

Parents Make a Difference

Pottsville High School Open House

Agenda
August 6, 2018

Welcome	Annette Bewley
PHS 1-to-1 Home Access Center (HAC)	Jennifer Curry
Accelerated Reader School Messenger	Amy Whorton
Introduction of Faculty	Jonathan Bradley
School Attendance Policy	Greg Coffman
Report to the Public	Jonathan Bradley

Pottsville High School Parent Survey 2018-2019

Pottsville School District believes that when parents are actively involved in their children's education, children do better in school. Pottsville School District encourages parents to become actively involved in their child/children's education. Schools and parents must work as knowledgeable partners to educate all students effectively. It is essential for parents to have a positive attitude regarding education and to demonstrate trust that their child/children can do well. We invite you to participate in this important survey to share with us how you feel we are doing and to provide us with ideas that will help enhance our parent-school relationship.

We want to know what **YOU** think about your student's school.

The information from this survey will help us improve.

Your answers are **confidential** and will be combined with those of other parents.
No one will be told how you answered.

Thank you for helping to make the school-parent relationship more effective.

Survey is on the back



Pottsville High School Parent Involvement Survey 2018-2019

Circle the answer that indicates your opinion on the following:	Agree	Disagree	No Opinion
1. The parent involvement programs at PHS are effective.	A	B	C
2. I receive timely information regarding my child's progress in school.	A	B	C
3. I receive information I need about school programs and meetings.	A	B	C
4. I have a good understanding of school programs and operations.	A	B	C
5. Information I receive from school is timely, easy to read, and understandable.	A	B	C
6. I have access to the school's web pages for timely information.	A	B	C
7. School / faculty web pages keep me informed regarding my child's education.	A	B	C
8. eSchool keeps me appropriately informed as to my child's academic progress.	A	B	C
9. School Messenger keeps me adequately informed of activities and events at school.	A	B	C
10. Teachers promptly respond to requests for communication.	A	B	C
11. I feel welcomed in my child's school.	A	B	C
12. I believe my views are seriously considered when school decisions are made.	A	B	C
13. PHS provides adequate opportunities for parent involvement.	A	B	C
14. PHS provides a safe and orderly environment for students and faculty.	A	B	C
15. Administration, faculty and staff have genuine concern for the well-being of students.	A	B	C
16. PHS provides high quality educational programs.	A	B	C
17. I believe class size has a positive effect on my child's education.	A	B	C
18. PHS is preparing my child to learn effectively and to live productively in the 21 st century through technology in education efforts.	A	B	C
19. PHS is preparing my child to continue his or her education beyond high school.	A	B	C
20. PHS is preparing my child to deal with issues / problems he or she will face in the future.	A	B	C
21. PHS offers programs broad enough to meet educational needs of all students.	A	B	C
22. PHS is doing an excellent job in all curriculum areas. Please identify any exceptions:	A	B	C
Identify any barriers that have hindered your participation in parent involvement opportunities:			
Additional Comments:			

POTTSVILLE SCHOOL DISTRICT CALENDAR 2018-2019

August 2018						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

December 2018						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2019						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

September 2018						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

January 2019						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

May 2019						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

October 2018						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February 2019						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

June 2019						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

November 2018						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

March 2019						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

PSD's Mission Statement						
It is the aim of PSD in partnership with the core values and hopes of our community to create a learning environment that will produce lifelong learners, productive citizens and successful contributing members of a global society.						

