physician.

Medication administered by the school nurses should be done only in exceptional circumstances wherein the child’s health maybe jeopardized.

Forms may be secured from any school nurses office.

*Meningitis Vaccination*

A new law as of January 2004 now requires the meningitis vaccination for all New Jersey college bound students.
Meningitis is an infection or inflammation of the membranes covering the brain and spinal cord.

If your son/daughter is a senior and will be attending college in the fall of 2005 they will need to receive the meningitis vaccination.

Please check with your child’s health care provider for more information.

*Varicella (chicken pox) Immunizations

Immunization against chicken pox (varicella) is now required for entry to day care, pre-school, kindergarten and first grade. Chickenpox is a common, usually mild, acute viral illness with a characteristic rash that most children contract before age 10.

Children whose physicians or parents submit a written statement of past history of varicella disease will be in compliance with the new rule.

*Asthma

Students who have been diagnosed by their health care providers with asthma are required to submit to the school nurse an Asthma Action Plan.

Asthma Action Plan forms are available from any school nurses office.

Every school (Pre K 12) is equipped with a nebulizer in the event your child needs asthma medication during school hours. All Asthma medication must be supplied by the parent/guardian and be accompanied by a signed Administration of Medication In School form. These forms are available from any school nurses office.

All documents must be up to date and brought into the nurses office. Keeping immunization records up to date and having a strong communication with the nurse is recommended. Parents must take getting all necessary information to the nurse, it is the state law and parents and students must be compliant. If students do not follow, with 100 percent compliance, the student could be suspended.
Course Planning Worksheet

Use this planning guide to review graduation requirements and develop a tentative four-year course of study. Make revisions as your child’s plans and interests change.

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Sub Total Credits:  

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<th>Junior Year</th>
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Sub Total Credits:
# Personalized Learning Academy Learning Plan

1) **Personal Profile:** Enter the information requested completely and accurately.

<table>
<thead>
<tr>
<th>PERSONAL PROFILE</th>
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<tbody>
<tr>
<td><strong>Student:</strong></td>
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<tr>
<td><strong>Advisor:</strong></td>
</tr>
<tr>
<td><strong>Mentor:</strong></td>
</tr>
<tr>
<td><strong>Grade:</strong></td>
</tr>
</tbody>
</table>

## Passions & Interests

## Activities, Hobbies, and Groups

### Autobiographical Sketch

Provide a description of yourself in exactly five (5) sentences.

2) **Personalized Learning Academy-101:** Check off any **fully completed** expectation that you have met for this quarter. Also, add any additional expectations that you and your Parent(s), Mentor, or Advisor(s) have decided and agreed upon this quarter.

<table>
<thead>
<tr>
<th>EXPECTATIONS</th>
<th>EXPECTATIONS</th>
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<tr>
<td><img src="on" alt=" " /></td>
<td><img src="on" alt=" " /></td>
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<tr>
<td>Write your daily agenda with specifics in Super Calendar <strong>every day</strong></td>
<td>Productive &amp; Efficient use of IWT</td>
</tr>
<tr>
<td>Update of Learning Plan bi-weekly</td>
<td>Maintain Reading Logs</td>
</tr>
<tr>
<td>Participate in ALL school-wide functions</td>
<td>Maintain drafts of all work</td>
</tr>
<tr>
<td>Show respect to all persons</td>
<td>Participate enthusiastically in physical fitness program</td>
</tr>
<tr>
<td>Consistently wear school uniform</td>
<td>Complete assignments for elective class</td>
</tr>
<tr>
<td>Be punctual &amp; prepared for everything</td>
<td>Complete Independent reading books (2 or more)</td>
</tr>
<tr>
<td>Complete Independent reading books (2 or more)</td>
<td>Participate in fund-raising activities</td>
</tr>
<tr>
<td>Complete Community Service (5 hours)</td>
<td>Complete Community Service (5 hours)</td>
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</table>
3) **Strengths & Weaknesses**: Provide a thorough and critical self evaluation in each Learning Goal area. Use full sentences and make sure to include specifics and details when making your assessment. This section serves one of the most concrete ways in which you and others can track improvement so be extremely thoughtful when filling it out. **Each weakness identified must be addressed in at least one project or school initiative this quarter.**

