GOVERNING BOARD OF TRUSTEES

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lance M. Rothstein, AIA</td>
<td>President/Interim Treasurer</td>
</tr>
<tr>
<td>Hill International</td>
<td></td>
</tr>
<tr>
<td>Lauren Dougherty</td>
<td>Vice President</td>
</tr>
<tr>
<td>F3 Investments</td>
<td></td>
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<tr>
<td>Monique McCray</td>
<td>Secretary</td>
</tr>
<tr>
<td>Perryman Construction</td>
<td></td>
</tr>
<tr>
<td>Mary Alcaraz</td>
<td>Board Member</td>
</tr>
<tr>
<td>The Children’s Hospital of Philadelphia</td>
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<tr>
<td>Alexander Bonner</td>
<td>Board Member</td>
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<tr>
<td>Ewing Cole</td>
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<tr>
<td>Phil Holcombe</td>
<td>Board Member</td>
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<tr>
<td>Plus US</td>
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<tr>
<td>Lisa Roberts</td>
<td>Board Member</td>
</tr>
<tr>
<td>My Design Life</td>
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<tr>
<td>Michael Roberts</td>
<td>Board Member</td>
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<tr>
<td>Philadelphia Gas Works</td>
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</table>

ADMINISTRATIVE TEAM

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. H. Stephen Brady</td>
<td>Chief Executive Officer</td>
</tr>
<tr>
<td>Amber Fisher-Brown</td>
<td>Chief Academic Officer/Assistant Principal</td>
</tr>
<tr>
<td>Shila Sharma</td>
<td>Chief Operating Officer</td>
</tr>
<tr>
<td>Andrew Phillips</td>
<td>Chief of Innovation</td>
</tr>
<tr>
<td>Victor Gonzalez</td>
<td>Director of Security</td>
</tr>
<tr>
<td>Carl Salerno</td>
<td>Director of Counseling</td>
</tr>
<tr>
<td>Karen McCree</td>
<td>Director of Special Education</td>
</tr>
<tr>
<td>Dawn Carmichael</td>
<td>Business Manager</td>
</tr>
</tbody>
</table>

EQUAL OPPORTUNITY STATEMENT

The Charter High School for Architecture + Design (“CHAD”) is an Equal Opportunity Employer. It is CHAD’s policy to provide equal opportunity for all employees and applicants for employment without regard to race, color, creed, religion, gender, sexual orientation, national origin, age, marital status, mental or physical disability, pregnancy, military or veteran status, or any other basis prohibited by state or federal law.
Message from the CEO

August 2019

Dear Students, Families and Staff:

The Student Code of Conduct and Parent Handbook is an integral and essential component when defining and establishing the desired school culture. The goal of Charter High School of Architecture and Design’s student handbooks is to guide the development and implementation of a school culture that promotes community and enhances the learning environment. We will institute a school wide system that teaches all stakeholders that discipline means to teach and consequence means outcome. As a staff we will teach and model the desired behaviors and strengthen students' understanding that their actions control the outcome. As a school community we believe and practice a progressive discipline model that emphasizes a partnership between students, teachers, parents/guardians, and administrators. The foundation of our school climate and culture will be respect, dignity and resolution. Our goal is to cultivate and motivate students; emphasizing school community and pride.

The faculty and administration will serve as models for our students; providing shining examples regarding daily expectations as it relates to discipline. Effective implementation of the student code of conduct will provide a thriving school community where attendance and student achievement are at its best.

Regards,

Dr. Harold Brady
SCHOOL MISSION

CHAD engages and educates Philadelphia students through the power of design thinking and introduction to creative career opportunities.

CHAD CORE VALUES

Community Values: CHAD has eight values we believe are necessary for creating a safe environment where our students can learn, thrive and be positive citizens in and out of our school community. These values are our guiding principles for school culture.

● Be present and on time to school.
● Be on time and prepared for class.
● Respect school property and the property of others.
● Be committed to academic excellence.
● Maintain a clean and safe school environment.
● Wear appropriate attire and have CHAD ID visible during school hours.
● Use polite language and treat others with kindness.
● Be courteous and respectful.
Academic Calendar 2019-2020

2019 - 2020 Academic Calendar | v 1.0

January
1-3 School Closed Winter Break
6-17 Winter Break
20 School Closed Martin Luther King Jr. Day
24 Early Dismissal: Staff In Service
29-31 Mid Term Exam / Final Exam
31 End of 2nd Quarter (40 days)

February
17 Report Cards: Quarter 2 / Semester 1
17 School Closed-President's Day
28 Early Dismissal: Staff In Service

March
27 College Night: 11th Grade?
27 PSAT: 9th
27 School Closed Staff In Service Day.

April
3 End of 3rd Quarter (40 days)
9 Report Cards: Quarter 3
9 College Career Week / College Fair?
13-17 Parent / Teacher Conferences
10 School Closed Good Friday
13-17 School Closed Spring Break
24 Early Dismissal: Staff In Service

May
27 Progress Report: Quarter 4
22-26 PSAT: 10th
27-29 Senior Final Exam / Early Dismissal: Seniors Only

June
1-5 Portfolio Day?
8 Senior Week
12-18 Final Exam / Early Dismissal: 9th - 11th Grades
11 Senior Graduation - School Closed?
12 End of 4th Quarter: 9th - 11th Grades (40 days)
16 Last Day for Staff
19 Report Cards: Quarter 4 / Semester 2
# Bell Schedule

## Regular Bell Schedule

<table>
<thead>
<tr>
<th>Block</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>8:15 am - 9:27 am</td>
<td>8:15 am - 9:27 am</td>
<td>8:15 am - 9:27 am</td>
<td>8:15 am - 9:27 am</td>
</tr>
<tr>
<td>2</td>
<td>9:30 am - 10:42 am</td>
<td>9:30 am - 10:42 am</td>
<td>9:30 am - 10:42 am</td>
<td>9:30 am - 10:42 am</td>
</tr>
<tr>
<td></td>
<td>Lunch 10:45 am - 11:22 am</td>
<td>Intervention/Enrichment 10:45 am - 11:27 am</td>
<td>Intervention/Enrichment 10:45 am - 11:27 am</td>
<td>Intervention/Enrichment 10:45 am - 11:27 am</td>
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<tr>
<td></td>
<td>Intervention/Enrichment 11:15 am - 11:56 am</td>
<td>Lunch 11:30 am - 11:57 am</td>
<td>Intervention/Enrichment 11:30 am - 12:12 pm</td>
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</tr>
<tr>
<td></td>
<td>Intervention/Enrichment 12:00 pm - 12:42 pm</td>
<td>Lunch 12:15 pm - 12:42 pm</td>
<td>Lunch 12:15 pm - 12:42 pm</td>
<td>Lunch 12:15 pm - 12:42 pm</td>
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<tr>
<td>3</td>
<td>12:45 pm - 1:57 pm</td>
<td>12:45 pm - 1:57 pm</td>
<td>12:45 pm - 1:57 pm</td>
<td>12:45 pm - 1:57 pm</td>
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<tr>
<td>4</td>
<td>2:00 pm - 3:12 pm</td>
<td>2:00 pm - 3:12 pm</td>
<td>2:00 pm - 3:12 pm</td>
<td>2:00 pm - 3:12 pm</td>
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## Half Day Schedule

<table>
<thead>
<tr>
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<th>Grade 11</th>
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<tbody>
<tr>
<td>1</td>
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<td>8:15 am - 8:51 am</td>
<td>8:15 am - 8:51 am</td>
<td>8:15 am - 8:51 am</td>
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<tr>
<td>2</td>
<td>8:54 am - 9:30 am</td>
<td>8:54 am - 9:30 am</td>
<td>8:54 am - 9:30 am</td>
<td>8:54 am - 9:30 am</td>
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<tr>
<td></td>
<td>Lunch 9:33 am - 10:00 am</td>
<td>9:33 am - 10:03 am</td>
<td>9:33 am - 10:03 am</td>
<td>8:33 am - 10:03 am</td>
</tr>
<tr>
<td></td>
<td>Intervention/Enrichment 10:03 am - 10:33 am</td>
<td>Lunch 10:06 am - 10:33 am</td>
<td>10:06 am - 10:36 am</td>
<td>10:06 am - 10:36 am</td>
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<tr>
<td></td>
<td>Intervention/Enrichment 10:36 am - 11:06 am</td>
<td>3rd 10:39 am - 11:06 am</td>
<td>Lunch 10:39 am - 11:06 am</td>
<td>Lunch 10:39 am - 11:06 am</td>
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<tr>
<td>3</td>
<td>11:09 am - 11:45 am</td>
<td>11:09 am - 11:45 am</td>
<td>11:09 am - 11:45 am</td>
<td>11:09 am - 11:45 am</td>
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<tr>
<td>4</td>
<td>11:48 am - 12:24 am</td>
<td>11:48 am - 12:24 am</td>
<td>11:48 am - 12:24 am</td>
<td>11:48 am - 12:24 am</td>
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</table>
STUDENT INFORMATION

EQUAL OPPORTUNITY/DISCRIMINATION/HARASSMENT

CHAD requires equal educational opportunity for all students enrolled in the educational programs and activities of the school, including, but not limited to: course offerings, athletic programs, guidance and counseling, and tests and procedures, regardless of age, gender, sexual orientation, race, color, creed, religion, national origin, social or economic status, parenthood, marital status or handicap.

