

**PARENT-STUDENT HANDBOOK  
HART RANSOM ACADEMIC  
CHARTER SCHOOL**



**2013-2014 SCHOOL YEAR**

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## GETTING STARTED ...

1. **Read and familiarize yourself with this handbook.**
2. Get in the habit of reading your monthly newsletter. It contains important dates and information. Visit the school website for current information.
3. Stay in contact with your Advisory Teacher on a regular basis. Try to anticipate ahead of time what problems you may encounter.
4. Consider your child's work area...will it be at the kitchen table, in the child's room, or in a special "classroom" at home? Set it up as soon as the year begins and have it well organized with storage areas for books, pens/pencils, paper, etc.
5. Develop a filing system. Some children have their own file boxes with subject dividers. When work is completed, put it in the file to bring along with you to your appointment.
6. Binders with dividers are an excellent way to help organize yourself and your child(ren). It is a great place to keep your current newsletter and Assignment/Work Records accessible.
7. Devise a recordkeeping system for tracking progress.
8. Take a field trip to local libraries and get a library card.
9. Consider "thematic units" to help you teach. In other words, plan all your studies around a central subject. Your Advisory Teacher can help you get started.
10. When enrolling in elective classes or field trips, please keep in mind that these classes and activities have limited spaces. If you plan on participating, please sign up as instructed when a class is announced. If you sign your child up, your child **must** attend and honor Charter School guidelines.

**W**elcome to Hart-Ransom Academic Charter School! We are pleased that you have selected our school for your child's education and look forward to working alongside you this coming year. This handbook provides an overview of our program as well as important notices from our school district. We hope that you find this information enables a smooth navigation for your school year.

## CONTACT INFORMATION

School Address: Hart-Ransom Academic Charter School  
3920 Shoemake Avenue  
Modesto, CA 95358

School Phone: (209) 523-0401  
Fax: (209) 523-1064

Website: [www.hart-ransomcharter.com](http://www.hart-ransomcharter.com)

Office Hours: 7:30-4:00 p.m. Monday - Friday

Charter School Director: David Cline  
Program Assistant: Lois Elledge  
Receptionist: Marcee Lung  
Resource Teacher: Irene Gardner

Advisory Teacher: Kathy Berndt  
Advisory Teacher: Leslie Brennecke  
Advisory Teacher: Sara Douglas  
Advisory Teacher: Naoma Dreher  
Advisory Teacher: Pam Franklin  
Advisory Teacher: Heidi Giordano  
Advisory Teacher: Diane Hamilton  
Advisory Teacher: Isabel Harris  
Advisory Teacher: Marlene Kramer  
Advisory Teacher: Margi Myers  
Teacher's Aide: Barbara Peterson



Use your smartphone to link to  
the HRACS website



Facebook:

<https://www.facebook.com/pages/Hart-Ransom-Academic-Charter-School/109093669125886>



Twitter:

[@HRCharterSchool](https://twitter.com/HRCharterSchool)

# HRACS 2013-2014 School Calendar

## HART-RANSOM ACADEMIC CHARTER SCHOOL CALENDAR 2013-2014

### February 2014

- 10 Holiday—Lincoln's Birthday
- 14-15 High School CAHSEE Exams
- 17 Holiday—President's Day
- 19 AWRs due
- 24-28 Curriculum Fair
- 28 Trimester 2 Ends

### March 2014

- 4 STAR Writing Test
- 19 AWRs due

### April 2014

- 7-11 STAR Testing (Grades 9-8)
- 14-16 High School STAR Testing
- 16 AWRs due
- 17 Minimum Day
- 18-25 Spring Break

### May 2014

- 6-8 Curriculum Fair
- 15 Spring Festival
- 21 AWRs due
- 26 Holiday—Memorial Day

### June 2014

- 2 AWRs due
- 3 Graduation — Minimum Day
- 4 Last Day of School—Trimester 3 ends — Minimum Day
- 5 Teacher Workday—No Students

### August 2013

- 14, 15, 16 Teacher workdays
- 19 First Day of School
- 21 Open House/Sept. Projections

### September 2013

- 2 Labor Day—No School
- 11 AWRs due

### October 2013

- 9 AWRs due

### November 2013

- 1 Staff/Teacher Training—No School
- 6 AWRs due
- 8 Trimester 1 Ends
- 11 Holiday—Veterans Day
- 22 Minimum Day
- 25-29 Thanksgiving Break

### December 2013

- 11 Winter Reception/AWRs due
- 20 Minimum Day
- 29- Jan 3 Winter Break

### January 2014

- 6 School Resumes
- 20 Holiday—Martin Luther King Jr. Day
- 22 AWRs due

- School Events:**
- Aug 21 — Open House & Projections
  - Dec 11 — Winter Reception & AWRs
  - Feb 24-28 — 1st Curriculum Fair
  - May 6-8 — 2nd Curriculum Fair
  - May 15 — Spring Festival

- First and Last Day of School
- Staff/Teacher Work Days — Non-Attendance Day
- CST Testing Dates (STAR, Physical Fitness, Writing)
- High School Testing Dates (STAR, CAHSEE)
- Minimum Day
- AWR Turn-in Day — Assignment Work Records Due
- Holiday or Non-Attendance Day—No School

Classes Begin: August 19, 2013  
Classes End: June 4, 2014

Trimester 1 Ends: November 8, 2013 58 days  
Trimester 2 Ends: February 28, 2014 61 days  
Trimester 3 Ends: June 4, 2014 61 days

**Instructional Days: 180 days**  
185 Contract days/285 Calendar days

Visit the school website at:  
[www.hart-ransomcharter.com](http://www.hart-ransomcharter.com)  
to view a detailed calendar

August 2013							September 2013							October 2013							November 2013							December 2013															
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S									
				1	2	3										1	2	3	4	5																							
4	5	6	7	8	9	10	6	7	8	9	10	11	12	13	14	15	16	17	18	19	10	11	12	13	14	15	16	8	9	10	11	12	13	14	15	16	17	18	19	20	21		
11	12	13	14	15	16	17	15	16	17	18	19	20	21	20	21	22	23	24	25	26	27	28	17	18	19	20	21	22	23	22	23	24	25	26	27	28	22	23	24	25	26	27	28
18	19	20	21	22	23	24	22	23	24	25	26	27	28	27	28	29	30	31			24	25	26	27	28	29	30	29	30	31					29	30	31						
25	26	27	28	29	30	31	29	30																																			

January 2014							February 2014							March 2014							April 2014							May/June 2014						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3																												
5	6	7	8	9	10	11	2	3	4	5	6	7	8	9	10	11	12	13	14	15	6	7	8	9	10	11	12	4	5	6	7	8	9	10
12	13	14	15	16	17	18	9	10	11	12	13	14	15	16	17	18	19	20	21	22	13	14	15	16	17	18	19	11	12	13	14	15	16	17
19	20	21	22	23	24	25	16	17	18	19	20	21	22	23	24	25	26	27	28	29	18	19	20	21	22	23	24	18	19	20	21	22	23	24
26	27	28	29	30	31		23	24	25	26	27	28	29	30	31					20	21	22	23	24	25	26	25	26	27	28	29	30	31	

## Enrollment Process

Upon request, Hart-Ransom Academic Charter School provides families a request for enrollment form. Parents are asked to attend an orientation presentation at the school, which includes an overview of the homeschooling process, parent requirements, and student expectations. The following documents are required along with the completed enrollment forms:

- Legible copy of child's birth certificate
- Legible copy of the immunization records or a signed Personal Beliefs Affidavit
- Student Health Form
- Oral Health Survey (TK and Kindergarten only)
- Proof of Tdap booster for students entering Grade 7
- Authorization to release records form (to request cum from prior school)
- Transcripts or grades in progress from previously attended school (High School)
- Copy of California High School Exit Exam scores (High School only)
- Family demographic survey

If your child has an IEP or 504 Plan, please include a complete copy of the student's most recent plan with the enrollment paperwork. If the student was declined or exited from special education, please include a copy of the exit paperwork.

After receiving all completed paperwork and attachments and the student is enrolled, you will be assigned to an Advisory Teacher (AT). The AT will contact you directly to setup an initial meeting to finalize program requirements, sign Master Agreements, and to design the instructional plan for your child. Master Agreements are signed twice a year; Fall and Spring. This is a State requirement for all independent study students.

### Kindergarten and Transitional Kindergarten

A child shall be admitted to a kindergarten maintained by the school district at the beginning of a school year, or at a later time in the same year if the child will have his or her fifth birthday on or before one of the following dates (EC 48000[a]):

For the 2013-14 school year the date is October 1

For the 2014-15 school year and each school year thereafter the date is September 1.

Transitional kindergarten is the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate. Pursuant to law, (EC 48000[c]), a child is eligible for transitional kindergarten if a child will have his or her fifth birthday between:

For the 2013-14 school year October 2 and December 2

For the 2014-15 school year and each school year thereafter September 2 and December 2.

