



Crossroads Charter Academy

"Providing a place for success, now and tomorrow"...

Parent-Student Handbook & Calendar 2009-10



Crossroads Charter Academy



MESSAGE FROM OUR SUPERINTENDENT

Welcome to the 2009-2010 school year at the Crossroads Charter School. We continue our commitment to assist all children in their academic, social and emotional growth. We believe that the best learning environment is one in which parents, children and staff work cooperatively towards the common goal of quality education for all. We ask for your assistance and support in providing the strongest educational experience possible. This handbook has been prepared so that parents of children in the Armona Union Elementary School District's Crossroads Charter Academy may have a better understanding of the practices and procedures of the school. The Board of Trustees, the administration and the staff of the school are eager for parents to understand what the school is trying to accomplish, to know what they can do to help and how to be an active participant in their child's educational program. Have a great year!

Steve Bogan, Armona Superintendent

MESSAGE FROM OUR PRINCIPAL

On behalf of the students, staff, administration, and Board of Trustees of Crossroads Charter Academy, I would like to welcome each of you to this school year. We at Crossroads Charter Academy are extremely proud of the accomplishments of our students. These accomplishments would not have been possible without the positive, supportive efforts of the students, parents, and staff working toward high academic achievement. The staff and administration of Crossroads Charter Academy feel very fortunate to work with such a group of outstanding students and supportive parents. It is our goal to provide the best educational opportunity for your students possible.

If you have any concerns or comments that you would like to share with staff members, please feel free to contact the individual teachers, or administrators at any of the Learning Center campuses.

Again, on behalf of the Board of Trustees and the staff, I welcome each of you to this school year. If you have any questions or concerns, please feel free to contact me at 559-585-7295.

Laurie K. Blue

Principal

CROSSROADS CHARTER ACADEMY

Crossroads Charter Academy offers two distinct Independent Study options for students and parents. These options are:

Option I: Hanford & Lemoore Learning Centers for 3rd -12th grade students

Option II: Full Independent Study (work is completed at home with weekly meetings at learning center with assigned teacher)

OPTION I: Hanford & Lemoore Learning Centers

This program is for students in 3rd through 12th grade I.S. program who are looking for an alternative to the traditional Independent Study model. In this option, CROSSROADS Charter Academy has established learning centers in Hanford and Lemoore. Parents and students can utilize the center as a “drop-in” site in which to study, receive academic assistance or do research. Students must meet at least once a week with their teacher at the center. Daily sessions are available as follows:

Hanford Learning Center Hours:

Monday- Tuesday- Thursday-Friday: 9:00 AM – 3:00 PM

Wednesday: 9:00 AM to 12:00 PM

Evenings by appointment only

Lemoore Learning Center Hours:

Monday – Friday: 9:00 – 12:00

Evenings by appointment only

Students at the Hanford & Lemoore Learning Centers may leave the learning center after completing their work or at the end of a 3 hr. period of time. Students are not allowed to return on the same day after leaving the learning centers.

OPTION II: Traditional Independent Study

This program is for students in Kindergarten through 12th grade that desire a traditional Independent Study experience. Students will be assigned a certificated teacher who will be responsible for the assignment of all lessons and activities. Students will complete their assignments at home and must meet with their teacher at least once per week to review work and progress towards grade level standards.

Program Goals

The program goals for the CROSSROADS CHARTER ACADEMY include:

1. Offering students and parents a quality educational alternative
2. Providing students with opportunities for academic ownership
3. Developing activities for students to learn self respect, community respect and respect for others.
4. Focusing teaching and learning on the California Content standards, CAT6 and CAHSEE.
5. Promote individual growth in reading and math
6. Involving students in maintaining a safe and orderly learning environment
7. Implementing a variety of instructional styles to meet individual needs
8. Designing relevant evaluations of student work
9. Utilizing the latest technology to deliver an outstanding curriculum

Expected School-Wide Learning Results

All students who complete training at the Crossroads Charter Academy will be:

Be Critical and Creative Thinkers

- Identify, locate, acquire, organize, comprehend and use information or data.
- Apply, analyze, synthesize, and evaluate information.
- Apply acquired skills to solve complex problems.
- Use methods, concepts and theories in new situations.
- Generalize from given facts, predict outcomes, and draw conclusions.
- Compare and discriminate between ideas and make choices based on a reasoned argument.
- Demonstrate an appreciation of originality and aesthetics.

Be Effective Workers

- Use independent learning strategies and skills to complete assignments.
- Demonstrate a strong work ethic by completing assignments and tasks as assigned.
- Use time management skills to develop timelines and meet established deadlines.
- Use teamwork and leadership skills to work cooperatively in groups.
- Demonstrate the ability to use appropriate strategies to resolve differences and conflicts.

Be Effective Communicators

- Use basic communication skills: reading, writing, speaking, listening to effectively communicate and understand information, ideas and feelings.
- Demonstrate effective interpersonal communication skills including an understanding and appreciation of audience, context, and cultural differences.
- Follow verbal and written instructions.

Demonstrate Essential Technological Skills

- Use current technology including Internet, e-mail communication, word processing programs, Power Point presentations, and other applications to access, process, communicate, store, and present information.
- Demonstrate an understanding of legal and ethical issues involving Internet computer use.
- Recognize the increasing need for technology skills as students pursue career pathways.

Be Community Contributors

- Demonstrate civic, social, and environmental responsibility by performing public service, volunteering and being informed about civic issues.
- Participate actively as citizens in the American democratic system by registering to vote, participating in elections, paying taxes, registering for the Selective Service system, serving as a juror and fulfilling other civic responsibilities.
- Demonstrate an understanding of world political, social, and economic systems.

Be a Self-Directed Learner

- Demonstrate motivation, responsibility, independence, discipline, confidence, goal setting and long-term interest in learning
- Demonstrate organizational skills needed to achieve personal and career goals.
- Demonstrate an understanding of healthy living habits including physical fitness, nutrition, drug and alcohol abuse and mental health.
- Formulate a proactive plan toward post-graduate goals

What Crossroads Expects of Students and Parents

State law requires that Independent Study grade transcripts and attendance be supported by assignments sheets and samples of student work. Our staff must be able to verify that all students have completed the minimum state required hours of work/assignments each week. In order to meet these requirements, parents must:

1. Provide daily monitoring of their student's work and provide assistance when needed.
2. Provide the teacher with required work samples when requested
3. Keep regularly scheduled appointments with the designated teacher

Armona Board of Trustees:

- **Robert Ford**
- **Glenn Estes**
- **Ruby Johnson**
- **Eric Hodson**
- **Gus Amos**

Superintendent:

- **Steve Bogan**

Crossroads Staff:

- **Laurie Blue, Principal**
- **Misti Jennings, Assistant Principal**
- **Andrew Williams, Secretary**
- **Lydia Espinoza, Clerk**
- **Marsha McGee, Testing Coordinator/Student Advocate**
- **Trisha Carrillo, FT Teacher**
- **Griselda Zuniga, Data Entry Clerk**

Accidents

If a serious injury occurs on the school grounds, parents will be notified and asked to pick up his/her child for his/her own observation or examination by a family physician. In the event that a parent can't be reached, the student will be discharged to a person on the emergency card.

Admission

State law requires that a child be five years of age by December 2nd to start Kindergarten. Students who have not reached five years of age by December 2nd may start Kindergarten upon turning five providing there is space available and permission from the Principal is provided. Parents who start their children at mid-year must sign a form to acknowledge that placement does not necessarily mean promotion to first grade at the end of the school year.

A student must be age six by December 2nd to start 1st grade.

Discipline

EDUCATION SERVES AS A FOUNDATION FOR A DEMOCRATIC SOCIETY. An important goal of our school is to develop in children the qualities of self-discipline, responsibility and respect for others. The District strongly believes that students have the right to learn and teachers have the right to teach. This is to take place in a safe environment, free from physical or emotional threat or harassment. A full copy of Armona Elementary' Discipline Policy is available at the district office and at each learning center.