<table>
<thead>
<tr>
<th>PERSONAL QUALITIES (Life Skills)</th>
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<tbody>
<tr>
<td><strong>STRENGTHS &amp; WEAKNESSES</strong></td>
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<tr>
<td><strong>Strengths</strong></td>
<td>Areas in which I excel. Things I do with relative ease. Assets I bring to the school and Advisory.</td>
</tr>
</tbody>
</table>

- ☐ I am punctual to all of my seminars.
- ☐ I am a very organized person and always prepared for everything.
- ☐ I am always a responsible person

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<thead>
<tr>
<th>COMMUNICATION</th>
<th>QUANTITATIVE REASONING</th>
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<tbody>
<tr>
<td>(Reading, Writing, Speaking, Listening, Expression)</td>
<td>(Critical Thinking, Numerical Analyze, Logic)</td>
</tr>
<tr>
<td><strong>New Topics/Goals</strong></td>
<td><strong>New Topic Goals</strong></td>
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<thead>
<tr>
<th><strong>Strengths</strong></th>
<th><strong>Weaknesses (to be integrated into project work!)</strong></th>
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</thead>
<tbody>
<tr>
<td>☐ I have good communication skills</td>
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<tr>
<th>Empirical Reasoning</th>
<th>Social Reasoning</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Scientific Inquiry, Natural &amp; Physical Properties)</td>
<td>(People, Culture, Historical &amp; Current Events)</td>
</tr>
<tr>
<td><strong>New Topics/Goals</strong></td>
<td><strong>New Topics/Goals</strong></td>
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<tr>
<th>What I will show at Exhibition/Gateway</th>
<th>What I will show at Exhibition/Gateway</th>
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4) **Learning through Internships (L.T.I.)** Provide accurate, thoughtful, and detailed information about your L.T.I. search (if applicable) and project

5)
### L.T.I. CHECKLIST

- Attend my L.T.I. for at least 6 hours a day
- Complete an L.T.I. Project Proposal for all projects
- Write in L.T.I. journal at least two (2) times per week
- Maintain an L.T.I. vocabulary list in your L.T.I. journal
- Maintain L.T.I. Portfolio
- Complete L.T.I. set up memo
- Consistently use BPO
- Create an effective Project Rubric

### L.T.I. SEARCH & PROJECT

**LEARNING THROUGH INTERNSHIPS**

<table>
<thead>
<tr>
<th><strong>Project Title:</strong></th>
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<tbody>
<tr>
<td><strong>Description:</strong></td>
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<tr>
<td>(3-5 sentence summary of project)</td>
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<tr>
<th><strong>Essential Question:</strong></th>
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<tr>
<td>(What question is driving you forward on your L.T.I. project?)</td>
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<tr>
<th><strong>Probing Questions:</strong></th>
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<tr>
<td>(What are additional rigorous Questions your project will answer?)</td>
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### WORK & SKILLS

(What physical work will you produce what skills will be necessary to complete it)

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<tr>
<th><strong>Communications</strong></th>
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<th><strong>Quantitative Reasoning</strong></th>
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<th><strong>Empirical Reasoning</strong></th>
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<th><strong>Social Reasoning</strong></th>
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### EVIDENCE OF LEARNING

(How will this improve upon or address my areas of weakness outlined above?)

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<th><strong>Communications</strong></th>
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<tr>
<th><strong>Proof of Quality Work</strong></th>
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<tbody>
<tr>
<td>(How will you show what you’ve learned? What evidence will you have to present to prove your work was the absolute best you could do?)</td>
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</table>
# Personalized Learning Academy

## Student Narrative Report

1st Quarter

### Student Profile

<table>
<thead>
<tr>
<th>Student:</th>
<th>Parent(s):</th>
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<tbody>
<tr>
<td>Advisor</td>
<td>Date:</td>
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<tr>
<td>Mentor:</td>
<td>L.T.I Site:</td>
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<tr>
<td>Grade:</td>
<td>Quarter:</td>
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### Personal Qualities / High School Readiness