## Homeschooling through a Public School

Hart-Ransom Academic Charter School provides families with an alternative to regular classroom instruction. Instruction is usually accomplished in the home by parents or other responsible adults. Hart-Ransom Charter Advisory Teachers assist in the development of individual curriculum and provide guidance and supervision.

## Hart-Ransom Union School District Mission Statement

The Hart-Ransom Union School District, recognizing the uniqueness and worth of each child and committed to the individual success of its community's youth, will ensure a quality education that fosters the development of skills and attitudes necessary for life-long learning through a positive and safe learning environment in partnership with home and community.

## HRACS Mission

Cooperative partnerships are foundational to our Charter beginning with our sponsor, Hart-Ransom Union School District. To support the District Mission Statement, the Charter School provides unique educational opportunities that enhance family life, while addressing the needs and concerns of parents and children. We take seriously our responsibility to help our students build proficiency in academic and social competencies necessary for success in each grade level and beyond.

## Our Purpose

Hart-Ransom Academic Charter School is designed to support families who desire direct involvement in the education and instruction of their children at home. Extra activities and classes are offered for the students and parent-teachers to achieve their educational goals.

## Our Principles

We believe the practice of the following principles will result in a good faith environment, manifested in loyalty to each other, and a growing commitment to the Hart-Ransom Academic Charter School community. We actively value:

Loyalty

Relationships

Honesty

Respect

Diligence

Kindness

## **Office Staff Pledge to Families**

We will greet you in a friendly, courteous manner, sincerely desiring to serve you, making you feel welcome. We will listen to your concerns and respond to you in a timely manner. We will maintain a positive, helpful attitude while assisting you in accomplishing your goals for today.

## **Advisory Teacher Pledge to Families**

We will encourage you in your role as teacher and support your vision of home schooling. We will consistently problem solve, share resources, provide guidance, & improve materials and services in a positive, courteous, and timely fashion.

Your advisory teacher is your primary point of contact for the school year. They will provide you with their contact information and establish a routine for meeting with you. It is critical that you maintain steady contact with your advisory teacher.

## **Program Goals**

- ✓ To allow for schooling to take place in the family home.
- ✓ To support students in studying at their own pace within the limits of compulsory school attendance requirements.
- ✓ To provide alternatives for students to achieve competency and/or mastery in basic skills.
- ✓ To challenge each student to excel in areas of special interest.
- ✓ To provide opportunities for students to develop independent thinking and problem solving skills through meaningful endeavors.
- ✓ To encourage student and parent resourcefulness.
- ✓ To create a bridge between the school and the community.
- ✓ To serve as an alternative to traditional public school attendance.
- ✓ To assist parents who have chosen to educate their children at home by providing them with support, materials, guidance, and training opportunities.



## Hart-Ransom Union School District Student Dress Policy

The following dress and grooming regulations are to be followed by students at all school activities, including field trips:

1. Wear modest clothing that covers the midriff area and all under-garments.
2. Wear modest shorts/skirts. Length of shorts/skirts should be no shorter than mid-thigh.
3. Pants or shorts are to be worn at the waist. “*Sagging*” is inappropriate for school. Belts, if worn, must not be more than one size larger with the end secured, not hanging. Pants or shorts may not be frayed nor torn and must be hemmed. The Director or designee will determine what is appropriate for school.
4. Appropriate shoes must be worn at school. Sandals may be worn only if they are securely fastened with a heel or back strap. No flip-flops. Closed-toe type shoes are to be worn during Physical Education. No “wheelies” (shoes with wheels) allowed on campus.
5. Attire that will disrupt the normal operation of the school may not be worn. This includes, articles of clothing that have been altered, including, but not limited to gang identity/affiliation or advocating of alcohol, drugs, tobacco or acts which are illegal, violent, obscene or hazardous to one’s health.
6. Hats or caps shall be removed when indoors unless specifically authorized by health needs. If hats or caps are worn at school, the hat/cap must be worn appropriately with the bill facing forward. No gang related hats or gang related headgear may be worn on campus or at school activities.
7. Earrings are permitted only on the ear. No nose rings, brow rings, lip rings, or other body part rings or body piercing will be allowed. Earrings must not dangle and must be a type to not pose a safety concern when student is engaged in physical education activities.
8. Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet.

## Code of Conduct

HRACS and all associated with the school operate under the following code of conduct:

- ✓ Use good judgment
- ✓ Respect property of others
- ✓ Speak, act and listen with respect
- ✓ Be accountable for your own actions and those in your charge

We show respect to one another by:

- ✓ Using indoor voices when in the Ed Center or classrooms
- ✓ Maintaining a clean school environment - clean up after yourself
- ✓ Monitoring your child(ren) while on campus, at vendor classes and school events
- ✓ Maintaining safety in school parking lots - Never park in orchard areas across from the school campus - Park in appropriate spaces
- ✓ Always being on time for classes, meetings and school events
- ✓ Taking care of your curriculum - treat it with care because you want the next student to receive it in the best condition possible
  - Parents are responsible for lost or damaged materials
- ✓ Never bringing pets to campus or school functions.
- ✓ Continuously maintaining contact with your advisory teacher so they can support your educational effort and help you achieve optimal success for your child(ren)

## HRACS Expected Schoolwide Learning Results (ESLRs)

HRACS believes in the academic, social and personal development of all students. Our ESLRs provide direction, support the content standards, and establish a common focus for student achievement. The ESLRs help guide our shared journey for creating 21<sup>st</sup> Century Learners. HRACS believes students should be mentored through a process of growth and development so that ESLRs develop from K-12 with mastery by graduation.

# (CATS)<sup>2</sup>

HART-RANSOM ACADEMIC CHARTER SCHOOL



## Expected Schoolwide Learning Results (ESLR)

FOR 21<sup>ST</sup> CENTURY LEARNERS

Character Communication	Achievement Academics	Thinkers Technology	Skills Self-Direction
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Students who develop **character** and become effective **communicators** will:

- Convey ideas effectively through oral and written communication
- Develop, implement, and communicate new ideas to others through collaboration
- Be open and responsive to new and diverse perspectives; incorporate group input and feedback
- Demonstrate ability to work effectively and respectfully with diverse teams
- Exemplify good citizenship by actively applying Character First!<sup>®</sup> objectives
  - (Character First!<sup>®</sup> is a copyrighted program of the Character Training Institute used by HRACS)

Students who reach **achievement** and show competence in **academics** will:

- View failure as an opportunity to learn, understanding that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes
- Conduct projects that require specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results
- Defend an opinion or position with organized evidence
- Demonstrate reading mastery at each appropriate grade level
- Perform proficiently in scientific and mathematical processes
- Employ cross-curricular approaches for competence in all subject areas

Students who are **thinkers** and master the use of **technology** will:

- Demonstrate higher order thinking skills such as analysis, synthesis and evaluation
- Use the full \*Depth of Knowledge from recall to extended thinking
- Use a variety of technology-based resources to solve problems, communicate information, compete tasks, and create products and presentations

Students who employ a variety of **skills** and demonstrate **self-direction** will:

- Use a wide variety of idea creation techniques to create new and worthwhile ideas
- Work independently with ability to plan, organize and manage time
- Set goals, monitor progress and seek assistance when needed to accomplish objectives
- Acquire 21<sup>st</sup> century skills to be college and career ready
- Reflect critically on learning experiences in order to self-direct improvement and personal growth

## Academic Honesty

HRACS upholds high standards in regards to the academic climate in which students learn. Cheating in any form compromises a student's ability to achieve academic and personal goals and undermines the value of our educational program. Cheating is taking or giving information or another's person's work without properly identifying the originator. This includes using unauthorized materials when completing assignments or taking exams.

The following are possible forms of cheating:

- Copying from someone else's paper during an exam, test, quiz or homework assignment OR allowing another student to see your work during the same.
- Copying from answer keys to complete the assignment, test, quiz or exam.
- Plagiarizing - the unauthorized copying or close paraphrasing of another's work without citations while preparing research or other papers.
- Submitting individual work that is not wholly one's own or handwritten by another person without prior authorization or a formal IEP or 504 Plan.
- Creating false laboratory data.
- Using cell phone, calculators, or other electronic devices to complete assignments, exams, tests and quizzes.
- Someone other than the student completing work for work samples.

Cheating on a State-mandated exam will result in invalidating the test and reporting the incident to the State of California.

If the Advisory Teacher feels that teacher's editions are being used inappropriately, the parent may be required to return and only use them under supervision at the school site.

## Consequences for Cheating

### First offense:

1. Student receives a zero on the assignment.
2. Teacher or Advisory Teacher will generate an incident report and submit it to the Director.
3. Parent is notified of the occurrence
4. Teacher or Advisory Teacher will counsel the student regarding cheating and possible further consequences for repeated behavior. High school students are required to view an Academic Integrity video online
5. Student will be given the opportunity to redo the assignment. The final grade may be limited to a “C” at the discretion of the teacher.

