



Student/Parent Handbook

Crittenton Youth Academy
An Accredited Charter School

2010-2011

715 West Mariposa Street
Phoenix, AZ 85013
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Welcome to Crittenton Youth Academy

Dear Parents and Students,

It is our pleasure to welcome you to Crittenton Youth Academy. Our motto, **we are responsible, we are respectful and we are successful**. We are CYA and we are looking forward to an exciting and rewarding year. Your child's education and development as a positive, healthy, responsible learner is our primary goal.

It is the mission of Crittenton Youth Academy to give every student whose life we touch, safety, hope and opportunity.

Our vision as the premier charter school for Florence Crittenton Services of Arizona is to assure the future of our students by:

- Achieving excellence in all we do.
- Growing to serve all students in need.
- Being the foremost expert in preparing students for their future.

We adhere to the following core values:

- We treat every student with love, respect and kindness.
- We keep our promises to our students, each other and the community.
- We do whatever it takes to fulfill our mission and vision.

To accomplish this goal, it is important that we work together as a team. Through the combined efforts of students, parents, teachers and staff, your child will experience a successful school year. We want you to become an involved member of the Crittenton Youth Academy family. Please feel free to contact us with any questions or concerns you have regarding your child's education. We encourage you to take an active role at Crittenton Youth Academy (please fill out the Parent/Guardian Volunteer form in your student's enrollment packet).

Crittenton Youth Academy has a fully accredited curriculum for males and females in the 7th to 12th grade levels. Crittenton Youth Academy's curriculum is aligned to Arizona Standards and Arizona Graduation Requirements. We offer programs designed to accommodate each student's skill level with grade-appropriate software/materials in classrooms, with highly qualified and/or certified teachers and low teacher-student ratios.

This Student/Parent Handbook provides valuable information that will help you achieve academic success and reach your goals. Please keep it available for easy reference throughout the year.

We are looking forward to a successful school year.

Crittenton Youth Academy
Administration



Enrollment at Crittenton Youth Academy

Students wishing to enroll at Crittenton Youth Academy will be asked to complete an enrollment packet and attend an interview with the principal.

The enrollment packet may be obtained at the Crittenton Youth Academy front desk. It is the responsibility of the parent/guardian to obtain the required documentation listed in the enrollment packet before arriving for an interview.

To schedule an interview, please call 602-274-7318 ext 118. Please bring all requested documentation to the interview. The interview will be rescheduled if a student and parent/guardian arrive without all of the required documentation.

During the interview the principal, parent/guardian and student will review the student's records and determine an educational plan for the student.

EDUCATIONAL PRACTICES

Crittenton Youth Academy uses the following educational practices to assist in providing a quality learning environment:

1. Instruction aimed at students' individual assessed needs
2. Programming at or slightly above students' functional levels
3. Reasoning for instructional approaches shared with students
4. Use of curriculum relevant to students' needs and interests
5. Periodic review to strengthen knowledge base
6. Strong emphasis on positive reinforcement and encouragement
7. Peer tutoring to promote self-esteem and role modeling
8. Group discussions in appropriate subjects
9. Oral reading to improve fluency
10. Use of student involvement and choice in curriculum
11. Use of computer aided instruction
12. Providing feedback
13. Multi-sensory instruction
14. Availability of 1:1 instructor assistance
15. Requirement of students to correct all work to the point of mastery
16. Emphasis on remediation of basic skills
17. Use of different teaching techniques in order to address different learning styles
18. Structuring of classrooms to prevent distractions to learning
19. Providing parent involvement for effective programming
20. Constant recording of academic progress
21. Verbalizing and showing concern and appreciation
22. Promotion of total class involvement with praising and reinforcing individual effort

Inclusive Education Philosophy of Crittenton Youth Academy

Crittenton Youth Academy embraces the philosophy of full inclusion, believing that special education students can best be educated in the regular classroom. Our classroom teachers are trained to have exceptional students in their classroom and they accept responsibility for all students as they modify, accommodate and adjust teaching techniques and classroom activities to meet unique learning abilities. Our contracted special education staff supports the regular classroom teacher with this process as part of the continuum of services we provide. There are not two distinctly different types of students, e.g. “special” and “regular”. All students are individuals with their own unique set of physical, intellectual and psychological characteristics that influence their instructional needs. There are not two discrete sets of instructional methods – one set for “special” students and another for “regular” students. Individualized instructional programs are designed for each student.

Basic Beliefs and Expectations

- Inclusion is the underlying philosophy by which all students are educated.
- All students are educated full-time in the general education classroom.
- All students learn and develop individually and the curriculum is modified or adapted to allow students to progress at their individual rates. Students are not penalized for the inability to progress at grade level.
- General education teachers assume responsibility to teach and meet the cognitive, affective and social needs of all students with special education teachers and staff providing support.
- Teaching strategies that facilitate the education of multi-level abilities in each class are used by all teachers (e.g. cooperative learning, project learning, mastery learning, curriculum compacting, independent projects, flexible groupings, learning centers and teaching to learning styles such as visual, auditory and manipulative).
- Our continuum of services is extensive as we strive to provide all students with free and appropriate public education. If for some reason, our services are not allowing for progress of any student, a team will consider alternative placement options.

Parent Engagement

The administration staff and teachers of this school believe that the academic achievement of each student is a responsibility that is shared by the entire school organization, our staff and teachers with parents as our partners. The school will provide a high quality curriculum and instruction to support an effective learning environment for students and curriculum aligned with the state academic standards. We will involve parents to the fullest extent possible enabling you to become knowledgeable and function as a viable member of the learning community for students.

Parent involvement activities in the school will include opportunities for:

- Parents/guardians to volunteer and be involved in school activities
- Staff development and parent education opportunities
- Parents/guardians to provide home support for their students education
- Parents/guardians to participate in school decision-making
- School Action Team

School Responsibilities for Parent Engagement

We here at Crittenton Youth Academy recognize that the education of our students and helping them be successful is a shared responsibility between our school and parents. We will work together with parents to ensure that students develop the necessary skills, attitudes and behaviors for them to be successful as they leave high school and become viable members of our society.

The partnership between the school, parents and the community working together will be a positive process in educating students, by contributing the unique individual and cultural aspects that each entity brings to the table.

This school supports the development, implementation and continuing evaluation of parent engagement activities that promote:

- Communication between parents/families and the school
- Recognition of the primary role of parents and families
- Successful student learning and skill development
- Parents/families and their contributions as welcomed assets
- Parents/families as vital members of the decision making body of the school
- Community partnerships that expand horizons for students

Title I Parent Engagement Plan

Crittenton Youth Academy recognizes that parent involvement activities lead to effective parent engagement that contributes to the achievement of academic standards by students participating in Title I programs. Crittenton Youth Academy views the education of students as a cooperative effort among school, parents and community. Facilitated by the School Action Team, Crittenton Youth Academy administrators, students, teachers, staff and parents participating in Title I programs develop and agree upon this plan of parental engagement activities.

- A. Parents will be involved in the development and overall Title I plan and the process of school review and improvement. There will be various opportunities to participate in this activity throughout each school year.
- B. To bridge communication, parent / teacher conferences will be offered throughout the school year, progress reports/report cards will be mailed home and access to teacher grade books will be available via internet.
- C. The administration will provide the coordination, technical assistance and other support necessary to assist the school in planning and implementing effective parent engagement activities to improve student academic achievement.
- D. Access to administration and faculty is available upon reasonable request of parents.
- E. Activities will be developed that promote school and parent capacity for continued parent engagement.
- F. There will be coordination and integration of parental involvement strategies with appropriate school and agency programs.
- G. Parents will be involved in an annual evaluation of the content and effectiveness of the policy in improving the academic quality of the school.
- H. There will be an effective procedure established to identify barriers to participation by parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority. (Survey)
- I. Findings of the annual surveys will be aggregated to design strategies for more effective parent involvement.
- J. Parents will be involved in all activities of the school to the fullest extent possible including volunteering and participating in their child's class, observing activities, etc.

Facilitated by the School Action Team, Crittenton Youth Academy administrators, students, teachers, staff and parents/families will evaluate, revised, adopted and receive the engagement plan annually.

National Standards for Parent and Family Involvement Programs:

There are standards identified by the National PTA that build on six types of parent involvement identified by Joyce L. Epstein and Associates of the Center on School, Family, and Community Partnerships at Johns Hopkins University (1995). Each standard produces unique gains for students, contributes to effective programs, and fosters school success. Gains for students are greatest when parents participate in activities in each of the six areas. (National PTA, 1997)

- Standard I. Parenting – Help all families establish home environments to support children as students
- Standard II. Communicating – Design effective forms of school to home and home to school communications
- Standard III – Volunteering – Recruit and organize parent help and support
- Standard IV. Learning at home – Provide information and ideas to families about how to help students at home with homework and other curriculum related activities, decisions and planning.
- Standard V. Decision Making – Include parents in school decisions, developing parent leaders and representatives.
- Standard VI. Collaborating with community- Identify and integrate resources and services from the community to strengthen school programs, family practices and student learning and development.

Standard I -- Parenting

Parenting skills are promoted and supported

Parents are their children's first teacher and their life support system; they are the most important support a child can have that comes from home. The school will support positive parenting by respecting and affirming the strengths and skills needed by parents to fulfill their role. Parents must agree to send students to school rested, fed and ready to learn, set high learning standards and nurture self-esteem to help sustain their learning.

We want to recognize the roles and responsibilities of parents in order to send a clear message to them that we value their input in order to maintain a high-quality program.

Strategies to be used:

1. Communicate the importance of positive relationships between parents and their children.
2. Link parents to programs and resources within the community that provide support services to families.
3. Create ideas to reach out to all families, not just to those that attend parent supported functions.
4. Establish policies that support and respect family responsibilities, recognizing the variety of parenting traditions and practices within the community's cultural and religious diversity.
5. Have accessible parent/family information and resource materials available to support parents and families with training, resources, and other services.

Encourage staff members to demonstrate respect for families and the family's primary role in rearing of children to become responsible adults

Standard II. Communicating

Communication between home and school is regular, two-way and meaningful

Communication is the foundation of a solid partnership. When parents and educators communicate effectively, positive relationships develop, problems are more easily solved, and students make better progress. Effective home-school communication is the two-way sharing of information vital to student success. Partnering requires give and take conversation, goal setting for the future, and regular follow-up interactions.

Strategies to be used:

6. A variety of communication tools will be used on a regular basis; in order to facilitate two-way interaction through each type of medium used i.e. newsletters, progress reports, e-mail, web news, etc.
7. Opportunities will be established for parents and educators to share partnering information such as students' strengths and learning styles and preferences, through the PTSO organization.
8. Report cards and regular progress reports will be mailed to parents. Support services and follow-up conferences will be scheduled as needed.
9. Information on school reforms, policies, discipline procedures, assessment tools and school goals will be disseminated.
10. Conferences with parents will be scheduled at least twice a year, with follow-up as needed. These will be scheduled to accommodate the varied schedules of parents, language barriers, and the need for child care.
11. Immediate contact between parents and teachers will be encouraged when concerns arise.
12. Verbal or written translations will be conducted to the fullest extent possible for non-English speaking parents.

13. Communication with parents will be done regarding positive student behavior and achievement, not just regarding misbehavior or failure.
14. Opportunities will be provided for parents to communicate with the principal and other administrators.
15. Informal activities will be created at which parents, staff and community members can interact.
16. Staff development will be conducted regarding effective communication techniques and the importance of regular two-way communication

Standard III - Volunteering

Parents are welcome in the school, and their support and assistance is sought.

Both the family and school benefit when parents volunteer. Studies have concluded that volunteers express greater confidence in schools where they have opportunities to participate regularly. In order for parents to feel appreciated and welcome, volunteer work must be meaningful and of value to them. We will work to identify and utilize the skills of parents and family members which will provide much needed support to teachers and administrators already stretched in their attempts to meet academic goals and students' needs.

We realize that there are some parents for whom volunteering during school hours is not possible. Creative solutions like before-or-after-school "drop-in" programs, or "at home" support activities will provide opportunities for these parents to offer assistance as well.

Strategies to be used:

1. Ensure that office staff greetings, signage near the entrances, and any other interaction with parents create a climate in which parents feel valued and welcome.
2. Develop and give a survey to parents regarding their interests, talents, and availability, then coordinate the parent resources with those that exist within the school and among the staff.
3. Provide opportunities for parents who are unable to volunteer in the school building the options for helping in other ways, at home or place of employment.
4. The program for utilizing parent volunteers will be organized in an easy, accessible way and ample training will be provided on volunteer procedures and school protocol.
5. Develop a system for contacting all parents to assist as the year progresses.
6. Design a system for opportunities for those with limited time and resources to participate by addressing child care, transportation, work schedule needs, and so forth.
7. Create a method to show appreciation for parental participation, and value their diverse contributions.