**Comments:**

**Personal Responsibility:**

- Turn Assignments in on Time / Meets Deadlines
- Effective Use of Independent Work Time
- Effective Use of Super Calendar Daily
- Keep Materials Organized / Come Prepared (Homework, Utensils, etc.)
- Maintain High Attendance & Punctuality / Wear Uniform
- Prepared for 1 – on – 1 Meetings

**Independent Work:**

- Demonstrates Academic Growth
- Bi-weekly updated Learning Plan
- Turn in Multiple Drafts of Products

**Accountability To Self & Community**

- Demonstrates Respect for Self, Peers, Staff, Community, and Rules
- Participates in Whole School Community

<table>
<thead>
<tr>
<th>Personal Responsibility</th>
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LEARNING THROUGH INTERNSHIPS (L.T.I.)

Comments:

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<tr>
<th>With An L.T.I.</th>
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<tbody>
<tr>
<td>Maintain Up-To-Date &amp; Reflective Journal</td>
</tr>
<tr>
<td>Maintain Punctuality (Call on Time) / Maintain Time Sheet</td>
</tr>
<tr>
<td>Prepared for Check-In Meetings (Questions, Materials, etc.)</td>
</tr>
<tr>
<td>Maintain L.T.I. Dictionary</td>
</tr>
<tr>
<td>Complete Project Proposal</td>
</tr>
<tr>
<td>Follow Through With Project (Complete Tracker and Meet Deadlines)</td>
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<table>
<thead>
<tr>
<th>Without An L.T.I.</th>
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<tbody>
<tr>
<td>Effective Use of Time On L.T.I Days</td>
</tr>
<tr>
<td>Maintain Phone Log</td>
</tr>
<tr>
<td>Complete Phone Script and Information Interview Questions</td>
</tr>
<tr>
<td>Exhibit Professional Courtesy (Thank You Letters, Phone Calls, etc.)</td>
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**Advisor’s Signature**

**Principal’s Signature**
School Rules Contract

I have read this contract and agree to follow each of the points to the very best of my ability. A violation of any of these points will result in implementation of the DISTRICT CODE OF CONDUCT. These consequences include, but are not limited to: Detention, ISS, OSS, suspension and expulsion.

Student Signature: _____________________________ Date: ____________ ID#________________

Email________________

Parent Signature: _____________________________ Date: ____________

Email________________Address: _____________________________

Telephone:________________

Cell Phone/IPOD/IPAD/Head Phones/Electronic Devices Policy

Cell Phones/IPODs/Head Phones and other electronic devices will not be allowed to be visible in the Academy, in YMCA or any class trips locations. Because no student should have these items visible in school, if one of these items go missing there will be no search or investigation conducted. Bring electronic devices to school at your own risk. Parents: We understand it may be important to reach your child at this school and it is highly recommended that you call the main office or the guidance office so that we could get in contact with your child on your behalf.

Signing this document means that you adhere to the above Cell Phone/IPOD, electronic device policy.

Print Parent Name: _____________________________ Date: ____________

Print Student Name: _____________________________ Date: ____________

Política de Móviles /IPOD/IPAD/Audifonos/Dispositivos Electrónicos

Móviles, IPODs, IPADs, audifonos, y dispositivos electrónicos no podrán ser visible el la Academia, en la YMCA o algún lugar que se visite por viaje escolar. Debido a que ningún estudiante debe tener estos elementos visible en la escuela, si uno de estos elementos se pierden, no habrá búsqueda o investigación llevada a cabo. El estudiante llevara dispositivos electrónicos a la escuela a su propio riesgo. Padres: nosotros entendemos que pueda ser importante comunicarse con su hijo(a) mientras ellos esten en la escuela y es muy recommendable que usted llame a la oficina principal o en la oficina de orientación para que podamos ponerlos en contacto.

Al firmar este documento, significa que usted se adhiere a la política de móviles, IPOD, IPAD, audifonos y dispositivos electrónicos.