### Second offense:

1. If the second offense is for the same subject, the student will receive and automatic “F” for the course
2. If the second offense is for a different subject, the school will follow the rules for the first offense.
3. A second incident report will be written and submitted to the Director
4. Parent conference with Director, parent, advisory teacher and student will be scheduled
5. Student will be placed on academic probation and suspended from all on-site classes and elective classes for 5 days.

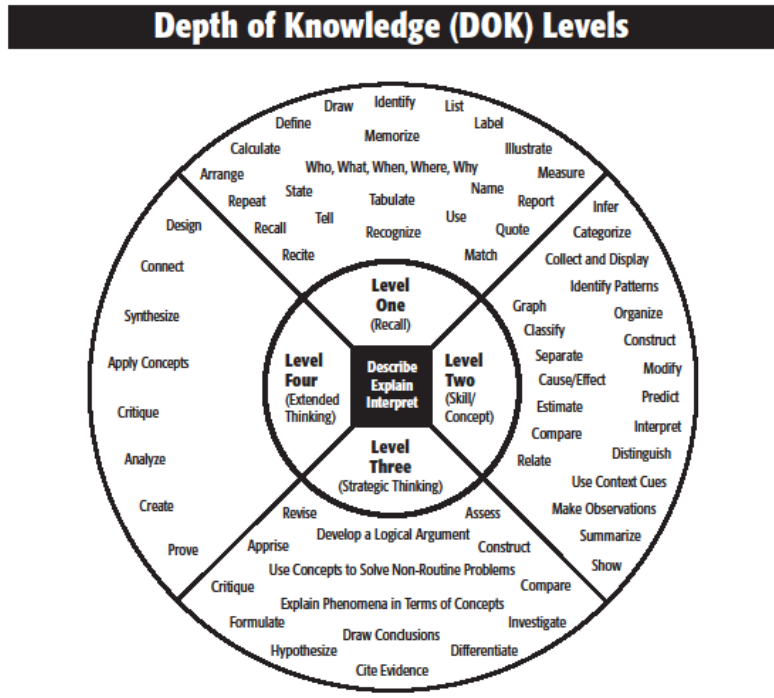
### Third offense:

1. Any student caught cheating for a third time regardless of subject area will be automatically referred for dismissal under the grounds of non-compliance.
2. Students removed from the school for cheating will not be allowed to re-enroll during subsequent years without Board of Trustee approval.

# Common Core State Standards

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school. The California Department of Education helps schools make sure that all students are meeting the standards.

Since 2010, 45 states have adopted the same standards for English and math. These standards are called the Common Core State Standards (CCSS). Having the same standards helps all students get a good education, even if they change schools or move to a different state. Teachers, parents, and education experts designed the CCSS to prepare students for success in college and the workplace. The standards can be viewed and downloaded at <http://www.cde.ca.gov/re/cc/>



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
<ul style="list-style-type: none"> <li>Recall elements and details of story structure, such as sequence of events, character, plot and setting.</li> <li>Conduct basic mathematical calculations.</li> <li>Label locations on a map.</li> <li>Represent in words or diagrams a scientific concept or relationship.</li> <li>Perform routine procedures like measuring length or using punctuation marks correctly.</li> <li>Describe the features of a place or people.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and summarize the major events in a narrative.</li> <li>Use context cues to identify the meaning of unfamiliar words.</li> <li>Solve routine multiple-step problems.</li> <li>Describe the cause/effect of a particular event.</li> <li>Identify patterns in events or behavior.</li> <li>Formulate a routine problem given data and conditions.</li> <li>Organize, represent and interpret data.</li> </ul>	<ul style="list-style-type: none"> <li>Support ideas with details and examples.</li> <li>Use voice appropriate to the purpose and audience.</li> <li>Identify research questions and design investigations for a scientific problem.</li> <li>Develop a scientific model for a complex situation.</li> <li>Determine the author's purpose and describe how it affects the interpretation of a reading selection.</li> <li>Apply a concept in other contexts.</li> </ul>	<ul style="list-style-type: none"> <li>Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions.</li> <li>Apply mathematical model to illuminate a problem or situation.</li> <li>Analyze and synthesize information from multiple sources.</li> <li>Describe and illustrate how common themes are found across texts from different cultures.</li> <li>Design a mathematical model to inform and solve a practical or abstract situation.</li> </ul>

Webb, Niazan L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research, University of Wisconsin-Madison. 2 Feb. 2006. <<http://www.wisc.edu/WRI/index.aspx>>

## Parent Requirements

1. A monthly Assignment/Work Record must be completed and submitted to your Advisory Teacher with the required work samples for each student ON OR BEFORE the date listed on your calendar in this handbook.
2. All students must receive 180 days of instruction per school year.
3. Students must receive instruction in the following subject areas during the school year: Language Arts (Reading, English/Grammar, Writing, Spelling), Mathematics, Science, Social Studies (Geography, History), Fine Arts (Art, Drama, Music), Health and Physical Education.
4. If your child is registered for a group class, he or she must attend. If you cannot make it to the class, please let the teacher of the class know in advance. (The school is required to pay for those enrolled in class - you are responsible to attend or may be dropped from the class.)
5. The parent is responsible for all material checked out from the school. We ask that you be mindful of the check-out time period of all library books, resource materials, etc. due to the fact that there are other families waiting to use these things also. You will be billed for all lost or damaged books; this includes all instructional materials, textbooks and teacher's manuals.
6. Although the school instructionally supports digital learning and online sites, the parent and student are responsible for safe and appropriate computer usage. Furthermore, the school is not liable for personal computer property or any subsequent equipment or programming issues related to third-party vendor software.

## Noncompliance

Noncompliance is defined as:

1. Late Assignment/Work Records
2. Not turning in Assignment/Work Records
3. Not showing up to appointments
4. Not returning phone calls
5. Failure to meet minimum standards
6. Failure to do assigned work
7. Failure to follow Hart-Ransom's Code of Conduct

### Noncompliance Process

1. Contact will be made by the Advisory Teacher with concerns of noncompliance, as listed above.
2. A "Notice of Noncompliance" (as approved by the Director) will be sent.
3. If the above requirement is not met, you will receive a letter of "Dismissal" and your student(s) will be withdrawn from Hart-Ransom Charter School.

## **Advisory Teachers' Expectations of Parents**

1. Turn in Assignment/Work Records on time with: Appropriate pages, topics and lesson numbers, Goals and objectives, Corrected writing samples with rough drafts and scratch papers for math.
2. Call your Advisory Teacher with any needs or questions. Return Advisory Teacher phone calls within two working days.
3. Meet with your Advisory Teacher and be on time for appointments.
4. Notify your Advisory Teacher if changing curriculum.
5. Be able to show corrected daily work when asked.
6. Do the teaching for which you are committed.
7. Be a positive role model to your child.

## **Parents' Expectations of Advisory Teachers**

1. Advisory Teachers will share their knowledge of curriculum, including texts, workbooks, teacher's editions, tests and supplemental or alternative curriculum with parents, while directing them towards home-based instead of classroom-based materials.
2. Advisory Teachers will give suggestions on motivating children to work efficiently and in a timely manner and advise parents if they are pushing the student too hard or not enough.
3. Advisory Teachers will offer workshops in creative writing, report writing and unit approaches to teaching, which combine two or more subjects at various grade levels.
4. Advisory Teachers must return all phone calls within two working days.





## Ways to Teach Together

### How much to do each day.

<b>Math</b>	One lesson every day, one test per week
<b>Spelling</b>	One unit and a test per week
<b>Reading</b>	Grades 4-8: 1/2 to 1 story per day, select questions for comprehension Grades 1-3: 2 to 3 stories per week. Read stories 2 times each. Use workbook pages, being selective.
<b>Writing</b>	Everyday 1st Grade: 1-2 sentences 2nd-3rd Grade: 3-5 sentences (1 paragraph) 4th-6th Grade: Create multiple paragraph compositions Example: introduction, body & conclusion 7th-8th Grade: Clear, coherent & focused essays in all four genres. * <u>2nd-8th Grades could be working on one part of the writing process. (example: outlining, drafting, revising, editing and final draft)</u>
<b>English</b>	Grades 1st-3rd: 2-3 days per week Grades 4th-8th: 5 days per week
<b>Social Studies</b>	K-3rd: at least 3 times per week 4th-8th: everyday or do extra to keep up; 3 days per week
<b>Science</b>	K-3rd: at least 2 days per week - or combine to do 1 day per week for a longer period of time for more fun! 4th-8th: 3-5 days per week with experiments

**Remember: Correct ALL work every day.** You can integrate subjects. **Reading** could be a biography on a historical person that ties in with their **Social Studies**. Your child could **write** what they would do if they were living in this time era to demonstrate reading comprehension.