OUR GENERAL EXPECTATIONS AT CROSSROADS ARE AS FOLLOWS:

1. Show courtesy and respect to everyone
2. Take care of personal and school property.
3. Come to conferences on time and prepared with work samples.
4. Plagiarism and cheating are unacceptable, and may result in dismissal from the program.
5. Profanity is unacceptable.
6. Follow directions of adults the first time given.
7. Failure to follow these general expectations while at a learning center or school activity may result in suspension from the center from one to five days or withdrawal from Crossroads Charter Academy. Continued failure to follow rules may result in the student being dropped from the program. Any inappropriate behavior that involves drugs, alcohol, violence (or threats), harassment or gang activity will result in an immediate suspension from the program and a recommendation for expulsion.

If a student or parent has requested to regularly attend one of the Crossroads Learning Centers, failure to complete work, maintain acceptable behavior standards or erratic attendance, will mean loss of Learning Center privileges.

STUDENT BEHAVIOR AND CONDUCT

The Board of Trustees and staff of our school District believe that all students are accountable for their behavior and conduct while attending school and school-sponsored activities. This accountability extends to any actions of pupils at any time which are related to school activities and school attendance. Students are obliged to follow the directions of their teachers and other members of the school staff. Failure on the part of a pupil to follow school District rules or specific directions from a member of the school staff can result in disciplinary action.

We want to take this opportunity to assure you that our School Board and staff share with you the need for each student to be granted the right to attend school in an atmosphere that is free from disruption. As parents, you can play an important part in establishing this atmosphere by helping your child develop attitudes that display the importance of school and the value of the education that can be obtained. Pupils who come to school with these attitudes usually do not have problems that require severe disciplinary action. They may, however, from time-to-time, need to be cautioned by their teacher or lose some privileges for a brief period of time, or be kept after school. When it becomes necessary to use more severe disciplinary action, the California Education Code has set the following guidelines:

1. A teacher may suspend a pupil from his/her class for the remainder of the day and the following day.
2. The principal may suspend a student from school for up to five (5) days at a time.
3. The principal may recommend to the School Board that a pupil be expelled from school.

Each school is encouraged to consider the alternative to be used in the place of suspension. Should you have any questions about the discipline practices at your child's school, or suggestions on how we can improve the learning environment, please take time to discuss them with your child's principal. The District's procedures and each school's rules concerning conduct and disciplinary actions are available at the school's office for your inspection.

SUSPENSION

Students are considered for possible suspension from learning center(s) when the principal has determined that a pupil has:

1. Caused or attempted to cause damage to school property, or stolen or attempted to steal property from the school.
2. Caused or attempted to cause damage to private property or stolen or attempted to steal private property.
3. Caused or attempted to cause or threatened physical injury to a person.
4. Unlawfully possessed, used, sold or otherwise furnished or is under the influence of any controlled substance, such as is defined in Section 11007 of the Health and Safety Code dealing with alcoholic beverages or intoxicants of any kind.
5. Possess or use tobacco on the school premises, except as provided in Section 48903.6.
6. Committed an obscene act or engaged in habitual profanity or vulgarity.
7. Disrupted school activities or otherwise defied the valid authority of supervisors, teachers or administrators. If it becomes necessary to suspend your child, you have the following rights and obligations:
 - a. Parents are to respond to the principal's request to attend a conference concerning the suspension without delay.
 - b. Parents and pupils have the right to inspect the school's records concerning the suspension.
 - c. Parents and pupils have the right to request a meeting with the Superintendent or his designee if they question the appropriateness of the suspension.
 - d. Pupils are allowed to complete all the assignments and tests missed during the suspension which can reasonably be provided and that the suspended pupil receives full credit for satisfactory work. The pupil is responsible, however, to make arrangements with the principal for obtaining and completing this work.

EXPULSION

The Board of Trustees makes its decision concerning recommended expulsion of a pupil after it has conducted a hearing where school personnel, parents and pupils have been given an opportunity to speak concerning the cause of the recommended expulsion. Recommendations to expel a pupil fall into two (2) general categories:

1. Other means of correction have not brought about satisfactory behavior.
2. The presence of the pupil causes a continuing danger to the physical safety of others.

When an expulsion hearing is held, the pupil and parents have the opportunity to:

1. Appear in person and/or be represented by counsel.

2. Inspect and obtain copies of all documents to be used in the hearing.
3. Confront and question all witnesses who testify at the hearing.
4. Question all other evidence, including witnesses.
5. Present oral and documentary evidence on the pupil's behalf, including witnesses.

After the Board of Trustees has expelled a pupil, the parent and/or pupil has the right to appeal the decision to the Kings County Board of Education if they believe the District did not follow proper procedures while conducting the hearing.

3-Strikes (Warnings) Discipline Policy

Crossroads Charter Academy has a 3-strikes-warning discipline/drop policy. A warning will be issued each time a student/parent violates the Independent Study Master Agreement (ISMA) and or any of the following:

Missed Meeting/Conference	Warning
Missing Completed Assignments	Warning
Underperformance (Assignments scoring below 75%)	Warning
Plagiarism/Cheating	Immediate Withdrawl from Program
Internet Agreement Violation	Warning
Disruptive Behavior at Learning Centers	Warning/Loss of learning center privileges
Gang signs/writing or references	Warning/Possible withdrawal from program
Non-participation in the State mandated standardized testing	Warning/Possible withdrawal from program

On the 3rd warning the student will be dropped from the Crossroads Charter Academy.

Students that are dropped from Crossroads Charter Academy for not fulfilling student/parent compact and ISMA issues will not be allowed to re-enroll in Crossroads again until the student has completed one full semester at an accredited school and has been successful in gaining credits toward graduation requirements.

Assessment

Throughout the year, students will be given various opportunities to demonstrate their acquisition of grade level academic objectives. The most common form of assessment during the school year will be given in the form of tests, work samples, performances and end of unit assessments.

ASSESSMENTS REQUIRED BY CROSSROADS CHARTER ACADEMY:

- All 2nd-11th grade students are expected to take the state CST/CAT6 assessments.
- 10th – 12th graders must take and pass the CAHSEE prior to graduating.
- All students will be given the NWEA assessment up to 3 to times per school year in each core subject.
- All students assigned to Reading Logs as a class will be responsible for Accelerated Reader testing on a regular basis throughout the school year.

No Loitering Policy

Public Schools and Commercial Centers: No person shall loiter or play in or upon grounds of any public school or in or upon the grounds of any commercial center dedicated to or open to the public. This subsection shall not apply to children occupying or playing in or upon the grounds of any public school in the presence of and under the supervision of an authorized adult.

Attendance

It is very important to your child's education that he/she completes all schoolwork on a regular basis. Missed assignments can leave gaps in the educational process that may be very difficult to make up. If a student misses more assignments than allowed by the School's Independent Study Agreement and Policy, an evaluation must be made to determine whether the pupil should be allowed to continue in independent study. In an independent study setting, completion of assignments is the basis for recording attendance. As such, if a student fails to complete the assignments on a timely basis on one or more occasions, one or more of the following procedures shall be utilized to enforce attendance:

1. A telephone call from the teacher to the parent advising them of the problem and corrective action that must be taken. A follow up letter will be mailed.
2. A telephone call from the Student Advocate to the parent/guardian in which the legal issues and penalties for noncompliance are discussed. A follow up letter will be mailed.
3. Removal from the Crossroads Charter Academy.

Attendance credit is only given based upon the completion of assignments. The time value of work completed by each student shall be determined by the teacher.

If a student or parent has requested to regularly attend one of the Crossroads Learning Centers, failure to complete work, maintain acceptable behavior standards or erratic attendance, will mean loss of Learning Center privileges.

Change of Address

You must immediately notify your child's instructor of any changes in address or telephone number, changes in the child's health condition and potential custody issues. If you are planning to withdraw from our program, the withdrawal must be in writing and given to your child's teacher. You will then be contacted by the School office for an exit interview and information on returning instructional equipment and materials.

Complaint Response Procedure

If a student, parent, or community member has a concern, they should contact the appropriate school official.