Grading Attendance	
1 st Quarter:	Aug. 13-Oct. 12
2 nd Quarter:	Oct. 15-Dec. 19
3 rd Quarter:	Jan. 7-Mar. 8
4 th Quarter:	Mar. 11-May 22



Total Days	
44 Days	
44 Days	
43 Days	
47 Days	
178 Student Days	
10 Staff Dev'l Days	
2 Parent/Teacher Conferences	
190 Teacher Days	

Aug. 6	Teachers Begin School
Aug. 13	Students Begin School
Sept. 3	Labor Day-No School
Sept. 14	End of 5 Weeks
Sept. 18	Progress Report
Oct. 12	End of 1 st Quarter
Oct. 15	2 nd Quarter Begins
Oct. 18	Parent-Teacher Conf.
Oct. 19	Flex Day/PD Day-No Students
Nov. 16	End of 5 Weeks
Nov. 19-23	Thanksgiving Holiday-No School
Nov. 27	Progress Report
Dec. 19, 20, 21	Semester Exams
Dec. 24-Jan. 4	Christmas/New Year's Holidays-No School
Jan. 7	First day of 2 nd Sem/3 rd Qtr
Jan. 21	MLK Day-No Students*PD Day
Feb. 1	End of 5 Weeks

Feb. 7	Parent/Teacher Conf.
Feb. 8	Flex Day/PD Day-No Students*
Mar. 8	End of 3 rd Qtr
Mar. 11	4 th Quarter Begins
Mar. 12	Report Cards
Mar. 18-22	Spring Break-No School*
April 18	End of 5 Weeks
April 19	Good Friday-No School*
April 23	Progress Report
May	High School Graduation
May 20, 21, 22	Semester Exams
May 22	Student Last Day/End of Semester and 4 th Qtr*
May 23	Teacher PD Day*
May 24	Teacher PD Day/Teacher Last Day*
May 27	Memorial Day-No School
May 28-3, June 3	*May be used as additional make-up days as needed.
Mar. 15, 2018	District Calendar Adoption

Pottsville High School Faculty Information

2018-2019

Teacher	Prep	Time	e-mail address
Adkins, Mary	1 st	8:00-8:45 a.m.	mary.adkins@pottsvilleschools.org
Beavers, Casey	8 th	2:30-3:25 p.m.	casey.beavers@pottsvilleschools.org
Bewley, Annette	2 nd	8:50-9:35 a.m.	annette.bewley@pottsvilleschools.org
Bly, Shanna	5 th	11:20-12:05 a.m.	shanna.bly@pottsvilleschools.org
Bradley, Kane	n/a		Kane.bradley@pottsvilleschools.org
Braeutigam, Kara	4 th	10:30-11:15 a.m.	kara.braeutigam@pottsvilleschools.org
Coffman, Greg	n/a		greg.coffman@pottsvilleschools.org
Curry, Jennifer	n/a		jennifer.curry@pottsvilleschools.org
Dean, Dustin	8 th	2:30-3:25 p.m.	dustin.dean@pottsvilleschools.org
Deramus, Jennifer	6 th	12:40-1:30 p.m.	jennifer.deramus@pottsvilleschools.org
Dodson, Chris	4 th	10:30-11:15 a.m.	chris.dodson@pottsvilleschools.org
Falls, Abby	4 th	10:30-11:15 a.m.	abby.falls@pottsvilleschools.org
Gray, Cecilia	8 th	2:30-3:25 p.m.	cecilia.gray@pottsvilleschools.org
Ham, Kristen	3 rd	9:40-10:25 a.m.	Kristen.ham@pottsvilleschools.org
Hesselbein, Leslie	5 th	11:20-12:05 a.m.	leslie.hesselbein@pottsvilleschools.org
Hooper, Andrea	2 nd	8:50-9:35 a.m.	andrea.hooper@pottsvilleschools.org
Johnson, Chance	n/a		chance.johnson@pottsvilleschools.org
Jones, Cathy	6 th	12:40-1:30 p.m.	cathy.jones@pottsvilleschools.org
Jones, Lisa	4 th	10:30-11:15 a.m.	lisa.jones@pottsvilleschools.org
Kamerling, Chris	3 rd	9:40-10:25 a.m.	chris.kamerling@pottsvilleschools.org
Lee, Mark	n/a		mark.lee@pottsvilleschools.org
Lee, Matt	3 rd	9:40-10:25 a.m.	matt.lee@pottsvilleschools.org
Ostendorf, Amber	6 th	12:40-1:30 p.m.	amber.ostenforf@pottsvilleschools.org
Prince, Samantha	2 nd	8:50-9:35 a.m.	samantha.prince@pottsvilleschools.org
Ray, Kevin	2 nd	8:50-9:35 a.m.	kevin.ray@pottsvilleschools.org
Roberts, Ed	8 th	2:30-3:25 p.m.	ed.roberts@pottsvilleschools.org
Rogers, Darla	7 th	1:35-2:25 p.m.	darla.rogers@pottsvilleschools.org
Rust, Amy	1 st	8:00-8:45 a.m.	amy.rust@pottsvilleschools.org
Rust, Bryan	n/a		bryan.rust@pottsvilleschools.org
Simpson, Tracy	3 rd	9:40-10:25 a.m.	tracy.simpson@pottsvilleschools.org
Smith, Charles	6 th	12:40-1:30 p.m.	charles.smith@pottsvilleschools.org
Stang, Ben	6 th	12:40-1:30 p.m.	ben.stang@pottsvilleschools.org
Sweeden, Cresha	5 th	11:20-12:05 a.m.	cresha.sweeden@pottsvilleschools.org
Thurman, Shane	n/a		shane.thurman@pottsvilleschools.org
VanEs, Kellie	3 rd	9:40-10:25 a.m.	kellie.vanes@pottsvilleschools.org
Ward, Joshua	7 th	1:35-2:25 p.m.	joshua.ward@pottsvilleschools.org
Whorton, Amy	n/a	8:50-9:35 a.m.	amy.whorton@pottsvilleschools.org