The library is a great resource to find specific books. Also check websites for information. Please refer to our Internet Resource Guide for web addresses to help you in your search.

## Suggested Daily Schedule

7:00 a.m. Wake up, make bed, get dressed and eat breakfast (with protein, cheese, cottage cheese, meat, etc.)

### **K-5th Grade**

8-8:45 a.m. Math (or toughest subject)

8:45-8:55 a.m. Stretch break

8:55-9:15 a.m. Reading (more time may be needed)

9:15-9:35 a.m. Reading summary, questions or workbook pages

9:35-9:40 a.m. Stretch break

9:40-10:00 a.m. Writing

10:00-10:15 a.m. Recess  
(Outdoors with protein snack)

10:15-10:45 a.m. Spelling & English

10:45-10:55 a.m. Stretch break

10:55-11:20 a.m. Social Studies  
K-3: 2-3 days per week  
4-5: everyday

11:20-11:30 a.m. Stretch break

11:30-12 Noon Science  
K-3: 1-2 days per week  
4-5: 3-4 days per week

### **6th-8th Grade**

8-9:15 a.m. Math

9:15-9:25 a.m. Stretch break

9:25-9:45 a.m. Reading

9:45-10:05 a.m. Reading workbook

10:05-10:10 a.m. Stretch break

10:10-10:40 a.m. Writing

10:40-10:55 a.m. Recess

10:55-11:25 a.m. Spelling & English

11:25-12:00 Noon Social Studies (daily)

12-12:30 p.m. Lunch break

12:30-1:00 p.m. Science (daily)

\*\* Complete any unfinished work

**You may modify this schedule to fit your needs.** Your family may need more or less time for various subjects. Frequent breaks are important, especially for younger eyes that tire easily. A mid-morning protein snack is very important for the brain. For older students, time each subject and make them move on even if they aren't finished. Tell them the rest is homework. It sometimes motivates them to stay on task and complete their work in a more timely fashion. Use positive encouragement and a lot of praise.

## Resources Available in the Charter School Ed Center

Hart-Ransom Academic Charter School offers a variety of resources for your use. All the resources available to you are found in the Charter School office.

Resource items available for use and check-out include:

(See the shelf near the exit for a few of our check-out items)

Reference Materials	Scholastic Book Orders
Library Books	Videos
Craft Books/Art Instruction	Instructional CDs
Educational Games	Computer Software
Music Cassette Tapes	Dry Erase Boards
Microscope	Mini Unit Book Making Projects
Copy machine & duplicating services (for appropriate school work)	Incubator
Science Project Tubs	
Leap Frog & Leap Pads	
Computers—if available (for those who don't have one)	

~and~ much more, please ask us

Supplies you may pick up in the office:

Paint (please bring your own containers)  
Construction paper



## Elective Classes

Elective classes offered for homeschool students include these and more:

Jr. High Science Labs	Physical Fitness
Band/Music	Hands-On Science
Art	History
Pre-Algebra & Algebra	Choir

The educational priorities, goals and objectives you have established for your child should guide your selection of elective classes. ***Over-scheduling of elective classes may lead to fragmentation of your child's learning experience.*** Most of these classes begin in mid September and end in April.

Course descriptions and enrollment procedures are located in the Ed Center. You will need to register your child ahead of time for each of the classes. Early enrollment is encouraged due to the limited number of class spaces available. When registering for classes, please inform the instructor that your student is a Hart-Ransom Charter School student.

Deposits are required for some elective classes. Some deposits are refundable when attendance is consistent. Absences from class may result in your child losing elective class privileges, and your deposit from being returned.

### Elective Class Attendance Guidelines:

1. Students and parents are expected to follow the Hart-Ransom Academic Charter School Code of Conduct.
2. Attendance is a privilege and regular attendance is required or students are dropped from classes.
3. Parents are asked to drop off students shortly before class begins and pick them up promptly when class ends.

## Recordkeeping

Correcting work and recording it on a daily basis is the key to simplifying your job. An "easy grader" is a great tool for you to use during the school year. You slide the card to match the total number of answers, look down the column to the number missed and it gives you the percentage! You can also use the division method, but the easy grader is recommended.

To average the grades at report card time is simple. Total up all the grades received for that trimester in one subject, and divide by the total number of grades.

Example:  $98+79+87+95+90+94+89+93+90+96 = \mathbf{911}$   
Total # of scores = **10**

$911 \div 10 = 91.1$  or 91% or an **A-**

See your Advisory Teacher if you have further questions on grading. They are happy to assist you with report cards as well.

100% - 90%	= A
89% - 80%	= B
79% - 70%	= C
69% - 60%	= D
59% & below	= F

# **GUIDELINES**

for

## **Classes Field Trips and Parent Workshops**



# Guidelines

- \* All classes, parent workshops, and field trips must be signed up for in advance before deadline dates.
- \* All classes, parent workshops, and field trips which have a cost must be paid for at the time of sign up and refunds are not available.
- \* If directions or details are needed, they will be provided in a pocket in back of the sign-up sheet in the Sign-Up Binder in the Education Center.
- \* Hart-Ransom Academic Charter School's **Code of Conduct** must be followed at all times.
- \* No pets are allowed at any school function.

## Classes

### Class Attendance Guidelines

- \* Attendance is a privilege and regular attendance is required or students are dropped from classes.
- \* Parents are asked to drop off students no more than five minutes before class begins and pick them up promptly when class ends, except where parents are required to remain with students.
- \* Good behavior is expected in all classes.
- \* Rules must be obeyed or students are dropped and may lose privilege of attending other classes.
- \* Families may enroll their students in classes with approval of their Advisory Teacher.
- \* Students on a waiting list are given first opportunity for the next class.
- \* Parents may be asked to remain with students during classes for Grades K-2, unless told otherwise by the instructor at the first session.

# Class Participation Guidelines

***To ensure a positive learning experience for your student, please take enrollment in classes seriously.***

- ◆ Understand that HRCS pays for all students enrolled in classes whether your student attends class or not.
- ◆ If you sign your student up for a class, your student is considered enrolled according to the specific guidelines set by the class offered. If you choose to drop a class after the registration deadline date, you may be charged for the class.
- ◆ If you are unable to attend for any reason, please notify the instructor prior to class.
- ◆ When your student has missed 3 classes, your student may be dropped from the class and may be disqualified from signing up for classes the following session.
- ◆ If for some unforeseen reason you need to drop the class after the start date, you must notify your Advisory Teacher AND the Class Instructor. Failure to notify your Advisory Teacher AND the Class Instructor will make you responsible for payment for that semester.
- ◆ Please drop off and pick up your child within 5 minutes of the class beginning and ending.

## **For everyone's safety:**

- ◆ Please legally park your car before allowing children in or out of the vehicles. Stopping while in the street is not appropriate. This is for everyone's safety.

**We strive to make our classes a valuable experience for our students and families at Hart-Ransom Charter School.**



## Field Trips

1. Field Trips are for enrolled students and immediate family members only.
2. Families provide their own transportation.
3. Families are asked to arrive at the field trip destination on time so that everyone can enter together to receive the prearranged group discount and/or tour package. Late arrivals may be denied entrance without refund.
4. Because group reservations must be made in advance, sign ups are crucial. All field trip sign ups close on the last date of registration.
5. **There are no sign ups OR refunds after the last date of registration**, since reservation numbers must be turned in, monies deposited, and payment made for the group.
6. Parents are responsible for the supervision of their child(ren) during all field trips.

## Parent Workshops

1. Registration for workshops must be made in the Sign-Up Binder located in the Education Center sometimes as early as one week prior to the workshop date and sometimes may be done over the phone with your Advisory Teacher.
2. When childcare is provided during workshops, childcare is only for enrolled students, grades K-8 who were signed up by their parents before the deadline date.

## PARENT GUIDELINES FOR DROPPING

# Hart-Ransom Academic Charter School

If at any time a parent wishes to drop their student(s) from Hart-Ransom Academic Charter School, the following process needs to be completed in order for the student's cumulative education records (cum. file) to be maintained and forwarded correctly. Following these guidelines helps the parents, the new school, and our staff make a smooth transition and is appreciated.

### I. Notify Hart-Ransom Charter School

#### A. First, call your Advisory Teacher

- Let him/her know when your last day will be in Hart-Ransom Charter School and when the first day at the new school will be.
- Ask what school work is needed to close each student's record. (Curriculum, Enhancements, Assignment/Work Record, Samples, Report Card, etc.)

#### B. Next, contact the Charter School Secretary

- Give the Secretary the new school's name, address, and phone number so your child's records will be ready when requested.
- Bring in any curriculum and enhancement items.
- Turn in any school work requested by the Advisory Teacher.

