

Family Handbook
2014-2015

MEast et



“Educating Camden’s Children One at a Time”



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MetEast is a public high school that integrates academic and applied learning in a small school setting. The school is based on a central theme: Learning through authentic work and interests. Students who want to learn in a hands-on, experience-based setting will want to consider attending MetEast. We offer an opportunity for students to explore the potential of their personal interests and skills in a diverse, dynamic learning environment.

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WELCOME

Congratulations on becoming a part of one of the most exciting learning opportunities available to students. We are excited to have you as a part of MetEast High School and are looking forward to observing the development of your full potential. Your success at MetEast will be in direct proportion to your effort, application, and participation. MetEast was designed to meet the needs of students, both for the present and for the future. We are an ever-changing school working in an ever-changing society. The intention of MetEast is to give students a strong performance-based education closely related to real life experiences.



OUR MISSION

The mission of MetEast High School is to rigorously challenge the diverse Camden City student population, one at a time, as they forge relationships with the community and pursue their interests in the real world through internships. This starts by giving students the opportunity to learn in a place where they are known and where people treat each other with respect. It continues by designing a personalized learning plan for each student, providing real-world opportunities to connect their interests to their learning, and expecting them to find authentic, meaningful ways to show what they have learned. It culminates in graduating self-directed thinkers and learners with the skills necessary to succeed in college and beyond.

VISION STATEMENT

We believe that schools should be guided by one clear principle: that everything they do should be “what’s best for students.” Using the principle of building meaningful relationships, making school work rigorous and relevant and, our goal is to connect the students’ interest to relevant and meaningful learning experiences in the real world and urge students to always do their personal best. Our teaching and administrative staff will always be committed to educating Camden’s students, one child at a time.

In service of this vision, students will be provided with:

- A highly personalized learning experience, defined by an individual learning plan, daily advising, internship mentoring, and rigorous academics based on student interest;
- A guiding partnership among students, parents, teacher-advisors, mentors, colleges, and the community that provides a learning context appropriate to student interest;
- Learning experiences and hands-on projects that guide learning across the content areas and support depth over breadth;
- Opportunities to participate in real world learning thorough internships and training related to their interest;
- A vibrant, flexible learning environment that provides equal access to all students by differentiating instruction to address student learning styles, abilities, and interest; and
- Graduation with a high school diploma, a post high school plan and the skills needed for success through college and in real world careers.



Introduction to MetEast High School

On September 1, 2005, the Camden City School Board of Education approved the opening of a new high school for the 2005-2006 school year. MetEast's enrollment was limited to only incoming ninth-grade students. However, a new ninth-grade class was added each year, resulting in grades 9 -12 after four years.

At MetEast, each student works with an advisor: New Jersey certified teachers who facilitate student learning, a LTI Coordinator and /or a college counselor who supports college exploration and prepares students for SAT/ACT, college and financial aid applications. Students acquire non-paid internships each week, learning academic skills through real-world problem solving. MetEast generally identifies companies or businesses in or near the Camden community to facilitate student internships and prefers a location on or near a community or university campus. All of the school's stakeholders work together to bring these resources to MetEast

MetEast is a college preparatory school. Its academic program exceeds district and state graduation requirements and is complete in line with the Common Core Standards. We empower our students to take charge of their learning, to gain the skills and knowledge necessary to achieve success beyond high school, and to become life-long learners. We are committed to helping students pursue their passions and interests, one at a time.

MetEast's Areas of Focus

- One Student At A Time Approach
- Curriculum & Projects are aligned to the Common Core Standards
- Interest Based Internships and Exhibitions
- College Preparatory School & Prepare Students for Success in Life
- All students are college ready and pass PARCC Assessment

Composition & Statistics

Category	Stats
Total Students	150
Male / Female	49% / 51%
Instructional/Faculty	20
Teacher: Student Ratio	1: 7
Asian	1%
Black	76%
Hispanic	23%
White	N/A
Daily Attendance Rate	93%
Free/Reduced Lunch	100%

Guiding Principles

Small Schools – The intimate scale reinforces meaningful everyday connections with advisors, mentors and peers. Academic knowledge and skills must be applied to real life experiences and challenges. Advisors evaluate student’s work in depth.