Step 1: If the concern is in regards to the Charter's classroom instruction, please contact the teacher first. You can set up an appointment by phone.

Step 2: If you are not satisfied with the teacher's response, or your concern is of a general nature regarding the Charter, contact the Principal. You can set up an appointment by phone at 559-585-7295

Step 3: If you are not satisfied with the response from the Principal, you may contact the Superintendent. You can set up an appointment by phone at 559-583-5000.

Step 4: If the problem or concern is still not resolved, you may request to appear before the Armona Board of Trustees. Contact the Superintendent for details.

Compensatory Education

Armona Union Elementary School District receives State and Federal funds to be used for students with identified learning problems. Compensatory Education Programs are currently available to students in K-8 grades. The K-8 schools have developed school plans to meet the needs of identified pupils. The plan usually provides instructional aides and special materials to assist the pupils who are not achieving at expected levels in reading, language or math. The school staff and parents participate in the development of the school plans, their evaluations, parent education and staff development.

Our District also participates in the Migrant Education Program for children of migrant farm laborers.

Academic Honesty Policy

Cheating in any form will not be tolerated. Cheating is obtaining or providing answers on an assignment (test, project, research, homework, etc) that is to be completed solely by the student. The work a student submits must be his/her original work. Cheating also includes **plagiarism** which is presenting someone else's words/work as your own, such as, copying and pasting text from lessons and websites.

- **First Offense:** Student will be immediately dropped from the program and a zero (0) on assignment.

Crossroads Charter Academy reserves the right to dismiss any student who violates the Academic Honesty policy.

Damage to Property

When the damage to school property is traced to a particular student or students, the cost of repair shall be the responsibility of the parent(s) up to the maximum allowed by law. Student will receive a warning and may be dropped from the program.

Dress Code

The Governing Board encourages students to dress and groom appropriately for school, noting that when they are neatly attired and take pride in their appearance, there is less misbehavior and as a result a better learning atmosphere will be created.

No clothing or accessories may be worn on school grounds or at school events that depict any of the following:

- Gang symbolism, (i.e., insignias, bandanna's, colors, etc.).
- Alcohol
- Tobacco
- Drugs
- Violence
- Profanity
- Obscenity
- Defamation of cultures, religion, groups, social institutions or organizations.

T-shirts may be worn. If the T-shirt is not tucked in, it should not hang lower than a student's fingertips when arms are straight at the student's side. Attire that may be used as a weapon may not be worn (i.e., chains, accessories or clothing with spikes or studs).

Headgear may be worn outside; however, hats, caps, visors, etc., must be worn as traditionally intended (i.e., bills forward, etc.).
HEADGEAR MUST BE REMOVED WHEN ENTERING BUILDING.

According to the California Administrative Code, Title 5, Section 302: "A pupil who goes to school without proper attention having been given to personal cleanliness or neatness of dress, may be sent home to be properly prepared for school, or shall be required to prepare himself for the school room before entering." The preceding paragraph applies to all learning center sites.

Students are expected to dress and groom in good taste and appropriate for an educational environment. The Governing Board requires that a student's clothing and grooming not be unsafe either for the student or those around the student, (e.g., long, loose sleeves or hair around power machinery), not be disruptive or distract from school operations and the education process in general (e.g. unnatural hair colors). (Note: Since CROSSROADS operates at two sites, please see site specific rules for dress code)

Grades

Parents and students share the responsibility with the I.S. teacher to monitor student progress, including reviewing current grades. Successfully passing daily quizzes doesn't necessarily mean that the student will pass the end of the unit test. Just as in the traditional classroom, students must study and prepare to pass important tests. Students who fall below a 2.0 GPA at the end of a semester will be schedule to meet with the Student Study Team and/or student advocate to evaluate their continued participation in the Crossroads program.

Graduation Participation Policy

In order to participate in the 8th grade or high school graduation ceremony, students must:

- Have met all academic requirements of the program, including all state testing requirements
- Have no outstanding debts to the school or district
- Have completed a community service activity
- Have attended Crossroads for at least two register months and completed at least six credits

Students not meeting the graduation participation requirements but who have met the academic requirements will receive their diploma from the Principal at the end of the school year (or upon completion of all academic requirements)

H.S. Graduation Requirements

Subject	Graduation Requirements	Subject	Graduation Requirements
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English	4 years 40 Credits	Science	2 yrs. (with lab) Biology, Chemistry, Physics, Physical Sci 20 Credits
Math	3 yrs. Algebra I Algebra II Geometry 30 Credits	Foreign Language/Fine Arts	2 yrs. 20 Credits
Social Science	3 years U.S. His/Geography Wld. Hist. Gov. /Econ. 30 Credits	Electives	8 electives 80 Credits
P.E.	2 years 20 Credits	Other	Pass CAHSEE
Total Credits		240	

Community Service:

Since 2003, Crossroads Charter Academy has had a requirement of ten hours of community service.

How It Works

Students are all enrolled in Community 101: Through this students are directed to fulfill their 10 hours of required community service. *“Success for All, Today and Tomorrow”* is the mission statement and reflects the focus of all of our student’s work. Student experiences with service projects are rewarded with elective credits on a Pass/Fail basis. 40 hours of community service with written reflection is worth 4.0 units of elective credit

Getting Started

Students are asked to find a service that fits their individual talents, career pathways, and areas of interest — along with the needs of their families. They are expected to select an off-campus, **nonprofit organization**. (Students can request an exception for special circumstances.) Students are then encouraged to show commitment, build a relationship, and stretch into a leadership position. YMCA, SPCA and First 5 are examples of the many non-profit organizations that students have completed their service hours through. Each semester students are expected to write a minimum of one-page reflection regarding their community service experience.

Work Experience:

Students at Crossroads Charter Academy have an opportunity to earn up to 10 elective credits per semester toward graduation as they are working. In order to be eligible for the work experience class the student must be in 11th or 12th grade, have a paid position, and meet all academic and other requirements of Crossroads Charter Academy. This class will meet once a week on Mondays from 4:00 –

5:00 PM at the Crossroads Trade Tech center located at 418 8th Street in Hanford. In order for credit to be earned the student must attend and participate in the weekly class. 28 hours of logged work time equals one unit of elective credit.

Making Progress

The community service requirement is a mandatory component of our school. The community service hours are considered homework and are completed during the following grading terms. **If a student fails to complete their community service by the end of the semester a warning will be given.**

First Semester: 5 hours = .5 credits	Second Semester 5 hours = .5 credits
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Students have from September until May to complete the service hours. A senior will not be able to graduate unless they have completed a minimum of 5 hours of community service. We encourage students to complete the requirement as soon as possible so that they can receive full credit. Progress will be noted on transcripts and report cards.

Credit Assessement:

Students earn credits towards graduation two ways here at Crossroads. Students who are working in courses at their grade level or repeating courses they previously have not passed, earn their credit based on the amount of work completed.

Students who require and are assigned support or remediation courses earn credits based on the amount of time spent working in the support class. 15 hours is equivalent to one unit of elective credit. Any student whose testing results show them two or more grade levels below their current grade will be assigned support classes. Students who are assigned support classes are expected to work a minimum of five hours per week in said course.

Transcript Requests:

We understand that different situations arise during the course of a school year and students may need to leave our program to go to a different school. If a student is going to need a transcript we request that they give Crossroads **a 72 hour notice** in order to prepare the transcript.

Hints for Parents to ensure student success

1. Establish a daily routine with lessons and stick to it

2. Provide a quiet, well lighted work area for the student to work away from the T.V and other distractions
3. Have necessary materials available (pencils, paper, etc)
4. Sit with your child and review each lesson before he/she starts
5. Set aside time to review all completed lessons
6. Talk each day with your child and discuss the next day's plans
7. Investigate field trips and outings for you and your child
8. Call the teacher should you have any problems or concerns
9. Be positive!