### II. Notify the new school

#### A. Registration

- When registering at the new school, tell them that the cumulative file is at Hart-Ransom Charter School and can be requested from our office in writing using one of the following methods:

By Mail: Hart-Ransom Charter School  
3920 Shoemaker Avenue  
Modesto, CA 95358-8577

By County Route: #527

By Fax: (209) 523-1064

- Ask them to call us if they have any questions.

#### B. Student Records

- Your student's cumulative file will be ready to forward to the new school upon written request by the new school.
- Pertinent information can be faxed to the new school if requested by the parent (birth certificate, immunizations, test results, report card, IEP records, etc.)

# Assignment Work Record (AWR) Sample

**Hart-Ransom Academic Charter School**  
**Assignment/Work Record from August 20—September 12, 2013**

**Advisory Teacher:** \_\_\_\_\_ **Samples:** Math, Writing & Reading

**Student Name:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**Parent Name:** \_\_\_\_\_ **Phone Number:** \_\_\_\_\_

- As student completes daily work assigned, parent must initial the corresponding box for that day on the **yellow** copy.
- Initials indicate that the school work was completed for that day.
- Parent must sign and turn completed form in with required samples each month.

<b>Reading</b>	<b>Math</b>	<b>Aug. 20- Sept. 12</b>
Student will read through stories in Theme 1. Off to Adventure. Student will learn event sequencing, to make inferences, and study cause and effect. New vocabulary will be pretaught for mastery in understanding. Student will read for 100% accuracy. Student will do corresponding workbook pages for comprehension, and answer questions orally.	Chapter/Lesson # _____ to _____ Student will complete 1 lesson per day with 95% accuracy. Student will focus on review of addition, subtraction, writing numbers, place value and skip counting patterns.	20 21 22 23 24
<b>Language</b>	<b>Science</b>	27 28 29 30 31
Student will begin to learn how to use dictionary understand syllables, ed and ing endings. Student will study sentence structure, predicates, and subjects, the use of commas in dates and places. Student will complete all workbook pages with 85% accuracy for Theme 1.	Student will complete 2 or 3 lessons each week. Focus is on animal group characteristics. Student will also learn about weather, space, and plants with computer program. Student will be able to explain omnivore, carnivore, & herbivore by oral explanation. Student will complete through lesson 41.	3 Holiday 4 5 6 7
<b>Writing</b>	<b>Social Studies/History</b>	10 11 12
Student will work on writing a personal narrative. Student will work on the writing process, good beginnings, & writing a topic sentence. Student also work on understanding how to write a paragraph. Using a 4 point writing Rubric to score Student will be able to achieve a 3.	Student will work 2x or 3x each week learning about terrain, land changes, and forms. Student will learn about nesting dolls from Russia. student will achieve 95% accuracy on written questions. Student will complete through lesson 38.	
<b>Spelling</b>	<b>P.E., Other Activities or Classes</b>	<b>Total Projected Days =</b> <b>17</b>
Student will do 3 days of workbook activities, a pre-test and post-test weekly to gain 100% accuracy of spelling words. Spelling words will focus on short vowel a, e, i, o, u, and will also include vowel consonant e word families.	Gymnastics 2x week Piano 1x/wk plus 1 hour daily practice Skating or bike riding each day for 20 minutes Field trip to the library weekly	<b>Total Days Absent =</b>  <b>Total Days Present =</b>
<b>FOR OFFICE USE ONLY</b>		<b>Attendance Days Earned =</b>
<b>Advisory Teacher Signature:</b> _____		

**White:** Charter School (Prior to Completion of Assignment) **Yellow:** Charter School (Upon Completion of Assignment with Samples) **Pink:** Parent

# Kindergarten Report Card Sample

Hart-Ransom Union School District  
3920 Shoemaker Avenue  
Modesto, CA 95368  
(209) 523-0401

**Hart-Ransom Academic Charter School**  
**Report of Pupil Progress**  
School Year 2013-2014  
**Kindergarten**

Dr. R. Ream Lochry  
Superintendent  
David Cline  
Director

Student: \_\_\_\_\_

Advisory Teacher: \_\_\_\_\_

Kindergarten Grading Abbreviations (please use to indicate student level beside concept)  
 NC = Not Covered    IP = In Progress    M = Mastered

Nov.	Mar.	Jun.	READING READINESS (Example: (A)(B)(C) = identified)
5/2	5/2	5/2	Identify Letters: (out of order) A B C D E F G H I J K L M N O P Q R S T U V W X Y Z a b c d e f g h i j k l m n o p q r s t u v w x y z
5/2	5/2	5/2	Identify Sounds: a b c d e f g h i j k l m n o p q r s t u v w x y z
Nov.	Mar.	Jun.	PHONEMIC AWARENESS
			Hears and generates words that rhyme
			Names word when hearing blended speech sounds
			Hears beginning sounds
			Hears ending sounds
Nov.	Mar.	Jun.	CONCEPTS OF PRINT
			Holds book upright and turns pages front to back
			Knows where to begin on page
			Understands left to right progression
			Knows the difference between words and letters
			Points to each word when reading
Nov.	Mar.	Jun.	WRITING
			Conveys main ideas through dictation and illustrations
			Prints first name
			Prints last name
			Uses random letters to mimic writing
			Copies words and/or writes memorized words
			Uses appropriate beginning and/or ending sounds
			Beginning to write single words
			Beginning to write simple sentences
Nov.	Mar.	Jun.	READING SKILLS
			Recognizes Sight words: I the see is no you said was
			Reads CVC words (ex: cat, pet, mom, cup, sit)


Nov.	Mar.	Jun.	MATH (ex: ① ② ③ = identified)
3/1	3/1	3/1	Recognizes (out of sequence) 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
3/1	3/1	3/1	Writes (out of sequence) 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
			Understands sets 0 - 10
			Counts to 100 without aid
			Sequences objects 1 to 20
			Counts ordinal numbers 1st to 5th
			Can count by 5's and 10's up to 100
			Adds to 10
			Sorts classifies and describes shapes
			Identifies: __Red __Green __Blue __Yellow __Orange __Purple __White __Brown __Black
			Recognizes: __Circle __Triangle __Square __Rectangle __Oval __Diamond
			Continues a 3 part pattern (Ex. ABC ABC ...)
			Exposed to mathematical terms: __More/ Less than __Equal __Add __Sub.
Nov.	Mar.	Jun.	CONCEPTS OF TIME
			Nearest hour, hour hand, minute hand, morning, afternoon, night
			Yesterday, today, tomorrow
			Name days of the week
			Introduce months of the year

Nov.	Mar.	Jun.	ORAL LANGUAGE
			Listens while others speak
			Listens to and can follow 3 consecutive directions
			Listens attentively and makes appropriate responses
			Tells about pictures using sentences
			Speaks in complete sentences
			Communicates thoughts clearly
			Takes an active part in discussions

Nov.	Mar.	Jun.	Social Skills and Work Habits: M = Most of the time L = is Learning N = Not yet
			Accepts and respects authority
			Completes tasks in a reasonable time
			Shows responsibility for personal belongings
			Respects the property of others
			Follows directions independently

**Office Use Only**  
Fall Assignment 2013 Grade \_\_\_\_\_

# Grades 1-3 Report Card Sample

HART-RANSOM ACADEMIC CHARTER SCHOOL																																																																																																																																																										
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# Grades 4-8 Report Card Sample

**HART-RANSOM ACADEMIC CHARTER SCHOOL**

Hart-Ransom Union School District  
3920 Shoemaker Avenue  
Modesto, CA 95358  
(209) 523-0401

## Report of Pupil Progress

SCHOOL YEAR 2012-2013  
Grades 4-8

Dr. R. Ream Lochry  
Superintendent  
David Cline  
Director

Student \_\_\_\_\_
Grade \_\_\_\_\_
Advisory Teacher \_\_\_\_\_

---

**GRADING SYMBOLS:** \*Instructional Grade Level: Numeral indicates grade level of instruction.

**Achievement Symbols:**

<b>A</b> = Outstanding	90 - 100%	<b>D</b> = Needs Improvement	60 - 69%
<b>B</b> = Above Average	80 - 89%	<b>F</b> = Unsatisfactory	59% or below
<b>C</b> = Average	70 - 79%		

**Effort and Work/Social Habits:**

<b>O</b> = Outstanding	<b>S</b> = Satisfactory
<b>N</b> = Needs Improvement	<b>U</b> = Unsatisfactory

**ATTENDANCE (Office Use Only)**

	Trimester		
	1	2	3
<b>Days Present</b>			
<b>Days Absent</b>			

ACADEMIC SUBJECTS		Trimester		
		1	2	3
		Nov. Feb. June		
<b>Language Arts</b>	<b>Reading</b>			
	<i>*Instructional Grade Level</i>			
	Achievement			
	Effort			
	<b>Spelling</b>			
	<i>*Instructional Grade Level</i>			
<b>Language/English</b>	<i>*Instructional Grade Level</i>			
	Achievement			
	Effort			
	<b>Written Expression</b>			
	<i>*Instructional Grade Level</i>			
	Achievement			
<b>Mathematics</b>	<i>*Instructional Grade Level</i>			
	Achievement			
	Effort			
<b>Social Studies</b>	<i>*Instructional Grade Level</i>			
	Achievement			
	Effort			
<b>Science/Health</b>	<i>*Instructional Grade Level</i>			
	Achievement			
	Effort			
<b>Physical Education</b>	Achievement			
	Effort			

**TRIMESTER ELECTIVES**

	1st	2nd	3rd

SAMPLE ONLY

COMMENTS

First Trimester: (November 10, 2011)

Second Trimester: (March 2, 2012)

Third Trimester: (June 5, 2012)

WORK AND SOCIAL HABITS

Trimester	1 2 3		
Cooperates With Others			
Follows Directions			
Listens Well			
Uses Time Well			
Completes Work on Time			
Does Neat Work			
Respects Authority			

**Office Use Only**  
Fall Assignment 2013 Grade \_\_\_\_\_

PLEASE DO NOT FOLD

## DISTRICT NOTIFICATIONS

### PARENT NOTICE OF RIGHTS AND RESPONSIBILITIES

State law requires that parents be notified of their rights and responsibilities in certain matters pertaining to their children's education.