Bell Schedule

7:55 – First Bell

8:00-8:45	First Hour	45 Minutes
8:50-9:35	Second Hour	45 Minutes
9:40-10:25	Third Hour	45 Minutes
10:30-11:15	Fourth Hour	45 Minutes
11:20-12:05	Fifth Hour	45 Minutes
12:05-12:35	Lunch	30 Minutes
12:40-1:30	Sixth Hour	50 Minutes
1:35-2:25	Seventh Hour	50 Minutes
2:30-3:25	Eighth Hour	55 Minutes

Pep Rally Bell Schedule

Regular Morning Schedule

12:40-1:15	Sixth Hour
1:20-1:55	Seventh Hour
2:00-2:35	Eighth Hour
2:35-3:15	Pep Rally

High School YEARS

Working Together for Lifelong Success



Short Clips

School spirit as a family

Cheering for the same sports team can bring families closer. The same holds true when it comes to rooting for your teen and her school. Whether you attend the high school football game or go to her poetry reading, build family bonds by showing your interest.

Know your teen's teachers

September ushers in a chance to meet your child's new teachers. Use open house or back-to-school night to introduce yourself. Find out how you might help the school, perhaps by donating supplies or chaperoning a class field trip.

Have a phone-free day

To cut down on screen time, try going phone-free for an entire day this weekend. Plan activities, such as taking a family hike followed by a board-game night—with devices silenced and put away. Consider making this a new weekly or monthly tradition!

Worth quoting

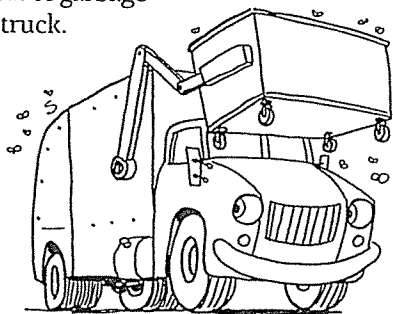
"Success is the sum of small efforts repeated day in and day out."

Robert Collier

Just for fun

Q: What has four wheels and flies?

A: A garbage truck.



Expect the best

What's one of the best ways to help your teen succeed in school? Expect a lot from him! If you make your expectations clear from the start, he will work harder to meet them. Try these strategies.