Immunizations

All pupils must be immunized before entering school. You must show documented evidence from the physician or agency where the immunizations were given when registering your child(ren) for school. Verification of immunization will be recorded in your child's school health records. The required immunizations are as follows:

1. Polio (TOPV) (4th dose)
2. (DPT) Diphtheria, Tetanus, Pertussis (Whooping Cough) (5th dose)
3. Measles - (10-day Red Measles) - Second dose required
4. Rubella - (3-day German measles) - Second dose required
5. Mumps - Second dose required
6. Tuberculosis (within one year prior to starting school)
7. Hepatitis B inoculation series (3rd dose)
8. Varicella (Chicken Pox) or evidence child has had the disease

Note: Any child who is seven (7) years old or older need not be immunized against Pertussis (Whooping Cough), or mumps

Instructional Minutes

Each child in a site based, K-12 program must receive the required amount of instructional minutes pursuant to California Education Code, Section 46201:

- 36,000 minutes per year for Kindergarteners
- 50,400 minutes per year for grades 1-3
- 54,000 minutes per year for grades 4-8
- 64,800 minutes per year for grades 9-12

Location of Records

<u>Types Of Records</u>	<u>Location</u>	<u>Custodian</u>
Cumulative School Records For Current K-12 Students	Charter School Office	Principal
Health Records for Current K-12 students	Charter School Office	Principal
Psychological/Educational Records Current and Former Students	Charter School Office	Principal
Special Education Records Current students	Charter School Office	Principal
Former Students	Charter School Office	Principal

REGULAR ASSIGNMENTS/ATTENDANCE CONFERENCES

A regularly scheduled meeting with your teacher is required. The date and time of your meeting will be arranged at a mutually agreeable time and location. We strongly emphasize the importance of regular attendance at these appointments. These appointments are vital for tracking student accomplishment of assignments and attendance. Parents need to keep the teacher informed regarding curricular successes, difficulties and interests so suggestions can be made to promote student learning. Students are required to work on their studies a minimum of three to five hours per day depending on grade level.

Since regular attendance is mandatory to stay enrolled in an independent study program, we ask that students and parents:

- Keep all of their scheduled appointments
- Arrive on time with their materials organized
- Give 24 hours notice if a cancellation is required
- Reschedule a new appointment (at the time of cancellation) for the same assignment week
- Obtain new assignments for the following week

Missed appointments without proper notification will result in:

- 1ST MISSED APPOINTMENT: A warning letter/phone call from student advocate will be made to the parent.
- 2ND MISSED APPOINTMENT: A second warning letter/phone call will be made by the teacher to the parent. If the missed meeting is in conjunction with missed assignments, the student may be dismissed from the program.

- **3RD MISSED APPOINTMENT:** Constitutes a violation of the probationary period, which may result in dismissal from the program.

NOTICE: If you are having difficulty completing your assignments, it is your responsibility to contact your teacher for additional support. Attendance is based upon the completion of assignments in the time period for which it was assigned. As such, students, who come to the meetings without their assigned work completed, will lose attendance credit and will be subject to the attendance policy expressed herein. There are no excused absences. This includes family vacations. Please schedule time off from school in accordance with school holidays (see school calendar).

Notices to Parents

As required by law (Education Code Section 48980) you are hereby notified of the following:

1. IMMUNIZATION FOR COMMUNICABLE DISEASE

Health and Safety Code section 120325, et. seq. requires that every child entering a California School be immunized against diphtheria, tetanus, pertussis, polio, rubella, mumps, measles, and hepatitis B. A written immunization record of each required vaccine, including date and provider, must be presented at school entry. Effective July 1, 1999, all students entering 7th grade will need proof of receiving 3 doses of hepatitis B. A repeat DT and MMR may also be required.

In the event that the school district should participate in an immunization program for the purposes of prevention and control of communicable diseases, your child may not participate unless you have provided specific written consent. Effective August 1, 1997; all children entering kindergarten shall be fully immunized against Hepatitis B. (E.C. 49403; H. & S. C. 120335.)

2. ADMINISTRATION OF MEDICATION AT SCHOOL Upon written request from the parent and written instructions from a physician, medication may be administered to a child at school by a designated school employee. (E.C. 49423)

3. EXEMPTION FROM PHYSICAL EXAMINATIONS Upon receipt of a written request, a parent or legal guardian can exempt a child from all physical examinations. However, the child may be sent home if there is good reason to believe that the child is suffering from a recognized contagious or infectious disease. (E.C. 49451)

4. MEDICAL AND HOSPITAL SERVICES FOR PUPILS: A school district may provide medical or hospital service, or accident or liability insurance policies, for student injuries occurring while in or on the property of the district. No student shall be compelled to accept such service without his/her consent, or a minor without the consent of his/her parent or guardian. (E.C. 49472)

5. CONTINUING MEDICATION Parents or legal guardians of pupils needing daily medication must inform the school nurse or other designated certificated employee, of the medication, the current dosage, and the supervising physician. (E.C. 49480) The parent or guardian may consent to the school nurse communicating with the physician and the school employee may counsel with school personnel regarding the effects of the drug.

6. CHILD HEALTH AND DISABILITIES PREVENTION PROGRAM: All kindergarten pupils are required to have a physical examination prior to enrollment in first grade. Free health screening is available through the local health department. Failure to comply with this requirement or sign a waiver may result in up to 5 days exclusion from first grade. (H.&S.C. 324.2 and 324.3)
7. SEX EDUCATION OR FAMILY LIFE EDUCATION COURSES: The school may not require pupils to attend any class in which human reproductive organs and their function and processes are described, illustrated or discussed. Whenever such classes are offered, the District must (a) notify parents in advance in writing; (b) provide opportunity prior to the class for the parents to inspect all written or audiovisual materials to be used, and (c) provide opportunity for each parent to request in writing that his or her child be excused from the class. (E.C. 51550)
 This section does not apply to descriptions or illustrations of human reproductive organs which may appear in any science, hygiene or health textbook. (E.C. 51550)
 Parental rights for notice, materials inspection and opportunity to request pupil non- participation in units of instruction in venereal disease education are essentially the same as for sex education courses. (E.C. 51820)
8. EXCUSE FROM INSTRUCTION ON RELIGIOUS (MORAL) GROUNDS Whenever any part of the instruction in health, family life education, and sex education conflicts with the beliefs of the parent or guardian of any pupil, the pupil, on written request, shall be excused from the part of training which conflicts with such religious training and beliefs. (E.C. 51240)
9. PUPILS' RIGHTS TO REFRAIN FROM THE HARMFUL OR DESTRUCTIVE USE OF ANIMALS A pupil's moral objection to dissection or otherwise harming or destroying animals must be substantiated by a note from the pupil's parent or guardian. Each teacher whose instruction utilizes live or dead animals must also notify pupils of their right to refrain from such activity. (E.C. 32255 et seq.)
10. ABSENCES EXCUSED FOR JUSTIFIABLE REASONS A student shall be excused from school for justifiable personal reasons, including but not limited to, illness, quarantine, medical appointments, an appearance in court or jury duty, attendance at a funeral service (one day for a service conducted in California, and three days if the service is outside California), observance of a holiday or ceremony of his/her religion, attendance at religious retreats (up to four hours per semester), or an employment conference, when the pupil's absence has been requested in writing by the parent or guardian and approved by the principal or designated representative. A pupil shall also be excused from school when he or she is the custodial parent of a child who is ill or has a medical appointment during school hours. No student may have his or her grade reduced or lose academic credit for absences excused under Section 48205, when missed assignments and tests can reasonably be provided and are satisfactorily completed within a reasonable period of time. (E.C. 48205--full text provided below)
Education Code Section 48205: Excused absences; average daily attendance computation:
 (a) Notwithstanding Section 48200, a pupil shall be excused from school when the absence is: (1) due to his or her illness; (2) due to quarantine under the direction of a county or city health officer; (3) for the purpose of having medical, dental, optometric, or chiropractic services rendered; (4) for the purpose of attending the funeral services of a member of his or her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the

service is conducted outside California; (5) for the purpose of jury duty in the manner provided for by law; (6) due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent; (7) for justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats, or attendance at an employment conference, when the pupil's absence has been required in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.