Ensure that volunteer activities are meaningful and built on volunteer interests and abilities.

Standard IV- Learning at Home

Parents play an integral role in assisting student learning

It is a proven fact that student learning increases when parents are invited into the process by helping at home. Ensuring parents' involvement provides educators and administrators with a valuable support system-creating a team that is working for each child's success. Most parents are willing to assist their students' learning, but are sometimes unsure what assistance is appropriate. Systems will be created to help parents connect to their children's learning and communicate in ways that show they value what their child achieves. By working together, parents' actions communicate to their children that education is important.

Strategies to be used:

1. Seek and encourage parental participation in decision-making that affects students.
2. Inform parents of the expectations for students in each subject and grade level.
3. Share information with parents to help them foster learning at home, give appropriate assistance, monitor homework, and give feedback to the teachers.
4. Provide information to parents to assist in understanding how students can improve skills, get help when needed, meet class expectations, and perform well on assessments.
5. Involve parents in setting student goals and in planning post secondary education and careers.
6. Provide staff with opportunities to learn and share successful approaches in engaging parents in their child's education.

Standard V - Decision-Making

Studies have shown that schools where parents are involved in decision making and advocacy have higher levels of student achievement and greater public support. We will develop effective partnerships in order to ensure that each partner is respected and empowered to fully participate in the decision-making process. Our school program will actively enlist parent participation and input in order to communicate to parents that they are valued as full partners in the education of their children.

We realize that parents and educators depend on shared authority in decision-making systems to foster parental trust, public confidence, and mutual support of each other's efforts in helping students succeed. The involvement of parents, as individuals or as representative of others, is crucial in collaborative decision-making processes on issues from curriculum and course selection, to discipline policies and over-all school reform measures.

Strategies to be used:

1. Provide understandable, accessible, and a well-publicized process for influencing decisions, raising issues or concerns, appealing decisions, and resolving problems.
2. Encourage the formation of parent groups to identify and respond to issues of interest to parents.
3. Include parents to the fullest extent possible on all decision-making and advisory committees, and ensure adequate training for such areas as policy, curriculum, budget, school reform initiatives, safety, and personnel.
4. Develop a system to provide parents with current information regarding school policies, practices, and both student and school performance data.
5. Give parents the opportunity to participate as partners when setting school goals, developing or evaluating programs and policies, or responding to performance data.
6. Encourage and facilitate active parent participation in the decisions that affect students, such as student placement, course selection, and individual personalized education plans.
7. Treat parental concerns with respect and demonstrate genuine interest in developing solutions.
8. Promote parent participation on the school level, state, and county committees and issues.
9. Provide training for staff and parents on collaborative partnering and shared decision making.

Standard VI - Collaborating with Community

Community resources are used to strengthen schools, families, and student learning.

We realize that we are a part of the larger community and other programs help us to fulfill important community involvement, and communities offer a wide array of resources valuable to our school and the families we serve.

We realize that when schools and communities work together, we are both strengthened in synergistic ways and make gains that outpace what either entity could accomplish on its own:

- Families access community resources more easily;
- Businesses connect education programs with the realities of the workplace;
- Seniors contribute wisdom and gain a greater sense of purpose; and ultimately,
- Students serve and learn beyond their school involvement.

The best partnerships are mutually beneficial and structured to connect individuals, not just institutions or groups. This connection enables our school to unleash the power of community partnerships.

Strategies to be used

1. Distribute information regarding cultural, recreational, academic, health, social, and other resources that serve families within the community.
2. Develop partnerships with local business and service groups to advance student learning and assist the school and families.
3. Encourage employers to the fullest extent possible to adopt policies and practices that promote and support adult participation in children's education.
4. Create a program to foster student participation in community service.
5. Encourage community members to take part in school volunteer programs.
6. Disseminate information from the school to the community, including those without school-age children, regarding school programs and performance.
7. Collaborate with community agencies to provide family support services and adult learning opportunities, enabling parents to more fully participate in activities that support education.
8. Inform staff members of the resources available in the community and strategies for utilizing those resources.

“What families do to help their children learn is even more important to their academic success than how well-off the family is” (National PTA 1997). We believe this to be true and strive to involve parents in their child’s education in positive ways in order for students to achieve higher grades and test scores. It is demonstrated that when families are involved the students demonstrate more positive attitudes and behavior, graduate at higher rates, and have greater enrollment in higher education. Our objective for engaging parents in a meaningful way is not to create more meetings or more activities for parents for the sake of meeting, but to view parents as true partners and recruit them to help solve real problems that have a significant impact on students. We want parents to feel that their input and skills are valuable and needed to ensure the success of the school.

Creating a Positive and Safe Environment: Parent/Guardian/School Partnership

Every student and staff member at Crittenton Youth Academy has the right to a positive and safe environment in which to learn and work. We expect that students, parents/guardians and staff act respectfully towards each other. This expectation is essential in creating a safe learning and working environment. It is the goal of the entire Crittenton Youth Academy community to assist each other in providing and maintaining a healthy environment. The Parent/Guardian/School Contract was developed in order to do this successfully. It outlines the goals, expectations and shared responsibilities for the success of all our students. All students, parents/guardians and school administration will be required to sign this contract.

School Environment

The School will:

- provide a safe, secure environment on a closed campus with adequate security.
- employ staff that is well trained and certified in maintaining a safe educational environment.

The Parents/Guardians will:

- contact the school with any concerns regarding attendance, behavior or academic completion.
- contact their individual students during school hours through the school office only.

The Students will:

- accept the responsibility of maintaining a safe, secure learning environment by complying with all rules and policies.
- not talk about, sell or participate in any illegal use of drugs, tobacco or alcohol.
- avoid and refrain from all gang related activities: verbal, hand signs, clothing, jewelry, graffiti, or any other actions or behavior.
- not gamble in any way shape or form: cards, dice or any other related gambling material.
- not carry weapons or any look-alikes or replicas of weapons.
- not use cell phones, iPods, Walkmans, or any similar electronics on campus at any time.
- not fight or participate in any confrontational behavior at any time with anybody.
- attend classes on time and be permitted to leave campus with parent/guardian permission only.

Behavior and Participation

The School will:

- maintain a safe climate with a positive atmosphere suitable for learning for all students.
- provide students with a foundation for continuous learning.

The Parents/Guardians will:

- reinforce mutual respect for all teachers, staff and other students.
- reinforce appropriate dress for a learning environment (including clothing and jewelry).
- monitor their child’s attendance ensuring 100% attendance.
- reinforce positive student behavior and participation at all times.

The Students will:

- strictly abide by all rules and regulations as stated in A.R.S. §15-2301 pertaining hazing, A.R.S. §15-341 pertaining to bullying, A.R.S. §15-803 pertaining to truancy, A.R.S. §13-2921 pertaining to harassment, A.R.S. §13-1201 pertaining to endangerment, and regulations regarding improper use of technology.
- show respect to all teachers, staff and other students at all times. No racism, foul language, obscene gestures, harassment, poor attitude or inappropriate behavior (see school environment above) will be tolerated.
- use appropriate language at all times: no obscenities, threats, harassment or any other verbal abuses.
- show positive behavior at all times: attendance, participation, respect, positive attitude, gestures and posture.
- dress appropriately for a learning environment at all times.

Academics and Curriculum

The School will:

- notify parents and stakeholders annually of Adequate Yearly Progress (AYP) status within 30 days of status assignment.
- notify parents and stakeholders annually of Annual Measurable Achievement Objectives (AMAO) status within 30 days of status assignment.
- provide a challenging curriculum that is aligned to the Arizona Academic Standards.
- promote student achievement and success, addressing all learning styles and accommodations.
- employ highly trained professionals (teachers, administrators and staff) who promote the highest quality in education.

The Parents/Guardians will:

- support students in their learning and completion of all classes, assignments and class activities.
- assist their students in seeking and receiving any additional help in order to achieve academic success.
- have access to all curricular materials and child's class work in order to monitor his or her progress.

The Students will:

- put in 100% effort in all class activities and all assignments at all times in order to meet the requirements for graduation.
- ask for help on any assignments they do not understand in order to achieve to their best ability.
- attend extra help or additional classes suggested by their teacher in order to achieve to their best ability.
- complete all classes and all assignments appropriately to the best of their ability.

Goals and Achievement

The School will:

- provide every opportunity for each student to achieve academic success.

The Parents/Guardians will:

- provide every opportunity for their student to achieve academic success.

The Student will:

- take responsibility to learn and achieve in every class and course of study, to monitor their grades and credits and positively work toward graduation.

Parent Compact

1. I will provide encouragement to my child to do well in school and be a good student in the classroom by respecting the teachers, school staff and other students.
2. I will provide an environment and schedule at home that helps the learning process and ensure that my child will attend school every day, with the willingness to learn and actively participate in school activities.
3. I will provide out of school activities to make sure that my child stays safe. Quality time will be provided in order to spend parent-child learning time together.
4. I will read all notes, flyers and correspondence from the school and promptly respond, as needed, to a teacher or staff member concerning educational activities or other information.
5. I will become knowledgeable of other ways to assist my child in learning by reinforcing lessons from school and other opportunities for learning in the community.
6. I will communicate with the teachers and other staff member's ideas or anything that directly affect my child's ability to learn.
7. I will become knowledgeable concerning the education standards and subject matter that affect my child and inquire about the status of my child's work.
8. I will participate in the classroom and /or the school to ensure that the school is meeting the educational needs of my child and the State Department of Education.
9. I will be aware of, and follow all rules and regulations of the school.

Academics and Curriculum

Graduation Requirements:

Required Courses (Class of 2012+)

English	4 Credits
Math	4 Credits
Science	3 Credits
Social Studies	3 Credits
Fine/Practical Arts	1 credit
<u>Electives</u>	<u>7 Credits</u>
Diploma	22 Credits

University Track

English	4 Credits
Math	4 Credits
Science	3 Credits
Social Studies	3 Credits
Fine/Practical Arts	1 credit
Electives	5 Credits
<u>Foreign Language</u>	<u>2 Credits</u>
Diploma	22 Credits

All students are required to pass Arizona's Instrument to Measure Standards (AIMS) tests as mandated by the State of Arizona Department of Education.

CYA Grading System:

CYA provides a fair and equitable grading system, based on the belief that fairness is defined as maintaining equity and meeting individual needs - not necessarily as "equality," which is treating all students exactly the same. Our grading system:

- provides an opportunity for high grades to be earned
- provides meaningful grades that reflect a student's experience in the classroom
- includes flexibility as needed to meet individual needs of students

Standard CYA Grading Scale:

A	93-100
B	85-92
C	77-84
D	70-76
F	Below 70

Grading adaptations may be made for students with individualized needs:

The most common types of grading adaptations are those that involve: (a) prioritizing of content and related assignments for grading; (b) considering student effort when calculating a grade; (c) considering how well the student uses "processes" to complete his or her work; (d) basing part of the grade on the student's progress on IEP objectives; (e) considering improvement over past performances, and (f) changing the weights that certain types of assignments count toward the grade or altering the grading scale.

Blocked Scheduling

Crittenton Youth Academy operates on a four-quarter block system, with each block consisting of 45 days. Block scheduling organizes the day into fewer, but longer, class periods to allow flexibility for instructional activities. The expressed goal of block scheduling is to improve students' academic performance. "Some other rewards of this program are heightened student and teacher morale, encouragement for the use of innovative teaching methods that address multiple learning styles, and an improved atmosphere on campus." (Buckman, D.C., Beston-King, B., & Ryan, S. (1995, May). Block scheduling: A means to improve school climate. *NASSP Bulletin*, 9-18.)

Block Schedule for 2010-2011 School Year:

- Block 1 August 2nd through October 13th
- Block 2 October 14th through January 5th
- Block 3 January 6th through March 22th
- Block 4 March 23th through May 25th

Schools Hours:

Junior and High School Hours	
School Hours (Mon. - Thurs.)	Friday Schedule
8:00 a.m. - 9:30 a.m. - Period 1	8:00 a.m. - 9:00 a.m. - Period 1
9:30 a.m. - 11:00 a.m. - Period 2	9:00 a.m. - 10:00 a.m. - Period 2
11:00 a.m. - 11:30 a.m. (Lunch 1)	10:00 a.m. - 11:00 a.m. - Period 3
12:30 p.m. - 1:00 p.m. (Lunch 2)	11:00 a.m. - 12:00 p.m. - Period 4
1:00 p.m. - 1:30 p.m. - CARE Period	12:00 p.m. - Lunch/Dismissal
1:30 p.m. - 3:00 p.m. - Period 4	12:30 p.m. - 4:30 p.m. Tutoring
3:00 p.m. - 4:30 p.m. - Tutoring	

Students will earn 1/2 (.50) credit for each class they receive a passing grade in during a block.