Be clear

Think about what you want your teenager to accomplish this year. For example, you probably expect him to attend school every day, complete all assignments, and do his best. Be sure to set expectations that are high—but doable for him. (Anticipating all As, for instance, could set him up for failure.) Then, clearly communicate your expectations to him.

Mention regularly

Weave your expectations into daily conversations. *Example:* "Do you want to watch a movie when you finish studying?" rather than "Do you want to watch a movie?" Also, don't give in if he begs for "exceptions" like staying home from school to catch up on sleep. You might respond, "You can sleep in this weekend,



but you have to go to school every day unless you're sick."

Follow through

Support your teen in ways that will help him meet your expectations. Say he has a big project due Monday. Ask about his weekend plans, and mention that you know he needs time to work. Then, before he leaves for a talent show or a party, check on his progress. Discuss whether his plan for finishing the project is viable. Finally, when your teen meets your expectations, let him know you've noticed. 🍊

Get smart with time management

Projects, tests, practices, and a part-time job...your high schooler's life can get busy. Here's how to help her take control of her time and feel less stressed.

■ **Pick—and use—a planner.** She might try both a paper planner and an online tool. Which one does she remember to fill in and consult more consistently? After a week she could evaluate and then stick with her preferred format.

■ **Avoid time wasters.** Encourage your high schooler to be aware of activities that take up time but don't have any real benefits. For instance, if she gets addicted to popular phone games, she may decide to play for a certain period of time and set an alarm to remind herself to stop. 🍊



Open the lines of communication

As your teen spends more time with friends and grows more independent, the two of you might not talk as much as you used to. Consider these suggestions to keep the conversation flowing.

Plan one-on-one time. Your high schooler may be more likely to open up if her siblings aren't around. You could walk around the block together or invite her along when you run errands.



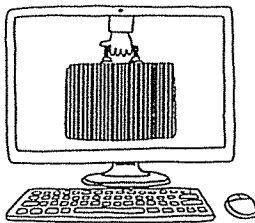
Chat casually. Get in the habit of talking to your teen about everyday things like current events or weekend plans. If she's comfortable chatting with you about ordinary topics, perhaps she'll feel more comfortable bringing up bigger issues like dating or a test she's nervous about.

Build a digital portfolio



An online collection of your teen's work can be a great showcase when he looks for jobs, seeks internships, or applies to college. Share these tips:

- Suggest that your child gather work samples related to his goals. If he hopes to go to art school, he could



include his sketches or paintings. If he wants to be a journalist, he might save his articles from the school newspaper. Not sure what he wants to do? He can collect work like a history paper or geometry proof he's proud of.

- Have your high schooler choose a portfolio tool. Some students upload their work into a Google Drive or Dropbox folder. Other options include starting a blog or creating a website.

- Your teenager's portfolio is a work in progress. Encourage him to review it regularly to add, revise, or remove items—with an eye toward the future employer or college admissions officer who will see it. 👍

OUR PURPOSE

To provide busy parents with practical ideas that promote school success, parent involvement, and more effective parenting.

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Q & A Raise a responsible teen

Q Our son can be so irresponsible! For example, he'll bring our car home with the fuel light on or forget to tell me when his plans change. What should I do?

A Teenagers don't always stop to think about the consequences of their actions. Help your son by explaining how his behavior affects you.

You might say, "I was almost late for work because I had to stop for gas." Then, talk about what he could do differently in the future, like keeping an eye on how much gas is left and refilling it when it hits the quarter-tank mark.

Finally, let your teen know what the consequences will be if he's irresponsible. Maybe he has to come straight home from school for a certain number of days if he doesn't notify you of his plans. 👍



Parent to Parent

Choosing an activity

When my daughter, Jennifer, couldn't decide on an extracurricular activity for this school year, her counselor suggested that she join a club that might help with a career. Activities like these let her meet students with similar interests and learn skills for the future, the counselor explained.