The school shall promote a learning environment that encourages the fulfillment of each student’s potential in regard to his/her program, consistent with school goals and with equal opportunities for students.

Similarly, students shall respect the rights of other students to receive an education in an atmosphere that is conducive to learning and free from discriminatory practices. No student, therefore, shall have the right to abridge another student’s rights.

CHILD FIND INFORMATION

In compliance with state and federal law, the Student’s School will provide to each protected handicapped student and student with disabilities (without discrimination or cost to the student or family) those related aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program (and extracurricular activities) to the maximum extent appropriate to the student’s abilities. In order to qualify as a protected handicapped student the student must be of age and have a physical or mental disability that substantially limits or prohibits participation in or access to an aspect of the school program.

These services and protections for “protected handicapped students” are distinct from those applicable to all eligible or exceptional students enrolled (or seeking enrollment) in special education programs.

The Student’s School monitors each student’s academic, social and behavioral progress closely. However, whenever a parent/guardian has any concerns regarding his/her student’s academic, social or behavioral performance or progress in school, the parent/guardian is encouraged to speak directly with the student’s teacher regarding such concerns. While monitoring a student's work at home, it is important to note whether the student’s reading level appears to be grade level, or if there appears to be memory retention issues or an inability to remain on task and to complete assignments. If a parent/guardian believes that his/her student may have special needs, the parent/guardian should contact the Student’s School Special Education Coordinator to discuss the options that the Student’s School can offer.

The link to the annual public notice can be found at
https://www.chadphila.org/about-chad/title-i/child-find/

For more information, please contact the Director of Individualized Student Services.

MCKINNEY-VENTO HOMELESS ASSISTANCE ACT

Policy and Purpose
The Board of Trustees of Charter High School for Architecture + Design is committed to ensuring that all students experiencing homelessness have the opportunity to succeed in school consistent with The Education for Children and Youth Experiencing Homelessness program (ECYEH), which is an initiative of the Pennsylvania Department of Education.

Based on the McKinney-Vento Homeless Education Assistance Act, some of the main objectives of ECYEH, and Charter High School for Architecture + Design, are to increase awareness about the needs of homeless students and to assist them to overcome possible educational barriers and to provide support to both students and their families.

To implement this policy, the school has designated a Homeless Liaison (Director of Counseling) who may:

**Assist students in homeless situations regarding:**
- Enrollment in school
- Participating in all applicable school programs
- Remaining in school if the student moves
- Transportation to and from school
- Receiving free school meals
- Receiving assistance with school-related expenses such as supplies or uniforms
- Ensuring that students receive all school services needed
- Social services referrals
- Other services

**Assist families regarding:**
- Ensuring students are enrolled in school immediately, even without all paperwork ordinarily required
- Getting immunizations, immunization records or other medical records if needed
- Informing parents/guardians and students about transportation services and setting up transportation
- Informing parents/guardians and students about all the programs and services available at the Student's School
- Other services

**SCHOOL CLOSINGS / INCLEMENT WEATHER**

In the event of a weather-related emergency or school closing, the Charter School for Architecture and Design typically follows the School District of Philadelphia (SDP) closings. There may be an occasion in which we opt for emergency closing that does not follow SDP. Please always tune in to the local radio or television station during inclement weather to determine our school's operational status.
2019- 2020 UNIFORM POLICY

STUDENTS MUST BE DRESSED IN FULL UNIFORM BEFORE ENTERING THE BUILDING AT CHAD. STUDENTS NOT DRESSED IN FULL UNIFORM WILL RECEIVE A CONSEQUENCE ALIGNED TO OUR CLIMATE AND CULTURE PLAN.

All CHAD students are required to dress in CHADwear produced and sold by Cramers Uniforms.

Vendor Contact Information: Cramers Uniforms (www.cramersuniforms.com)
4353, Philadelphia, PA 19124
215-743-0750

CHADWear:
1. CHAD top: polo (navy or orange; short or long sleeve) or button-down oxford (tie optional/returning students only), [Black polo or ¾ inch zip- SENIORS ONLY]
2. CHAD bottom: khaki or navy blue uniform style pants, skort or kilt; CHAD joggers
3. CHAD outerwear: cardigan sweater (navy), V-neck pullover sweater (navy) or sweatshirt (navy or oxford)
4. Dress shoes, sneakers or flat-heeled boots
5. Socks with shoes
6. A belt for pants
7. CHAD ID must be worn at all times

The following items of student dress will not be permitted:
1. Jeans/denim/corduroy of any color
2. Hoodies, non-CHAD sweatshirts or sweaters
3. Pants that are not khaki in color, sweatpants/warm-up pants or skirts
4. Pants that sag below the waist
5. Tight clothing, stretch pants or leggings
6. Sleeveless or cut-off shirts, blouses, dresses, tank tops, overalls or jumpers
7. Open-toed or open-back shoes, boots with high heels or flip flops
8. Any gang-related attire
9. Bandanas, hats or any head covering (unless given permission for religious reasons)
10. Shorts

Student “Casual Dress” Days:
On approved “Casual Dress” days, CHAD students are expected to dress in clothes that are appropriate for the occasion and that represent the school in a tasteful and respectful manner.
1. Students will show no skin from collarbone to two inches above the knee.
2. No flip flops or open-toed shoes
3. No gang-related attire
4. No offensive or inappropriate language on clothing
5. No shorts

STUDENTS ARE NOT PERMITTED TO WEAR NON-CHAD OUTERWEAR DURING THE SCHOOL DAY.
CHAD reserves the right to modify required common dress during the school year. CHAD also reserves the right to ask a student to change an article of clothing or accessory if that article is distracting students or presents a safety risk.

PHOTOGRAPHY USE AND PERMISSION

CHAD prides itself in creating a hands on, visually stimulating environment. We are proud of student work and accomplishments and enjoy promoting their excellence and hard work to the surrounding community, parents, alumni of CHAD, and prospective students. Student images may be used on official CHAD social media and/or promotional material. Student work and images will ALWAYS show students in a positive light. If you wish to opt out of having your child or their work used in featured images, please contact the office of the CEO.

PERSONAL ELECTRONIC DEVICES

The use of personal electronic devices, including but not limited to, cellular telephones, tablets, and smart watches, by students has been found to be disruptive to the school community. Therefore, the use of electronic devices by students on school grounds or at any school sponsored event is prohibited. Students should turn off all electronic devices before the start of classes and store them in the school issued Yondr pouch.

CHAD will not be responsible for any electronic/technical device that is broken, lost, stolen, misplaced or otherwise damaged on school grounds, during arrival and dismissal, or at any school sponsored event.

SCHOOL FEES

The 2019-2020 school fee is $25.00. The school fee covers: Design and Art supplies, locks and lockers, lanyards and ID and ID holder, Student Code of Conduct, and use of technology. Failure to pay your school fees will result in all school records and diplomas being withheld.

REPLACEMENT ID CARDS

Students are issued ID cards. The cost to replace ID cards is $5.00.

TRANSPORTATION

The Weekday Student TransPass is produced by SEPTA and is distributed weekly. Only students that meet specific criteria are allotted a Student TransPass. While students can swipe their passes for trips on multiple bus, subway or trolley lines within the City of Philadelphia, TransPasses are not valid for use on Regional Rail and can only be used by students for their travel to or from school between the hours of 5:30 am. and 7:00 pm.

Students will receive their TransPass from the homeroom teacher after signing and providing the serial number of the TransPass. Students cannot sign for students other than themselves nor can
they be permitted to borrow transpasses. CHAD is only allotted the exact amount for students that meet specific criteria. **CHAD RECEIVES NO EXTRA PASSES IN THE EVENT OF LOSS OR THEFT.**

**MEDICAL INFORMATION**

**Nurse’s Office:** Students who become ill or injured during the school day are cared for in the Nurse’s Office. When a student needs to be sent home for illness or injury, contact with a parent or emergency contact will be made. A parent or person designated by a parent must come to school to pick up the student.