Schedule Changes:

- Students will honor their original schedules unless:
 - They have been scheduled into a class or which they have already received credit.
 - Family/work situations necessitate a change. The need for change will be determined on an individual case basis. Change will only be made if enrollment is available and prior approval is received from parents and administration.
 - They want to increase course load in order to make up credits. Proven record of student’s ability of handling a greater credit load may be used to determine if a change is made.
 - Students must be enrolled as full time students, carrying a full course load.
- Students are expected to attend the courses they are initially enrolled in until a new schedule is given.
- Students wishing to change their schedule should complete a Request for Schedule Change Form from the front desk. An appointment will then be arranged to discuss the change.

Providing a Structured Positive Learning Environment

Student achievement is the ultimate goal of Crittenton Youth Academy. Although student achievement can be determined in a myriad of ways, Crittenton Youth Academy strives to create a strong foundation for its learners by challenging their aptitude and developing their character. We believe that both components must be developed for a student to become successful in college, career and life. It is our hope that Crittenton Youth Academy graduates students who model high standards and become positive contributors within their own communities. Crittenton Youth Academy is open to all types of learners, and we recognize that not all children learn at the same pace and in the same manner.

We do believe that students placed in a structured environment with high standards, a system of accountability and parental support will succeed.

In order to uphold the ideals of the school, both student behavior and academic achievement are closely monitored. This system of checks and balances ensures that, wherever possible, students are kept on track. Students are placed on probation when they do not meet the behavior and/or academic standards of Crittenton Youth Academy.

Probation may be dispensed for any of the following:

Academic:

- a. If grades fall below a 2.0 GPA or a failing grade is received in any course at the progress or final report at any given block.
- b. If the student violates a tutoring contract during the block.

Behavioral:

- a. If the student has a major violation outlined in the Student Agreement Contract and does not warrant expulsion.
- b. If the student has cumulative minor infractions that occur frequently enough with little to no intent to follow school policy.
- c. If the student receives four or more detentions in one block.

Consequences of Probation:

- a. Student placed on a contract for immediate improvement.
- b. Student placed into remediation program.
- c. Student to serve community service.
- d. Removal from extra-curricular activities.
- e. Student may be expelled from school.

Assessments:

Upon enrolling, students will complete a math and reading assessment. Each test takes approximately 15 minutes to complete. It is important that these tests be taken seriously, as they help instructors determine appropriate coursework and materials.

Progress Report/Report Cards:

A Progress Report and a Report Card will be issued each block to show the student's progress in scheduled courses.

Productivity:

Students are expected to be productive while in school. Students who refuse to do so will go through the Responsible Thinking Process. This process will enable the student time to reflect and set behavior goals before returning to class. Responsible Thinking Center personnel and CYA faculty will work with students in order to change negative behavior to compliant behavior.

A+ Recovery Program:

Crittenton Youth Academy will provide the A+ Recovery Program for community students to advance academically; when a needed course is unavailable due to a schedule conflict; course is not offered during the current block, but is needed to stay on track towards requirements for graduation. To participate, students must be in the 11th or 12th grade cohort, have passed all sections of the AIMS testing, must have the ability to work independently and finish the course within the block.

Work Study Program:

Students may earn one credit towards graduation by enrolling in the work study program. They must find employment, work a minimum of sixty hours per half credit and complete a written assignment and questionnaire. Parental permission is also required.

Summer School:

All residential students are eligible to attend summer school. Enrollment for community students is based on student need, space availability and the number of classes offered on the A+ credit recovery software. Community students who exceed one absence during the summer school session will be withdrawn from the program.

Students with GED:

If a student over the age of 18 enrolls in Crittenton Youth Academy having earned their General Educational Development (GED) they may receive credit towards their high school diploma based on their GED scores.

Dual Enrollment Eligibility:

Only juniors and seniors are eligible for a dual enrollment program. Students must maintain a full schedule of classes at Crittenton Youth Academy. Students can take a maximum of two college classes per semester. Each college class taken in one semester is equivalent to one full high school credit. Students must pass the class with a C or higher. Students are responsible for the financial costs. Prior approval from the Guidance Counselor and Parent/Guardian must be obtained.

Graduation Participation:

All Crittenton Youth Academy students who have completed their credit assignments and have passed their AIMS tests are eligible to participate in graduation and receive a high school diploma.

We have one graduation ceremony per year, at the end of the 4th Block. All students who have completed the graduation requirements throughout the school year are invited to participate. This is a personal event. We hope all students will invite friends and family to witness their “Rite of Passage” from school life into college/career life. Participation in the ceremony is a privilege, not a right. This privilege can be revoked by the administration.

Bus Passes:

Free bus passes are available to students when a need has been determined. Bus passes are considered school property and can be revoked at any time. Thirty-one day bus passes may be provided for full-time students with good attendance records. Lost or stolen bus passes will not be replaced.

National School Lunch Program (NSLP):

Crittenton Youth Academy serves free breakfast and lunch to all students. We require that a NSLP application to be completed by all students.

Attendance Policies

Educational Success begins with Attendance

1. Crittenton Youth Academy operates on a block schedule; each block consists of 45 days, and there are four blocks per school year. Arizona law requires that a student attend 90% of class time to receive credit. Therefore, if a student accumulates more than five absences in a class during a block, the student may receive a letter grade of “F”, and therefore, no credit for the class.
2. The parent/guardian must call 602-274-7318 ext. 118 to excuse a student on the day of the absence or tardy.
3. All absences due to illness or doctor’s appointment require a doctor’s note.
4. Crittenton Youth Academy will call home for all absences regardless if the parent/guardian has left a message.
5. Students are expected to attend class on time each and every day. Students are allowed one free tardy per block. If a student arrives to class 5 minutes after the designated start time he/she is tardy. A ½ hour detention will be enforced for students arriving eighteen minutes after class begins. If detention is not served within 48 hours, the student will be referred to the school administration for disciplinary action. Students must obtain a tardy slip from the front office before entering class.
6. Students must make up missed instructional time within 48 hours of the absence. Absences occurring on a Friday, excused or otherwise, are not eligible for make-up time and will be considered as an absence.
7. It is the responsibility of the student to complete all missed assignments or tests due to an excused absence as follows:

- Assignments and tests that are missed may be made up at the teacher's discretion.
 - Suspension days are considered excused absences.
8. Parents/guardians taking a student out of school prior to dismissal must sign the student out at the CYA Office. Students who leave school before dismissal and without permission will be considered absent and will be referred to the Responsible Thinking Center for disciplinary action.
 9. Attendance improvement contracts will be created for students who frequently do not attend school. Failure to follow the contract will result in a mandatory meeting of the student/parent/guardian and school administrator. This meeting will be used to determine if Crittenton Youth Academy is the best educational choice for the student and may result in academic probation.

Arizona's Truancy Laws

Every person who has custody of a child between the ages of six and sixteen years shall send the child to a school for the full time that school is in session. Each child shall regularly attend school sessions totaling one hundred eighty (180) days, or the equivalent as approved by the AZ Department of Education Superintendent of Public Instruction during the school year.

The administration will enforce the laws regarding attendance with consideration for the variables that affect young people and their families. In a continuing effort to support student attendance, the school will be working in conjunction with the Phoenix Municipal Courts Diversion Program and the Maricopa County Juvenile Court System. These programs, in part, consist of the student receiving a truancy citation, referral to the Phoenix Police Department's Diversion Program, counseling, monitoring of school attendance and community work. The Maricopa County Attorney's Juvenile Bureau has developed a referral process and has available information for prosecution regarding habitual truancy.

BASED UPON THE JUVENILE'S ATTENDANCE, A POTENTIAL PROBLEM OF TRUANCY MUST BE IDENTIFIED BY THE SCHOOL AND REFERRED TO THE JUVENILE AUTHORITIES.

Arizona's truancy laws (A.R.S. 15-802 and 15-803), define two circumstances when a student may be cited for failing to attend school.

1. A student is "habitually truant" when he or she has five or more unexcused absences from school. "Truant" means an unexcused absence for at least one class period during the day.
2. A student has "excessive" absences when the student misses more than 10 percent of the required number of school days per year, whether the absence is excused or unexcused.

A truancy citation will be issued to students who meet the definition of Truant.

Consistent attendance in school is essential to academic success. A student should be in attendance as regularly as possible. The responsibility to ensure regular attendance rests upon the student and parents/guardians. Failure to meet requirements may lead to academic probation and failing grades.

Learning Environment

All students must adhere to the following Crittenton Youth Academy procedures:

Dress Code

Students are expected to wear appropriate attire during the school day and at all school sponsored activities. Attire that is inappropriate or distracts from the school program will not be tolerated. The following guidelines are to be followed:

- Profane or disrespectful writing on clothing or jewelry is not acceptable.
- Pictures and/or words on any garment must be in good taste with nothing that is obscene, vulgar or promotes anything that is illegal.
- Appropriate dress is required. The body shall be adequately covered.
- No short shorts or skirts (must not be any shorter than 4 inches above the knee).
- No bathing suits.
- No bare chests, strapless shirts, low-cut shirts, spaghetti straps (straps need to be 2 inches wide), tube tops, undershirts or bare midriffs.
- No pajamas, mesh or sheer garments or any other garments that do not provide adequate coverage..
- No sagging pants that expose undergarments.
- No excessively revealing tight clothes should be worn.
- No slippers are to be worn at school (including Tatas).
- Hats or other hair coverings are not permitted to be worn on campus (no bandanas or rags of any kind).
- Sunglasses shall may not to be worn in the building.
- No gang-related attire or paraphernalia.
- Students cannot bring blankets, pillows or stuffed animals/toys into school.

Further dress code restrictions may apply if school staff determines that an item is either unsafe or disruptive to the learning environment.

If a student is not in compliance, s/he may be asked to wear appropriate clothes provided by Crittenton Youth Academy, or parents/guardians may be called. The student will attend the Responsible Thinking Center to re-think behavior. Consistent violations may result in suspension.

Cell Phone and other Electronic Devices

The use of cell phones, iPods and all other electronic devices is not permitted on campus. All electronic devices need to be turned off before entering the building and stored out of sight. If a staff member sees a cell phone or other electronic devices at school, it will be confiscated and returned at the end of the day. If a student refuses to hand over the cell phone or other device, he/she will go through the Responsible Thinking Process. Repeated offenses will call for further actions up to and including suspension. Parents/Guardians are encouraged to call the school office to reach their children. Emergency calls to students must be made to the school office, and a message will be delivered to the student.

Behavioral Guidelines

- Disrespect to teachers, assistants, staff or other students will not be tolerated. This includes, but is not limited to: the use of racist, sexist, obscene language or gestures; verbal or written threatening of students or staff; inappropriate sexual talk; reference to alcohol, drugs or gangs in music, written language, spoken or on clothing.
- Sexual harassment will not be tolerated. Comments or gestures that make any individual (staff or student) uncomfortable in a sexual manner can be considered sexual harassment.
- No fighting or intimidation will be tolerated.
- Horseplay is not allowed. Striking, kicking, pushing or any aggressive contact is not allowed.
- Theft of any kind will not be tolerated.
- No possession, selling or use of drugs or drug paraphernalia on campus.
- Possession of weapons, or any dangerous items of any kind, is not permitted on campus.
- Possession of tobacco products or alcohol on campus is illegal.
- Involvement in any type of gang activity, crews or secret societies on campus is in violation of school policy and may result in suspension or expulsion and notification to the appropriate authorities. The use of hand gestures or signals, tagging, pictures, drawings, or the presence of any clothing, jewelry, arrangement, trademark, symbol, or any other attribute indicating or implying membership or affiliation with such a group is prohibited.
- Gambling, in any form, is not allowed on campus.
- Vandalism is forbidden on campus. Graffiti, tagging or any destruction of school or student property is prohibited per A.R.S. §15-842. Any destruction of school property, including books, becomes the responsibility of the student and the parent/guardian for replacement or repair. Vandalism will result in disciplinary action, criminal as well as civil prosecution.
- Physical displays of affection are inappropriate for the educational setting.
- No gum, candy, food or drink in class, except water. Food served as part of the National School Lunch Program (NSLP) may not leave the cafeteria or outdoor eating area/patio. Clear water bottles may be brought to school with a screw-on lid. No beverage items are allowed near the computer.
- Any behavior that restricts or interferes with the ability to learn is not allowed.

Every incident is evaluated separately and may result in more lenient or more severe consequences. Individual needs of special education students will be factored into all decisions.