Authentic Assessment – Student assessment is customized, while holding each student to high standards. They demonstrate their work in a real-world context. Students are prepared to become proficient or advanced on the NJ State Standards and pass the Standardized State Test.

Personalized Education, One Student at a Time – The curriculum is individualized, academically rigorous, and based on each student’s needs.

Building a Community, One Student at a Time – The school’s culture is founded on respect for individuality and diversity. Students and staff support as they learn from one another.

Family Engagement, One Family at a Time – Families are directly involved in making curriculum and assessment decisions in addition to contributing to the school every day. Student Learning Plans are identified and reviewed.

Education is Everyone’s Business – The school breaks down barriers between the school and community, serving the community while giving the whole community responsibility for education.

Internships/Real-World Learning – Learning is centered around real work, in context, with significance outside of school. Adult mentors connect students to their interest and world of work.

Culture for Change – MetEast’s philosophy remains flexible, embracing change and responding to the needs of our students and the community.

Our Beliefs & Responsibilities

We believe that a child’s interests 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. Our focus is not only on knowledge acquisition but is also on knowledge utilization. We strive to develop life-long learners with the ability to apply academic, practical and creative knowledge to real life experiences and challenges; this is why we believe that school-based learning is most effective when blended with outside experiences that broaden and deepen students’ learning and interests.

A Philosophy of Personalization, Far-reaching Visions, and a Unique Design

MetEast is defined by its commitment to educate “One Student at a Time”. Our school is built around the recognition that each student has unique interests, needs, and abilities that the educational program must take into account. We believe that the key to academic achievement lies in fostering students’ individual interests and encouraging their active participation in the learning process. Students become passionate about their learning because they are learning what they are passionate about. MetEast focuses on authentic learning in order to develop students’ abilities to apply academic knowledge and skills to real life experiences and challenges. We believe students become productive citizens when they

are challenged and mentored in leadership, problem solving and thinking skills while engaged in worthwhile tasks that are personally meaningful and have significance outside of school.

MetEast:

- A student and his or her parent(s) work with an advisor to identify the student's interest and develop a learning plan as an extension of the student's interests.
- Learning is centered on real work, in context, that has significance outside of school. Adult mentors connect students to their interests and the world of work. Students have meaningful daily communications with advisors, mentors and peers.
- Students are respected for their individuality and diversity. The students and staff support and learn from one another.
- Students receive extensive adult mentoring and advising.
- Students see a connection between the behavior and attitudes they are being asked to demonstrate at school and in the community/workplace. The teaching of productive character traits and basic life skills is evident and consistent with real-world expectations and standards.
- Students have opportunities to work cooperatively with others and to be a productive and contributing member of a team.
- Students complete meaningful projects and solve challenging problems in the classroom and in an internship setting by learning and applying academic skills and knowledge.
- Students are aware of what they are expected to learn, know what they have learned, and can identify what they still need to learn.
- Students formally provide exhibitions of their work to advisors, parents, local college instructors, community mentors and other students. They are evaluated on their work as a reflection of both school and community standards.
- Students are aware of their individual interest and talents and pursue internship opportunities to work on relevant projects that interest them.

In order to translate these beliefs into practice, MetEast has made fundamental changes in the relationships between and among staff, students, parents, community organizations/businesses, the curriculum, and organizational structure. The culture, climate, and practices of the school reflect the individualized nature of the instructional program. Advisors advocate and mentor each student so that the students are engaged in his/her own learning. Parents are active partners in the school by helping to set quarterly learning goals at scheduled meetings and participating in the evaluation of their child's progress at exhibitions and a review of student portfolios. Community members work with individual students as

mentors, teaching the skills and attitudes required to complete real work in a business/community setting. MetEast creates a structure, instructional methods, and a learning environment that supports students to become self-motivated, competent, life-long learners.

Big Picture Learning

MetEast is not alone in our visions and beliefs. Fortunately we are part of a larger network that shares our values and principles for educating students. Being a part of the Big Picture Learning network allows us to connect with other students and educators to share resources and ideas. This, in turn, promotes collaboration and increases rigor on the part of the students' projects. It also allows the students to feel connected to a larger movement and develop meaningful relationships with students around the world.