In cases of emergency, a parent or guardian will be notified and the student will be transported to the nearest emergency room via ambulance. Administration will ride with the student to the hospital and will remain there until a parent or representative for the family arrives.

Our School Nurse maintains medical records on each student. Please inform the nurse promptly of any special health problems. Please feel free to contact her if you have any questions or would like to schedule a confidential appointment.

The School Nurse must have each student’s: Completed Immunization Form, Medical Emergency Contact Form (purple form), and a current Physical Form on file.

Emergency medical information must be renewed annually.

The Pennsylvania Department of Health requires a Certificate of Immunization with the following Vaccines:

- 4 doses of TETANUS and DIPHTHERIA Vaccine (with one dose on or after the 4th birthday).
- 3 doses of Oral Polio Vaccine (OPV) or 4 doses of Inactivated Polio Vaccine (IPV).
- 2 properly spaced doses of MEASLES Vaccine (preferably MMR) with the first dose administered at 1 year of age or older.
- 3 doses of HEPATITIS B Vaccine (HBV).
- 1 dose of VARICELLA Vaccine or a history of Chickenpox disease. (Two doses of Varicella Vaccine are required if the first dose was given after 13 years of age.)

**Medication:** Schools are drug-free zones! Children are not to bring any kind of medication to school or to self-administer any kind of medication. The physician must send written orders, which include: diagnosis, dosage, and time to be given during the day. All medication arrangements must be made through the nurse’s office and a specific form (Form MED-1, co-signed by the parent, is required. Medication forms must be renewed annually.

Only long-term medications for chronic conditions that require administration during the school day, will be honored. All medications and prescriptions are to be brought in their original bottles to the nurse and kept in the health room. Over-the-counter drugs – including cough medicine and aspirin, etc. must be accompanied by a doctor’s note.

If the need arises that you must administer the medication to your child personally during the school day, please go directly to the nurse’s office. Your child must report to the nurse’s office to receive the medication. Medication cannot be dispersed at any other location. When the school nurse is not in school, the Chief Executive Officer and Principal may administer medication under the guidelines established by the Pennsylvania Health Services Commission.
**Physical Education**: All students participating in any outside competitive sports, gym, and any physical education activities, are required to have a current Medical Certificate, signed by their private physician and co-signed by their parents.

Pursuant to Article V, Health, Section 1, of the PIAA By-Laws, Pre-participation Physical Evaluations are necessary before the pupil begins practice. The pre-participation physical evaluation for fall sports shall not be performed earlier than June 1. The reevaluation or certification for all other fall sports shall not be performed earlier than 6 weeks prior to the first practice day for each applicable sport.

**Physical Exams**: Physical Exams are required prior to entry and again in 11th grade. The physical exam (green form) is required to be completed in its entirety. Please keep a copy of this information for your records.

**Elevator Use**: Students who have physical disabilities or injuries must have a doctor’s note stating the nature of the injury or disability and needed length of use in order to obtain an elevator pass from administration. Elevator passes must be renewed each school year. Students should see the nurse to present their notes and obtain an elevator pass. CHAD reserves the right to revoke any elevator passes due to student misuse.

**BATHROOM USE**

Unless there is an emergency, students will not be permitted to use the bathroom during the first or last ten minutes of any class period. All students must have an appropriate hall pass from their teacher or they will not be permitted in the hallway and will be returned to their rostered classes.

**HALL PASS POLICY**

Students are not permitted to be in the hallways without permission. Students must obtain the appropriate hall pass from the teacher in their classroom. Students found in the hallway without a hall pass will be sent to their rostered class and may face disciplinary consequences. Students are not permitted to leave the classroom during the first ten minutes or last ten minutes of each class period.

**CARE FOR SCHOOL PROPERTY AND ENVIRONMENT**

CHAD believes that the school should help students learn to respect property and develop feelings of pride in community institutions. CHAD charges each student with the responsibility for the proper care of school property and school textbooks, supplies, and equipment entrusted to his/her use.

Students who willfully cause damage to school property shall be subject to disciplinary measures and restitution. Students and others who damage or deface school property may be prosecuted and punished under the law. Parents and guardians of students shall be held accountable for student actions. CHAD may report to the appropriate authorities any student whose damage of school property has been serious or chronic in nature.

Additionally, CHAD recognizes the value of nutritional health. Breakfast and lunch are served every day at CHAD. All food and beverage consumption must take place during scheduled meal times and in the cafeteria, unless prior permission has been granted by administration for exceptions to this guideline. Students should not bring open containers, bottles or other food items into the building. Students who bring their lunch to school must store their lunch in their personal lockers. Students are not permitted into unauthorized areas of the building for the purpose of storing, refrigerating or heating-up food or beverages.
CAFETERIA PROCEDURES

● Students will be rostered to one lunch period per day. Students are not permitted to enter the cafeteria during the school day unless it is their lunch. Students found in the lunchroom outside of their rostered class will be considered cutting class and will face disciplinary consequences.

● Students must report to lunch in a timely fashion.

● Security staff will direct student tables in an orderly manner to obtain food from the lunch lines. Students are not permitted to get in the lunch line without the permission of security staff.

● Students are required to stay in the cafeteria for lunch unless given approval by a staff member. Students must have written permission or a pass to leave the cafeteria.

● Students are expected to clean up their own trash and surrounding area toward the end of the lunch periods. This must be done each and every day. Students are responsible for their own trash and the trash on the table at which they sat. Failure to clean an area could lead to individual or group punishments.

FREE AND REDUCED MEALS

The Charter Highschool for Architecture and Design participates with the National School Lunch program. Our school is an approved site for the Community Eligibility Provision (CEP). This option allows all enrolled students of Charter Highschool for Architecture and Design to receive a healthy breakfast and lunch at no charge. No application is required for this benefit. Breakfast will be served each day starting at 8:00am. For information on the meal menu please visit our school webpage.

INTAKE

Community safety is paramount at CHAD. All students who enter CHAD are required to go through the security intake process. Students must pass through metal detectors and have their belongings sent through an x-ray scanner. This is a requirement for all students to enter the building. Pennsylvania state law Act 26 states that students found to be in possession of a weapon will face legal consequences with a potential arrest and will face expulsion from CHAD. Weapons are defined as, but not limited to, any knife, box cutter, cutting tool, nunchuck, firearm, starter pistol, explosive device, or any tool or instrument capable of causing serious bodily harm. There is no requirement that the student use or try to use the weapon. Possession for self-protection is not a defense.

EVACUATION DRILLS

In accordance with state and local law, CHAD will conduct several fire drills throughout the school year. Teachers will review the posted evacuation route for each classroom. During a drill students must adhere to the following rules:

● Upon hearing the alarm students are to stop working and follow any instructions over the intercom or their teachers.

● Students should proceed quickly and quietly to their assigned stairwell exit.
• All students will exit the building and proceed along the evacuation route with their assigned class and teacher either on 7th Street or 6th Street and move quickly and quietly toward Washington Square Park.

• Students should convene with their teachers and form a single file line so the teacher may take attendance.

• Students and teachers will await further directions from administration. Once the “All Clear” signal is made, students will report back to the classroom from which they left.

LOCKDOWN
A crisis situation may require Administration to initiate a school-wide lockdown where students and staff remain in current locations with their doors locked. There are three tiers to lockdown; green, yellow, and red. Administration will make the determination and convey the information either by the school-wide intercom or by travelling room to room. Students are expected to follow all teacher and staff directions and remain silent for the duration of the lockdown. The lockdown will be lifted once an administrator announces it over the intercom.

SCHOOL MESSENGER
CHAD utilizes an automated phone call service called SchoolMessenger. CHAD will use this service for important school-wide announcements as well as individual calls to notify parents and guardians of a child’s absence or
to school. It is very important that CHAD has parents and guardians current phone numbers. Parents and guardians should notify a school secretary of any changes to phone numbers so CHAD can convey important information.

POWERSCHOOL
Students and families may keep track of student academic progress and attendance through PowerSchool. PowerSchool Parent Portal provides secure information about each student’s daily progress in school. Families and students benefit from real-time access to grade averages, homework, missing assignments and progress reports. The system can easily be accessed from any location with an Internet connection, PowerSchool also offers app for phone access. Information regarding access to student PowerSchool accounts is provided to students and families during the first few weeks of school.

ACADEMICS
The Charter High School for Architecture + Design (“CHAD”) awards a high school diploma to every student who meets the requirements for graduation. Such requirements include the successful completion of courses of study for a four-year high school and which meet the standards set by the Commonwealth of Pennsylvania Academic Standards, laws and regulations.