(b) A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. As the teacher of any class from which a pupil is absent shall determine the tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

(c) For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.

*102125 (d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.

(e) "Immediate family," as used in this section, has the same meaning as that set forth in Section 45194, except that references therein to "employee" shall be deemed to be references to "pupil."

11. ABSENCE FOR RELIGIOUS PURPOSES A pupil, with the written consent of a parent or guardian, may be excused from school in order to participate in religious exercises or receive moral or religious instruction for four or fewer days per month, provided the pupil attends school at least the minimum day for his grade. (E.C. 46014)
12. PUPILS WITH TEMPORARY DISABILITIES-INDIVIDUAL INSTRUCTION Students with temporary disabilities, who cannot attend regular day classes, may receive individual instruction provided by the district. Parents or guardians of pupils within this category shall be given notice regarding the availability of such individualized instruction. (E.C. 48206.3)
13. PUPILS WITH TEMPORARY DISABILITIES-RESIDENCY REQUIREMENTS A pupil with a temporary disability, who is in a hospital or other health facility, excluding a state hospital, which is outside of the school district in which the parent or guardian resides, shall have complied with the residency requirements for school attendance in the school district in which the hospital is located. It is the primary responsibility of the parent or guardian of the pupil with the temporary disability to notify the school district of the pupil's presence in a qualifying hospital. (E.C. 48207, 48208)
14. SPECIAL EDUCATION Federal law requires a free and appropriate education in the least restrictive environment be offered to qualified handicapped pupils. (IDEA)
15. SPECIAL EDUCATION FOR HANDICAPPED PUPILS Any pupil with exceptional needs, who is eligible to receive educational and related services, shall receive such instruction or services or both, at no cost. (E.C. 56040 et seq.)
16. CHILD FIND SYSTEM: POLICIES AND PROCEDURES Each district, special education local plan area, or county office shall establish written policies and procedures for a continuous child-find system which addresses the relationships among identification, screening, referral, assessment, planning, implementation, review and the triennial assessment. The policies and procedures

shall include, but need not be limited to, written notification of all parents of their rights under this chapter, and the procedure for initiating a referral for assessment to identify individuals with exceptional needs. (E.C. 56301)

17. HANDICAPPED PUPILS No pupil will be discriminated against on the basis of sex, sexual orientation or gender identity, handicap, race, ancestry, color, national origin, or lack of English skills. Reasonable accommodation is available for handicapped students if necessary. (Section 504 of the Rehabilitation Act of 1973)
18. UNIFORM COMPLAINT PROCEDURES Board Policy contains Uniform Complaint Procedures which apply to all state and federal categorical programs requiring formal complaint procedures regarding alleged acts of discrimination on the basis of ethnic group identification, race, national origin, religion, age, sex, sexual orientation or gender identity, color, and physical or mental disability. (5 CCR 4622). The Uniform Complaint Procedures (B.P./A.R. 1312.3) is available in the Armona School District Office.
19. PUPIL RECORDS: RIGHT TO ACCESS Parents of minors who are currently or were formerly enrolled as pupils and current or former pupils who have attained the age of 18 years have an absolute right to access any and all of their pupil records which are maintained by the school district. These rights include (a) review and inspection, (b) receipt of copies upon request and payment of fee, (c) interpretation by certificated personnel, and (d) written request to challenge the content and have information removed. The position of the official responsible for the maintenance of pupil records is the school site principal. The location of the log of persons and organizations requesting or receiving pupil records is at the school site office. The criteria used by the school district to define "school officials and employees" and in determining "legitimate educational interest" is contained in Administrative Regulation 5125 (c) Mandatory Access, and (d) Permitted Access. The District has classified the following as directory information: student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of athletic team members, dates of attendance, degrees and awards received, and most recent previous school attended.

A parent or legal guardian has the right to file a complaint with the United States Department of Health, Education and Welfare concerning an alleged violation of 20 USCA Sec. 1232g. (E.C. 49063, 49064, 49069, 49070, 49073, 49076(a) (1))

20. ABSENCES FOR OBTAINING CONFIDENTIAL MEDICAL SERVICES WITHOUT PARENTAL OR GUARDIAN CONSENT [T]he governing board of each school district shall... notify pupils in grades 7 to 12 inclusive, and the parents or guardians of all pupils... that school authorities may excuse any pupil from the school for the purpose of obtaining confidential medical services without the consent of the pupil's parent or guardian. (E.C. 46010.1). It is the policy of the Armona Union Elementary School District that parental permission will be obtained before allowing a student to leave school for a confidential medical appointment.
21. COMPLIANCE WITH RESIDENCY REQUIREMENTS: PARENT OR GUARDIAN EMPLOYMENT An elementary school pupil has complied with school attendance residency requirements if the pupil attends school in a district in which one or both of the pupil's parents, or guardians, is employed. The number of such inter-district transfer requests can be limited based on the District's average daily attendance. (E.C. 48204(f))

22. DISCRIMINATION AND HARASSMENT Discrimination and harassment against students and staff on the basis of sex, sexual orientation, ethnic group identification, race, ancestry, national origin, gender, religion, color, or mental or physical disability is prohibited. All students and staff in public education facilities have the same right to a safe learning environment, regardless of their sexual orientation or gender identity.
23. SEXUAL HARASSMENT POLICY The District has adopted a sexual harassment policy which prohibits sexual harassment in all the schools of the District. A copy of the District's sexual harassment policy pertaining to students is provided below: (E.C. 231.5).

SEXUAL HARASSMENT - Board Policy 5145.7

The Governing Board prohibits unlawful sexual harassment of or by any student by anyone in or from the district. Teachers shall discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of sexual harassment.

Any student who engages in the sexual harassment of anyone in or from the district may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in sexual harassment may be subject to disciplinary action up to any including dismissal.

The Board expects students or staff to immediately report incidents of sexual harassment to the principal or designee or to another district administrator. Any student who feels that he/she is being harassed should immediately contact the principal or designee or another district administrator in order to obtain a copy of AR 1312.3 - Uniform Complaint Procedures. Complaints of harassment can be filed in accordance with these procedures.

The district prohibits retaliatory behavior against any complainant or any participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

SEXUAL HARASSMENT - Administrative Regulation 5145.7

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature when: (E.C. 212.5)

1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status or progress.
2. Submission to or rejection of the conduct by an individual is used as the basis for academic or employment decisions affecting the individual.
3. The conduct has the purpose or effect of having a negative impact on the individual's academic or work performance, or of creating an intimidating, hostile or offensive educational or work environment.
4. Submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the school.

Other types of conduct which are prohibited in the district and which may constitute sexual harassment include:

1. Unwelcome leering, sexual flirtations or propositions.
 2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions.
 3. Graphic verbal comments about an individual's body, or overly personal conversation.
 4. Sexual jokes, stories, drawings, pictures or gestures.
 5. Spreading sexual rumors.
 6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class.
 7. Touching an individual's body or clothes in a sexual way.
 8. Purposefully limiting a student's access to educational tools.
 9. Cornering or blocking of normal movements.
 10. Displaying sexually suggestive objects in the educational environment.
 11. Any act of retaliation against an individual who reports a violation of the District's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.
24. AIDS PREVENTION INSTRUCTION Pupils in grades 7 to 12 shall receive AIDS Prevention Instruction at least once in junior high or middle school and once in high school. No pupil shall attend the AIDS Prevention Instruction if a written request by the pupil's parent or guardian to exclude the pupil from such instruction is received by the District. The District shall provide parents or guardians, upon request, a copy of Education Code section 51201.5 and 51553. Parents or guardians shall be notified in advance anytime an outside organization or guest speaker is scheduled to deliver AIDS prevention instruction. (E.C. 51201.5(c))
25. ATTENDANCE OPTIONS California law (E.C. 48980(g)) requires all school boards to inform each student's parents/guardians at the beginning of the school year of the various ways in which they may choose schools for their children to attend other than the ones assigned by school districts. Students that attend schools other than those assigned by the districts are referred to as "transfer students" throughout this notification. There is one process for choosing a school within the district which the parents/guardians live (intra-district transfer) that is not applicable for Armona Schools because there are only two schools in the Armona District. There are three separate processes for selecting schools in other districts (inter-district transfer). The general requirements and limitations of each process are described below:
1. AB 19 Districts of Choice - The law (E.C. 48209 through 48209.16) allows, but does not require, each school district to become a "district of choice" - that is, a district that accepts transfer students from outside the district under the terms of these Education Code sections. The school board of a district that decides to become a "district of choice" must determine the number of students it is willing to accept in this category each year and make sure that the students are selected through a "random and unbiased" process, which generally means a lottery process. Students may transfer into a "district of choice" through this mechanism beginning with the 1995/96 school year. The last year current law will allow a student to transfer under these provisions is the 1999/2000 school year. If the district a parent/guardian would like his/her child transferred into chooses not to become a "district of choice," a parent/guardian may not request a transfer under these provisions. However, a parent/guardian may still request a transfer under either the "Other Inter-