Since Jennifer thinks she'd like to major in business in college, she opted for

the Future Business Leaders of America. She went to the first meeting last week and was excited to hear about an upcoming marketing campaign competition.

Even if Jennifer changes her mind about her major, she'll still get a lot out of the club. For example, they're planning field trips to see different types of businesses, and she'll get to meet business leaders in our town. 👍



ARKANSAS MINIMUM GRADUATION REQUIREMENTS
SMART CORE WAIVER FORM

Name of Student: _____
Name of Parent/Guardian: _____
Name of District: _____
Name of School: _____

Smart Core is Arkansas's college- and career-ready curriculum for high school students. College and career readiness in Arkansas means that students are prepared for success in entry-level, credit-bearing courses at two-year and four-year colleges and universities, in technical postsecondary training, and in well-paid jobs that support families and have pathways to advancement. To be college and career ready, students need to be adept problem solvers and critical thinkers who can contribute and apply their knowledge in novel contexts and a variety of situations. Smart Core is the foundation for college and career-readiness. All students should supplement additional rigorous coursework within their career focus.

Failure to complete the Smart Core Curriculum for graduation *may* result in negative consequences such as conditional admission to college and ineligibility for some scholarship programs.

STATE MINIMUM GRADUATION REQUIREMENTS

English – 4 units

- 9th Grade English*
- 10th Grade English*
- 11th Grade English*
- 12th Grade English or Transitional English 12*

Mathematics – 4 units (or 3 units of math and 1 unit of Computer Science**)

- Algebra I (or Algebra I-Part A & Algebra I-Part B - *each may be counted as one unit of the 4-unit requirement*)
- Geometry (or Geometry-Part A & Geometry-Part B - *each may be counted as one unit of the 4-unit requirement*)
(All math units must build on the base of algebra and geometry knowledge and skills.)

Science – 3 units (or 2 units with lab experience and 1 unit of Computer Science**)

- Biology* - 1 unit (All students must have 1 unit in Biology – Integrated, ADE Approved Biology - Integrated, ADE Approved Biology – Integrated Honors, AP Biology, IB Biology, or Concurrent Credit Biology - Integrated.)
- Physical Science*, Chemistry*, or Physics* – at least 1 unit
- other ADE approved science* or ADE approved Computer Science**

Social Studies – 3 units

- Civics* - ½ unit
- World History* - 1 unit
- American History* - 1 unit
- other social studies* – ½ unit

Oral Communications – ½ unit

Physical Education – ½ unit

Health and Safety – ½ unit

Economics and Personal Finance – ½ unit (may be counted toward Social Studies or Career Focus)

Fine Arts – ½ unit

Career Focus – 6 units

Personal Finance* – Beginning with the freshmen class of 2017-18, A.C.A. § 6-16-135 requires students to complete a course that includes specific personal finance standards in either grades 10, 11, or 12.

*Category course options as listed under each applicable subject area in the ADE Course Code Management System

**Computer Science – (optional) A flex unit of an approved Computer Science (any course starting with 465 or 565) may replace the 4th math requirement or the 3rd science requirement. Two distinct units of the approved computer science courses may replace the 4th math requirement and the 3rd science requirement. Once the 4th math requirement and the 3rd science requirements have been met, any additional computer science credits will be recognized as career focus credits.

Each high school student shall be required to take at least one digital learning course for credit to graduate.

By signing this form, I acknowledge that I have been informed of the requirements and implementation of the Smart Core Curriculum and am choosing to waive the Smart Core curriculum. I understand the potential negative consequences of this action as outlined on this form.