CHAD requires that all students complete a minimum of twenty-four (24) credits as defined in the Program of Studies between grades 9 and 12 to graduate.
Credits must be completed in the following areas:

<table>
<thead>
<tr>
<th>Number of credits</th>
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<tr>
<td>4</td>
<td>English</td>
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<td>Mathematics</td>
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<td>Social Studies</td>
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<td>6</td>
<td>DESIGN</td>
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<td></td>
<td>Arts or Humanities or Both</td>
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<td>Health and Physical Education</td>
</tr>
<tr>
<td>2</td>
<td>ELECTIVES</td>
</tr>
<tr>
<td></td>
<td>2 World Language</td>
</tr>
<tr>
<td>24</td>
<td>TOTAL</td>
</tr>
</tbody>
</table>

Students transferring to CHAD who are in jeopardy of not satisfying local graduation requirements due to differences in requirements between CHAD and the previous school(s) attended are entitled to an adjustment to the graduation requirements according to procedures established by the CEO.

**CHAD GRADING SYSTEM**

Students will receive a numerical grade at the end of each quarterly marking period. The final quarterly, semester and full term course grades will be numerical grades. Work that is incomplete in any quarter will receive an “F” and be averaged in with other grades that quarter. The grading system used is as follows:

<table>
<thead>
<tr>
<th>98-100 %</th>
<th>A+</th>
<th>87-89%</th>
<th>B+</th>
<th>77-79%</th>
<th>C+</th>
<th>67-69%</th>
<th>D+</th>
<th>59% or below is and F</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-97%</td>
<td>A</td>
<td>83-86%</td>
<td>B</td>
<td>73-76%</td>
<td>C</td>
<td>63-66%</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>90-92%</td>
<td>A-</td>
<td>82-80%</td>
<td>B-</td>
<td>72-70%</td>
<td>C-</td>
<td>62-60%</td>
<td>D-</td>
<td></td>
</tr>
</tbody>
</table>
REPORT CARDS

The CHAD School year is divided into four marking periods. Report cards are issued at the end of these nine-week periods. Midterm progress reports are issued half-way through each quarter. Dates are indicated on the school calendar.

GRADE POINT AVERAGE

The Grade Point Average (GPA) is a system for calculating a student’s scholastic average on a 0 to 4 scale.

The GPA is calculated after each quarter and at the end of the year. (Calculations are based on quarter grades and the exam average, if applicable, not the end of the year averages.) These calculations are performed in the following manner:

The official cumulative GPA is calculated in the summer. The official class rank is based on this cumulative GPA. The GPA and Class Rank, which are calculated in the summer after eleventh grade, are the figures which are used in the college application process.

A cumulative plus year-to-date GPA is calculated for seniors after the first semester. It is reported to colleges that request that information from their applicants.

CLASS RANK

Class rank is determined by arranging the GPAs of all students being graduated in the same year in order from highest to lowest.

PREREQUISITES

Students are required to fulfill prerequisites before taking certain courses. Students who have satisfied the prerequisite but do not meet the recommended grade contained therein and/or who are not recommended by their current teacher to take the desired course may submit a formal request to their counselor. This request will be reviewed by the student's counselor and/or the Princia and approved or denied based on the information presented.

HONORS COURSES

The Honors courses are intended for students who are interested in an enriched experience in a specific subject, who have satisfied the pre-requisites, and who have the ability and desire to handle the increased academic standards. To remain in these courses, students must continue to demonstrate ability and desire to do the type of assignments required by the honors program.

INDEPENDENT STUDY

Independent Study programs are available in unusual situations when it is determined that a course is a necessary component of a student's program, but it cannot be scheduled otherwise. Courses taken in this
manner will receive a grade and assigned course value. Independent study arrangements must be approved by
the teacher, parent, school counselor, and Principal in writing.

CREDIT RECOVERY

Credit recovery is offered to students who meet criteria and have completed the necessary application. The
purpose of this program is to afford students an opportunity to regain lost credits due to courses failed. Our
goal is to provide students with an opportunity to earn a diploma in a timely manner.

COMPONENTS

- Curriculum: Completed on Edgenuity, a web-based learning system
- Credits: Student will earn 1 or .5 credit per course upon course completion
- Students will be using Edgenuity, our school’s online learning platform, to complete their credit
  recovery

2019 - 2020 STANDARDIZED TESTS

The CHAD Counseling Department suggests the following college admission testing sequence for all
students:

PSAT/PSAT 10/NMSQT

PSAT/PSAT 10/NMSQT - The PSAT/PSAT 10/NMSQT is a standardized test co-sponsored by the College Board
and National Merit Scholarship Corporation (NMSC). The test is administered to all CHAD ninth, tenth & eleventh
graders as practice for the SAT. CHAD uses PSAT results to help prepare students for college admission testing in their junior
and senior years. The test also serves as the qualifying exam for National Merit scholarship opportunities for juniors. The
PSAT/NMSQT measures critical reading skills, math problem-solving skills, and writing skills.

SAT & SUBJECT TESTS

SAT - The SAT is a product of the College Board that tests the subject matter learned by students in high school and how well
they apply that knowledge-the critical thinking skills necessary to succeed in college. The SAT is a globally-recognized college
admission test taken by most LMSD students during their junior or senior year of high school. It test critical reading, math and
an optional writing section. For more information, visit sat.collegeboard.org

COLLEGE & CAREER PATHWAYS COUNSELING

CHAD students take standard core courses as well as design courses. These courses build a foundation for
education after high school, whether it is in college, business or trade school, military service, or the
workforce. CHAD’s career pathways counseling aims to prepare students for careers based on their specific
interests and abilities. Students work with counselors to construct career goals and receive support in
preparing for their careers through one or more of the following:

- Four-year or two-year college
Business or trade school
Military
Apprenticeship
Entry-level employment

Naviance

Naviance is a comprehensive K-12 college and career readiness platform that enables self-discovery, career exploration, academic planning, and college preparation for all CHAD students.

SELF-DISCOVERY: Students build confidence by trying new things, pursuing what they love, and learning from their missteps in a safe environment. Naviance is that safe place—by helping students focus on what's strong, reflect on their interests and strengths, and explore a wide-variety of career options.

CAREER EXPLORATION: Connecting students' interests to their potential career paths early ensures active participation in their own academic success and opens their eyes to the wide world of career opportunities. The career planning tools in Naviance allow students to understand how their strengths, goals, skills, and interests can lead to exciting careers.

COLLEGE AND CAREER PREPARATION: Each student’s path is unique. How can your school or district help all students reach their unique goals by connecting their passion to their future? Naviance allows students to create a personalized plan that helps them make the right decisions throughout their academic journey.

Commonly used functions:
· Career Searches
· College Searches
· Resume Building
· Career Interest Profiler
· Request transcript and letters of recommendation-Senior year
· Set Goals/Tasks
· Sign up for college visits-Junior and Senior year
KEYSTONE EXAMS

The Keystone Exams are end-of-course assessments designed to assess proficiency in various subjects. During the 2019-20 school year, the following Keystone Exams will be administered: Algebra 1, Literature, and Biology. The Keystone Exams are one component of Pennsylvania’s proposed system of high school graduation requirements. Keystone Exams help schools guide students toward meeting state standards. Keystone Exam results are used to determine CHAD’s School Performance Profile score, which will be posted on students’ transcripts and will ultimately determine eligibility for graduation. Beginning with the Class of 2019, students will be required to score proficient in all Keystone Exams to graduate. Please see the 2019-20 school calendar for testing dates.

Please also see http://www.pdesas.org/Assessment/Keystone for more information about these important graduation requirements.

WALKING TOURS

CHAD is centrally located to some of the most historic sites in the nation. Additionally, there are numerous museums, statues, monuments, and businesses with whom CHAD has partnered. There are occasions where teachers and staff will take students on walking tours of these sites.

CONDUCT GRADING SCALE

Students are expected to follow the CHAD Code of Conduct. Students’ behavior should not interfere with the smooth operation of the class. Conduct grades will be given as follows per term in every class:

1 – Excellent (Consistently acts in an exemplary manner)
2 – Satisfactory (Regularly demonstrates good behavior)
3 – Needs Improvement (Occasionally demonstrates disruptive behavior)
4 – Unsatisfactory (Frequently demonstrates disruptive behavior)

SUMMER SCHOOL

CHAD may offer summer school courses for students who have insufficient achievement to pass a course (grade of 59% or below). Students may take up to two summer school courses. Each course will be held four days per week for 6 weeks. Most courses will be half-day courses.

ATTENDANCE PROCEDURES

Students will be permitted to enter at 7:45am. All students may enter the building through “Gate A” located at 105 S. 7th Street. Students should proceed through intake (x-ray machine and metal detectors) and make their way to the cafeteria on the 2nd floor. Students will be held in the cafeteria until 8:12am. Students must
be seated in their first period by 8:15am to avoid being marked late. Attendance will be taken in every class period in PowerSchool.