district Transfers” or the “Parent Employment in Lieu of Residency” options described below. Other provisions of AB 19 include: a) either the district a student would transfer to or the district a student would transfer from may deny a transfer if it will negatively affect the racial and ethnic balance of the district, or a court-ordered or voluntary desegregation plan. The district a student would be leaving may also limit the total number of students transferring out of the district each year to a specified percentage of its total enrollment, depending on the size of the district. b) No student who currently attends a school or lives within the attendance area of a school can be forced out of that school to make room for a student transferring under these provisions. c) Siblings of students already attending school in the “district of choice” must be given transfer priority. d) A parent/guardian may request transportation assistance within the boundaries of the “district of choice.” The district is required to provide transportation only to the extent it already does so.

2. Other Inter-district Transfers - The law (E.C. 46600 through 46221) allows two or more districts to enter into an agreement for the transfer of one or more students for a period of up to five years. New agreements may be entered into for additional periods of up to five years each. The agreement must specify the terms and conditions under which transfers are permitted. There are no statutory limitations on the kinds of terms and conditions districts are allowed to place on transfers. The law on inter-district transfers also provides for the following: a) both the school district a parent/guardian is requesting a transfer to and the one a parent/guardian is transferring from must take into consideration the child care needs of the student. If the transfer is approved based on child care needs, the student may be allowed to stay in the new district or the high school district to which it feeds through the 12th grade, subject to certain conditions. b) If either district denies a transfer request, a parent/guardian may appeal that decision to the county board of education. There are specified timelines in the law for filing an appeal and for the county board of education to make a decision. c) No district is required to provide transportation to a student who transfers into the district.
3. Parental Employment in Lieu of Residency Transfers (“Allen Bill Transfers”) - The law (E.C. 48204(f)) provides that if one or both parents/guardians of an elementary school student are employed in the boundaries of a school district other than the one in which they live, the student may be considered a resident of the school district in which his/her parents or guardians work. This code section does not required that a school district automatically accept a student requesting a transfer on this basis, but a student may not be rejected on the basis of race/ethnicity, sex, parental income, academic achievement, or any other “arbitrary” consideration other provisions of section 48204(f) include: a) Either the district in which the parent/guardian lives or the district in which the parent/guardian works bay prohibit the transfer if it is determined there would be a negative impact on it. b) The district in which the parent/guardian works may reject a transfer if it determines that the cost of educating the student would be more than the amount of government funds the district would receive for educating the student. This limitation might particularly apply to any special needs student that would require extra services from the district for which the district believes the state aid it would receive would not

fully pay. c) There are set limits (based on total enrollment) on the net numbers of students that may transfer out of a district under this law, unless the district approves a greater number of transfers. d) There is no required appeal process for a transfer that is denied. However, the district that declines to admit a student must provide, in writing, to the parent/guardian the specific reasons for denying the transfer.

26. CHILD ABUSE PREVENTION TRAINING PROGRAM Parents have the right to refuse to allow their children to participate in a child abuse primary prevention program. (W&IC 18976.5).
27. AVAILABILITY OF INFORMATION REGARDING REGISTERED SEX OFFENDERS AS REQUIRED BY "MEGAN'S LAW" Parents and guardians should exercise extreme caution in allowing their children to travel between home and school without adult supervision, and should familiarize themselves with individuals in the neighborhood who may pose a threat to school-age children. Parents and guardians should utilize the provisions of Megan's Law (Section 290.4 of the Penal Code), pursuant to which the Department of Justice is required to provide to a local law enforcement agency in each county a CD-ROM or other electronic medium containing information regarding specified registered sex offenders, and those local law enforcement agencies, in turn, are required to make the CD-ROM or other electronic medium available for public viewing.
28. PROHIBITION OF SEXUAL BIAS IN COURSE OF STUDY Elementary schools, commencing with seventh grade, and high schools shall offer classes and courses to its pupils without regard to the sex of the student and shall provide counseling in career, vocational or higher education opportunities without regard for the sex of the student counseled, if such counseling or school program guidance is provided. Notification of parents or guardians of the pupil shall be given in advance to encourage their participation in such counseling sessions and decisions (E.C. 221.5).
29. ASBESTOS MANAGEMENT PLAN An updated management plan for asbestos-containing material in school buildings is available at the District Office. (40 CFR 763.93)
30. MINIMUM DAYS AND PUPIL-FREE STAFF DEVELOPMENT DAYS Parents/guardians will be informed of the District's schedule of minimum days and pupil-free staff development days. A copy of the District's ensuing school calendar is included in this Handbook. If any more minimum days or pupil-free staff development days are scheduled following circulation of this notice, parents/guardians will be notified as soon as possible.
31. NOTICE OF ALTERNATIVE SCHOOLS California state law authorizes all school districts to provide for alternative schools. Section 58500 of the Education Code defines alternative school as a school or separate class group within a school which is operated in a manner designed to:
 - (a) Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy.
 - (b) Recognize that the best learning takes place when the student learns because of his desire to learn.

- (c) Maintain a learning situation maximizing student self-motivation and encouraging the student in his own time to follow his own interests. These interests may be conceived by him totally and independently or may result in whole or in part from a presentation by his teachers of choices of learning projects.
 - (d) Maximize the opportunity for teachers, parents and students to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous, permanent process.
 - (e) Maximize the opportunity for the students, teachers, and parents to continuously react to the changing world, including but not limited to the community in which the school is located. In the event any parent, pupil, or teacher is interested in further information concerning alternative schools, the county superintendent of schools, the administrative office of this district, and the principal's office in each attendance unit have copies of the law available for your information. This law particularly authorizes interested persons to request the governing board of the district to establish alternative school programs in each district.
32. PUPIL INTERNET ACCESS POLICY As a school district that provides pupils with access to the internet and on-line services we have adopted a policy regarding such access and inform parents of "harmful matter" as defined in Penal Code section 313 subd. (a). This policy is included in the annual notification as required by Education Code section 48980. (E.C. 51870.5).
33. PESTICIDE NOTIFICATION Included with the student's return to school package is a notification of the name and active ingredients of all pesticide products expected to be applied at District schools during the upcoming year. Parents may register with the school site if they wish to receive notification of individual pesticide applications at the school facility. (E.C. section 17612).
34. PARENT NOTIFICATION REGARDING TEACHER QUALIFICATIONS You have the right to request information regarding the qualifications of your child's teacher. You may request information regarding:
- Whether the teacher has met state credential criteria for the grade level or subject they teach;
 - Whether the teacher is teaching under emergency or other similar status;
 - The college degree major of the teacher and any other graduate certification or degree held;
 - Whether the child is provided services by paraprofessionals, and if so, their qualifications.

Forms for requesting the above information are available in the District Office.

P.E.

All K-8 students must participate in a structured, supervised/organized and regular Physical Education program. All high school students must complete at least two years of P.E. as prescribed by Crossroads at the time of enrollment. All students must participate in 400 minutes of P.E. every ten days. Students/parents will maintain a log of physical activity to document activities and time. If you have questions regarding specific activities or accommodations under specified health circumstances, please contact your teacher.