Nombre de Padre/ Tutor Legal Escrito: _____________________________

Firma de Padre/ Tutor Legal: _____________________________ Date: ____________

Nombre de Estudiante Escrito: _____________________________
Field Trip Form

This Consent form is to agree that your student can be taken on a school trip at any point during the school year. This accounts for all and is not limited to college visits, and class trips. Note that there must be Board approval to take any bus trip and that any walking trip is approved by the Superintendent.

Signing this document gives permission to the school that your child is allowed to attend any and all field trips that the school offers to your child.

Print Parent Name: _____________________________ Date: ____________

Print Student Name: _____________________________ Date: ____________

Formulario de Viajes Escolares

Este formulario de consentimiento es para darle permiso a su hijo(a) que pueda ser tomado a un viaje escolar en cualquier momento durante el año escolar. Esto significa que es para todos y no se limita a visitas a la Universidad, y viajes específicos de su curso. Tenga en cuenta que debe haber una aprobación de la Junta de Educación para tomar cualquier viaje en autobús y que cualquier viaje a pie sera aprobado por la Superintendente.

La firma de este documento le da permiso a la escuela que su hijo(a) asista a cualquier y todas las excursiones que ofresca la escuela.

Nombre de Padre/ Tutor Legal Escrito: _____________________________

Firma de Padre/ Tutor Legal: _____________________________ Date: ____________

Nombre de Estudiante Escrito: _____________________________

------------------------------------------
Internships

Internships are a mandatory aspect of the Personalized Learning Academy. We feel that these will help benefit your child and create a learning experience that just cannot be met just attending classes every day. This Contract indicates that your child will be allowed to leave the building and either travel by walking or by bus to their allocated Internship site.

Signing this document indicated that you are aware that your child will be leaving the building periodically throughout the school day and year to enter and to leave the building to go to and from their internship site. The student is responsible for getting to the site and to and from school. Some sites will be by bus, due to the location of the internship.

Print Student Name: ____________________________ Date: ____________

Print Parent Name: ____________________________ Date: ____________

---

Evening Class Contract

Evening classes are a privilege and that any failure to adhere to the school policy behavior codes could result in termination and loss of credits. Also, attendance is mandatory due to the fact that the evening program is 5 months and only offered Monday through Thursday. The student and parent must understand that after 3 absences letters and calls will be sent home. Counselor and teacher recommendations are important if want to take on this opportunity.

Signing this document indicated that as parent/guardian you are aware that your student will be taking evening classes at the Perth Amboy Adult School, as a cross-enrolled student. This student will be enrolled with students that are from the ages of 16 and up. If your agree to these terms please sign off.

Print Student Name: ____________________________ Date: ____________

Print Parent Name: ____________________________ Date: ____________
Uniform Contract

**Top**
Burgundy Short Sleeve Polo w/logo
Burgundy Long Sleeve Polo w/logo
*Polo’s must be worn at all times*

**Phys. Ed Uniforms consist of:**
Red t-shirt with school logo
Red shorts with school logo
Red sweat pants with school logo
Red sweat shirt with school logo

**Swim Suits**
*No cotton clothes are allowed in the pool*
The YMCA policy is that no cotton clothing is allowed in the pool
Boys - *Long swim shorts only, can wear a shirt, must be polyester, no cotton allowed*
Girls – *One piece bathing suit only, can wear a shirt over suit, must be polyester, no cotton allowed*

**Sweaters**
*ALWAYS WITH SCHOOL POLO UNDERNEATH*
- Unisex Cardigan w/logo
- Unisex V-Neck Sweater w/logo
- Unisex V-Neck Vest w/logo
- Mockneck w/logo

*Any sweater/ shirts without logo must ALWAYS be worn UNDER the Polo!*

**Pants**
Dickies, Dockers- Khaki Pants
*CANNOT HAVE SIDE POCKETS BY THE KNEES*
*CANNOT SHOW UNDERWEAR*

**Shoes**
Solid Black closed toe *Shoes, Black Shoelaces, Black Soles*
➢ **Consequences for PLA Students:** Parents will be called and must come in to provide the student with the proper uniform.

➢ **Consequences for Adult High School:** Students without proper uniform will be sent home.