Lost or Stolen Property Policy:

Crittenton Youth Academy is not responsible for lost or stolen property. Crittenton Youth Academy discourages students from bringing large amounts of money or other valuables to school. Electronic devices and all other personal property are the responsibility of the student, not Crittenton Youth Academy.

Computer Use Policy:

- Students are not allowed to use the teacher's computers at any time.
- Students are provided the use of computers for educational purposes. Crittenton Youth Academy computers are the property of Crittenton Youth Academy. Teachers reserve the right to enforce any computer policy necessary. Students are not allowed to tamper with the computers which includes, but is not limited to:
 - a. Damage/vandalism
 - b. Changing the computer settings (desktop, screensaver, etc.)
 - c. Erasing another student's work
 - d. Doing another student's work
 - e. Using inappropriate language during computer use
 - f. Moving files or folders

Hazing/Harassment/Bullying Activity Policy

Any form of hazing, harassment or bullying is strictly prohibited. Hazing means any intentional, knowing or reckless act committed by a student, whether individually or in concert with other persons, against another student, and in which both of the following apply:

- The act was committed in connection with an initiation into, an affiliation with, or the maintenance of membership in any organization that is affiliated with an educational institution.
- The act contributes to a substantial risk of potential physical injury, mental harm or personal degradation.

Harassment and bullying may involve many types of behaviors, including physical violence and attacks, verbal taunts, name calling and put-downs, threats and intimidation, extortion or stealing of money and possessions and exclusion from the peer group.

Reporting Incidents of Hazing, Harassment or Bullying:

- Students may report any incident they believe to be harassment, bullying, intimidation or hazing of another student or themselves to any Crittenton Youth Academy staff.
- Any student or parent may submit a written report concerning a specific incident of harassment, intimidation, bullying or hazing to a Crittenton Youth Academy school official.

Procedure of Investigation:

Any verbal or written report of an incident regarding hazing, harassment, intimidation or bullying will be given in writing to a Crittenton Youth Academy administrator.

A formal investigation into the validity of the written report will be conducted within 48 hours.

Consequences will be given according to the judgment of a Crittenton Youth Academy administrator, taking into account the severity and quantity of offenses of the accused.

Any student submitting a false report of harassment, intimidation, bullying or hazing will have a consequence for a deliberate hurtful action against another student to be issued at the discretion of a Crittenton Youth Academy administrator.

Responsible Thinking Process

Crittenton Youth Academy uses a discipline process called the Responsible Thinking Process (RTP). It is an effective way for reducing student disruptions while enhancing their ability to resolve their problems by teaching them how to self-manage responsibly.

When students choose to disrupt and not follow the established Crittenton Youth Academy rules, they are asked to think about what they are doing and compare their action to the rules or standards of the school. If they persist in breaking the rules, they lose their right to be where they are and are:

- Students are assigned to the Responsible Thinking Center (RTC), where they will stay until they indicate to the teacher that they are willing to follow the campus/classroom rules.
- They are then taught by the Behavior Coach how to work out a plan, which they will use to negotiate their return with whomever referred them to the RTC .
- Students are permitted to go to all other classes and other areas where they've been responsible, such as lunch.
- The third time students go through the RTP, a call will be made home to include your support and input to help create a plan to make your student successful.
- If your student is referred to the RTC multiple times, you the parent/guardian will be contacted again and a Behavior Intervention Plan (BIP) will be created. If your student refuses to go to the RTC at any time they may receive an in-or-out-of- school suspension.

We believe that all students are responsible for their own actions and must be taught to respect the rights of others. This means they have to learn how to think of ways to get what they want, while at the same time respecting the rights of others in school. Teachers have a right to teach and students have a right to learn in a safe environment. Students do not have a right to be disruptive at school, especially if they are preventing other students from learning or are threatening the safety and rights of others.

There is documented evidence that this process has worked in other schools with very positive results. The evidence shows how students learned to self-manage in a highly responsible way. Because of the reduced number of classroom disruptions and the efficient way the disruptions that do occur are handled, there is a marked increase in classroom learning time. This process is based on two books by Ed Ford, Discipline for Home and School, Books One and Two, which grew out of his work in several urban schools in Phoenix, Arizona. You may visit the RTP web site at www.responsiblethinking.com.

Responsible Thinking Process, Cont.

1st time offenders

1. Student doesn't follow stated rules.
2. Teacher goes through questions with student.
3. Student resolves issue or student chooses to go to the RTC.
4. If student chooses to go to the RTC, teacher fills out a Referral Form and sends it with student.
5. When a student enters the RTC they must follow rules:
 - a. No talking
 - b. No electronic devices
 - c. Follow directions
 - d. No writing of notes
6. Student signs in when he/she enters the room.
7. Student takes a seat.
8. When student is ready, student will pick up a Student Plan and complete the Plan.
9. Once Plan is completely filled out, student will raise hand and wait for Behavioral Coach.
10. Behavioral Coach will process through the plan with the student and then schedule a follow up meeting with the teacher who filled out the Referral Form.
11. The teacher and student then will have a follow up meeting. Teacher will complete the Follow Up form and return it to the Behavioral Coach after day three is signed off.
12. If student is a resident in the Therapeutic Group Home the Youth Program Supervisor (YPS) and Therapist will be notified.

2nd time offenders

Will go through the process above with the following steps added:

1. Parents/Guardian will be contracted and informed of repeated behavior.
2. YPS and Therapist will be consulted if student is a resident.

3rd time offenders

Will go the through process stated for 1st and 2nd time offenses as well as getting the mentor program and/or administration involved in filling out a Behavior Intervention Plan (BIP) to make a behavioral recommendation.

Student Refusal

If a student refuses Behavioral Coach and Administrators.

Special Education Accommodations

If at any time a student is involved in the Responsible Thinking Process and has an established Individualized Education Plan (IEP), the Special Education team will be involved in the entire process.

Our main goal is to Educate!

Any behavior that is deemed detrimental to the learning environment at CYA may result in serious consequences, including but not limited to the Responsible Thinking Process, suspension, probation and expulsion.

Every incident is evaluated separately with due process and may result in more lenient or more serious consequences.

**Chart of Infractions
Crittenton Youth Academy
2009-2010**

Parents will be notified of all major infractions (Discipline Issues)

Repeat or multiple violations may result in more severe penalties than the guidelines for a single offense.

Violation	Discipline for 1st, 2nd or 3rd Offense
Obscenity, profanity, defamation, or abusive language	Assignment to detention or suspension for up to five school days
Sexual harassment or misconduct	Depending on the severity of the offense - detention, suspension or expulsion
Theft	1. Restitution or suitable arrangements and suspension for three school days or longer 2. Same as first plus suspension for up to two blocks. 3. Recommend expulsion
Threatening an educational institution	Depending on the severity of the offense - detention, suspension or expulsion
Tobacco possession or use	1. Assignment to detention or suspension for three to nine school days 2. Assignment to a smoking-cessation group
Trespassing	Depending on the severity of the offense - suspension
Unauthorized entry/ burglary	Depending on the severity of the offense - detention or suspension
Vandalism, destruction of property	Depending on the severity of the offense - suspension for up to two blocks, or may be expelled
Violation of school procedures and rules	Depending on the severity of the offense - suspension for up to two blocks or may be expelled
Weapons and dangerous items	Depending on the severity of the offense - suspension for up to two blocks
Plagiarism/cheating	Depending on severity of the offense - detention, suspension or expulsion
Alcohol, drugs, & paraphernalia-possessing, using, dispensing or selling	1. Suspension - the quantity, possession or distribution may move violation to 2 nd level 2. Suspension for nine school days 3. Suspension for two blocks.
Arson	Depending on the severity of the offense - detention, suspension or expulsion
Bullying/general harassment or assault	Depending on the severity of the offense - detention, suspension, expulsion and notice to police

Computer usage, improper	1. Assignment to detention or community service for three school days 2. Suspension for 5 school days 3. Suspension for the remainder of the block
Insubordination	Depending on the severity of the offense - detention or suspension
Dress and appearance	1. Change of clothing. 2. Additional offenses may be assigned to detention or suspension for up to four school days
Emergency alarms and fire controls abuse	1. Suspension for five to nine days 2. Suspension for remainder of the block 3. Expulsion and may notify law enforcement agency
Fights	Depending on the severity of the offense – detention, suspension, expulsion and may notify law enforcement agency
Forgery	Depending on the severity of the offense- detention, suspension, and may notify law enforcement agency
Gambling	Detention or suspension for up to nine days and/or community service
Hazing & Initiation	Detention or suspension for up to nine school days and may notify law enforcement agency
Endangering the health and safety of others	Depending on the severity of the offense- detention, suspension or expulsion and may notify law enforcement agency

Grievance Procedure:

A grievance is a formal complaint about an issue of concern. If a student or parent/guardian has a problem or complaint, s/he may file a formal grievance by using the following procedure:

1. A written grievance must be submitted to the principal.
2. If not satisfied, the student or parent may file a written grievance with the superintendent.
3. If not satisfied, the student or parents/guardians may file grievances with Florence Crittenton or the Governing School Board.

If you have any questions regarding our policies and procedures, please contact any of the CYA administration for clarification.

Safety

We are responsible for all students that are in our care, even if the student is over 18 years of age. It is important to us that our campus is a safe place for all students and staff.

Closed Campus:

Crittenton Youth Academy operates a "Closed Campus," and students will not be allowed to leave during school hours or go to their car during the school day without written permission from the office. Students who become ill or must leave for an emergency must report to the school office and sign out. Students under eighteen years of age must receive parental permission before leaving campus and must have administrative approval. Appointments should not be made during school hours.

Students must remain in designated areas before and after school. Students should not arrive more than 30 minutes before the start of school and should depart immediately after school, unless there is a planned after-school activity or prior arrangements have been made with Crittenton Youth Academy staff members.

Visitors:

Parents are welcome to visit the school. Visitation by other students, friends or relatives is not permitted unless approval is granted by an administrator. All guests must sign in, obtain and wear a visitor's pass and adhere to school guidelines and policies while on campus. Crittenton Youth Academy students are responsible for their guest's behavior and will be held responsible for any violations of school policies and procedures.

Contraband/ Search Policy:

We reserve the right to search all students with the aid of a metal detector, if needed. Under reasonable suspicion, a student may be asked to empty pockets or remove shoes. Sharp objects (including glass), weapons of any kind, medications (without written permission), illegal substances, alcohol, cigarettes, lighters and matches are not allowed on the Crittenton Youth Academy campus. Bringing in any contraband items may result in suspension or immediate expulsion, depending on the specific contraband item. The Phoenix Police Department may be notified for illegal contraband items.

*BACKPACKS and SMALL PURSES may be brought to school with the understanding that they are to be searched prior to admittance to school. Backpacks, purses or other types of bags will remain subject to search as long as they are on the campus. (Further contraband restrictions may apply if school staff determines something is inappropriate for the school environment.)

Hall Passes:

Students must have a hall pass to leave the classroom for any reason. The hall pass must be signed by a staff member and shown to any inquiring staff member. If a student is unable to show a pass, he/she will be escorted back to class.

Fingerprint Clearance:

All teachers and staff at Crittenton Youth Academy are required to hold current Arizona Department of Safety Fingerprint clearance cards.

Teacher Educational and Teaching Background:

Arizona Revised Statutes require that all charter schools inform parents/guardians of the availability to view the educational and teaching background of each teacher providing instruction to their students. Teacher's resumes and credentials are available for public inspection.

Emergency Drills:

Throughout the year we will practice various emergency drills. The school will have at least one fire drill per month within the school hours. Specific signals and procedures have been established for all types of disaster drills, and safety areas have been designated. Teachers are equipped with instructions, and all drills will be practiced with students on a regular basis. The entire school will practice security lockdowns. During these drills, no one will be allowed to enter or leave the school. It is important to follow all the directions given promptly and accurately. In the event of a real emergency, our goal is to keep everyone safe! Please be patient and understanding of this important rule. Your student's safety is our number one concern. Crittenton Youth Academy's School Safety Plan is kept with the academy principal and Florence Crittenton facilities manager. The content of this safety plan may be reviewed by a parent upon request with either the principal or facilities manager present.

Pest Control:

CYA's buildings and grounds are treated for pests on the 2nd Thursday of each month. Notices will be posted on the entrance to the building. A list of chemicals used is available in the Facilities Office.

Copier Use:

For safety reasons only staff, teachers, teacher's assistants (TA's) and the Secretary of the Student Council are allowed to use the Crittenton Youth Academy copier.