Program Policies

1. Admission to the CROSSROADS Charter will be open to families in Kings County and all contiguous counties who are committed to our school's goals and mission.
2. Admission requires attendance at an orientation meeting for both the parent and the child and the completion of an enrollment packet.
3. There must be a parent or designated adult at home with the student.

Promotion & Retention

In order for a student to be considered for promotion he/she should:

- Complete at least 90% of all lessons assigned, with 75% mastery.
- Show at least average growth on state-mandated assessments in Reading, Language Arts and Math.

Retention is the reassignment of a pupil to the same grade level. The steps to retention shall be as follows:

1. Possible retention, based on academic or developmental factors, will be discussed at the Parent-Teacher conference.
2. By May 1 a Parent-Teacher conference will be scheduled to discuss all aspects of the recommended retention.
3. By May 1 the Retention Committee will meet and discuss all aspects of the recommended retention.
4. Parents may appeal the Committee's decision in the following order: (1) to the school site principal (2) to the District Superintendent and (3) School Board for a possible re-hearing regarding their child's retention.

The above steps may be waived if there is sufficient evidence to show marked change in progress during the second semester or if the pupil was enrolled after December.

Report Cards

Report cards are sent home 2 times each year at the close of each semester.

State Testing

State testing is a mandatory part of the CROSSROADS Charter Academy. All students are expected to attend the testing sessions and complete all test areas. State testing will be for:

- Grades 2-11 in the core subject areas
- Grades 4&7 will take a writing test
- Grades 10-12 will take the California High School Exit Exam

Special Education

The School provides special education programs in accordance with federal and state laws, regulations and guidelines to ensure the provision of a free and appropriate public education to all school-aged children in grades served by the School. No student who qualifies for special education services may be enrolled in the School until an Individualized Education Program (“IEP”) meeting has been held and independent study is provided for in the IEP pursuant to Education Code Section 51745(c). Any parent of a student enrolling with an active IEP which does not provide for participation in independent study should notify the school’s administration so that an updated IEP team meeting may be held.

A parent and /or a teacher may request that a referral process for special education be started on a student at any time during the school year. The referral process is as follows:

1. The parent/teacher requests a Student Study Team referral form.
2. The parent/teacher completes the form and sends it to the School’s office for action.
3. The Student Study Team (SST) will convene a conference call to review the referral (usually within 10 school days).
4. The SST will make recommendations to the parent and teacher regarding alternatives to teaching methods/modalities, etc. The parent/teacher will have approximately 20 days to implement the suggested activities. If the problem/concern still exists after 20 days, the parent/teacher will ask that the SST reconvene for possible further action.
5. If Special Education testing is recommended by the SST or requested by the parent, the School’s Special Education Department will be notified and an assessment will be scheduled. Following the assessment, a parent meeting will be schedule with the Special Education staff to review the results and determine if the student qualifies for special education services. If a student qualifies for special education services, an IEP meeting will be held immediately.

Student Study Team

A Student Study Team (SST) will be formed to address academic concerns of students enrolled in the School. The SST will consist of two CROSSROADS teachers and the Principal. Referrals to the SST may be made by either the student’s teacher or parent (forms available from the Charter Office). The SST will meet once a month (conferences may be held in person or via the telephone) to review referrals and conference with teachers and parents. The SST will review the student referral forms and following the conference, may make recommendations for alternative teaching strategies or changes in placement.

Student Records

The school maintains cumulative records for students as required by law and any additional records that would be helpful in providing maximum education opportunities for pupils. All pupil records will be created, maintained and destroyed in accordance with Board-approved policy.

The school respects the right to privacy of all our students. Access to student records is limited pursuant to the school’s Board-approved policy regarding educational records and student information. A copy of this policy can be obtained from the school’s office.

Please call the school's office to set up an appointment with the school administration if you desire to review your child's cumulative record.

Successful Students

1. Set goals
2. Plan and organize their time
3. Study and read every day
4. Take notes in class
5. Always are prepared to do their work
6. Keep their promises and commitments

Transportation

Parents are responsible for their children's transportation to and from school.



We have tried to identify all the issues, questions and concerns that might arise in a typical year at Crossroads Charter School in our 2009-2010 Student-Parent Handbook. Because it is impossible to cover every possible problem or question in this handbook, we encouraged parents to watch for the “**Crossroads Connection**” Newsletter that will be mailed home at least twice a year. Additionally, parents are always welcome to drop by our sites to meet the staff and see our facilities. If you need a specific question answered, you may contact any of our staff by calling the main office at 559-585-7295.

Thank you for choosing Crossroads Charter Academy and we hope the experience will be a rewarding one for you.

August

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6 Staff Training 8am Ends 12:00 (Lunch) 1:00 Orientation (Returning) 3:00 Orientation (Returning)	7 Staff Training 8am Ends aprox. 12:00	8
9	10 Certificated Staff	11	12 1:00 Orientation 2:00 Orientation (Spanish) 3:00 Orientation	13 NWEA 11:00 Board Meeting NWEA 2:00 NWEA 5:30 NWEA (L) 1:00	14 NWEA 9:00 NWEA 11:00 NWEA 2:00 NWEA (L) 1:00	15
16	17 NWEA 9:00 NWEA 11:00 NWEA 2:00 NWEA (L) 1:00	18 NWEA 11:00 NWEA 2:00 NWEA 5:30 NWEA (L) 1:00	19 NWEA 9:00 1:00 Orientation 2:00 Orientation (Spanish) 3:00 Orientation	20 NWEA 11:00 NWEA 2:00 NWEA 5:30 NWEA (L) 1:00	21 NWEA 9:00 NWEA 11:00 NWEA 2:00 NWEA (L) 1:00	22
23	24	25	26 1:00 Orientation 2:00 Orientation (Spanish) 3:00 Orientation	27 NWEA 11:00 Board Meeting NWEA 2:00 NWEA 5:30 NWEA (L) 1:00	28 NWEA 9:00 NWEA 11:00 NWEA (L) 1:00	29
30	31					

September

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2 1:00 Orientation 2:00 Orientation (Spanish) 3:00 Orientation	3 NWEA 11:00 NWEA 2:00 NWEA 5:30 NWEA (L) 1:00	4 NWEA 9:00 NWEA 11:00 NWEA (L) 1:00 <i>Register Month 1</i>	5
6	7 Labor Day No School	8	9 1:00 Orientation 2:00 Orientation (Spanish) 3:00 Orientation	10 NWEA 11:00 NWEA 2:00 NWEA 5:30 NWEA (L) 1:00 <i>Board Meeting</i>	11 NWEA 9:00 NWEA 11:00 NWEA (L) 1:00	12
13	14	15	16 1:00 Orientation 2:00 Orientation (Spanish) 3:00 Orientation	17 NWEA 11:00 NWEA 2:00 NWEA 5:30 NWEA (L) 1:00	18 NWEA 9:00 NWEA 11:00 NWEA (L) 1:00	19
20	21	22	23 1:00 Orientation 2:00 Orientation (Spanish) 3:00 Orientation	24 NWEA 11:00 NWEA 2:00 NWEA 5:30 NWEA (L) 1:00 <i>Board Meeting</i>	25 NWEA 9:00 NWEA 11:00 NWEA (L) 1:00	26
27	28	29	30 1:00 Orientation 2:00 Orientation (Spanish) 3:00 Orientation			