Big Picture Learning's mission is to lead vital changes in education, both in the United States and internationally, by generating and sustaining innovative, personalized schools that work in tandem with the real world of the greater community. We believe that in order to sustain successful schools where authentic and relevant learning takes place, we must continually craft techniques and test learning tools to make our schools better and more rigorous. Lastly, we believe that in order to create and influence the schools of the future, we must use the lessons learned through our practice and research to give us added leverage to impact changes in public policy.

The Big Picture Learning design is a dynamic approach to learning, doing, and thinking that has been changing the lives of students, educators, and entire communities since 1995. All of components of the design are based on three foundational principles: first, that learning must be based on the interests and goals of each student; second, that a student's curriculum must be relevant to people and places that exist in the real world; and finally, that a student's abilities must be authentically measured by the quality of her or his work.

METEAST'S DISTINGUISHERS

Pick Me Up (PMU) is a welcoming to the school day. It is a chance for the entire school community to assemble and share, get ideas, learn new things together, try new activities. In short, PMUs set the tone for the school day. PMUs occur Monday and Friday for approximately 30 minutes. The philosophy of the PMU is to expose students to a variety of careers, talents, ideas, and educational opportunities.

Advisory is the place where relationships between students and advisors are developed and manifested. During advisory, students are grouped with an advisor (15:1 max). Advisories should be as diverse as possible. As a cohort, the students are guided through their four-year high school experience by the one advisor who knows them best. In advisory, students work with their cohort on meaningful projects, discussions, activities and team building.

Independent Work Time (IWT) is a time when students work at their own pace to complete various tasks related to skill building, interest exploration, the LTI experience, the advisory, and Academic Seminar. This time period is monitored and facilitated by advisors who ensure that

students are making steady progress. During Independent Work Time advisors are available for 1:1 assistance for students who need further guidance or support.

Learning Through Internships (L.T.I.) are the foundation of the personalized learning students engage in. These internships are where meaningful relationships are built with responsible adults through mentorship. Rigorous and Relevant work is crafted through projects which help the student academically and the site professionally.

Authentic Assessment

Students document every aspect of their research and projects in ***portfolios***, which are later refined during senior year and presented with their applications to colleges. Instead of multiple choice tests and exams, each student defends his/her work in hour-long ***exhibitions*** at the end of each quarter. A student's advisor, parent(s), mentor, and peers comprise the exhibition panel and offer feedback and recommendations for the following quarter.

Rather than a report card filled with number or letter grades, a student receives quarterly multi-page ***narratives*** from the advisor. These are driving by the students ***learning plans*** and connect with goals outlined from previous meetings. The narrative describes that student's academic and personal growth in detail, based on the goals outlined in the learning plan, the portfolio work, and the exhibition.

Quantitative Reasoning (QR) and Empirical Reasoning (ER) Seminars are attended at least three times a week and are designed to ensure that all MetEast High School students are prepared to meet the challenges of the Standardized State Test. Each seminar is led by a New Jersey certified instructor who aligns the seminar's projects and curriculum with the Common Core State Standards.



MetEast Grade Level Sequence

Freshman Year

MetEast High School's freshman year is dedicated to fostering great relationships and getting students to embrace the idea of being responsible for their own learning. Our students get the sense that MetEast's philosophy and structures are completely different than anything they could have ever imagined. The year begins with the students doing a great deal of interest exploration activities and completing an introspective analysis, the "Who AM I" project. Students are also introduced to the internship process and are given their first opportunities to experience these internships in real world settings, leading to competencies and the acquisition of targeted skills.

Sophomore Year

MetEast High School's tenth grade students have a clearer understanding of the school's expectations and better understand how to take responsibility for their own learning. The experience is manifested in the way they interact with their Advisors, mentors, and peers. The focus for the sophomore year shifts from the school imparting most of the lessons to the students demonstrating to the school's stakeholders that they have genuinely internalized the philosophy. This notion materializes as the students build on their successes from exhibitions during the freshman year to completing a Gateway Exhibition. This ninety minute oral presentation is the students' opportunity to demonstrate to their learning plan team (Advisor-Parent-Mentor) that they in fact have taken responsibility for their own learning and that MetEast is working for them. Although several steps are taken to create a college-going culture during the freshman year, the effort is bolstered during the sophomore year. Students who have demonstrated that they have embraced MetEast's philosophy are given the opportunity to take college classes at the local community college. Also, students undergo a comprehensive analysis of why college is important and begin exploring what colleges are best for them.