**TRUANCY POLICY**

The educational program offered by CHAD is predicated upon the presence of the student and requires continuity of instruction and classroom participation in order for students to achieve academic standards and consistent educational progress. A missed day of school is a missed learning opportunity on the path to success.

Parent’s/Guardian’s cooperation in ensuring good attendance is therefore critical to a student’s success in school. In order to accomplish this, students first and foremost must be present and on time each school day.

Regular attendance at school for students between ages 6 and 17 is compulsory by law, and is a serious matter which requires reporting of students who are chronically absent without excuse and their parent/guardian. This may get the courts involved, and may also result in penalties imposed on the student, his or her parent/guardian, or both.

**Definitions**

“Truancy” means 3 or more unexcused absences in the current school year.

Additionally:

- “Habitual truancy” means 6 or more unexcused absences in the current school year.
- “Excessive truancy” means 10 or more unexcused absences in the current school year.
- “School attendance improvement conference” means a conference where a student's absences and reasons for the absences are examined by school administrators and the parent or guardian in a joint effort to improve attendance.
- “School attendance improvement plan” means the documented collaborative effort of school administrators and parent or guardian and/or student, resulting from their conference, to examine and remove barriers to the student's improvement of his or her school attendance.
- “School-based or community-based attendance improvement program” means a program designed to improve school attendance by seeking to identify and address the underlying reasons for a student's repeated absences.

**When a Student is Absent from School**

- If a student will be absent, his/her parent/guardian must call the main office before 8:30 a.m. The parent must give the student’s name, grade and reason for absence. This may be left on the answering machine. A call will be placed to the parent’s home or workplace notifying him or her of the absence.
However, **oral notification of an absence is not a substitute** for submitting a note signed by the parent/guardian, which must accompany the student upon return to school, though in no event later than three (3) days after returning to school.

Acceptable excuse notes may be made using a confirmed email address and must include the student's name, grade, dates of absence, reason for absence, and the signature of the student's parent/guardian. Failure to submit an excuse note will result in the absence being an illegal one, and will be marked as "unexcused."

If a student is absent for more than three (3) days, he/she must return to school with a note from a physician, as well as a note from his/her parent or guardian.

The student's parent/guardian will discuss any work missed during the absence with the teacher. The student will be expected to make up this work according to the teacher's make-up work policy.

Parents/Guardians will receive an alert from PowerSchool One Call informing them of their child's absence from school.

**Excused or Legal Absences**

The following are state-approved “excused absences” and, therefore, are the only conditions that CHAD will recognize as reasonable causes for absence from school:

- **ILLNESS** -- Upon written parental request, a student may be excused during school hours for the purpose of obtaining professional healthcare or therapy service if rendered by a licensed practitioner of the healing arts. To the maximum extent possible, however, CHAD encourages that any such appointments be made outside of school hours in order to minimize interference with the student's regular program of study.

- **QUARANTINE**

- **RECOVERY FROM AN ACCIDENT**

- **DEATH OF A FAMILY MEMBER** -- In the event that a student experiences a death in the family, the student’s parent/guardian is asked to contact Charter High School for Architecture + Design to verify the reason for the student’s absence. School Administration will work with the family to ensure a reasonable return to school and assist the family, if necessary, in finding support for the student in dealing with the death.

- **COURT APPEARANCE**

- **FAMILY EDUCATIONAL FIELD TRIP** (not to exceed 4 days in a school year, with prior written request to, and approval from, the Principal); special permission for an extended trip 5 days or longer must be requested at least 30 days in advance from the Board of Trustees). If approved, because determined to have educational significance to the student, the student will be required to submit a written report and presentation regarding the educational value of the trip to him or her. It is not the intent of this policy to grant excused absences for tours or trips to local places of interest, attendance at sports or entertainment events, family functions, or solely to accompany the family on vacation.
• OBSERVANCE OF THE BOARD OF TRUSTEES’ APPROVED RELIGIOUS HOLIDAYS AND ACTIVITIES -- Upon written request by the parent/guardian, students may be excused from school for religious holidays observed by bona fide religious groups and to attend classes for religious instruction pursuant to Section 1546 of the Public School Code of 1949 (24 P. S. § 15-1546). Excusal for religious instruction will be limited to a total of not more than 36 hours per school year.

• HEALTH CARE (to obtain professional health care or therapy service, upon written parental request, though it is urged that scheduling occur outside of the school day unless unavoidable).

• DISMISSAL FROM SCHOOL DURING SCHOOL HOURS FOR HEALTH-RELATED REASONS by a certified school nurse, licensed practical nurse or a school administrator or designee.

• OUT-OF-SCHOOL SUSPENSIONS -- A student who is suspended is absent but counted as an excused absence for reporting purposes.

All other absences are classified as unexcused. Long-term absences for legitimate reasons will be handled on a case-by-case basis. The School Administration reserves the right to determine the validity of all excuse notes.

Unexcused or Illegal Absences

The following conditions are considered by CHAD to be illegal, in which case the absence will be permanently recorded as unexcused:

• No note from a parent/guardian is received by CHAD explaining the absence within three (3) days of returning to school.

• Lack of proper immunizations after the fifth day of school or lack of waiver after the first day of school.

• Other reasons not listed as “Excused.”

When a Student is Absent Without Excuse and/or Truant (3+ Unexcused Absences) When a Student is Absent from School

• Every unexcused absence will result in a documented telephone call or other contact with the student's parent/guardian.

• CHAD will report unexcused absences directly to the Pennsylvania Department of Education through the Pennsylvania Information Management System (PIMS) system.

• At the third unexcused absence, CHAD will send the parent/guardian an official notice of the student's truancy, containing a description of the potential consequences that may ensue if the student becomes habitually truant (i.e. fines ranging from $300 for the first offense up to $750 for a third offense, community service, attendance at a course or program designed to improve school attendance, referral to county children and youth services, up to 3 days in jail for contempt of court, etc.).
When a Student is Excessively Truant (10+ Unexcused Absences)

- When the official truancy notice is transmitted to a person in parental relation to a truant student, who is not the biological or adoptive parent, the notice also will be provided to the student's biological or adoptive parent, if the parent's mailing address is on file with CHAD and the parent/guardian is not precluded from receiving the information by court order.

- From the fourth unexcused absence, CHAD will offer, in advance and in writing, a School Attendance Improvement Conference to the parent or guardian of a truant student 9th grade and above, and to his or her parent or guardian. At the School Attendance Improvement Conference, the student's absences and reasons for absences will be examined. For students in all grade levels, an individualized School Attendance Improvement Plan will be developed using the same, or substantially similar, form prescribed by PDE, for the purpose of documenting the outcome of the conference. A Truancy Elimination Contract also will be developed for a truant student in 6th grade and above. Additionally, during the conference, a City of Philadelphia Department of Human Services Parent/Guardian Consent to Disclose Educational Information form will be sought from the parent/guardian, should the student become habitually truant.

- From the sixth unexcused absence of a student with an IEP, CHAD will convene, in addition to the School Attendance Improvement Conference to develop a School Attendance Improvement Plan, an IEP meeting for revisiting the student's IEP so that goals for attendance may be established.

- If the parent/guardian of a truant student decides not to participate or fails to attend the School Attendance Improvement Conference then, after attempts to contact the parent or guardian in writing and by telephone, CHAD must still hold such conference and develop a written School Attendance Improvement Plan.

When a Student is Habitually Truant (6+ Unexcused Absences)

- For a habitually truant student under age 15, who has accumulated 6 or more unexcused absences, CHAD either will refer the student to a school-based or community-based attendance program or, upon accumulation of 10 unexcused absences for excessive truancy, will refer the student to the county children and youth agency (DHS) for services or for possible disposition as a dependent child. CHAD will verify that official truancy notice was sent and that a School Attendance Improvement Conference was held.

- For a habitually truant student above age 15, who has accumulated 6 or more unexcused absences, CHAD either will refer the student to a school-based or community-based attendance program or, upon accumulation of 10 unexcused absences for excessive truancy, will file a citation in Truancy Court against the student or the person in parental relation who resides in the same household as the student. CHAD will verify that official truancy notice was sent and that a School Attendance Improvement Conference was held.

When a Student is Excessively Truant (10+ Unexcused Absences)

- After accumulation of 10 days of absence per school year, whether excused or otherwise, a physician’s excuse will be required for any additional absences. Absences not covered by the appropriate documentation will be considered illegal.
● For an **excessively truant student under age 15**, who has accumulated **10 or more unexcused absences**, CHAD will refer the student to the county children and youth agency (DHS) for services or for possible disposition as a dependent child. CHAD will verify that official truancy notice was sent and that a School Attendance Improvement Conference was held. In addition, CHAD may bring to court the parent/guardian of an **excessively truant student under age 15 who has accumulated 10 unexcused absences**, by filing a citation in Truancy Court. CHAD will verify that that official truancy notice was sent and a School Attendance Improvement Conference was held.