1. **Administration of Medication:** Medication prescribed by a physician for a child may be administered while on campus by a registered nurse or other designated school personnel, or self-administered by the child if the medication is prescription auto-injectable epinephrine or prescription inhaled asthma medication, but only if the parent consents in writing and provides detailed written instructions from a physician. Forms for administering medication may be obtained from the school nurse. (Ed. Code, §§ 49423, 49423.1, 49423.5, 49480)
2. **Students on Medication:** Parents are to notify the principal if their child is on a continuing medication regimen. This notification shall include the name of the medication being taken, the dosage, and the name of the supervising physician. With parental consent, the principal or school nurse may confer with the physician regarding possible effects of the drug, including symptoms of adverse side effects, omission or overdose and counsel with school personnel as deemed appropriate. (Ed. Code, § 49480)
3. **Immunizations:** The District may exclude from school any pupil who has not been immunized properly. Pursuant to Health & Safety Code section 120325, a parent or guardian may consent in writing for a physician, surgeon, or health care practitioner acting under the direction of a supervising physician and surgeon to administer an immunizing agent to a pupil at school. (Ed. Code, §§ 48216, 48853.5(d)(7)(B), 48980(a), 49403, Health & Safety Code, §§ 120325, 120335, 120341) Parents may elect to sign waiver form.
4. **Physical Exams and Testing:** The District is required to conduct certain physical examinations and vision, hearing and scoliosis testing of students unless the parent has a current written objection on file. However, the child may be sent home if he or she is believed to be suffering from a recognized contagious or infectious disease. (Ed. Code, §§ 49451, 49452, 49452.5 and 49455, Health & Safety Code, § 124085)
5. **Medical Coverage for Injuries:** Medical and hospital services for pupils injured at school or school-sponsored events, or while being transported, may be insured at parent's expense. No pupil shall be compelled to accept such services without his or her consent or, if the pupil is a minor, without the consent of a parent or guardian. (Ed. Code, § 49472)

6. **Medical and Hospital Services Not Provided:** The District does not provide medical and hospital services for students injured while participating in athletic activities. However, all members of school athletic teams must have accidental injury insurance that covers medical and hospital expenses. (Ed. Code, §§ 32221.5, 49471)
7. **Services for Students with Exceptional Needs or a Disability:** State and federal law requires that a free and appropriate public education (FAPE) in the least restrictive environment be offered to qualified pupils with disabilities ages 3 through 21 years. Students classified as individuals with exceptional needs for whom a special education placement is unavailable or inappropriate may receive services in a private nonsectarian school. Please contact the local director of special education for specific information. (Ed. Code, § 56040 et seq.) In addition, services are available for students who have a disability which interferes with their equal access to educational opportunities. (Section 504 of the Rehabilitation Act of 1973, 34 C.F.R. §104.32) The District official listed below is responsible for handling requests for services under Section 504 and may be reached at the following address and telephone:

Director  
Hart-Ransom Academic Charter School  
3920 Shoemake Avenue  
Modesto, CA 95358

8. **Equal Opportunity:** Equal opportunities for both sexes in all educational programs and activities run by the District is a commitment made by the District to all students. (Title IX of the Education Amendments of 1972.) Inquiries on all matters, including complaints, regarding the implementation of Title IX in the District may be referred to the District official listed below at the following address and telephone:

Superintendent  
Hart-Ransom Union School District  
3920 Shoemake Avenue  
Modesto, CA 95358



9. **Complaints (Special Education):** Parents may file a complaint concerning violations of federal or state law or regulations governing special education related services. To file a complaint, write a description of the manner in which the parent believes special education programs for handicapped do not comply with state or federal law or regulations and file with the District official listed below at the following address and telephone:

Superintendent  
Hart-Ransom Union School District  
3920 Shoemake Avenue  
Modesto, CA 95358  
(Cal. Code Regs., tit. 5, § 4630)

10. **Release of Student Information:** The District does not release information or records concerning a child to non-educational organizations or individuals without parent consent except by court order, receipt of a lawfully issued subpoena, or when otherwise allowed by law. The following categories of directory information may be made available to various persons, agencies or institutions unless the parent or guardian notifies the District in writing not to release such information:

Name, address, telephone, date of birth, e-mail address, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, diplomas and awards received, and most recent previous educational institution attended. (Ed. Code, §§ 49060 et seq., 49073, 20 U.S.C. § 1232g, 34 C.F.R. § 99.7) In accordance with state and federal law, the District may also make available photographs, videos, and class rosters.

11. **Inspection of Student Records:** State law requires that the District notify parents of the following rights which pertain to student records. (Ed. Code, §§ 49063, 49069, 34 C.F.R. § 99.7)

a. A parent or guardian has the right to inspect and review student records relating directly to his or her child during school hours or obtain a copy of such records within five (5) business days of his/her request.

b. Any parent who wishes to review the types of student records and information contained therein may do so by contacting the principal at his/her child's school. The principal of each school is ultimately responsible for maintenance of student records.

c. A parent with legal custody has a right to challenge information contained in his/her child's records. Any determination to expunge a student's record is made after a review of said record(s) by site administrators and certificated staff. Following an inspection and review of student records, the parent may challenge the content of the student's record. The right to challenge becomes the sole right of the student when the student becomes eighteen (18) years of age.

The parent may file a written request with the Superintendent of the District to remove any information recorded in the written records concerning the child which is alleged to be:

- (1) Inaccurate.
- (2) An unsubstantiated personal conclusion or inference.
- (3) A conclusion or inference outside of the observer's area of competence.
- (4) Not based on the personal observation of a named person with the time and place of the observation.
- (5) Misleading.
- (6) In violation of the privacy or other rights of the pupil.

Within thirty (30) days, the Superintendent shall meet with the parent/guardian and the certificated employee who recorded the information, if any, and if the person is still employed with the District, and sustain or deny the allegations. If the allegations are sustained, the Superintendent shall order the correction, removal or destruction of the information. If the Superintendent denies the allegations, the parent may appeal the decision to the Governing Board within thirty (30) days. The Board shall determine whether or not to sustain or deny the allegations. If the Board sustains the allegations, it shall order the Superintendent to immediately correct, remove or destroy the information from the written records of the student. (Ed. Code, § 49070)

If the final decision of the Board is unfavorable to the parents, or if the parent accepts an unfavorable decision by the District Superintendent, the parent shall have the right to submit a written statement of objections to the information. This statement shall become a part of the student's school record until such time as the information objected to is removed.

Both the Superintendent and the Board have the option of appointing a hearing panel in accordance with Education Code sections 49070-49071 to assist in the decision making. The decision as to whether a hearing panel is to be used shall be made at the discretion of the Superintendent or the Board and not of the challenging party.

d. A Student Records Log is maintained for each student. The Student Records Log lists persons, agencies or organizations requesting and/or receiving information from the records to the extent required by law. Student Record Logs are located at each school and are open to inspection by parents or guardians. (Ed. Code, § 49064)

e. School officials and employees having a legitimate educational interest, as well as persons identified in Education Code sections 49076 and 49076.5 and in the Family Educational Rights and Privacy Act, may access student records without first obtaining parental consent. "School officials and employees" are persons employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and District-employed law enforcement personnel), a Board member, a person or company with whom the District has contracted to perform a special service (such as an attorney, auditor, medical consultant, or therapist), or a parent or student whose access to student records is legally authorized. A "legitimate educational interest" is one held by a school official or employee whose duties and responsibilities create a reasonable need for access. (Ed. Code, §§ 49063(d), 49076, 49076.5, 20 U.S.C. § 1232g)

f. Parents and guardians have the right to authorize the release of student records to themselves. Only parents and guardians with legal custody can authorize the release of student records to others.

g. Parents and guardians may be charged twenty-five (.25) cents per page for the reproduction of student records.

h. Parents have a right to file a complaint with the U.S. Department of Education for alleged violations of parent rights related to student records. (20 U.S.C. § 1232g(g))

i. Parents may obtain a copy of the District's complete student records policy by contacting the Superintendent.