Parent/Guardian/Adult Student Signature

Date

School Official Signature

Date

SMART CORE INFORMED CONSENT FORM

Name of Student: _____
Name of Parent/Guardian: _____
Name of District: _____
Name of School: _____

Smart Core is Arkansas's college- and career-ready curriculum for high school students. College and career readiness in Arkansas means that students are prepared for success in entry-level, credit-bearing courses at two-year and four-year colleges and universities, in technical postsecondary training, and in well-paid jobs that support families and have pathways to advancement. To be college and career ready, students need to be adept problem solvers and critical thinkers who can contribute and apply their knowledge in novel contexts and a variety of situations. Smart Core is the foundation for college and career-readiness. All students should supplement additional rigorous coursework within their career focus.

Parents or guardians may waive the right for a student to participate in Smart Core and instead to participate in the Core curriculum. The parent must sign the separate Smart Core Waiver Form to do so.

SMART CORE CURRICULUM

English – 4 units

- English 9th grade
- English 10th grade
- English 11th grade
- English 12th grade or Transitional English 12

Mathematics – 4 units (or 3 units of math and 1 unit of Computer Science*) *At least one MATH unit must be taken in Grade 11 or Grade 12.*

- Algebra I (or Algebra A & Algebra B - Grades 7-8 or 8-9)
- Geometry (or Geometry A & Geometry B - Grades 8-9 or 9-10)
- Algebra II
- fourth math as approved by ADE or approved *Computer Science

Science – 3 units with lab experience (or 2 units with lab experience and 1 unit of Computer Science*)

- Biology – 1 unit (Biology, IB Biology, ADE Approved Biology, ADE Approved Biology Honors, AP Biology or Concurrent Credit Biology.)
- Physical Science, Chemistry, Physics, or approved *Computer Science – 2 units; a maximum of 1 computer science credit may count for this requirement

Social Studies – 3 units

- Civics - ½ unit
- World History - 1 unit
- U.S. History - 1 unit
- other social studies - ½ unit

Oral Communications – ½ unit

Physical Education – ½ unit

Health and Safety – ½ unit

Economics – ½ unit (may be counted toward Social Studies or Career Focus)

Fine Arts – ½ unit

Career Focus – 6 units

*Computer Science – (optional) A flex unit of an approved Computer Science may replace the 4th math requirement or the 3rd science requirement. Two distinct units of the approved computer science courses may replace the 4th math requirement and the 3rd science requirement. If the 4th math requirement and the 3rd science requirement have been met through other coursework, any of the computer science courses may be used for career focus credit.

Beginning with the entering 9th grade class of the 2014 – 2015 school year, each high school student shall be required to take at least one digital learning course for credit to graduate. (Act 1280 of 2013)

By signing this form, I acknowledge that I have been informed of the requirements and implementation of the Smart Core Curriculum and am choosing the Smart Core Curriculum for my child.

Parent/Guardian Signature

Date

School Official Signature

Date

Arkansas Department of Education— February 21, 2018

Acuerdo de consentimiento fundamentado de Smart Core (el Plan de Estudios Inteligentes)

Nombre del estudiante: _____
Nombre del padre/tutor: _____
Nombre del distrito escolar: _____
Nombre del colegio: _____

El Plan de Estudios Inteligentes (Smart Core) es un plan de estudios para los estudiantes de la secundaria de Arkansas, que los prepara para la universidad y para un oficio. En Arkansas, la preparación para la universidad y para un oficio significa que los estudiantes están preparados para tener éxito al nivel de primer año en cursos con créditos en los institutos de dos años y en las universidades de cuatro años, en la formación técnica pos-secundaria y en empleos bien remunerados que apoyen a las familias y ofrezcan vías para progresar. Para estar preparado para la universidad o para un oficio, los estudiantes deben ser capaces de solucionar problemas y ser pensadores críticos que puedan contribuir y aplicar sus conocimientos en nuevos contextos y en una variedad de situaciones. El Plan de Estudios Inteligentes (Smart Core) es el fundamento para la preparación para la universidad o una carrera. Todos los estudiantes deben completar rigurosos cursos adicionales dentro de su enfoque profesional (career focus).