● For an **excessively truant student above age 15**, who has accumulated **10 or more unexcused absences**, and who continues to incur additional unexcused absences after being referred to a school-based or community-based attendance improvement program or refuses to participate in a school-based or community-based attendance improvement program as recommended through the School Attendance Improvement Conference, CHAD may refer the student to the county children and youth agency (DHS) for services or for possible disposition as a dependent child. When referring a **habitually or excessively truant student above age 15** to DHS or filing a citation with the Court, CHAD will verify that official truancy notice was sent and that a School Attendance Improvement Conference was held.

● CHAD will follow the Charter School Truancy Intervention Protocol (TIP) of the School District of Philadelphia including, but not limited to, designation of an Attendance Designee and Court Representative, when referring habitually truant students of CHAD to DHS and/or to Truancy Court.

● **While CHAD will not expel, suspend, reassign, or transfer a student for truancy, consistent with the attendance policy governing school attendance in the School District of Philadelphia, excessive infractions of the policy requiring the attendance of enrolled students may constitute misconduct and disobedience to warrant the student’s referral to the Disciplinary Committee of the Board of Trustees of CHAD.** This may include any or all of the following:

   ● Directing that the student report for detention(s);
   ● Placing the student on probation;
   ● Suspending the student from non curricular school activities or extracurricular activities;
   ● Mandating attendance at an inter-session, Saturday school, or other additional session(s);
   ● Retaining the student if excessive truancy results in consequent failure to achieve academic standards for promotion to the next grade; or
   ● Any other interventions and/or consequences as may be appropriate in order to deter additional unexcused absence (but which do not result in any more missed classroom instruction).

Ten Consecutive Unexcused Absences (Removal from Active Roll)

Any student who is illegally absent from school for **10 consecutive school days** is subject to removal from the active roll of CHAD, resulting in return of the student to his or her home School district, unless either of the following applies:

● The charter school has been provided with evidence that the absence may be legally excused; or
Lateness

The Board of Trustees of CHAD requires all students to be on time when arriving for school. Students who arrive late disrupt the class and miss out on a smooth transition into the school day.

Tardiness to school also is a form of truancy in violation of the Public School Code pertaining to compulsory school attendance. On the day that a student is late, he or she must present a note from his or her parent/guardian explaining the reason for the lateness in order to be excused. If possible, physician or dentist appointments should be scheduled around school hours. Lateness due to appointments must be accompanied by a note in order to be excused.

Unexcused lateness includes oversleeping, missing the bus, car trouble, responsibility for siblings or doing family errands. An unexcused lateness that causes a student to miss all or a substantial part of the day's instruction may be coded as an unexcused absence on the student's permanent attendance record.

Students are expected to arrive between 7:45am and 8:05am in order to provide enough time for the intake process. Students who arrive after 8:15am will be marked late and receive a pass for class. Parents/Guardians will receive an alert from PowerSchool One Call informing them of their child's lateness.

When a student is late three (3) consecutive times, CHAD will contact his or her parent/guardian to identify the cause of lateness and determine if interventions are necessary. The student may also be issued a consequence in accordance with the Climate and Plan which may include one or all of the following steps:

- Meeting with School Administration;
- Meeting with the Dean or school counselor;
- Detention
- Notification to the Disciplinary Committee of the Board of Trustees of CHAD; and/or
- Notification that additional accumulation of five (5) unexcused instances of tardiness will result in the student being charged with one (1) illegal absence day that will remain on the student's attendance record.

If a student is late without excuse ten (10) or more times, an administrative review will take place. The parent/guardian will be sent a formal letter delineating the seriousness of this issue. The School Administration will review all documentation between school and home, and the parent/guardian will meet with school officials to discuss this concern. The Disciplinary Committee of the Board of Trustees of CHAD will be notified and a determination will be made whether disciplinary action is required for chronic tardiness. The Disciplinary Committee may consider any of the following:

- Directing that the student report for detention(s);
- Placing the student on probation;
- Suspending the student from non curricular school activities or extracurricular activities;
- Mandating attendance at an inter-session, Saturday school, or other additional session(s);
• Retaining the student if excessive tardiness results in consequent failure to achieve academic standards for promotion to the next grade;
• Referring the student’s case to the Department of Human Services (DHS) (upon verification by CHAD that an official truancy notice was sent and that a School Attendance Improvement Conference was held); or
• Imposing other consequences as may be appropriate for repeated unexcused tardiness, in order to deter additional instances of tardiness (which consequences do not result in any more missed classroom instruction).

If a student is late eighteen (18) or more times, a disciplinary review will take place. The parent/guardian will be required to meet with the Disciplinary Committee of the Board of Trustees of CHAD for an informal disciplinary hearing. At this hearing a recommendation will be made by the School Administration. The Disciplinary Committee will consider this recommendation and will decide if the matter must be submitted to the full Board of Trustees of CHAD for further action, including imposition of additional consequences as may be appropriate in order to deter chronic tardiness (which consequences do not result in any more missed classroom instruction).

Early Dismissal

The Board of Trustees of CHAD recognizes justifiable absences for part of the school day, including medical and dental appointments, court appearances, family emergency and other legitimate reasons, as determined by the School Administration. Whenever possible, such appointments should be scheduled after school hours.

Students qualify for an “Early Dismissal,” between the hours of 12:15pm and 2:30pm. Otherwise, such dismissal will be treated as tardiness or absence.

When requesting an early dismissal, parents/guardians must:

1. Send a note in with the student on the morning of the early dismissal request;
2. Report to the main office and sign the student out of school at the appropriate time; and
3. Report to the main office to sign the student back into school, if he or she is returning before the end of the school day.

All students must turn notes into the main office and must sign out on the appropriate form before leaving the building. A note with the students name, date, time, and reason for early dismissal still requires verbal confirmation from a parent or guardian list in PowerSchool.

If verbal confirmation from the parent is not received, CHAD reserves the right not to honor the early dismissal request.

Cutting Class

It is the expectation of CHAD that all students will attend every class. Cutting class is prohibited; violations will be subject to disciplinary action. Students who are absent from class without authorization while being in attendance on the day of that absence will be referred to the Principal or his or her designee, and a parental conference will be held.
Unauthorized Departure From School Grounds

Any student who leaves school grounds prior to dismissal without authorization from the School Administration will be subject to disciplinary consequences such as:

- Directing that the student report for detention(s);
- Placing the student on probation;
- Suspending the student from non curricular school activities or extracurricular activities; or
- Mandating attendance at an inter-session, Saturday school, or other additional session(s).

College Visits:

Juniors and seniors wishing to visit a college may do so as an excused absence up to five times per year. Proof of visit must be obtained from the college and submitted to CHAD.

CODE OF CONDUCT

Occasionally, student behaviors may fall outside the bounds of the school’s expectations. When this occurs, it is the responsibility of the entire school community to respond productively and appropriately. The goal of responses to student misbehavior is to maximize student growth and prevent future harm to the student, the school and our community. Such responses may take the form of interventions, restorative practices or consequences.

CHAD CLIMATE & CULTURE

Our teachers and staff will provide all students with an enriching, challenging and nurturing learning atmosphere each year. Each teacher has a classroom management plan to address procedures and discipline in the classroom. Please make sure you and your child understand these rules and procedures. If you have any questions, please do not hesitate to contact your child’s teacher.

If your child’s teacher contacts you about a discipline concern for your child, please be supportive and responsive to work with us so that your child’s behavior has a positive outcome.

Beliefs Related to Discipline at CHAD:

- The misbehavior of one student will not be allowed to interfere with the learning opportunities of other students.
- The misbehavior of a student will not excuse him/her from successfully completing learning objectives.
- Every discipline is an opportunity to teach expected behavior.
Expected behavior must be communicated, taught and modeled throughout the school year.

Parents have a responsibility to ensure that their children’s behaviors do not take away from a safe, orderly and academically productive learning environment of others.

Securing Parent and Student Agreement and Active Support

The success of a school-wide system lies in the relationship built between the school’s community of parents, staff, and students. This relationship begins with communication. Parents will be informed about current school successes, issues, and concerns through school-wide newsletters, classroom teacher updates, the school website, parent meetings, and parent handbooks. The hope is that keeping parents well-informed will lead to a successful plan.

Whether we are informing you of your child’s success, or working toward resolving a conflict, or eliminating an undesired behavior, the goal is to put your child in the best position for success. Parents will be informed about their child through various student information systems, written notifications, and conferences. Any written notification concerning a behavior will require a confirmation signature. Communication establishes an open dialogue with the goal of making parents our partner.