Junior Year

The junior year at MetEast High School is about moving forward with collegiate expectations and further demonstration of the values that we imparted in the previous two years. During this time students are enrolled in "Senior Institute". This institute constitutes the final two years of students' tenure at MetEast and is focused on two goals: Senior Thesis Projects and college entrance.

The Senior Thesis Project (STP) is a two-year project that is developed in the junior year and completed in the senior year. During the junior year students are required to do the groundwork and planning that will allow the project to be a success from conception to completion. Keeping in line with the community philosophy, the project must have some applicable relevance to helping their community. Some requirements include a college level research paper, business plan, video documentary, and a thesis defense exhibition. Students usually are enrolled in college courses or sit in on college seminars to gain a better understanding of the rigors and feel of university life. Furthermore, students systemically study for the SAT/ACT and begin their research into the colleges they want to apply to.

Senior Year

The twelfth grade is designed for students to amalgamate the skills learned during all previous years to demonstrate competency of real-world practices in all forms of their work. During students' senior year at MetEast High School their focus is continued on their Senior Thesis Project and college entrance. During the first portion students complete their research and then begin working on actual implementation of their Senior Thesis Project timelines. Simultaneously, students narrow down college choices and engage in the application process for completion by midyear. During the latter half of the year, students must engage in a rigorous but fun reflective writing piece: The Autobiography. Students recount their stories from childhood to graduation with a focus on overcoming challenges and lessons learned. They must also complete their final digital portfolios with work from their entire tenure at MetEast High School.

Schedule of the Week (Monday, Tuesday, Thursday, Friday)

Time	Monday	Tuesday / Thursday	Friday
8:15 – 8:45	Pick Me Up	Advisory - Goal Setting / Planning - Literacy Groups - Academic Instruction	Pick Me Up
8:50 – 9:30	Advisory - Reconnecting - Goal Setting / Planning - Academic Instruction	Academic Seminar - Independent Work /1:1 - Empirical Reasoning - Quantitative Reasoning	Advisory - Journaling - Academic Instruction - Planning
9:35 - 10:15	Academic Seminar - Independent Work /1:1 - Empirical Reasoning - Quantitative Reasoning	Academic Seminar - Independent Work /1:1 - Empirical Reasoning - Quantitative Reasoning	Academic Seminar - Independent Work /1:1 - Empirical Reasoning - Quantitative Reasoning
10:20 - 11:00	Academic Seminar - Independent Work /1:1 - Empirical Reasoning - Quantitative Reasoning	Academic Seminar - Independent Work /1:1 - Empirical Reasoning - Quantitative Reasoning	Academic Seminar - Independent Work /1:1 - Empirical Reasoning - Quantitative Reasoning
11:05 – 11:50	Literacy Group / Electives	Academic Seminar - Independent Work /1:1 - Empirical Reasoning - Quantitative Reasoning	Academic Seminar - Independent Work /1:1 - Empirical Reasoning - Quantitative Reasoning
11:55 - 12:25	Lunch	Lunch	Lunch
12:30 - 1:25	Academic Seminar - Independent Work /1:1 - Empirical Reasoning - Quantitative Reasoning	Project Based Learning - Project Development / Exploration - 1:1 Seminar Consultation - Independent Work /1:1	Academic Seminar - Independent Work /1:1 - Empirical Reasoning - Quantitative Reasoning
1:30 - 2:25	Academic Seminar - Independent Work /1:1 - Empirical Reasoning - Quantitative Reasoning	Project Based Learning - Project Development / Exploration - 1:1 Seminar Consultation - Independent Work /1:1	Physical Education
2:30 - 3:15	Advisory - Interest Exploration - Learning Plan Update	Advisory - Current Events - Academic Instruction	Advisory - Review / Reflection - Overview for next week. - Class Meetings