Los padres o tutores pueden dispensar el derecho de un estudiante de participar en el Plan de Estudios Inteligentes (Smart Core), y en su lugar participar en el Plan de Estudios Básicos (Core Curriculum). Para dispensarlo, el padre o tutor necesita firmar otro acuerdo, el Documento de Exención del Smart Core.

Requisitos del Plan de Estudios Inteligentes

Inglés – 4 unidades

- Inglés – Nivel 9
- Inglés – Nivel 10
- Inglés – Nivel 11
- Inglés – Nivel 12 o Inglés Transicional – Nivel 12

Matemáticas – 4 unidades (o 3 unidades de matemáticas y 1 unidad de la ciencia de la computación*) Por lo menos una unidad de matemáticas debe realizarse en el nivel 11 ó 12.

- Álgebra I (o Álgebra A y Álgebra B – en los niveles 7-8 ó 8-9)
- Geometría (o Geometría A y Geometría B – en los niveles 8-9 ó 9-10)
- Álgebra II
- cuarta clase de matemáticas aprobada por ADE o clase de la ciencia de la computación*

Ciencias – 3 unidades con experiencias en el laboratorio (o 2 unidades con experiencias en el laboratorio y 1 unidad de la ciencia de la computación*)

- Biología – 1 unidad (Biología, Biología IB, Biología Aprobada por ADE, Biología Aprobada por ADE para Estudiantes de Honor, Biología AP o Biología de Crédito Simultáneo [Concurrent Credit])
- Ciencias Físicas, Química, Física o una clase aprobada de la ciencia de la computación – 2 unidades; con un máximo de una unidad de ciencia de la computación

Estudios Sociales – 3 unidades

- Cívica – media unidad
- Historia Mundial - 1 unidad
- Historia de los EE.UU. - 1 unidad
- otra clase de los estudios sociales – media unidad

Comunicación Oral – media unidad

Educación Física – media unidad

Salud y Seguridad – media unidad

Economía – media unidad (puede cumplir requisito de media unidad de estudios sociales o de enfoque profesional)

Bellas Artes – media unidad

Enfoque Profesional – 6 unidades

*Ciencia de la Computación – (opcional) Una unidad de ciencia de la computación aprobada puede reemplazar la cuarta unidad de matemáticas o la tercera unidad de ciencias. Si ya se han cumplido la cuarta unidad de matemáticas y la tercera unidad de ciencias, cualquier unidad de ciencia de la computación puede servir como unidad de crédito para el enfoque profesional.

A partir de la entrada a clases al 9º nivel del año escolar 2014-2015, cada estudiante de secundaria tendrá la obligación de tener por lo menos un crédito en un curso de aprendizaje digital para poder graduarse, según el Act 1280 of 2013.

Al firmar este documento, yo declaro que he sido informado de los requisitos y de la implementación del Plan de Estudios Inteligentes (Smart Core), y elijo el Plan de Estudios Inteligentes (Smart Core) para mi hijo.

Firma del Padre/Tutor

Fecha

Firma del Funcionario Escolar

Fecha

Arkansas Department of Education— February 21, 2018

Documento de Exención del Smart Core (el Plan de Estudios Inteligentes)

Nombre del estudiante: _____
Nombre del padre/tutor: _____
Nombre del distrito escolar: _____
Nombre del colegio: _____

El Plan de Estudios Inteligentes (Smart Core) es un plan de estudios para los estudiantes de la secundaria de Arkansas, que los prepara para la universidad y para un oficio. En Arkansas, la preparación para la universidad y para un oficio significa que los estudiantes están preparados para tener éxito al nivel de primer año en cursos con créditos en los institutos de dos años y en las universidades de cuatro años, en la formación técnica pos-secundaria y en empleos bien remunerados que apoyen a las familias y ofrezcan vías para progresar. Para estar preparado para la universidad o para un oficio, los estudiantes deben ser capaces de solucionar problemas y ser pensadores críticos que puedan contribuir y aplicar sus conocimientos en nuevos contextos y en una variedad de situaciones. El Plan de Estudios Inteligentes (Smart Core) es el fundamento para la preparación para la universidad o una carrera. Todos los estudiantes deben completar rigurosos cursos adicionales dentro de su enfoque profesional (career focus).