12. **Student Discipline:** District and School rules pertaining to student discipline are available to parents or guardians of district students in the school office. (Ed. Code, § 35291) Students may be subject to discipline for off-campus misconduct if the misconduct is related to school activity or attendance and causes or is reasonably likely to cause a substantial disruption to school activity. For example, a student using technology such as a home computer, cellular phone, or other electronic communication device may be disciplined for engaging in unlawful harassment or making threats against students, staff, or district property even if such misconduct occurred off-campus and during non-school hours.
13. **Dissection of Animals:** If a student has a moral objection to dissecting (or otherwise harming or destroying) animals, or any part of an animal, the pupil must notify the teacher regarding such objection, and the objection must be substantiated with a note from the pupil's parent or guardian. If the pupil chooses to refrain from participating in such a project or test, and if the teacher believes that an adequate alternative education project or test is possible, then the teacher may work with the pupil to develop and agree upon an alternate education project or test for the purpose of providing the pupil an alternate avenue for obtaining the knowledge, information or experience required by the course of study. (Ed. Code, §§ 32255-32255.6)
14. **Sexual Harassment Policy:** A written copy of the district policy on sexual harassment is available from the District Office by written request. The purpose of this policy is to provide notification of the prohibition against sexual harassment as a form of sexual discrimination and to provide notification of available remedies. (Ed. Code, §§ 231.5, 48980(g))

## 15. Uniform Complaint Procedures:

### Complaints Alleging Discrimination, Harassment, Intimidation, and Bullying:

State and federal law prohibit discrimination in education programs and activities. The District is primarily responsible for compliance with federal and state laws and regulations. (Cal. Code Regs., tit. 5, § 4620.)

Under state law, all pupils have the right to attend classes on school campuses that are safe, secure, and peaceful. (Ed. Code, § 32261.) State law requires school districts to afford all pupils equal rights and opportunities in education, regardless of their actual or perceived characteristics, such as disability (mental and physical), gender (includes gender identity, gender expression, and gender-related appearance and behavior whether or not stereotypically associated with the person's assigned sex at birth), nationality (includes citizenship, country of origin and national origin), race or ethnicity (includes ancestry, color, ethnic group identification and ethnic background), religion (includes all aspects of religious belief, observance and practice, including agnosticism and atheism), sexual orientation (heterosexuality, homosexuality or bisexuality), or association with a person or group with one or more of these actual or perceived characteristics. (Ed. Code, §§ 210-214, 220 et seq., 234 et seq., 66260-66269, Cal. Code Regs., tit. 5, § 4900 et seq., 20 U.S.C. § 1681 et seq., 29 U.S.C. § 794, 42 U.S.C. § 2000d et seq., 42 U.S.C. § 12101 et seq., 34 C.F.R. § 106.9) The District prohibits discrimination, harassment, intimidation, bullying, and retaliation in all acts related to school activity or attendance. In addition to being the subject of a complaint, a pupil engaging in an act of bullying as defined by Education Code section 48900(r) may be suspended from school or recommended for expulsion.

The District has a written complaint procedure which may be used in cases where individuals or a group have suffered discrimination, harassment, intimidation, or bullying. (Cal. Code Regs., tit. 5, §§ 4610, 4630, 4650, Ed. Code, § 234 et seq., 48900(r).)

a. Any individual, public agency or organization has the right to file a written complaint alleging that he/she has personally suffered unlawful discrimination or that an individual or specific class of individuals has been subjected to unlawful discrimination. (Cal. Code Regs., tit. 5, § 4630(b)(1))

b. Copies of the District's complaint procedures are available free of charge. (Cal. Code Regs., tit. 5, § 4622)

c. Complaints must usually be filed with the (director/district superintendent/designee of the District). In the following cases, however, complaints may be filed directly with the State Superintendent of Public Instruction: (Cal. Code Regs., tit. 5, §§ 4630(a), 4650)

(1) Complaints alleging that the District failed to comply with the complaint procedures described herein.

(2) Complaints alleging facts which indicate that complainant will suffer an immediate loss of some benefit such as employment or education.

(3) Complaints requesting anonymity, but only where complainant also provides clear and convincing evidence that complainant would be in danger of retaliation if filing complaint at the District level.

(4) Complaints alleging that the District failed or refused to implement a final decision regarding a complaint originally filed with the District.

(5) Complaints alleging that the District took no action within sixty (60) days regarding a complaint originally filed with the District.

(6) The District refuses to respond to the State Superintendent's request for information regarding a complaint originally filed with the District.

d. Discrimination complaints must be filed within six (6) months of the date the alleged discrimination occurred, or within six (6) months of the date the complainant first obtained knowledge of the facts of the alleged discrimination. Within that six (6) month period, complainant may file a written request with the State Superintendent of Public Instruction for an extension of up to ninety (90) days. Extensions will not be automatically granted, but may be granted for good cause. (Cal. Code Regs., tit. 5, § 4630(b))

### Complaints Other Than Discrimination, Harassment, Intimidation, and Bullying:

The District has a written complaint procedure which may be used in cases where any individual, public agency or organization alleges violations of state or federal law, other than those relating to discrimination, harassment, intimidation, and bullying.

a. Written complaints may be made regarding:

- (1) Adult Basic Education
- (2) Consolidated Categorical Aid Programs
- (3) Migrant Education
- (4) Vocational Education
- (5) Child Care and Development
- (6) Child Nutrition
- (7) Special Education
- (8) "Williams Complaints"
- (9) Pupil Fees

(Cal. Code Regs., tit. 5, §§ 4610(b), 4630, Ed. Code, §§ 35186, 49013)

b. Complaints must usually be filed with the administrator/superintendent of the District. However, complaints may be filed directly with the State Superintendent of Public Instruction in the following cases:

- (1) Complaints alleging that the District failed to comply with the complaint procedures described herein.
- (2) Complaints regarding Child Development and Child Nutrition programs not administered by the District.
- (3) Complaints requesting anonymity, but only where complainant also provides clear and convincing evidence that complainant would be in danger of retaliation if filing complaint at District level.
- (4) Complaints alleging that the District failed or refused to implement a final decision regarding a complaint originally filed with the District.
- (5) Complaints alleging that the District took no action within sixty (60) days regarding a complaint originally filed with the District.
- (6) Complaints relating to Special Education, but only if:
  - (a) District unlawfully refuses to provide a free appropriate public education to handicapped students; or

- (b) District refuses to comply with due process procedures or fails to implement due process hearing order; or
  - (c) Children may be in immediate physical danger, or their health, safety or welfare is threatened; or
  - (d) A handicapped pupil is not receiving the services specified in his/her Individual Educational Program (IEP); or
  - (e) The complaint involves a violation of federal law.
- (7) The District refuses to respond to the State Superintendent's request for information regarding a complaint originally filed with the District.

(Cal. Code Regs., tit. 5, §§ 4630, 4650)

c. Williams Complaints: Complaints, including anonymous complaints, may be made and addressed on a shortened time line for the following areas: (Ed. Code, § 35186)

- (1) Insufficient textbooks and instructional materials;
- (2) Emergency or urgent school facilities conditions that pose a threat to the health and safety of pupils;
- (3) Teacher vacancy or misassignment; or
- (4) The provision of intensive instruction and services for pupils who have not passed the high school exit exam by the end of grade 12.

A complainant not satisfied with the resolution of a Williams Complaint has further rights under Education Code Section 35186.

d. Pupil Fees Complaints: A complaint of noncompliance with Education Code section 49010 et seq. may be filed with the school principal under the Uniform Complaint Procedures. A complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

- (1) A complainant not satisfied with the decision of the school may appeal to the California Department of Education and will receive a written appeal decision within 60 days of the department's receipt of the appeal.



- (2) If the school finds merit in a complaint, or the California Department of Education finds merit in an appeal, the school must provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the school to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.

Responsible Official: The District official responsible for processing complaints is listed below at the following address:

Superintendent  
Hart-Ransom Union School District  
3920 Shoemake Avenue  
Modesto, CA 95358

Appeals:

a. Except for Williams Complaints, if a complaint is denied, in full or in part, by the District, the complainant may appeal to the California Department of Education. (Ed. Code, § 262.3(a), Cal. Code Regs., tit. 5, § 4632)

(1) Appeals must be filed within fifteen (15) days of receiving the District decision.

Complainant may, within that fifteen (15) day period, file a written request for an extension. Extensions will not be automatically granted, but may be granted for good cause.

(2) Appeals must be in writing.

(3) Appeals must specify the reason(s) for appealing the District decision.