LEARNING THROUGH INTERNSHIPS

On Wednesday learning for MetEast students takes place in the greater Camden community. Students are given real-world experience at internships that are based on their passions or interests. Students are partnered with a mentor, who becomes a part of each student's learning team. While engaged in internships, students experience the rigors and routines of that specific profession. The internship culminates with a student-selected, interested-based project that is in service to the mentor or hosting organization. Additionally, the L.T.I. Coordinator, MetEast Advisors, and seminar leaders travel to internship sites to meet with mentors and help facilitate student learning. They also have common planning time, prep time, and meet with students 1-1, both in school and at internship sites. This structure is the same across all grade levels at MetEast with variations of rigor.

Internship Sample Schedule

Time	Wednesday
8:15 – 8:45	Check In / Advisory <ul style="list-style-type: none"> - Travel to Internship - Check in with Advisor & Mentor - Set Goals for Day
9:00 – 12:00	L.T.I. Work <ul style="list-style-type: none"> - L.T.I. Project Development - Plan Meeting / Interviews - Schedule Shadow Days with Mentor
12:00 - 1:00	Lunch
1:00 – 3:00	L.T.I. Work <ul style="list-style-type: none"> - L.T.I. Project Work - Complete Site Duties - 1:1 Meeting with Advisor
3:00 – 3:15	Advisory <ul style="list-style-type: none"> - Travel from Internship - Progress Assessment

Our students have earned internships across the Camden community and have branched out of the city in search of opportunities to pursue their interests. One important aspect of MetEast's design is students' ability to change their internships as their interests are changed and refined. We typically have above 85% of our students at meaningful internships at any given time.

Below are examples of the breadth of internship sites and mentors the students’ have experienced.

Site	Mentor	Site	Mentor
Cooper Hospital	Pediatric Neurologist	State Courthouse	District Judge
Temple University	Graduate Professor	Animal Hospital	Leading Doctor
Torre Studios	Photographer	Virtua Hospital	Emergency Room Doctor
Velocity Sports	Professional Coach	Elementary School	Principal
Television Station	Production Technician	Funeral Home	Funeral Director

SCHOOL GUIDELINES

- I. **Please come to school daily and be prompt**
- II. Students must wear uniforms daily
- III. Personal MP3 players, IPODs, video games (PSPs etc.) are only permitted for use during lunch. *
- IV. Cell phones cannot be used during the school day for any purpose. **
(Including during lunch)
- V. Food and beverages may only be eaten during Lunch
- VI. School phones are not to be used for personal calls or ordering lunch
- VII. Hats, scarves, or doo-rags should not be worn in the building under any circumstances.
- VIII. No loitering in the hallways, stairways, or in the main office
- IX. Classrooms should be cleaned/ maintained daily
- X. Exhibitions and Internships are explicit componenets of the school curriculum they are not optional.

(STUDENTS) Students who do not adhere to these guidelines will face administrative consequences

***/**these devices will be confiscated until the end of the school year if used during unauthorized times**

*****These items will be confiscated and discarded if students do not comply**

MetEast High School – Discipline Guidelines

Revised August 10, 2011

Offenses

Fighting
Bringing /using weapons on school premises
Dismissed from class for disruption
Conduct detrimental to school environment/culture
Repeated uniform violation
Excessive school lateness/ absences

HDFLG ABEJ
LJKH ABDEFG
ABCDH
HF ABCDEL
ECHF ABCDK
CHF ABD

Disrespectful attitude/behavior
Vandalism/destruction of school property
Use of Cell Phone Violation – unauthorized electronics
Verbal Threats
Loitering/Cutting class

CHFC EABD
LM ABCDH
IH ABC
GND CFHJ
CHA

Potential Sanctions

- A. School Service
- B. Community Service
- C. Detention (before, during lunch or after school)
- D. Parent Conference
- E. Suspension (In School – exclusion from Advisory)
- F. Loss of extra-curricular privileges
- G. Suspension Three days at home
- H. Phone Call Home
- I. Confiscated
- J. Contact Law Enforcement
- K. Dismissed from School
- L. Public Apology (Advisory or PMU)
- M. Financial Restitution
- N. Crisis Intervention (SBYS)

Who can impose sanctions?