Internet Use:

Prior to receiving authorization to use the internet, students and their parents/guardians must sign an internet use permission contract. Access to the internet is designed and intended for educational purposes only. Students will receive instruction in the appropriate use of this resource. Student's internet privileges will be revoked if inappropriate material is accessed.

Consent for Off-Campus Activities:

Upon enrollment, all students and guardians will be required to sign a consent form for off-campus activities. Information and Liability Waivers concerning a specific school sponsored event, such as date, time of departure, destination, cost and means of transportation will be sent to the parent/guardian prior to each school-sponsored event.

Solicitation at School:

No one (including teachers and students) is allowed to sell any items at school that are not school-sponsored and approved by the administration.

Restrictions:

A student who has been suspended or expelled shall not be permitted on school property and shall not be permitted to participate in school functions or activities without special permission by the Administrator prior to the student's participation.

Dance Policy:

Currently registered CYA community and residential students may attend a dance, unless suspended.

Privileges to attend a dance may be revoked at any time by the CYA administration.

Current community students may bring a guest if they meet the following criteria:

- High School Student
- Note from their Principal
- Face-to-face interview with a CYA administrator
-

If a potential guest does not meet the above criteria to attend a dance, a meeting with the CYA principal to discuss eligibility may be requested.

Residential students may bring a guest on their visitation list with YPS and CYA principal approval. A face-to-face interview with a potential guest is required prior to any dance.

Police Involvement:

School officials are not required to initiate or complete due process procedure prior to notifying law enforcement officers. If law enforcement officers are notified, the parent(s)/guardian(s) will be contacted by telephone or certified letter. Any action taken by law enforcement officers will be separate from disciplinary action taken by the school.

Health Safety:

Health services can be provided in order to identify students whose health problems may now, or in the future, affect their education. Parents are requested to notify the school office if a student has a health problem.

Health services will be provided by Florence Crittenton agency nursing staff. The staff will address illnesses and accidents that occur at school. Ill students are unable to stay at school. Parents are responsible to pick up their child should he or she become ill during the school day. Parents must make arrangements to have a responsible party available at all times to pick up a child who is ill. Because it is occasionally necessary to contact parents, we ask that you update our records whenever you have a daytime, evening, pager or cell phone number change.

Hearing and Vision Screenings:

We follow the recommended guidelines of the Arizona Department of Health. Tests are administered per Arizona mandates.

Control of Casual Contact, Communicable Diseases and Pests:

Because a school has a high concentration of people, it is necessary to take specific measures when the health or safety of the group is at risk. The school's professional staff has the authority to remove or isolate a student who has been ill or has been exposed to a communicable disease or highly transient pest such as lice. Students may return to school with doctor's permission or when they have been symptom free for twenty-four hours or nit free if lice were the concern. Chickenpox is an example of a communicable disease. Every student with chickenpox must remain home until the pox outbreak has completely scabbed over and the student is no longer contagious. The student must check in with the school's front office the day he or she returns to school.

Medical Emergencies:

In the event of a medical emergency, permission is needed for your child to receive medical emergency treatment. We will attempt to contact the primary guardian first, and then the secondary guardian listed on the Enrollment Form. In some circumstances, it may be necessary to seek medical treatment before a contact can be reached. Upon enrollment in school, you will be required to fill out a copy of the Consent for Medical/Dental Emergency Treatment and Medical Information form so there is no delay in obtaining emergency medical treatment for your student.

This form also allows you to indicate if you would like the office to provide over the counter medication to your child.

If the student requires prescription drugs, the following policies will be enforced:

- The pharmaceutical label must be on the container of any prescription drug.
- The parent must provide signed and written directions to the school regarding the medication to be administered.
- All medications shall be kept in the school office.

When necessary, provisions may be made for students to carry asthma inhalers when accompanied by a doctor's note. The school reserves the right to circumscribe or disallow the self-administration of medication on school premises. The student carrying the inhaler will not allow any other student to handle the inhaler or use the inhaler. The medical information you provide on this form will be kept in the student's cumulative file.

Physical Activity Consent Form:

Upon enrollment, all students/parents/guardians will be asked to complete the Physical Activity Consent form. By signing this document you:

1. Acknowledge that injury may result from the student's participation in the physical activity;
2. Represent to the Crittenton Youth Academy and their affiliates that the student has no injury, illness, or other medical condition that would prevent him/her from participating in the physical activity, or that would make it dangerous, harmful or inadvisable for him/her to do so; and
3. Assume the risk of and release and hold Crittenton Youth Academy harmless from any and all liability for any physical or other injury or harm suffered by the participant during, or as a consequence of participating in physical activity; and agree that neither Crittenton Youth Academy nor the facility at which any game, practice, or other physical activity is held, nor any other person involved in organizing or conducting the physical activity (including coaches, referees and Crittenton Youth Academy Staff) shall have any liability or responsibility for any such injury or harm the participant may suffer.

Extra Services and Programs Provided at Crittenton Youth Academy

Social and Emotional Support:

Services for academic, social and personal support are provided to all students. In addition to one-on-one meetings, group work is available to assist students to improve their life skills, deal with difficult peer issues, develop leadership skills and to learn more about their community.

Guidance plays a vital role in assisting students with achieving in school, maintaining positive peer and family relationships, scheduling classes and completing their academic plan for college and career exploration. Confidentiality between student and counselor is strictly adhered to, with exceptions only for reporting child abuse and neglect and danger to self or others.

Services may include:

- S.E.E.D.S. Program (Socially and Emotionally Enhancing the Development of Students)
- Parent information nights
- Student support groups
- Job and community service board
- Mentoring program
- Academic planning
- Community resources
- College entrance and financial aid support

S.E.E.D.S. Program (Socially and Emotionally Enhancing the Development of Students):

S.E.E.D.S. is a 40 Developmental Assets ® curriculum utilized daily at CYA. The scientifically proven program helps students gain the necessary skills to be successful in school and life.

Program Objectives:

- Increase student achievement and graduation
- Increase student satisfaction and connectedness
- Increase protective factors/assets in students
- Increase protective factors/assets in students
- Improve school climate
- Increase attendance and retention
- Increase student positive behavior and engagement
- Increase parent/guardian involvement

Program Components

C.A.R.E Time (Creating an Asset Rich Environment)

Each month the school is focused on one of the Internal or External Developmental Assets and during CARE time students engage in daily activities to put the 40 Assets into action.

Mentoring

High School: Each student has an adult mentor who is their compass throughout their high school career. The mentor and mentee meet weekly to focus on goals, academic success, and personal support to help them navigate their journey through high school and plan for after graduation.

Middle School: Peer mentoring from our juniors and seniors to engage, encourage, empower and assist with the successful transition from middle school to high school.

Retreat

Students and faculty participate in a day long retreat to enhance school connectedness, relationships, leadership, acceptance and to empower each other to achieve their goals.

Partnerships

Creating an active and inclusive learning community, the school collaborates with alumni, parents, individuals, businesses, institutions of higher learning and the community to enrich the classroom and school environment and, ultimately, the student.

Crittenton Youth Academy Sports Program (CSP):

Crittenton Youth Academy is a member of the Charter Athletic Association (CAA). We compete in basketball, soccer, volleyball, and softball. Student athletes must meet all grade, attendance and participation requirements. Credit can be earned for participation.



Crittenton Youth Academy
An Accredited Charter School
Back to School Supplies
2010-2011

Educational Supplies and Textbooks:

A basic school supply list is provided to students during enrollment. All educational materials are provided by Crittenton Youth Academy. It is important to understand that students are responsible for the materials provided. Materials include, but are not limited to, text books, library books, calculators and any other items provided by the Crittenton Youth Academy staff. Please be respectful to the property so it will be available to all students and staff. Crittenton Youth Academy will help a student obtain supplies off the basic list if there is a need.

A replacement fee will be charged for all lost, stolen or damaged books, and other school materials or property.

Basic Supplies

- No. 2 pencils
- Colored pencils
- Pencil sharpener (hand held with a top to collect shavings)
- Large eraser
- Ballpoint pens (get a few red ink ones too, because some teachers have students do peer editing)
- Highlighters
- Spiral bound or composition notebooks
- Loose-leaf notebook paper (Teachers can be picky about paper. Most ask that students use the college-ruled variety.)
- A ruler with English and metric measurements

Optional:

Basic Organizational Supplies

- Several 3-ring binders (some teachers will require a binder to be used exclusively for their class)
- 3-hole punch (a regular one and/or one that fits into a 3-ring binder)
- Pencil case to fit into binder
- Binder dividers (the kinds with pockets are good for loose papers)
- Pocket folders
- Folders to fit into binders
- A sturdy back pack

Basic Study Aids

- Index cards, ruled and unruled (these are great for making flash cards)
- Calculator: check with the math teacher first before investing in an expensive calculator. Graphing calculators, for example, are required in many high school math classes. Math teachers advise parents not to buy a calculator with more functions than your student will use.)
- A protractor

Basic Supplies to Donate to the Classroom

- Kleenex
- Bottle of hand sanitizer



No Child Left Behind Notice to Parents
2010/2011 School Year

As a parent or guardian of a student in the Florence Crittenton Charter Schools district, under the No Child Left Behind Act of 2001, you have the right to know the professional qualifications of the teachers who instruct your child. The No Child Left Behind Act gives you the right to ask for the following information about each of your child's classroom teachers:

- Whether the State of Arizona has licensed or qualified the teacher for the grades and subject he or she teaches.
- Whether the teacher is teaching under an emergency permit or other provisional status by which state licensing criteria have been waived.
- The teacher's college major, whether the teacher has any advanced degree and, if so, the subject of the degree.
- Whether any instructional aides or similar paraprofessionals provide services to your child and their qualifications.

If you would like to receive any of this information, please contact the principal of Crittenton Youth Academy at 602-274-7318.

Thank you,

Crittenton Youth Academy Administration

715 West Maricopa Street, Phoenix AZ 85013
phone 602-274-7318 *fax* 602-288-4118
www.florencecrittentonofaz.org



Title I School-wide Overview

What is Title I?

Title I is a federal grant program that examines the demographics of a school's population and provides federal money to help students who are at risk of failing to be successful. Crittenton Youth Academy operates under a School-Wide Title I Program. This means that no separate student eligibility process is required for our students to take advantage of this program. The School-Wide Title I educational program serves ALL of our students.

What kinds of activities can these funds be used for?

- Professional development activities for teaching staff
- Additional academic support if students need it
- Extra opportunities provided for students who need extra help
- Activities designed to help meet the state standards and testing requirements
- Funds provided to support additional instruction to students in reading and math
- Parent activities to increase parents' interest and knowledge levels
- Organized parent groups to help support and design school activities
- Materials for parents on ways to improve child's achievement
- Strategies to educate school staff on how to build ties between the school and home
- Information to help develop appropriate roles for community-based organizations and businesses and encourage partnerships with other elementary, middle and high schools

At Crittenton Youth Academy we use these federal dollars to help students achieve on grade level with the rest of their classmates. We train teachers throughout the year in areas of reading, writing and math, as well as student achievement and creating professional learning communities. These tools help teachers figure out the best method of instruction for every child regardless of ability. We provide tutoring and AIMS preps classes for student needing extra help. If you have any questions please contact Crittenton Youth Academy administration at 602-274-7318.

What methods will be used to validate?

- Description and explanation of the curriculum are utilized
- Forms and methods are used to measure student progress
- Proficiency levels expected of students are explained
- Parents are given opportunities to ask for suggestions and to participate in decisions relating to the education of their children
- Opportunities are created for parents to meet with their child's teachers to get individual progress reports
- Annual tests results will be shared with parents
- Annual surveys from parents, staff and parents will be conducted

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Services to the Homeless Population

Who is homeless? (Sec. 725)

Children who are determined homeless are provided with certain rights in schools that ensure an equal opportunity for education. A child is homeless if he/she is residing with someone other than parents in a building other than his/her fixed residence.

The term “homeless children and youth” means individuals who lack a fixed regular and adequate nighttime residence ...; and (B) includes—(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement; (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings ... (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and (iv) migratory children who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

The McKinney-Vento Homeless Assistance Act (Subtitle B—Education for Homeless Children and Youth), reauthorized in January 2002, ensures educational rights and protections for children and youth experiencing homelessness.

McKinney-Vento Regulations

All students will be required to fill out a McKinney-Vento form upon enrollment.

If your living arrangement is both temporary and the result of economic hardship, you may qualify for services under the McKinney-Vento Act. The purpose of this law is to provide academic stability for students of families in transition.

You may want to talk with our Homeless Education Liaison if your family’s temporary living arrangement is one of the following:

- You are living with friends or relatives, or moving from place to place because you cannot currently afford your own housing.
- You are living in a shelter or a motel.
- You are living in housing without water or electricity.
- You are living in a place not considered traditional housing, like a car or a campground.
- A student may also qualify as an “unaccompanied youth” if he or she is living with someone who is not a parent or guardian, or if he or she is moving from place to place without parent or guardian.