El elegir no cumplir los requisitos del Plan de Estudios Inteligentes puede resultar en consecuencias negativas, tales como ingreso condicional a la universidad, o no calificar para ciertas becas.

Los padres o tutores pueden dispensar el derecho de un estudiante de participar en el Plan de Estudios Inteligentes (Smart Core), y en su lugar participar en el Plan de Estudios Básicos (Core Curriculum). Al firmar este Documento de Exención del Smart Core, el padre o tutor dispensa el derecho del estudiante de participar en el Plan de Estudios Inteligentes, y lo obliga a participar en el Plan de Estudios Básicos.

Requisitos del Plan de Estudios Básicos

Inglés – 4 unidades

- Inglés – Nivel 9
- Inglés – Nivel 10
- Inglés – Nivel 11
- Inglés – Nivel 12 o Inglés Transicional – Nivel 12

Matemáticas – 4 unidades (o 3 unidades de matemáticas y 1 unidad de la ciencia de la computación*)

- Álgebra I (o Álgebra A y Álgebra B – cada uno puede contarse como una de las 4 unidades requeridas)
 - Geometría (o Geometría A y Geometría B – cada uno puede contarse como una de las 4 unidades requeridas)
- Nótese: Todas las unidades de matemáticas debe construirse sobre los fundamentos de álgebra o geometría.

Ciencias – 3 unidades con experiencias en el laboratorio (o 2 unidades con experiencias en el laboratorio y 1 unidad de la ciencia de la computación*)

- Biología – 1 unidad (Cada estudiante necesita tener 1 unidad de Biología, Biología IB, Biología Aprobada por ADE, Biología Aprobada por ADE para Estudiantes Destacados, o Biología de Crédito Simultáneo [Concurrent Credit])
- Ciencias Físicas, Química, o Física (por lo menos 1 unidad)
- otra clase de ciencia aprobada por ADE

Estudios Sociales – 3 unidades

- Cívica – media unidad
- Historia Mundial - 1 unidad
- Historia de los EE.UU. - 1 unidad
- otra clase de los estudios sociales – media unidad

Comunicación Oral – media unidad

Educación Física – media unidad

Salud y Seguridad – media unidad

Economía – media unidad (puede cumplir requisito de media unidad de estudios sociales o de enfoque profesional)

Bellas Artes – media unidad

Enfoque Profesional – 6 unidades

*Ciencia de la Computación – (opcional) Una unidad de ciencia de la computación aprobada puede reemplazar la cuarta unidad de matemáticas o la tercera unidad de ciencias. Dos unidades distintas de ciencia de la computación pueden reemplazar la cuarta unidad de matemáticas y la tercera unidad de ciencias. Si ya se han cumplido la cuarta unidad de matemáticas y la tercera unidad de ciencias, cualquier unidad de ciencia de la computación puede servir como unidad de crédito para el enfoque profesional.

A partir de la entrada a clases al 9º nivel del año escolar 2014-2015, cada estudiante de secundaria tendrá la obligación de tener por lo menos un crédito en un curso de aprendizaje digital para poder graduarse, según el Act 1280 of 2013.

Al firmar este documento, yo declaro que he sido informado de los requisitos y de la implementación del Plan de Estudios Inteligentes (Smart Core), y dispense con el derecho de mi estudiante de participar en el Plan de Estudios Inteligentes (Smart Core). Entiendo que hay posibles consecuencias negativas en hacerlo.

Firma del Padre/Tutor

Fecha

Firma del Funcionario Escolar

Fecha