Staff Members	ABCD FHI (can recommend EGJKLMN)
Principal	All

*These policies will be strictly enforced.

***Bolded** items are will definitely occur as a result of the correlating offenses.

*Staff who impose any sanction must first document the incident using the school's Incident Report form and contact the student's family.

MetEast High School is a Big Picture Learning School, which means we take a "One Student at a Time" approach to student discipline. We acknowledge that all students are unique and must be treated as such. However, it is sometimes necessary to remove students from the environment to maintain the integrity of the school and to ensure MetEast High School is working in the best interest of the overall student body.

DISMISSAL POLICY

Detailed below are reasons students can be dismissed from MetEast

<u>Academic</u>	<u>Behavior</u>
GPA falls below 2.0 and student is not taking advantage of supports offered.	Exhibiting extremely disruptive and disrespectful behaviors.
Refusal to complete required Exhibition.	Violating internship code of conduct.
Failure to make satisfactory progress during internship process.	Truancy issues that impact academic performance.
Refusal to attend mandatory academic enrichment. Ex. Summer/afterschool program.	Fighting or continual classroom disruptions.
Violation of established academic contract.	Violation of established behavioral contract.

Grade Level Expectations

MetEast High School uses grade level expectations to determine student progress and communicate to students and parents the academic culture of the school.

Ninth Grade

Follow your interests in the real world (Informational Interviews, Shadow Days and Learning through Internship sites)
Obtain learning through Internship site (LTI) in the first quarter
Meet with your full Learning Plan Team at least 4 times per year
Reflect on gaps in your learning and address them through your project work
Create at least four learning plans and publish them to your web-site
Complete the work in your Learning Plans
Build a portfolio of your work
Save hard copies of your work, in an organized manner, in your Working Portfolio and your Portfolio Box
Exhibit your work publicly four times a year
Write in your journal 3 times a week
Schedule your time and goals in your Super calendar every week
Come to school every day on time, prepared to make progress on your goals
Be responsible for your location and actions
Show respect for others and yourself
Take responsibility for the learning process
Take advantage of opportunities and make summer plans
Take part in mediations if conflicts arise
Prepare for PARCC Assessment

Tenth Grade

All of the 9th grade expectations and:
Have a positive impact on the community (service learning)
Do at least two in-depth LTI projects during the year
Read at least 8 books during the year
Create a resume
Present a Gateway Exhibition during the third quarter
Apply to senior institute
Begin to visit colleges and align to requirements
Work on each Learning Goal in depth
Create a graduation plan for the next two years to fill in Learning Goal gaps

Eleventh Grade

All of the 10th grade requirements and:

Demonstrate heightened personal qualities and depth of work

Play a leadership role in the school

Get a Senior Thesis Project Proposal approved by committee

Read at least 8 books during the year, including two autobiographies

Write first 25 pages of autobiography

Meet with college counselor and share information with your Learning Plan Team

Research five colleges and their requirements

Address any remaining gaps in college admissions requirements in your Learning Plan

Bring family to College Night

Visit at least three colleges

Create a draft of your college essay

Begin to create a College Portfolio (resume, transcripts, essay, awards, best work)

Twelfth grade

All of the 11th grade expectations and:

Complete and in-depth Senior Thesis Project

Meet consistently with your Thesis mentor

Contact a resource related to the Thesis at least every week and keep a log

Finish a 75 page autobiography

Prepare for and take the SAT in the fall

Complete the College Portfolio by winter break

Visit and interview at least 4 colleges

Apply for financial aid

Read one book each month (9 total, including 1 autobiography)

Create a post high school plan

Transportation

MetEast Students who live outside the distance parameters set forth by the Camden City Board of Education (2.6 miles) will be given NJ Transit tickets to travel to and from school.

All MetEast students will be given bus tickets or bus passes to travel to and from their LTIs.

Essential Elements of MetEast

Pick Me Up (PMU): is a welcoming to the school day, a chance for the entire school community to assemble and share, get ideas, learn new things together, try new activities. In short, PMUs set the tone for the school day. PMUs occur every Monday and Friday for approximately 30 minutes. The philosophy of the PMU is to expose students to a variety of careers, talents, ideas, and educational opportunities.