Children who qualify under McKinney-Vento have the right to:

- Attend the school they were attending when their family was forced to move to a temporary address because of economic hardship, even if that school is in another school district. The choice must be a reasonable one that is in the best interest of the children involved. Check with the district Homeless Education Liaison if you are not sure.
- Stay in this school for the duration of the school year if their families are forced to move to another temporary address because of economic hardship.
- Receive assistance with transportation to attend school while they are being temporarily housed.
- Start school immediately while people at the school help families obtain school and immunization records or other documents necessary for enrollment.
- Enroll in school without having a permanent address.
- Participate in the same programs and services that other students participate in.
- Receive any applicable Title I services.

Dispute Resolution: If you disagree with school officials about enrollment, transportation, or fair treatment of a homeless child or youth, you may file a complaint with the school district. The school district must respond quickly in writing. During the dispute, the student must immediately be enrolled in the school and provided transportation until the matter is resolved. The Homeless Liaison will assist you in making a decision, providing notice of any special process and filling out dispute forms. You have the right to appeal a decision to the state level. If you have questions, call the Social Worker at 602-274-7318.

715 West Maricopa Street, Phoenix AZ 85013
phone 602-274-7318 fax 602-288-

**Family Education Rights and Privacy Act
FERPA
2010-2011**

**Annual Notification to Parents Regarding
Confidentiality of Student Education Records**

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school within 45 days of a request made to the school administrator. Schools are not required to provide copies of records unless it is impossible for parents or eligible students to review the records without copies. Schools may charge a fee for copies.
- Parents or eligible students have the right to request in writing that a school correct records that they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions:
 - School officials with legitimate educational interest: A school official is a person employed or contracted by the school to serve as an administrator, supervisor, teacher, or support staff member (including health staff, law enforcement personnel, attorney, auditor, or other similar roles); a person serving on the school board; or a parent or student serving on an official committee or assisting another school official in performing his or her tasks; A legitimate educational interest means the review of records is necessary to fulfill a professional responsibility for the school;
 - Other schools to which a student is seeking to enroll;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, sports participation (including height and weight of athletes) and dates of attendance unless notified by the parents or eligible student that the school is not to disclose the information without consent.

**The Individuals with Disabilities Education Act
IDEA
2010-2011**

The Individuals with Disabilities Education Act (IDEA) is a federal law that protects the rights of students with disabilities. In addition to standard school records, for children with disabilities education records could include evaluation and testing materials, medical and health information, Individualized Education Programs and related notices and consents, progress reports, materials related to disciplinary actions and mediation agreements. Such information is gathered from a number of sources, including the student's parents and staff of the school of attendance. Also, with parental permission, information may be gathered from additional pertinent sources, such as doctors and other health care providers. This information is collected to assure the child is identified, evaluated, and provided a free appropriate public education in accordance with state and federal special education laws.

Each agency participating under Part B of IDEA must assure that it complies with the federal confidentiality laws at all stages of gathering, storing, retaining and disclosing education records to third parties. In addition, the destruction of any education records of a child with a disability must be in accordance with IDEA regulatory requirements. For additional information or to file a complaint, you may call the federal government at (202) 260-3887 (voice) or 1-800-877-8339 (TDD) OR the Arizona Department of Education (ADE/ESS) at (602) 542-4013. Or you may contact:

Family Policy Compliance Office
U.S. Department of Education
Exceptional Student Services
Washington, Dc. 20202-5901

Arizona Dept of Education
Exceptional Student Services
1535 W. Jefferson St. Bin 24
Phoenix, Arizona 85007

English Language Learner Program Overview 2010-2011

Identification/Assessment of English Language Learners

All parents/guardians enrolling their child in Crittenton Youth Academy who designate their student's primary language on the school enrollment form and home language survey form as a language other than English will be assessed for English language proficiency in the areas of listening, writing, writing conventions, reading and speaking with the Arizona English Language Learner's Assessment (AZELLA). English language proficiency assessments are conducted by individuals who are proficient in English and who have been thoroughly trained to administer and score these assessments. Students scoring below the publisher's designated score for fluent English proficiency are considered English language learners (ELL) and are provided with a program to help them academically succeed in English classes.

English Language Learner Program and Structured English Immersion

English language learners are provided 4 hours of daily instruction in English language development appropriate to the level of English proficiency of the student. English language instruction includes listening and speaking skills, reading, writing, and academic development. The curriculum of the English language learner program incorporates the Arizona Academic Standards adopted by the state board of education and is comparable in amount, scope and quality to that of English proficient students. The Individualized English Learner Plan at Crittenton Youth Academy allows ELL students to be fully included in the mainstream classroom.

Reassessment of English Language Learners

English language learners are reassessed annually with the same English language proficiency assessments used for initial assessment. Students scoring at or above the publisher's designated score for English proficiency are considered to be fluent English proficient (FEP) and are exited from the English learner program. Academic progress of exited ELL students will be reviewed at least once a year for up to two years. The primary goal of these programs is to enable English language learners to become proficient in English so that they may succeed in all classes taught in English. The Arizona Academic Standards are used as a template for guiding the goals and benchmarks in all academic areas, and particularly for English language learners in the areas of language development, acquisition, reading and writing.

Parent Notification/Consent

A Parent Notification/Consent form shall be completed by the parent/guardian annually for students who are designated as English language learners. If a parent/guardian chooses not to give consent for his/her child to participate in the ELL program, the parent must contact the Crittenton Youth Academy administration. Participation in the ELL program may be waived with prior written, informed consent or by signing the parental waiver provided by the AZ Department of Education. The parent/guardian must personally visit the school to apply for the waiver.



**Crittenton Youth Academy
High School Course Descriptions
2010-2011**

English Requirements and Electives:

ENGLISH 9, 9.5

Credits: 0.5 credit/block

Grade(s): 9

Length of Course: Two Blocks

Prerequisite: None

Graduation Requirement Satisfied: English

English 9-9.5 is the beginning course in the series for required English credits. Instruction builds upon the reading, writing, listening, speaking and critical thinking foundations established in 8th grade. Included is the study of thematic literature collections related to personal experiences. Reading comprehension strategies and control of the six traits of writing are emphasized. Active listening and speaking are practiced in formal and informal situations. A variety of media presentations is evaluated for social and cultural messages.

ENGLISH 10, 10.5

Credits: 0.5 credit/block

Grade(s): 10

Length of Course: Two Blocks

Prerequisite: Completion of English 9, 9.5

Graduation Requirement Satisfied: English

English 10-10.5 continues to refine and expand skills developed in English 1-2. Thematic collections of world literature, with an emphasis on the universality of themes, are presented. The six traits of writing are refined further in the context of narrative and academic writing. MLA guidelines are introduced. The political and economic consequences of media forms are investigated.

ENGLISH 11, 11.5

Credits: 0.5 credit/block

Grade(s): 11

Length of Course: Two Blocks

Prerequisite: Completion of English 10, 10.5

Graduation Requirement Satisfied: English

English 11-11.5 continues the study of structural elements of fiction and nonfiction through the analysis of literary periods and their subsequent social values. The literature of the United States and the Americas is emphasized. The six traits of writing are refined in the context of analytical and persuasive writing. Students engage in self-evaluation and respond to audience feedback on their speaking and listening skills. Media forms are examined for their impact on all aspects of society.

ENGLISH 12, 12.5

Credits: 0.5 credit/block

Grade(s): 12

Length of Course: Two Blocks

Prerequisite: Completion of English 11, 11.5

Graduation Requirement Satisfied: English

English 12-12.5 is the final course in the series of required English courses. The curriculum uses international classics, with emphasis on British literature, to provide a world view of mankind throughout the centuries and across the regions of the world. Proficiency

in all six traits of writing is expected in all writing forms. Research findings are presented using MLA style in a research paper. A comparison of the impact of multiple media forms on society is studied.

CREATIVE WRITING

Credits: 0.5 credit/block

Grade(s): 12

Length of Course: One Block

Prerequisite: None

Graduation Requirement Satisfied: Elective

This is a beginning course for students who find writing satisfying. All forms of creative writing will be utilized – from short stories, to poetry, to creative non-fiction. Some might even explore a novella. Drafting is emphasized. Reading will range from science fiction to mysteries to classic children's stories. Vocabulary, sentence structure, and creativity through journaling is incorporated.

STUDIES IN LITERATURE

Credits: 0.5 credit/block

Grade(s): 10, 11, 12

Length of Course: One Block

Prerequisite: two blocks of English

Graduation Requirement Satisfied: Elective

The emphasis of this course is personal reading development. Each student will work out his/her own reading program for the semester with teacher guidance. Through teacher-student conferences, each student will be encouraged to deepen and broaden reading perspectives, interpreting text for both academic and personal reading and writing.

AIMS READING AND WRITING PREP

Credits: 0.5 credit/block

Grade(s): 10, 11, 12

Length of Course: One Block

Prerequisite: None

Graduation Requirement Satisfied: Elective

Other Requirements:

AIMS stands for Arizona's Instrument to Measure Standards. It is a state-mandated test, adopted by the State Board of Education, to measure student proficiency on reading, writing and mathematics standards students should pass all sections of the test in order to graduate. This class will review the reading and writing standards that are covered on the test.

TODAY'S LITERATURE

Credits: 0.5 credit/block

Grade(s): 10, 11, 12

Length of Course: One Block

Prerequisite: completion of English 9 and 9.5

Graduation Requirement Satisfied: Elective

Other Requirements:

This course focuses on writers from the current and previous century. Mystery, Science Fiction, Western's, and 20th century classics are explored. Students are encouraged to explain literature independently and in small reading groups while choosing a reading topic that interests them. Focus is on literary analysis, academic analysis of literature, and lifelong reading skills.

TECHNICAL WRITING

Credits: 0.5 credit/block

Grade(s): 9, 10, 11, 12

Length of Course: One Block

Prerequisite: completion of English 10 and 10.5

Graduation Requirement Satisfied: Elective

Other Requirements: (Preference given to students currently enrolled in science courses)

This course focuses on academic and technical writing applications for business and the sciences. Students will practice writing academic abstracts, preparing business documents, and creating documents for the business environment. Students will also practice writing summaries of informational articles and position papers and current topics in medical, scientific, and environmental fields. Grammar, mechanics, and writing organization instruction will be a focus in this class.

POETRY

Credits: 0.5 credit/block

Grade(s): 9, 10, 11, 12

Length of Course: One Block

Prerequisite: none

Graduation Requirement Satisfied: Elective

Other Requirements:

Students will be introduced into the analysis and application of poetry. This course focuses on the study of poetic elements, poetic writing devices, and poetic styles. Odes, Haiku, free verse, sonnets, and other poetic structures will be taught. Famous and obscure poets will be studied. An emphasis on personal poetry writing will be stressed with the course's capstone project being a poetry journal created by students.

ADVANCED ENGLISH (AP)

Credits: 0.5 credit/block

Grade(s): 11, 12

Length of Course: One Block

Prerequisite: Completion of English 11.5, teacher selection, successful score on entrance exam

Graduation Requirement Satisfied: English and/or college credit.

Other Requirements:

Students will perform college level literature analysis and composition. The focus of this course is literature, with an emphasis on expository writing and literary analysis. Students have the option of enrolling in the course as either an honors student (secondary credit) or taking the national advanced placement test (AP) for college credit. College credit in English is given with a passing score on the AP test. This course will prepare the student for college level English and future English courses at the college level.

Social Studies Requirements and Electives

WORLD HISTORY I, II

Credits: 0.5 credit/block

Grade(s): 9

Length of Course: Two Blocks

Prerequisite: None

Graduation Requirement Satisfied: World History I, II

The purpose of World History I & II (Foundations of World History) is to develop an understanding of the evolution of global processes and contacts with different types of societies. The course emphasizes reading, analytical and writing skills necessary for success in World History. This course covers the Foundations unit of World History, focusing on an understanding of cultures, institutions, technology, and geography

US HISTORY I, II

Credits: 0.5 credit/block

Grade(s): 11

Length of Course: Two Blocks

Prerequisite: None

Graduation Requirement Satisfied: US History I, II

US History is the study of American history from the landing of Columbus to the election of Barack Obama. Subjects studied during the first semester cover material from Colonization in the 1600's up to 1877. The second semester covers the history of the U.S. from 1877 to the present. This is an integrated history course that places emphasis on all peoples and cultures that have made contributions to America.