October

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 NWEA 11:00 NWEA 2:00 NWEA 5:30 NWEA (L) 1:00	2 NWEA 9:00 NWEA 11:00 NWEA (L) 1:00 Register Month 2	3
4	5	6 CAHSEE (ELA)	7 CAHSEE (Math)	8 Board Meeting	9	10
11	12	13	14 PSAT 1:00 Orientation 2:00 Orientation (Spanish) 3:00 Orientation	15 NWEA 11:00 NWEA 2:00 NWEA 5:30 NWEA (L) 1:00	16 NWEA 9:00 NWEA 11:00 NWEA (L) 1:00 End first Quarter	17
18	19 CELDT Testing	20 CELDT Testing	21 CELDT Testing	22 Board Meeting	23 CELDT Testing	24
25	26	27	28 1:00 Orientation 2:00 Orientation (Spanish) 3:00 Orientation	29 NWEA 11:00 NWEA 2:00 NWEA 5:30 NWEA (L) 1:00	30 NWEA 9:00 NWEA 11:00 NWEA (L) 1:00 Register Month 3	31

November

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4 1:00 Orientation 2:00 Orientation (Spanish) 3:00 Orientation	5 NWEA 11:00 NWEA 2:00 NWEA 5:30 NWEA (L) 1:00	6 NWEA 9:00 NWEA 11:00 NWEA (L) 1:00	7
8	9	10	11 Veteran's Day No School	12 Board Meeting	13	14
15	16	17	18 1:00 Orientation 2:00 Orientation (Spanish) 3:00 Orientation	19 NWEA 11:00 NWEA 2:00 NWEA 5:30 NWEA (L) 1:00	20 NWEA 9:00 NWEA 11:00 NWEA (L) 1:00	21
22	23	24	25 Minimum Day	26 Thanksgiving Day Thanksgiving	27 Register Month 4	28
29	30 Teacher In-Service No School					

December

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3 NWEA 11:00 NWEA 2:00 NWEA 5:30 NWEA (L) 1:00	4 NWEA 9:00 NWEA 11:00 NWEA (L) 1:00	5
			1:00 Orientation 2:00 Orientation (Spanish) 3:00 Orientation			
6	7 NWEA 9:00 NWEA 11:00 NWEA 2:00 NWEA (L) 1:00	8 NWEA 11:00 NWEA 2:00 NWEA 5:30 NWEA (L) 1:00	9 NWEA 9:00 NWEA 11:00 NWEA 2:00 NWEA (L) 1:00	10 NWEA 11:00 NWEA 2:00 NWEA 5:30 NWEA (L) 1:00 Board Meeting	11 NWEA 9:00 NWEA 11:00 NWEA 2:00 NWEA (L) 1:00	12
13	14 NWEA 9:00 NWEA 11:00 NWEA 2:00 NWEA (L) 1:00	15 NWEA 11:00 NWEA 2:00 NWEA 5:30 NWEA (L) 1:00	15 NWEA 9:00 NWEA 11:00 NWEA 2:00 NWEA (L) 1:00	16 NWEA 11:00 NWEA 2:00 NWEA 5:30 NWEA (L) 1:00	18 Minimum Day	19
20	21	22	23	24	25 Christmas Day	26
	Winter Break					
27	28	29	30	31		
	Winter Break					

2010

January

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 New Year's Day	2
					Winter Break	
3	4 Teacher In-Service	5	6	7	8	9
	Winter Break					
10	11 Teacher In-service	12	13	14 NWEA 11:00	15 NWEA 9:00	16
	No School		1:00 Orientation 2:00 Orientation (Spanish) 3:00 Orientation	Board Meeting NWEA 2:00 NWEA 5:30 NWEA (L) 1:00	Register Month 5 NWEA 11:00 NWEA (L) 1:00 End First Semester	
17	18 MLK B-Day	19	20	21 NWEA 11:00	22 NWEA 9:00	23
	No School		1:00 Orientation 2:00 Orientation (Spanish) 3:00 Orientation	NWEA 2:00 NWEA 5:30 NWEA (L) 1:00	NWEA 11:00 NWEA (L) 1:00	
24	25	26	27	28 NWEA 11:00	29 NWEA 9:00	30
			1:00 Orientation 2:00 Orientation (Spanish) 3:00 Orientation	Board Meeting NWEA 2:00 NWEA 5:30 NWEA (L) 1:00	NWEA 11:00 NWEA (L) 1:00	
31						

February

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2 CAHSEE (ELA)	3 CAHSEE (Math)	4	5	6
7	8	9	10 1:00 Orientation 2:00 Orientation (Spanish) 3:00 Orientation	11 NWEA 11:00 Board Meeting NWEA 2:00 NWEA 5:30 NWEA (L) 1:00	12 NWEA 9:00 Register Month 6 NWEA 11:00 NWEA (L) 1:00	13
14	15 Washington Day No School	16	17 1:00 Orientation 2:00 Orientation (Spanish) 3:00 Orientation	18 NWEA 11:00 NWEA 2:00 NWEA 5:30 NWEA (L) 1:00	19 NWEA 9:00 NWEA 11:00 NWEA (L) 1:00	20
21	22 President's Day No School	23	24 1:00 Orientation 2:00 Orientation (Spanish) 3:00 Orientation	25 NWEA 11:00 Board Meeting NWEA 2:00 NWEA 5:30 NWEA (L) 1:00	26 NWEA 9:00 NWEA 11:00 NWEA (L) 1:00	27
28						

March						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2 STAR Writing 4th & 7th Grades	3 1:00 Orientation 2:00 Orientation (Spanish) 3:00 Orientation	4 NWEA 11:00 NWEA 2:00 NWEA 5:30 NWEA (L) 1:00	5 NWEA 9:00 NWEA 11:00 NWEA (L) 1:00	6
7	8	9	10 1:00 Orientation 2:00 Orientation (Spanish) 3:00 Orientation	Board Meeting 11 NWEA 11:00 NWEA 2:00 NWEA 5:30 NWEA (L) 1:00	Register Month 7 12 NWEA 9:00 NWEA 11:00 NWEA (L) 1:00	13
14	15	16 CAHSEE (ELA)	17 CAHSEE (Math)	18	19	20 PE Testing
					End Third Quarter	
21	22	23	24 1:00 Orientation 2:00 Orientation (Spanish) 3:00 Orientation	Board Meeting 25 NWEA 11:00 NWEA 2:00 NWEA 5:30 NWEA (L) 1:00	26 NWEA 9:00	27
					Minimum Day	
28	29	30	31	Easter Break		

April						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
				Easter Break		
4	5 Teacher In-Service No School	6	7 1:00 Orientation 2:00 Orientation (Spanish) 3:00 Orientation	8 NWEA 11:00 Board Meeting NWEA 2:00 NWEA 5:30 NEWA (L) 1:00	9 NWEA 9:00 Register Month 8 NWEA 11:00 NEWA (L) 1:00	10 PE Testing
11	12 NWEA 9:00 NWEA 11:00 NWEA 2:00 NWEA (L) 1:00	13 NWEA 11:00 NWEA 2:00 NWEA 5:30 NWEA (L) 1:00	14 NWEA 9:00 NWEA 11:00 NWEA 2:00 NWEA (L) 1:00	15 NWEA 11:00 NWEA 2:00 NWEA 5:30 NWEA (L) 1:00	16 NWEA 9:00 NWEA 11:00 NWEA 2:00 NWEA (L) 1:00	17
18	19 NWEA 9:00 NWEA 11:00 NWEA 2:00 NWEA (L) 1:00	20 NWEA 11:00 NWEA 2:00 NWEA 5:30 NWEA (L) 1:00	21 NWEA 9:00 NWEA 11:00 NWEA 2:00 NWEA (L) 1:00	22 NWEA 11:00 Board Meeting NWEA 2:00 NWEA 5:30 NWEA (L) 1:00	23 NWEA 9:00 NWEA 11:00 NWEA 2:00 NWEA (L) 1:00	24
25	26 STAR Test	27 STAR Test	28 STAR Test	29 STAR Test	30 STAR Test	

May						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
					Register Month 9	
9	10	11 CAHSEE (ELA)	12 CAHSEE (Math)	13	14	15
				Board Meeting		
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31 Memorial Day No School			Board Meeting		

June						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3 Last Day of School	4	5
				Register Month 10		
				End Second Semester		
6	7	8	9	10	11	12
				Board Meeting		
13	14	15	16	17	18	19
20	21	22	23	24	25	26
				Board Meeting		
27	28	29	30			