Advisory: is the place where relationship between students and advisors are developed and manifested. During advisory, students are grouped with an advisor (15:1 max). Advisories should be as diverse as possible. As a cohort, the students are guided through their four-year high school experience by the one advisor who knows them best. In advisory, students work with their cohort on meaningful projects, discussions, activities and team building.

Independent Work: is a time when students work at their own pace to complete various tasks related to interest exploration, the LTI experience, the advisory, and Academic Seminar. This time period is monitored and facilitated by advisors who ensure that students are making steady progress. During Independent Work advisors are available for 1:1 assistance for students who need further guidance

Book Groups: occur once a week and are presented in various formats. Most often students read novels in small groups, which are led by the adults in the building. However, students may also read silently to themselves or read in small groups.

LTIs : The Learning Through Internship (LTI) program is the primary vehicle for students' learning. LTIs allow students to personalize their education, and provide a practical avenue to gain the problem solving skills, organization and knowledge that will help them succeed in college and in the real world.

Learning Plans: Each student works together with his or her academic support team -- made up of parents, internship mentor, and

advisor-- to develop his or her personalized Learning Plan. Each student's learning plan is always available to the student, parent, advisor and principal of the school through a web-based communication & storage system. These Learning Plans are updated and stored anew every 8-10 weeks. The goals of the Learning Plan should answer the following questions:

Assessment

At MetEast, we firmly believe that each student should be viewed and assessed as individuals. To that aim, we utilize a wide variety of assessments to evaluate students' progress. Those assessments include:

Exhibitions - Quarterly presentations that enable students to share their learning's with the school community and their families'.

Student Narratives— Each quarter students reflect on the progress for the marking period in writing. These narratives are written in essay format and shared during students exhibitions.

Parent Narratives — Each quarter Advisors and seminar teachers write narratives for each of their students. Each narrative specifically discusses the students' progress through the learning goals and identify areas of improvement. These narratives replace traditional report cards and are given directly to parents.

Portfolios- Beginning with the students first assignment, a portfolio of their work is establish and maintained for all four years of their high school experience. This process makes their growth and progress more visible. Portfolios are also considered an alternate form of assessment.

Gateway—Towards the conclusion of the students' sophomore year Gateway presentations are made which demonstrates understanding of the Big Picture Learning design, the student's first two years of high school. Gateways also indicate a students' preparedness to move on to the eleventh grade.

Senior Institute— Refers to a varieties of activity and experiences related to the college experience. This process assesses how well students have met the Big Picture learning goals and New Jersey's Graduation requirement. During the senior year, all seniors are assessed on the following graduateion requirments: S.T.P.- Autobiography-Community Service Hours- and their Valedictorian Speeches.

How are the Learning Goals addressed through the work?

What authentic work is planned?

What will be the products?

How will the work be academically rigorous?

What adults and resources will be available to help guide the student?

When and how will the student proceed with the work?

When and how will the advisor check in with the student?

How will the work be assessed at the student's exhibition?

Advisors: Teachers at the Big Picture High School are called advisors, and each advisor is responsible for the educational experience of their advisees. Advisors manage each student's personal schedule and Learning Plan (described below), and acts as direct links to family and internship mentors. Advisors get to know the whole student, not just his or her ability in one subject area. Advisors do not teach formal classes, but are integrally involved in each student's learning process. Advisors conduct advisory meetings, work individually with each student, and sometimes teach workshops to students interested in a particular topic. Advisors are responsible to teach students how to learn, gather and filter the information they need from among human, print and web-based sources. They set up and oversee student internships, facilitate Learning Plan meetings, collaboratively design individual and group projects, and provide guidance through student exhibitions. Advisors document student progress within the Learning Goals through narrative assessments. All advisors are Connecticut certified teachers.

Parent/Family Engagement: Families are a vital part of the school community and are encouraged to become actively involved. The family is the student's primary teacher and is considered a partner in educating one student at a time. At least one parent or guardian must be part of each student's Learning Plan Team, which meets four times a year. For students whose parents aren't able to be part of the Learning Plan Team, then a designated adult may attend.