In order to support this partnership, members of the school community will make the following commitments:

**Parent’s Commitment**

*Parents will:*

- Reinforce the School-wide Discipline Plan
- Communicate high behavioral expectations to their child
- Commit to follow through for the success of their child’s behavior
- Take an interest in personal goals, achievements, and needs of their child
- Support the students in their academic and extracurricular activities
Student's Commitment

Students will:

- Follow the School-wide Discipline Plan
- Maintain high behavioral expectations
- Accept responsibility for their behavior
- Set personal goals and work hard to achieve them

The Classroom Teacher's Commitment

Teachers will:

- Enforce the School-wide Discipline Plan as agreed
- Communicate high behavioral expectations to students and parents
- Commit to follow through to the success of student behavior
- Take responsibility for classroom problems and behavior
- Foster a school climate characterized by a concern for students as individuals
- Take an interest in the personal goals, achievements and needs of their students
- Support the students in their academic and extracurricular activities

Staff Member's Commitment

Staff members will:

- Enforce the School-wide Discipline Plan as agreed
- Communicate high behavioral expectations to students
- Commit to follow through to the success of student behavior
- Take an interest in personal goals, achievements and needs of students
- Support the students in their academic and extracurricular activities

Administrator's Commitment

Administrators will:

- Support the teachers in this new system
- Model high behavioral expectations
- Maintain a school climate in which everyone wants to achieve self-discipline
- Foster a school climate where the administration is sincerely concerned for the staff and students as individuals
● Take an interest in personal goals of teachers, staff and students

CHAD Community’s Commitment

● Be specific: tell the student exactly what they did
● Be timely: don’t wait to praise or correct
● Be sincere: insincere praise is usually worse than none at all
● Be consistent: with everything, everywhere
● Communicate: keep open lines of communication open between home and school

SCOPE OF THE CODE OF CONDUCT

The Code applies to any behavior that occurs:

1. On school grounds at any time

2. Off school grounds at any school activity, function or event

3. Off school grounds when the behavior may reasonably be expected to (a) undermine the proper authority of the school; (b) endanger the safety of members of the school community; or (c) to disrupt the school

4. While traveling to and from school, including but not limited to actions on public transportation or school bus/van

CHAD staff will make every effort to build relationships within the school community. With minor Level A infractions, students will be provided opportunities and interventions to reflect and repair relationships between staff members and peers. Consequences are issued based upon the nature of the infraction.

THE ROLE OF TEACHERS

Teacher classroom based interventions that may include:

● Restorative conversations between teacher and student
● In class reflection opportunities
● Parent email/notes
● Parent -teacher informal conversation
● Parent Phone Call
● Dean-Student visit reflection opportunity
● Teacher issue detention

Teachers will complete a discipline referral form documenting the infraction and log interventions into PowerSchool.
If the offense is repeated and/or a LEVEL B infraction, the teacher will escalate the referral to the appropriate dean.

THE ROLE OF DEANS

The dean’s role is to support students around the areas of academics, social and emotional support and also provide Positive Behavior Supports for all students.

Deans issued interventions and consequences that may include:

- Restorative conversations with students
- Reflection Opportunities
- Behavior Plans
- School Issued Detentions
- Suspension Recommendation

Due Process

**Due Process Procedure**

Students are to be treated fairly and honestly in the investigation of circumstances surrounding the alleged participation (or lack of participation) in events that are part or parcel to violations of the Student Code of Conduct. fairness of the process.

The application of a standard procedure makes it possible for students, parents, and staff to develop confidence in the fairness of the process

**Steps Involving a Violation of the Code of Conduct**

1. Violation of Code of Conduct is recorded in PowerSchool and a Discipline Referral Sheet (and Serious Incident Report, if appropriate) if and when appropriate.

2. Try to determine who actually saw or participated in the incident. Recognize that witnesses who say that they did not see Person “X” do “Event y” only means that they did not witness Person X. The investigator needs to interview:
   a) those who actual saw Person X (and his/her actions),
   b) those who witnessed the incident,
   c) those who can corroborate other persons statements, and
   d) any additional leads.

3. Gather all of the factual information sorted from other information.

4. When possible, feasible, or necessary, have the witnesses record their statements in writing, signed and dated.

5. Visit the site where the incident occurred to better visualize the actions of participants and their proximity to each other.
6. Read witness statements and ask specific questions for clarification, recording the additional information.

7. Keep a written record of information received from these interviews.

8. It is advisable, when possible, to have another adult present during these interviews. Another person may hear something, or seek clarification about something, that the main investigator may have missed.

9. Final conference with student(s) found responsible for the violation.
   a) Provide final opportunity for these students to confirm their involvement.
   b) Lacking confirmation, administrator will state their conclusion regarding the involvement of the student(s).
   c) Inform student(s) of the conclusion(s) reached by the administrator and the consequences for the violation.
   d) Inform the parent/guardian by telephone and/or conference with a follow up letter regarding violation, consequences and next steps.

10. Communicate (in writing when appropriate) the administrative action(s) being taken to those persons who should have this information, such as:
    a) the student(s) involved in the violation.
    b) staff member(s) who made the initial report of the incident;
    c) homeroom or advisor teacher of the violators who will maintain a record of the action;
    d) parents of the violators, if the incident warrants it. When parents are notified orally, the date and any other pertinent of that parental contact should be written down;
    e) other persons who need knowledge of the violator’s behavior.

11. Original copies of the statement forms, interview notes, and copy of Serious Incident Report are filed or stored for future reference in a Discipline File.

**DISCIPLINE OF STUDENTS WITH DISABILITIES**

There are special rules in Pennsylvania for excluding students with disabilities for disciplinary reasons. Suspension of a special education student identified as Intellectually Disabled may occur only with either written agreement of his or her parent/guardian or written approval of the Bureau of Special Education.

For other disabled students, including those with 504 Service Agreements, out-of-school suspension may be imposed with cessation of educational services for up to five (5) consecutive days without providing special education procedural safeguards. For a student with a disability who is excluded for more than 10 consecutive school days, or subjected to a series of removals that constitute a pattern because the removals cumulate to more than 10, and up to 15, school days in any one school year, a change in placement has occurred and prior written notice is required.

In addition, a “manifestation determination” must be conducted by the IEP team to decide if the student’s behavior was caused by the student’s disability or is a “manifestation” of the disability.
In order to determine that a behavior was not a manifestation of the disability, the team must decide that the current IEP and placement are appropriate and have been put into place; that the student was able to understand the consequences of the behavior, and that the student could have controlled the behavior. Students with disabilities cannot be punished for behaviors that are related to, or are manifestations of their disabilities. If the IEP team decides that the student’s behavior was not related to the disability, the student’s placement may be changed for disciplinary reasons and the student may be subject to the appropriate disciplinary consequences for his or her actions.

**Discipline of Students with an IEP**

Students with IEPs are required to follow CHAD’s Code of Conduct, except as described below.

1. Instead of a Behavior Contract that a student without an IEP might be given, a student with disabilities, with the agreement of the IEP team, may be given a Positive Behavior Support Plan based upon a Functional Behavioral Assessment, or if such interventions are already in place, these should be revisited for possible revision.

2. A student with disabilities who receives special education services cannot be suspended for more than 10 consecutive days or 15 total days in a school year, unless his or her parent/guardian agrees or a special education hearing officer (appointed by the state, not the school system) approves such suspension.

3. In any case where CHAD, as a disciplinary measure, proposes to change a special education student's placement (exclusion from school for more than 10 consecutive school days or more than 15 cumulative school days or transfer to an alternative educational program absent "special circumstances" below), then within 10 days of any decision to change the placement, the relevant members of the IEP team including the student's parent/guardian must conduct a manifestation determination to determine: (1) if the conduct in question was caused by or had a direct and substantial relationship to the student's disability; or (2) if the conduct was the direct result of the local educational agency’s failure to implement the IEP. A formal invitation for the manifestation determination meeting will be sent to the student's parent/guardian stating the purpose; parent/guardian also will be provided with notice of procedural safeguards.

4. If the answer to both questions above is “no,” the student may be disciplined as a regular education student including out-of-school suspension and/or permanent exclusion; however, any alternative educational program must implement the student’s IEP and as appropriate, the School must provide a functional behavioral assessment, behavior intervention services and modifications that are designed to address the behavior violation so that it does not recur. The parent/guardian has a right to request an expedited special education due process hearing to challenge the manifestation determination and/or any change in placement.

5. When a student with a disability is excluded for more than 10 consecutive school days or subjected to a series of removals that constitute a pattern because the removals cumulate to
more than 10 school days in any one school year, a change in placement has occurred and a Notice of Recommended Placement/Prior Written Notice is required. 6.