(4) Appeals must include a copy of the original complaint and a copy of the District decision.

b. If a complaint is denied, in full or in part, by the Department of Education, the complainant may request reconsideration by the State Superintendent of Public Instruction. (Cal. Code Regs., tit. 5, § 4665)

(1) Reconsideration must be requested within thirty-five (35) days of receiving the Department of Education report.

(2) The original decision denying the complaint will remain in effect and enforceable unless and until the State Superintendent of Public Instruction modifies that decision.

Civil Law Remedies:

In addition to the above-described complaint procedure, or upon completion of that procedure, complainants may have civil law remedies. These civil law remedies can include, but are not limited to, injunctions and restraining orders. These civil law remedies are granted by a court of law and may be used, in part, to prevent the District from acting in an unlawful manner. Delay in pursuing civil law remedies before a court of law may result in loss of rights to those remedies. Any questions regarding civil law remedies should be directed to an attorney. (Ed. Code, § 262.3(b), Cal. Code Regs., tit. 5, § 4622)

16. **Review of Curriculum:** A prospectus of curriculum, including titles, descriptions, and instructional aims of every course offered by each public school, is available at the school site for parent review upon request. Copies are available upon request for a reasonable fee not to exceed the actual copying cost. (Ed. Code, §§ 49063, 49091.14)
  
17. **High School Exit Examination:** The high school exit examination is scheduled to be administered on the dates listed below. As a condition of graduation, State law requires that each pupil completing 12th grade successfully pass the high school exit examination. Pupils may take the exit examination prior to reaching the 12th grade. In order to pass the exit examination a pupil will be required to demonstrate mastery of statewide academically rigorous content standards in language arts and mathematics. A pupil who fails to pass all parts of the examination by the completion of 12th grade shall not receive a diploma. Pupils, including English learners, who have not passed one or both parts of the high school exit examination by the end of grade 12 must be provided with the opportunity to receive intensive instruction and services for up to two consecutive academic years after completion of grade 12. (Ed. Code, §§ 37254(d)(4)-(5), 48980(e), 60850 et seq.)

<b>English–Language Arts</b>	<b>Mathematics</b>
Tuesday, February 4, 2014	Wednesday, February 5, 2014
Tuesday, March 18, 2014	Wednesday, March 19, 2014
Tuesday, May 13, 2014	Wednesday, May 14, 2014

18. **Child Find System; Policies and Procedures:** Any parent suspecting that a child has exceptional needs may request an assessment for eligibility for special education services through the school principal. Policy and procedures shall include written notification to all parents of their rights pursuant to Education Code section 56300 et seq. (Ed. Code, § 56301; 34 C.F.R. § 104.32(b))
19. **School Accountability Report:** Parents/guardians may request a hard copy of the School Accountability Report Card which is issued annually for each school of the District. (Ed. Code, § 35256)
20. **Asbestos Management Plan:** An updated management plan for asbestos-containing material in school buildings is available at the District Office. (40 C.F.R. § 763.93)
21. **Availability of State Funds to Cover Costs of Advanced Placement Examination Fees:** School districts may apply to the State Department of Education for grant funding to assist economically disadvantaged pupils pay for advanced placement examination fees. School districts that apply for these grants must designate specific school district staff to whom pupils may submit applications for grants and must institute a plan to notify pupils of the availability of financial assistance. A copy of the District's notification of these grant monies, if applicable, is attached. (Ed. Code, §§ 48980(k) and 52244)
22. **No Child Left Behind Act of 2001:** Under the NCLB Act, parents have the following rights:
  - **Information Regarding Professional Qualifications of Teachers, Paraprofessionals, and Aides:** Upon request, parents have a right to information regarding the professional qualifications of their student's classroom teachers, paraprofessionals, and aides. This includes whether the teacher meets the state qualifications and licensing criteria for the grades and subjects s/he teaches, whether the teacher is teaching under an emergency permit or other provisional status because of special circumstances, the teacher's college major, whether s/he has any advanced degrees and the subject(s) of those degrees, and whether any instructional aides or paraprofessionals provide services to the parents' child and, if so, their qualifications. The District shall also notify parents if their child has been assigned to or has been taught for four or more consecutive weeks by a teacher who is not highly qualified. (20 U.S.C. § 6311(h)(6))

- **Information Regarding Individual Student Reports on Statewide Assessments:** Upon request, parents have a right to information on the level of achievement of their student on every State academic assessment administered to the student. (20 U.S.C. § 6311(h)(6))
- **Limited English Proficient Students:** The Act requires notice be given to parents of limited English proficient students regarding limited English proficiency programs, including: the reasons for the identification of the student as limited English proficient; the need for placement in a language instruction educational program; the student’s level of English proficiency and how such level was assessed; the status of the student’s academic achievement; the methods of instruction used in the available programs; how the recommended program will meet the student’s needs; the exit requirements for the program; how the program meets the objectives of the student’s IEP, if applicable, and; parent options for removing a student from a program and/or declining initial enrollment. (20 U.S.C. § 6312(g)(1)(A))
- **Program Improvement Schools:** Parents shall be notified when their child’s school is identified a “program improvement” school. Parents must be notified as to what the identification means, how the school compares to other District schools, the reasons for the identification, how the low achievement is being addressed by the school, District, or State, and how the parents can be involved. The parents must also be notified about the opportunities for school choice and supplemental instruction. (20 U.S.C. § 6316(b)(6))

The information provided above is available upon request from each child’s school or the district office. Additional notices that may be required under the No Child Left Behind Act shall be sent separately. (20 U.S.C. §§ 6301 et seq.)

23. **Military Recruiter Information:** The No Child Left Behind Act of 2001 and Education Code section 49073.5 require that school districts disclose the names, addresses and telephone numbers of high school students to military recruiters upon request, unless parents request that this information not be released without prior written consent. Parents have the option of making such a request. If parents do not wish this information to be provided to military recruiters, they must notify the District office of this fact in writing. The writing should be directed to the District official listed below at the following address:

Assistant to the Superintendent  
Hart-Ransom Union School District  
3920 Shoemake Avenue  
Modesto, CA 95358

24. **Pesticide Products:** In accordance with the Healthy Schools Act of 2000, a list of all pesticide products used at the school site is available from the District Office, including the active ingredient(s) and the Internet address for further information. If a parent wishes to be notified every time a pesticide is going to be applied, he or she must complete a form at the District Office and return it to his or her child's school. (Ed. Code, §§ 48980.3, 17612)

**Notification of Rights Under FERPA**  
**for Elementary and Secondary Schools**

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

(1) The right to inspect and review the student's education records within 45 days of the day the School receives a request for access.

Parents or eligible students should submit to the School principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

(2) The right to request amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students may ask the School to amend a record that they believe is inaccurate or misleading. They should write the School principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise the parent or eligible student of the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

The School will make a reasonable attempt to notify the parent or eligible student of a records request by officials of another school district in which a student seeks or intends to enroll.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Avenue, SW

Washington, DC 20202-5920

## College Admission Requirements and Higher Education Information

### University of California/California State University

#### Minimum College Admissions Requirements:

"A-G" Courses	Subject	CSU/UC Requirements
A	History/Social Science	2 years required
B	English	4 years required
C	Mathematics	3 years required (e.g., Algebra, Geometry and Calculus), 4 years recommended
D	Laboratory Science	2 years required (e.g., Biology, Chemistry and Physics), 3 years recommended
E	Language Other Than English	2 years required, 3 years recommended
F	Visual and Performing Arts (VPA)	1 year required
G	College-Preparatory Elective	1 year required

To learn more about college admission requirements, contact the lead high school advisor at the school or the Director.

Career Technical Education (CTE): The school partners with neighboring school districts to offer CTE. CTE provides high school students who are 16 years of age or older with valuable career and technical education so students can: (1) enter the workforce with skills and competencies to be successful; (2) pursue advanced training in postsecondary educational institutions; or (3) upgrade existing skills and knowledge. A CTE course may also satisfy a graduation requirement and a subject matter requirement for admission to the UC and CSU.

To learn more about the District's career technical education classes, please contact the high school advisor or the school Director.



## Acknowledgment of Receipt of the HRACS Parent-Student Handbook

I acknowledge that I have received the Hart-Ransom Academic Charter School Parent-Student Handbook for the 2013-2014 school year and I am fully aware of the program options, philosophies, policies and procedures as set forth in this document. I will review the pertinent information with my child(ren) and we agree to abide by the policies and regulations therein.

I further understand that failure to meet the program requirements, abide by the Master Agreement or violations of District or State educational guidelines can result in termination of enrollment with the school.

Please sign and return this form to your Advisory Teacher. Thank you.

STUDENT NAME: \_\_\_\_\_

PARENT NAME (printed): \_\_\_\_\_

PARENT SIGNATURE: \_\_\_\_\_

DATE SIGNED: \_\_\_\_\_