I clearly understand the Perth Amboy Adult Education Center’s uniform policy’s regulations and consequences.

**Name:** ________________________________

**Signature:** __________________________

**Date:** ______________________________

*No sandals, flip flops, sleeping slippers, hats, sweatpants, jeans, cargo pants, showing underwear, leggings, skinny jeans, two-toned sneakers/shoes*
Picture/Video Taping Consent Form

Dear Parent/Guardian:

For public awareness purposes, School/District personnel or other District-authorized persons may videotape and/or photograph classroom activities or special projects in which your child participates during or after the school day. We are all very proud of the accomplishments our students make and we would like to give them the recognition that they deserve. We only seek positive publicity for our students.

Part 1: Internet Web Site

We are sending you this parental consent form to both inform you and to request permission for your child’s photo/image and personally identifiable information to be published on the district and/or school’s web site. As you are aware, there are potential dangers associated with the posting of personally identifiable information on a web site since global access to the Internet does not allow us to control who may access such information. These dangers have always existed; however, we as schools do want to celebrate your child and his/her work. The law requires that we ask for your permission to use information about your child. Pursuant to law, we will not release any personally identifiable information without prior written consent from you as parent or guardian. Personally identifiable information includes student names, photo or image, residential addresses, e-mail address, phone numbers and locations and times of class trips. If you, as the parent or guardian, wish to rescind this agreement, you may do so at any time in writing by sending a letter to the principal of your child’s school and such rescission will take effect upon receipt by the school.

Check one of the following choices:

☐ I/We GRANT permission for this student’s photo/image and all other personal identifiers listed above to be published on the school and/or district’s public Internet site.
☐ I/We Grant permission for this student’s photo/image and name to be published on the school and/or district’s public Internet site.
☐ I/We GRANT permission for a photo/image that includes this student without any other personal identifiers to be published on the school and/or district’s public Internet site.
☐ I/We DO NOT GRANT permission for photo/image that includes this student to be published on the school and or district’s public Internet site.

Part 2: Posters, Newspapers, and Other Media

This section of the form covers permission for the District to record and use the recorded image, voice, or work of the student (photographed, filmed, taped or digitally recorded) for public awareness purposes, and to release certain general interest information about your child such as grade level or participation in sports teams. Under Policy 9120 (Public Relations Program), group photographs may be released by the District in media other than the District’s internet web site without prior parental consent.

If you do not wish to have any recognizable photo of your child published in any media, please inform us in writing below. In no event will an individual pupil in a group photograph be identified by name and/or by other personal identifier without written permission from the parent or legal guardian or adult pupil. No other personally identifiable information will be released for public relations purposes without your consent below.

Once signed and dated, this form shall remain in effect for your child’s enrollment in the District schools. However, you may rescind this permission form at any time by submitting a written and signed letter or updated form to the principal of your child’s school, and such rescission will take effect upon receipt.

Student’s Name: (please print) __________________ Student’s Grade/Homeroom ____________

Print name of Parent/Guardian: (print) Relation to Student:

________________________

Signature of Parent/Guardian: (sign) Date:

________________________

Parent

Comments/Concerns:________________________

________________________

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Parental/Guardian Consent Form

Estimado Padre/Encargado:

Para propósitos de conocimiento público, el personal de la Escuela/Distrito u otras personas autorizadas por el Distrito pueden filmar o fotografiar actividades en el salón de clases o proyectos especiales en el cual su hijo(a) participe durante o después del día escolar. Todos estamos muy orgullosos de los logros de nuestros estudiantes y nos gustaría darles el reconocimiento que merecen. Solamente buscamos publicidad positiva para nuestros estudiantes.