AMERICAN GOVERNMENT

Credits: 0.5 credit/block

Grade(s): 11, 12

Length of Course: One Block

Prerequisite: None

Graduation Requirement Satisfied: American Government

This is a traditional civics course in American government with an additional focus on the function of the American economic system. Included in the course is the study of the structure of the American federal and state governments; and the workings of the political process and political parties in the American system. Enables students to apply common sense and knowledge to analyze various problems that confront the American people today.

ECONOMICS I

Credits: 0.5 credit/block

Grade(s): 11, 12

Length of Course: One Block

Prerequisite: None

Graduation Requirement Satisfied: Economics

This course is an introduction to the foundations and methods of economics. Economics is the study of how people choose to use their limited resources to produce, exchange and consume goods and services and how these scarce resources are allocated among competing ends. The course will examine the characteristics of different economic systems, the essential component of private property in a free-market environment, the role of government in the economy of the United States and the effects of international trade and development on our lives. The course is based on the national and Arizona State Social Studies Standards for Economics.

COMPARING NAZI GERMANY AND STALIN RUSSIA

Credits: 0.5 credit/block

Grade(s): 10, 11, 12

Length of Course: One Block

Prerequisite: None

Graduation Requirement Satisfied: Elective

The early 20th century was a violent time that set the course for the world we know today. With ethnic and political tensions bringing about a world war that engulfed Central Europe and the revolutions taking place in Russia, the stage was set for two of the most destructive national identities to come into existence. Soviet Russia came first, a communist state that emerged from revolutions during world war one. Nazi Germany emerged from the economic depression that overcame Germany after the war. This course will look back in history and compare both nations.

CONTEMPORARY PROBLEMS / DEBATE

Credits: 0.5 credit/block

Grade(s): 10, 11, 12

Length of Course: One Block

Prerequisite: None

Graduation Requirement Satisfied: Elective.

This course is for students who have interest in news and the world around them. Students will debate, discuss and analyze international, national, state and local news events.

Math Requirements and Electives:

ALGEBRA 1, 2

Credits: 0.5 credit/block

Grades: 9, 10, 11, 12

Length of Course: Two Blocks

Prerequisite: 8th Grade Math or Basic Skills Proficiency

Graduation Requirement Satisfied: Math

Preliminaries and basic operations, signed number operations, fractions, percents, scientific notation, terminology, sets, expressions, single variable equations, ratios, proportions, two variable equations, polynomials, factoring, algebraic fractions, inequalities, graphing, absolute value, coordinate geometry, functions, variations, roots, radicals, quadratic equations, and real world word problems.

GEOMETRY 1, 2

Credits: 0.5 credit/block

Grades: 9, 10, 11, 12

Length of Course: Two Blocks

Prerequisite: Algebra 1/Algebra 2

Graduation Requirement Satisfied: Math

Fundamental ideas, parallel lines, triangles including congruence, polygons including quadrilaterals, perimeter and area, similarity, right triangles including Pythagorean theorem and basic trigonometry, circles, geometric solids, and coordinate geometry.

ALGEBRA 3, 4

Credits: 0.5 credit/block

Grades: 9, 10, 11, 12

Prerequisite: Geometry 1/Geometry 2

Graduation Requirement Satisfied: Math

Linear sentences in one variable, segments, lines, inequalities, linear sentences in two variables, polynomial arithmetic, factoring polynomials, rational expressions, relations and functions, polynomial functions, radicals, complex numbers, quadratics in one variable, conic sections, quadratic systems, exponential and logarithmic functions, sequences and series, and real world word problems.

PRE-CALCULUS 1, 2

Credits: 0.5 credit/block

Grades: 10, 11, 12

Prerequisite: Algebra 3/Algebra 4

Graduation Requirement Satisfied: Math

Other Requirements: Students are encouraged to provide their own graphing calculators.

Algebra review, exponents, solving equation, polynomials, quadratic and algebraic functions and their graphs, transformations of graphs of functions, trigonometric functions, and real world word problems using trigonometry.

REAL LIFE MATH, 2

Credits: 0.5 credit/block

Grade(s): 9, 10, 11, 12

Length of Course: Two Block

Prerequisite: None

Graduation Requirement Satisfied: Math

Other Requirements:

Students will choose and use appropriate mathematics and statistics in various everyday situations including but not limited to cooking, spending, building, sports competitions and earnings. Assessment will be based on assignments and projects. Included field trips will bring math to life.

AIMS MATH PREP

Credits: 0.5 credit/block

Grade(s): 10, 11, 12

Length of Course: One Block

Prerequisite: None

Graduation Requirement Satisfied: Math

Other Requirements:

AIMS stands for Arizona's Instrument to Measure Standards. It is a state-mandated test, adopted by the State Board of Education, to measure student proficiency on reading, writing and mathematics standards students should pass all sections of the test in order to graduate. This class will review the math standards that are covered on the test.

Science Requirements and Electives

BIOLOGY: CONCEPTS AND APPLICATIONS

Credits: 0.5 credit/block

Grade(s): 9

Length of Course: Two blocks

Prerequisite: None

Graduation Requirement Satisfied: Science

Other Requirements:

This is an introductory course for students with little to no high school science background. Course is designed to give you a base of biological knowledge in the various aspects of life science from cells to systems with an emphasis on hands-on activities to help develop critical thinking skills to better develop informed decisions.

BIOLOGY 1, 2

Credits: 0.5 credit/block

Grade(s): 9,10,11,12

Length of Course: Two blocks

Prerequisite: None

Graduation Requirement Satisfied: Science

Other Requirements:

This is a full year course in general biology. The course covers scientific method, evolution, and bio-chemistry, cellular energetic, cell structure and function, molecular genetics, human genetics, reproduction, growth and development, and ecology.

ENVIRONMENTAL SCIENCE

Credits: 0.5 credit/block

Grade(s): 10, 11, 12

Length of Course: Two Blocks

Prerequisite: Biology 1 and 2 or Teacher's permission

Graduation Requirement Satisfied: Science

The focus for this course is on ecological relationships and environmental issues. Topics include general ecology, land use, populations, energy [fossil fuels and alternatives], and natural resources. The complex social processes that are characteristic of human populations must be understood and integrated with knowledge of technology to fully appreciate the role of humans in the natural world; therefore this course frequently integrates the use of technology and GIS software to assist in seeking patterns and relationships.

ECOLOGY

Credits: 0.5 credit/block

Grade(s): 10, 11, 12

Length of Course: One Block

Prerequisite: Biology 1 and 2 or Teacher's permission

Graduation Requirement Satisfied: Science

This course will enable students to develop an understanding of the general concepts of environmental science through examining ecosystems and the ways in which humans impact our environment. Students will investigate biodegradation in ecosystems, human patterns of energy consumption and disposal of waste, toxicology, watershed dynamics, and invasive species. Particular emphasis will be placed on ecosystems of the Pacific Northwest. Students will be encouraged to develop a basic understanding of environmental science as a basis for life-long ethical and ecologically sound decision making.

HORTICULTURE

Credits: 0.5 credit/block

Grade(s): 10, 11, 12

Length of Course: One Block

Prerequisite: Biology 1 and 2 or Teacher's permission

Graduation Requirement Satisfied: Science

Introduction to Horticulture is an exploratory course designed to introduce students to horticulture sciences. Topics of instruction include: plant identification and classification, hydroponic and greenhouse structures and maintenance, soils, plant propagation, and cultural requirements for growing horticultural plants, in indoor gardens as well as outside, in addition to landscape design principles. Participation in Future Farmers of America and Supervised Agriculture Experiences will be topics for discussion in this course.

AGRISCIENCE

Credits: 0.5 credit/block

Grade(s): 10, 11, 12

Length of Course: One Block

Prerequisite: Biology 1 and 2 or Teacher's permission

Graduation Requirement Satisfied: Science

Agriscience is more than just cows and plows. This class is designed for students with an interest in learning how much more there is to know about Agriculture and the sciences behind it. You will have the opportunity to learn about animals, plants, our resources and environment in Arizona agriculture's past, present and future. Participation in Future Farmers of America and Supervised Agriculture Experiences will be topics for discussion in this course.

MARINE SCIENCE

Credits: 0.5 credit/block

Grade(s): 10, 11, 12

Length of Course: One Block

Prerequisite: Biology 1 or Teacher's permission

Graduation Requirement Satisfied: Science

The course covers the geological and biological history of the earth with a special focus on the Pacific Northwest. It covers physical and chemical aspects of oceanography such as water chemistry, waves, tides, currents, weather, and ocean zones. Navigation and charting are also included. This course is integrated with the University of Washington Oceanography department graduate program, exposing students to graduate candidates, cutting edge technology, and research in Marine Science. The 2nd semester focuses on marine organisms and their adaptation to the physical environment. Studies will range from algae, to invertebrates, to marine mammals with an emphasis on Evolutionary changes. Field research opportunities are available and are encouraged.

BOTANY I, 2

Credits: 0.5 credit/block

Grade(s): 10, 11, 12

Length of Course: One Block

Prerequisite: Biology 1 and 2 or Teacher's permission

Graduation Requirement Satisfied: Science

Botany is the study of plants. In this course, students will focus on plant organs and tissues and how they function. Specific attention will be paid to the structure and function of roots, stems and leaves. In addition, students will learn about plant growth, reproduction, environmental response and diseases while becoming aware of the importance of plants in our daily lives. Various laboratory exercises will be utilized to accompany class material, including some outdoor studies.

CHEMISTRY I, 2

Credits: 0.5 credit/block

Grade(s): 10 (with teacher permission), 11, 12

Length of Course: Two Blocks

Prerequisite: Biology 1 and 2, Completion of Algebra I A/B and Geometry II A/B. Prerequisite skills: basic algebra, proficiency in basic laboratory techniques, expertise with constructing scientific models.

Graduation Requirement Satisfied: Science

Other Requirements: Must pass Chemistry I to take Chemistry II

Students will learn to use laboratory equipment and scientific procedures. The topics include: elements and their symbols, atomic structure, chemical formulas, equations and mathematical relationships, the periodic table, gas laws, thermo chemistry, acids and bases, and organic chemistry

Fine Arts Requirements and Electives

GUITAR

Credits: 0.5 credit/block

Grade(s): 9, 10, 11, 12

Length of Course: One Block

Prerequisite:

Graduation Requirement Satisfied: Fine Arts

Other Requirements: Students do NOT need to know how to play a guitar

Guitar will focus on learning the basics of note reading, exercises, songs, chords, and rudimentary classical guitar technique. The class will also contain many audio/visual examples from world-class guitarists and musicians.

GUITAR – ADVANCED

Credits: 0.5 credit/block

Grade(s): 10, 11, 12

Length of Course: One Block

Prerequisite: Guitar

Graduation Requirement Satisfied: Fine Arts

Advanced guitar will build upon the skills learned from the initial guitar course. The students will study advanced exercises, note reading, sight-reading, chord construction, and be introduced to music theory. Students will have the option to work in duets, trios, and quartets playing classical literature. The class will also give the students time to choose the style/genre of guitar music they wish to study with the instructor. Audio/Visual examples of world-class guitarists and musicians will also be included.

PIANO I

Credits: 0.5 credit/block

Grade(s): 9, 10, 11, 12

Length of Course: One Block

Prerequisite: None

Graduation Requirement Satisfied: Fine Arts

This course will introduce students to basic keyboard technique and basic music theory. No prior musical knowledge necessary.

CHOIR

Credits: 0.5 credit/block

Grade(s): 9, 10, 11, 12

Length of Course: Two Blocks

Prerequisite:

Graduation Requirement Satisfied: Fine Arts or Occupational Ed

This is a beginning to intermediate level choir. This group will study a complete spectrum of vocal literature from classical to jazz and from early Renaissance to contemporary styles.

DRAMA I

Credits: 0.5 credit/block

Grade(s): 9, 10, 11, 12

Length of Course: One Block

Prerequisite: None

Graduation Requirement Satisfied: Fine Arts or Elective

This introductory course exposes students to all aspects of the theatre as a form of communication. This practical, survey oriented class, includes but is not limited to creative and improvisational work, monologue, scene memorization, with units in voice, diction, and physical stage movement, creating a production, elements of technical theatre, and theatre history. Students critique performances and evaluate literary worth of materials studied and performed.

ART APPRECIATION

Credits: 0.5 credit/block

Grade(s): 10, 11, 12

Length of Course: One Block

Prerequisite: None

Graduation Requirement Satisfied: Fine Arts or Elective

The over-all purpose of this course is to provide the student with a basic understanding and appreciation of the visual arts. They will be looking at, and analyzing, many images in order to gain understanding of their form and content. They will be analyzing the formal structure of various works of art as well as considering them in the context of the historical period and cultural framework in which they were produced.