STUDENT DRESS CODE POLICY

- It has been a matter of pride and satisfaction that students have been suitably dressed. It should remain a matter of personal pride to maintain high standards of neatness and appropriateness of dress and appearance as in accordance with the Camden Board of Education.
- Cleanliness of body and dress is vital to the individual and to those with whom the student share a space whether in school or at an LTI. Student's clothing or hair should not be such that it will be hazardous to them in their various school activities. Grooming and dress that prevent the student from doing his/her best work because of blocked vision or restricted movement, or that expose the student to accidents, must be avoided.
- The wearing of clothing, hair arrangements, or other personal adornments or embellishments which are disruptive or interfere with the regular operations of schools are expressly prohibited.
- To promote a positive, safe, and non-disruptive learning environment, proper attire must be worn. Therefore, the following attire which is expressly prohibited from wear in the Camden City Schools includes, but is not limited to:
 - Coats, jackets or other attire normally worn as outerwear.
 - Head covering of any kind except those worn pursuant to established religious customs. The term "head coverings," includes but is not limited to, scarves, bandannas, masks, kerchiefs, athletic headbands, caps or hoods.
 - Footwear which marks/damages floors or is a safety hazard. (Ex: Sandals, Flip Flops, Open Toe Footwear)
 - Sunglasses (unless required by a doctor's order).
 - "Name" or other oversized metal belt buckles, spiked or studded bracelets, oversized (or) multi-finger rings, belts or any other article of attire with spikes or studs attached.
 - Attire or accessories which promote the use of drugs, alcoholic beverage and/or products, groups, or the school for other organization and is likely to incite or inflame.

- Clothing with slogans, names, titles or the like which is defamatory towards a person(s), groups or the school or other organization and is likely to incite or inflame.
- Clothing which reveals the abdomen, chest, the back of the derriere, the derriere or undergarment.
- Short shorts, (however, shorts will be permitted as long as they are not shorter than five inches above the middle of the knee and appropriate fit).
- Miniskirts, or pants, including tight fitting leggings, which reveal the upper thigh or undergarments “the five inches above the middle of the knee” rule applies here as well and see through clothing.
- No student is allowed to possess cellular devices or portable telephone on school property without prior approval of the school principal or his/her designees.
- Students whose dress and grooming do not confirm to these standards will be referred to the principal, or his/her designee. Any infraction of these Dress Code Policy will be addressed in accordance with each individual’s school and/or Board Disciplinary Policy. Nothing in this policy is intended to intrude on the constitution or statutory rights of any student as long as, in exercise of these rights, students do not create a threat to the good order of the school or cause the disruption of any recognized school function. The exercise of such rights by students must be consistent with the public purpose for which the public schools have been established.

FIRE DRILLS/EMERGENCY PROCEDURES

Each room in the school has been assigned a specific exit that is to be used during a fire drill.

Fire drills are held regularly as required by state law. Students must exit with their class and follow the procedures listed below:

When the fire signal sounds, students should exit, leaving books, etc. in the room.

Walk quietly and orderly to assigned exits.

As you exit, stay on the same side of the corridor on which the room is located.

There is to be no talking so that verbal directions can be heard.

**** All students must be accounted for and remain in the presence of their teacher for the duration of the drill.**

ACCOUNTABILITIES

Students who owe money to the school for such things as lost or damaged books or other school property possess accountability. This accountability is monitored by high school personnel and the student's administrator. A debt to the school must be settled as soon as possible since the school will not issue report cards, books and/or transcripts to or for any student owing an accountability.

Lost or Damaged Textbooks & School Materials

Students are required to treat and use textbooks, library books, and school materials with care. If students lose or damage any of the above, they are responsible for paying for the replacement. **Failure to do so will result in the withholding of grades, report cards, transcripts and any textbooks that might be issued until the pupil pays for or returns the lost item.** Additionally, disciplinary action may be administered for careless disregard of school materials.

Leadership Team

Name	Position	E-Mail
Timothy L. Jenkins	Principal	tljenkins@camden.k12.nj.us
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