Parte I: Página del Internet

Les estamos enviando esta forma de consentimiento para informarles y a la vez pedirles su permiso para la foto/imagen de su hijo(a) e información personal de identificación para ser publicada en la página del Internet del distrito y/o de la escuela. Como usted sabe, existen peligros potenciales asociados con la publicación de información personal de identificación en una página del Internet ya que el acceso global no nos permite tener control sobre quién pueda tener acceso a esta información. Estos peligros siempre han existido; sin embargo, nosotros como escuelas deseamos reconocer a su hijo(a) y su trabajo. La ley requiere que le pidamos permiso a usted para usar la información de su hijo(a). Según la ley, no publicaremos información personal de identificación sin permiso escrito previo de usted como padre o encargado. Información personal de identificación incluye nombre del estudiante, foto o imagen, dirección residencial, dirección del correo electrónico, números de teléfonos y lugares y horas de las excursiones escolares. Si usted, como padre o encargado, desea cancelar este acuerdo, puede hacerlo por escrito en cualquier momento escribiendo una carta al principal de la escuela de su hijo(a) y la cancelación será efectiva tan pronto se reciba la carta en la escuela.

Marque una de las siguientes alternativas:

☐ Yo/Nosotros CONCEDEMOS permiso para que la foto/imagen u otra información personal antes enumerada de este estudiante sea publicada en la página pública del Internet de la escuela/distrito.
☐ Yo/Nosotros CONCEDEMOS permiso para que la foto/imagen y nombre de este estudiante sea publicado en la página pública del Internet de la escuela/distrito.
☐ Yo/Nosotros CONCEDEMOS permiso para que la foto/imagen que incluye a este estudiante sin alguna otra información personal sea publicada en la página pública del Internet de la escuela/distrito.
☐ Yo/Nosotros NO CONCEDEMOS permiso para que la foto/imagen que incluye a este estudiante sea publicada en la página pública del Internet de la escuela/distrito.

Parte II: Cartelones, Periódicos y otros Medios

Esta sección de la forma cubre el permiso para que el Distrito pueda grabar o usar una imagen grabada, voz o trabajo del estudiante (fotografiada, filmada, grabada, o grabada digitalmente) para propósitos de conocimiento público, y para publicar cierta información general de su hijo(a) tal como nivel del grado o participación en equipos de deportes. Bajo la Póliza 9120 (Programa de Relaciones Públicas), fotografías de grupo pueden ser publicadas por el Distrito en otros medios que no sea en la página del Internet del distrito sin el permiso previo de los padres. Si usted no desea tener fotos reconocibles de su hijo(a) en cualquier medio, favor de dejarnos saber por escrito abajo. En ningún evento un alumno individual sera identificado en una foto de grupo por nombre y/o por información personal sin permiso escrito de un padre o encargado legal o alumno adulto. Ninguna otra información personal de identificación será publicada para propósitos de relaciones públicas sin el consentimiento abajo. Una vez firmada y fechada, esta forma permanecerá en efecto durante la registración de su hijo(a) en el Distrito escolar. Sin embargo, usted puede cancelar este permiso en cualquier momento al someter una carta escrita y firmada o una forma actualizada al principal de la escuela de su hijo(a), y la cancelación será efectiva tan pronto la reciba la escuela.

Forma de Consentimiento de los Padres/Encargados

Por favor devuelva a: la Oficina del Principal
Para más información llame a su escuela.
Nombre del Estudiante:(letra de molde)______________________ Grado del Estudiante/Salón Hogar________________________ Nombre del Padre/Encargado:(letra de molde) Relación con el estudiante:________________________

Fecha: Firma del Padre/Encargado: (Firma)

Comentarios del Padre/Dudas:

____________________________________________________________________________________
Student Survey

At the Personalized Learning Academy we believe that a child’s interest and passions are the key to his or her high school education and life-long learning, and that learning best takes place when each student is an active participant in his or her education. This Academy is built around the recognition that each student has unique interest, needs, and abilities that the educational program must take into account.

Please read and order the characteristics from the one that most closely relates to your dominant personality to the one that least relates to your personality. Write the first letter of each area in the above order to create your own acronym.

_____    _____    _____    _____    _____    _____

1. Realistic
   People with strong realistic characteristics tend to enjoy being outdoors and working with machines, tools, animals and/or things. They often prefer using mechanical, athletic and manual skills to interacting with groups and using interpersonal skills. Realistic people view themselves as practical and conservative.