DRAWING & PAINTING

Credits: 0.5 credit/block

Grade(s): 9, 10, 11, 12

Length of Course: One Block

Prerequisite: None

Graduation Requirement Satisfied: Fine Arts or elective

Other Requirements:

Students will be exploring different drawing and painting techniques and materials. They will be searching for ways to generate ideas both by looking at other artists' work as well as developing their own personal vision. Materials may include, but not be limited to pencil, charcoal, colored pencils, markers, ink, watercolor, and acrylic.

Technology and Career Requirements and Electives

COMPUTER APPLICATIONS

Credits: 0.5 credit/block

Grade(s): 9, 10, 11, 12

Length of Course: One block

Prerequisite: None

Graduation Requirement Satisfied: Career Education

Designed to help students develop computer skills needed for college preparation and personal use. Students will learn computer keyboarding and basic computer skills. They will prepare documents and presentations using Microsoft Office Programs.

Computer Science I

Credits: 0.5 credit/block

Grade(s): 10, 11, 12

Length of Course: One block

Prerequisite: Computer application

Graduation Requirement Satisfied: Career Education

Computer Science involves the understanding of programming language concepts and how these are applied to problem solving. The enormous growth of programming languages requires a changing curriculum and flexibility in the pace of instruction. Computer Science I is a course covering problem solving, computer architecture, and programming concepts. This knowledge helps students understand how software is written which increases the student's ability to learn application software through understanding of the basic concepts. Students can study Computer Science to comprehend the social, economic and cultural environment of the information age.

Programming equips students with skills which involve much more than the syntax of a programming language. Computer programs are a form of communication. When developing program solutions, students consider clarity of expressing (readability), program maintenance, ease of debugging, program extension, reliability, utility, and validity. Concept mastery of a high level language, while creating solutions which are well structured and modular in nature, is the primary emphasis rather than syntax.

The student of Computer Science will learn common algorithms and will be able to analyze algorithm efficiency, ease of implementation, and maintenance in terms of execution speed and computer memory requirements. Students will be able to solve significant problems related to a variety of applications by designing and implementing appropriate data structures which allow efficient storage and manipulation of data.

COMPUTER SCIENCE II

Credits: 0.5 credit/block

Grade(s): 9, 10, 11, 12

Length of Course: One block

Prerequisite: Computer Application, Computer Science I

Graduation Requirement Satisfied: Career Education

Computer Science II reinforces and increases the depth of understanding of the basic concepts and covers advanced programming concepts.

DESKTOP PUBLISHING

Credits: 0.5 credit/block

Grade(s): 10, 11, 12

Length of Course: One block

Prerequisite: Computer Application

Graduation Requirement Satisfied: Career Education

Desktop Publishing combines the skills of electronic design, editing, and production of a product using a variety of hardware and software tools. This project-based course focuses on real-world audiences as customers. Students will learn to use a collection of software tools and design techniques to create a variety of formatted products. Students enrolled in this course will be computer literate and have experience with the basic electronic productivity tools.

DIGITAL GRAPHICS AND ANIMATION

Credits: 0.5 credit/block

Grade(s): 10, 11, 12

Length of Course: One block

Prerequisite: Computer Application

Graduation Requirement Satisfied: Career Education

Digital Graphics and Animation is an introductory course in design, typography, and imaging techniques. The course includes topics such as digital composition, color, imaging, editing, and animation. An integral component in other areas, understanding design elements is essential in the creation of a successful product in this course. The student will use the computer's set of tools, common to bitmapped and object-oriented software programs, to produce and edit digital designs as well as to incorporate design principles when capturing digital images with the scanner and camera. Students will work with color, resolution, and halftones as well as other image enhancing strategies including outlining, cropping, digital manipulation, color correction, masking, and the use of channels, paths, background, and layers. Animation, both 2-D and 3-D, will be introduced in this course. Students enrolled in this course will be computer literate and have experience with the basic electronic productivity and telecommunication tools.

MULTIMEDIA

Credits: 0.5 credit/block

Grade(s): 10, 11, 12

Length of Course: One block

Prerequisite: Computer Application, Computer Science I

Graduation Requirement Satisfied: Career Education

Multimedia is a laboratory-based course designed to provide an overview of and experience in multimedia technology. Sounds, images, graphics, and video are the informational projects from which students will construct media rich knowledge structures. Students will develop necessary skills and obtain hands-on experiences working with a variety of multimedia tools to build linear and non-linear interactive products. Students enrolled in this course will be computer literate and have experience with basic electronic productivity tools.

VIDEO TECHNOLOGY

Credits: 0.5 credit/block

Grade(s): 10, 11, 12

Length of Course: One block

Prerequisite: Computer Application, Computer Science I

Graduation Requirement Satisfied: Career Education

Video production is probably the most universally known of all visual media and is an integral component of many technology applications. The process of editing creates a special mood, tempo, and pace to enhance the subject matter. Video production is not only instructional and analytical, but also artistic. Students will learn video basics as well as participate in pre-production, production, and post production stages of video creation, distribution, and evaluation of the product. Students enrolled in this course will be computer literate and have experience with the basic electronic productivity tools.

WEB MASTERING

Credits: 0.5 credit/block

Grade(s): 10, 11, 12

Length of Course: One block

Prerequisite: Computer Application, Computer Science I

Graduation Requirement Satisfied: Career Education

The World Wide Web (WWW) is the fastest growing part of the Internet. The popularity of the WWW is due largely to the ease with which users can not only access and navigate the web but also create pages of information to share with others. Resources abound on the web; however, efficient strategies to find the needed information must be learned. This course focuses on scripting, developing searching strategies, publishing skills, and serving information on a web server. Ultimately, students, within an ethical framework, will be the webmasters for the class, school, or district, participating in a real global community of learners and collaborators. Students enrolled in this course will be computer literate and have the basic electronic productivity tools.

CAREER EXPLORATION

Credits: 0.5 credit/block

Grade(s): 11, 12

Length of Course: One block

Prerequisite: None

Graduation Requirement Satisfied: Career Education

This course assists students with exploring career options, selecting a major, and developing lifelong career planning skills; a discussion of techniques and resources used for career decision-making and planning; and an introduction to the job search process

WORK STUDY PROGRAM

Credits: 0.5 credit/block

Grade(s): 11, 12

Length of Course: Two Blocks

Prerequisite: None

Graduation Requirement Satisfied: Career Education

Students may work in a paid or unpaid job or internship. Students will be required to complete written assignments in job readiness skills and activities. Students must complete a minimum of 120 hours to receive 1 credit. Students must provide their own transportation.

SERVICE LEARNING

Credits: 0.5 credit/block

Grade(s): 11, 12

Length of Course: One block

Prerequisite: None

Graduation Requirement Satisfied: Career Education

Students will develop ways to make their communities better by creating their own projects and experiencing the change firsthand. Through these activities and projects, Service Learning students will make an impact on the world by developing a deeper understanding of themselves and their communities.

Health and Physical Fitness Requirements and Electives

HEALTH EDUCATION

Credits: 0.5 credit/block

Grade(s): 9, 10

Length of Course: One Block

Prerequisite: None

Graduation Requirement Satisfied: Health

This course covers the three major aspects of health: physical, mental, and social. An attempt is made to bring in a host of guest speakers to give our students the most up-to date information. Our primary goal is educating students to have responsible decision-making skills. Other mini-courses offered cover STD's and birth control, first aid and CPR, and a variety of other life time topics.

PERSONAL FITNESS

Credits: 0.5 credit/block

Grade(s): 9,10

Length of Course: One Block

Prerequisite: None

Graduation Requirement Satisfied: Physical Fitness or Elective

The Purpose of this one semester class is to introduce students to the five components of fitness. The class will emphasize fitness measurement and goal setting as well as a record-keeping element to analyze personal behavior. It is an activity based curriculum with an academic component.

LIFETIME SPORTS - FUN & FITNESS

Credits: 0.5 credit/block

Grade(s): 10, 11, 12

Length of Course: One Block

Prerequisite: Personal Fitness

Graduation Requirement Satisfied: Physical Fitness or Elective

Lifetime Sports is a basic physical education class with emphasis on improving physical fitness through individual and team sports. Sports that may be included are basketball, volleyball, and soccer.

TEAM SPORTS

Credits: 0.5 credit/block

Grade(s): 10, 11, 12

Length of Course: One Block

Prerequisite: Personal Fitness

Graduation Requirement Satisfied: Physical Fitness or Elective

Team Sports places an emphasis on physical fitness through team sports such as basketball, soccer, football, volleyball and softball. Additionally, students will be taught skills, rules, and strategies to enhance their game.

CONDITIONING & STRENGTH TRAINING

Credits: 0.5 credit/block

Grade(s): 10, 11, 12

Length of Course: One Block

Prerequisite: Personal Fitness

Graduation Requirement Satisfied: Physical Fitness or Elective

This course is designed to improve strength and cardiovascular fitness by combining resistance training and cardio-respiratory endurance activities. The course intends to provide the individual with basic skills and knowledge about weight lifting and strengthening the major muscle groups in the body.

Foreign Language Requirement or Electives

SPANISH I, 2, 3, 4

Credits: 0.5 credit/block

Grade(s): 9, 10, 11, 12

Length of Course: Four Blocks

Prerequisite: Combination of passing grade and proficiency exam will be used to determine qualifications for next level

Graduation Requirement Satisfied: Foreign Language or Elective

Other Requirements: should expect 30-60 minutes of homework and studying per night.

Spanish I introduces the student to spoken and written Spanish. Grammatical structures and vocabulary dealing with everyday life are practiced in listening, speaking, reading and writing. The student also acquires a basic awareness of the culture of Spanish-speaking countries. Students must earn a "C" or better to continue to Spanish II



Crittenton Youth Academy 2010-2011 School Calendar



Thursday	July 29, 2010 6:00 p.m. - 7:30 p.m.	Parent /Student Orientation	Mandatory Attendance
Block One - 45 Days			
Monday	August 2, 2010	First Day of Block One	
Friday	August 20, 2010	Professional Development	No School
Tuesday	August 24, 2010	Open House / Parent / Teacher Conferences	
Monday	September 6, 2010	Labor Day	No School
Friday	September 17, 2010	Professional Development	No School
Monday - Friday	October 4-8, 2010	Fall Break	No School
Wednesday	October 13, 2010	Last Day of Block One	
Block Two - 45 Days			
Thursday	October 14, 2010	First Day of Block Two	
Friday	October 22, 2010	Professional Development	No School
Tuesday	October 26, 2010	AIMS Writing	High School
Wednesday	October 27, 2010	AIMS Reading	High School
Thursday	October 28, 2010	AIMS Math	High School
Wednesday	November 10, 2010	College Day/ Parent / Teacher Conferences	
Thursday	November 11, 2010	Veterans Day	No School
Friday	November 12, 2010	Professional Development	No School
Thursday - Friday	November 25 - 26, 2010	Thanksgiving Break	No School
Monday - Friday	December 20 - 31, 2010	Winter Break	No School
Thursday	January 5, 2011	Last Day of Block Two	
Block Three - 45 Days			
Thursday	January 6, 2011	First Day of Block Three	
Monday	January 17, 2011	MLK / Civil Rights Day	No School
Tuesday	January 18, 2011	Professional Development	No School
Tuesday	February 8, 2011	Spring Open House / Parent Teacher Conferences	
Monday	February 21, 2011	Presidents Day / Staff PD	No School
Tuesday	March 1, 2011	AIMS Writing	High School
Wednesday	March 2, 2011	AIMS Reading	High School
Friday	March 11, 2011	Professional Development	No School
Monday - Friday	March 14 - 18, 2011	Spring Break	No School
Tuesday	March 22, 2011	Last Day of Block Three	
Block Four - 45 Days			
Wednesday	March 23, 2011	First Day of Block Four	
Friday	April 1, 2011	César Chavez Day/ Prof. Dev.	No School
Wednesday	April 6, 2011	AIMS Math	High School
Thursday	April 7, 2011	AIMS Science	High School
Tuesday	April 12, 2011	Parent / Teacher Conferences	
Monday - Friday	April 18 - 22, 2011	AIMS / Stanford 10	Middle School/9th Grade
Friday	May 6, 2011	Prom	
Wednesday	May 25, 2011	Last Day of Block Four	
Thursday	May 26, 2011	Graduation	
Friday	May 27, 2011	Staff Last Day	



**Crittenton Youth Academy
2010-2011**

HANDBOOK ACKNOWLEDGEMENT FORM

A copy of this page will be given to you to sign

I have received and reviewed the terms and policies included in the Crittenton Youth Academy Handbook. I agree to follow all policies and procedures discussed here.

Parent/Guardian Signature

Date

Student Signature

Date

Additional Comments or Information for CYA Staff: _____