2. Investigative
   People who lean toward the investigative type often like to work independently and on a cognitive level. They like to think about and analyze ideas, problems and issues. Investigative types may have strong math, science, and analytical abilities. They prefer to study and understand situations and expand their knowledge on subject matters.

3. Artistic
   Individuals who score high in the artistic area tend to be creative, unstructured and imaginative. They may possess musical, artistic, and literary skills. Artistic people often enjoy innovative and open experiences over organized and structured activities. They prefer to let their emotions soar and guide them. Artistic types generally avoid regimented and routine activities.

4. Social
   Individuals who tend to be dominant in the social area like to be around people. They enjoy helping others and contributing to the good of society. Social types have strong interpersonal and communication skills and tend to be empathetic, patient and understanding. They may prefer to avoid technical work or activities involving machines or objects.

5. Enterprising
   Individuals with high enterprising scores generally enjoy interacting with people in a manner that involves leadership, persuasion and management. They tend to be comfortable with their decision-making skills and may be ambitious, competitive, and self-confident. Enterprising types are often attracted to economically rewarding endeavors and are comfortable exerting power over others.

6. Conventional
   Those who lean toward the conventional style prefer very structured and organized activities. They like to have a clear understanding of expectations and follow established procedures. Conventional types may have strong verbal and numerical abilities and prefer to avoid unstructured activities. They tend to prefer an orderly, calm, and efficient environment where they can be part of a team with an organized, established routine.
Student Name: ____________________________

Below there are a list of possible Majors and Career Options related to each of the six interest areas. Highlight all areas that you are interested in.

Realistic: Agricultural Science • Animal Science • Biochemistry • Chemistry • Computer Engineering • Computer Science • Electrical Engineering • Geography • Marine Science • Mathematics/Stats • Packaging Engineering • Plant Science • Statistics • Appraiser • Athletic Director • Automotive Engineer • Director of Sports Facilities • Environmental Health • Orthotists • Podiatrist • Public Health Inspector • Radio Station Operator • Software Technician • Technician • Ultrasound Technologist •

Investigative: Anthropology • Economics • Exercise Science • Mathematics • Microbiology • Pharmacy • Physician Assistant • Civil Engineering • Food Science • Linguistics • Physics • Public Health Specialist • Sociology • Statistics • Agronomist • Allergist • Anesthesiologist • Architect • Assistant Researcher • Biologist • Ecologist • Food & Drug Inspector • Geneticist • Health Physicist • Physician Assistant • Professor • Psychiatrist • Psychologist • Quality Control Engineer • Safety & Health Manager •

Conventional: Criminal Justice • Bibliographer • Building Inspector • Claims Examiner • Data Processing Specialist • Customs Inspector • Electrical Inspector • Financial Analyst • Investment Analyst • Programmer • Medical Record Technician • Polygraph Examiner • Tax Specialist • Computer Operator • Computer Security • Inventory Control Specialist • Internal Auditor • Underwriter •

Enterprising: Communication • Economics • Environmental Planning & Design • Journalism • Philosophy • Religion • Visual Arts • Animator • Architect • Art Appraiser • Decorator • Design Director • Designer • Editor • Photographer • Musician • Painter • Playwright • Product Designer • Corporate Communications • Graphic Designer • Lyricist • Media Analyst • Set Designer • Radio Announcer • Publicity Director • Humorist •

Artistic: Criminal Justice • Physics Engineering • Planning & Public Policy • Finance • Mathematics • Sociology • Campaign Manager • Auditor • Chief Financial Officer (CEO) • Fashion Coordinator • Head Coach • Hospital Administrator • Inspector • Fund Raiser/Development Officer • Politician • Public Administrator • FBI/CIA Agent • Insurance Agent • Sales Representative • Stockbroker •

Social: Education • Finance • Management • Marketing • Nursing • Nutritional Sciences • Philosophy • Political Science • Psychology • Social Work • Occupational Therapist • Peace Corps Worker • Announcer • Attorney • Auditor • Case Management Specialist • Case Worker • Community Health Coordinator • Family Therapist • Guidance Counselor • Historian • Loan Officer • Real Estate Appraiser • Dietician •