6. If the answer is “yes” -- to either the question whether the conduct in question was caused by or had a direct and substantial relationship to the student's disability, or whether the conduct was the direct result of the local educational agency’s failure to implement the IEP -- then the IEP team must:

a. conduct a functional behavioral assessment and implement a behavior intervention plan or, if a behavior plan exists, review the plan and modify it as necessary to address the behavior; and

b. return the student to the placement from which the student was removed, unless

i. the parent/guardian and the School agree to a change in placement; or

ii. “special circumstances” in number (7) exist.

7. A special education student can be transferred to an alternative educational placement for up to 45 school days, regardless of whether or not the conduct was a manifestation of disability, if any of the following “special circumstances” exist:

a. the student brings or possesses a dangerous weapon* at school, to or from school, or to any school function,

b. knowingly possesses, uses, buys, or sells a controlled substance other than a controlled substance legally possessed or used under the supervision of a licensed healthcare professional in school, at school, on school premises, or at a school function or

c. has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.

*Change of placement of student with a disability, on account of possession of a "dangerous weapon" at school, to or from school, or to any school function, means a weapon, device, instrument, material or substance that is used for, or is readily capable of causing death or serious bodily injury. However, in the case of a pocket knife, blades less than two-and one half inches in length are not considered dangerous weapons. A multi-tool containing a blade or cutting device is deemed a “dangerous weapon.”

8. While any decision to transfer a student must be discussed and is usually made by his or her IEP team, CHAD may ask for an expedited hearing conducted by a special education hearing officer to seek a 45-day interim placement, if the behavior has been determined to be a manifestation of the student's disability and special circumstances do not exist, but the School believes that maintaining the current placement is substantially likely to result in injury to the student or others. A parent/guardian also can ask for an expedited, special education due process
hearing if he or she believes that the transfer or proposed change of placement is inappropriate.

9. CHAD will hold a manifestation determination for students diagnosed with an intellectual disability who are excluded for any amount of time. In other words, for students with an intellectual disability, a disciplinary exclusion for any length of time amounts to a change in placement, to trigger a manifestation determination.

Protections of “Thought to Be Eligible” Students

If disciplinary procedures are brought against a student who has not been identified as being eligible for special education and related services, CHAD may impose an out-of-school suspension for up to 10 consecutive days and up to 15 total days in a school year, or recommend permanent exclusion, to the same extent that as for a non-disabled student for the same offense, provided, however, that:

1. CHAD did not have knowledge that the student was a student with a disability before the violation occurred; and
2. If an evaluation is requested after the violation occurs, CHAD must conduct the evaluation in an expedited manner and, in the event that a disability is found, then the process for manifestation determination is to be completed, the outcome of which will determine whether discipline may be imposed or if special education and related services will be initiated with parental consent.

CHAD will be deemed to have knowledge of a disability and the student is entitled to the procedures applicable to students with IEPs if, prior to the violation:

A. The parent/guardian expressed a concern, in writing, to supervisory or administrative personnel or a teacher of the student that he or she may require special education and related services; or
B. The student's teacher and/or other school staff has expressed specific concerns about the student's academic and/or functional performance directly to the Special Education Coordinator or other supervisory personnel; or
C. The parent has requested an evaluation; or
D. The student has a 504 plan or the school is in possession of information indicating that he or she has or may have a disability which could have been a causal factor for his or her conduct.

CHAD will not be deemed to have knowledge of a disability if:

1. The parent/guardian of the student has not allowed an evaluation despite the school's request; or
2. The parent/guardian of the student has refused services; or
3. The student has been evaluated and it was determined that he or she is not a student with a disability under the IDEA; or
4. No circumstances exist to establish that the School had or should have had knowledge of a disability that could have been a causal factor for the conduct in question.

INFRACTIONS

Violations of CHAD's Code of Conduct are grouped by incident severity. CHAD Administration reserves the right to issue consequences based upon careful review of the incident.

LEVEL A:

Level A Infraction

- Addressed by the staff member with documentation of behavior and action
- Referral and Powerschool log entry needed

<table>
<thead>
<tr>
<th>Level A Infractions include:</th>
<th>Consequences may include:</th>
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<tbody>
<tr>
<td>- Acceptable Use for Technology Policy Violation</td>
<td>- Parent Phone Call</td>
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<tr>
<td>- Unprepared for class</td>
<td>- Conferences</td>
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<tr>
<td>- Classroom Respect Agreement Violation</td>
<td>- Teacher issued detention</td>
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<tr>
<td>- Cutting Class</td>
<td>- Dean issued detention</td>
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<tr>
<td>- Disobedience to teacher/staff</td>
<td>- In School Suspension</td>
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<td>- Disruptive behavior towards teacher, staff or peer</td>
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<td>- Disruption of class or instruction</td>
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<td>- Dress code violation</td>
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<td>- Sleeping in class</td>
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<td>- Littering</td>
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<td>- Late to Class</td>
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<tr>
<td>- Cell Phone Use</td>
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Level B Infraction

- Addressed by the Dean with documentation of behavior and action
- Parent contact is required
- A referral with accompanying referral form is required
- Powerschool log entry needed

<table>
<thead>
<tr>
<th>Level B Infractions Include:</th>
<th>Consequences may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Bullying Behavior</td>
<td>- Behavior Plans</td>
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<tr>
<td>- Extortion</td>
<td>- Parent-Dean-Student Conferences</td>
</tr>
</tbody>
</table>
- Failure to report to assigned area as directed
- Mutual fighting (without serious bodily injury)
- Leaving school grounds without proper authorization
- Throwing Food/Food Fight
- Tardiness excessive
- Conduct adversely affecting the school community
- Forgery
- Dice shooting or gambling, or being present at the scene of such activity
- Instigation
- Refusal to go to Detention
- Cyberbullying
- Bullying

- School Issued Detentions
- In School Suspensions
- Out of School Suspensions

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**Level C Infraction**

- Addressed by the Dean and/or Administration
- A referral with accompanying referral form is required
- Parent contact is required
- Powerschool log entry needed

**Level C Infractions include:**

- Verbal or physical intimidation based on race, disability, sex, gender, religion, etc.
- Any other conduct considered by the Principal to be disruptive, disrespectful or disobedient
- Threatening phone calls or bomb scares
- Unauthorized possession and/or use of cellphones, laser pointers, and personal property
- Unauthorized presence on school grounds (out of school hours, trespassing in unauthorized or restricted spaces or while suspended)
- Unauthorized use of school fire alarm system
- Unauthorized use of school equipment or property, including telephones, intercom

**Consequences may include:**

- School issued detentions
- In School Suspensions
- Out of School Suspensions
- Expulsions
system, and computers

- Threatening students/staff with aggravated assault
- Sexual act (consensual & non-consensual)
- Reckless endangerment
- Possession or use of tobacco or electronic smoking devices
- Possession or use of alcohol and/or drugs
- Possessing pornographic material
- Possession and/or use of fireworks, including devices and/or explosives
- Misuse of School Property
- Leading/Participating in riot in school or out of school
- Inappropriate touch
- Harmful Action/Speech (likely to disrupt the Charter School, that is lewd, promotes illegal activity or otherwise inconsistent with CHAD's educational mission
- Destruction of property
- Breaking and entering school property
- Arson or attempted arson
- Aggravated assault
- Assault (students/staff)
- Threatening students/staff with aggravated assault
- Terroristic Threats
- Gross Misconduct
- Sexual Harassment

Drug/Drug Paraphernalia and/or Alcohol Possession. Any student who possesses any controlled substances (legal and/or illegal) will receive a suspension up to ten school days with the intent to expel.

**ACT 26 - POSSESSION OF WEAPONS, FIREARMS AND DANGEROUS INSTRUMENTS**

On June 30, 1995, Governor Ridge signed into law Act 26, which addresses the issue of weapon possession and violence in schools. School districts are required to take the following actions to be in compliance with this Act.

1. Update district policies to provide for expulsion for at least one year for any student who brings a weapon onto school property. Disciplinary action, short of expulsion for one year, is legal only when recommended by the superintendent of the school district.

2. Report all discoveries of any prohibited weapon on school property to local law enforcement officials.
3. Report all new incidents involving acts of violence or possession of a weapon on school property to the Pennsylvania Department of Education twice during a school year.

Act 26, which became effective in September 1995, defines “weapon” to include, but not be limited to, “any knife, cutting instrument, cutting tool, nunchaku, firearm, shotgun, rifle, and any other tool, instrument, or implement capable of inflicting serious bodily injury.”

It is vital that all parents, guardians, and students be familiar with this law. Items such as Swiss Army knives, which in the past might have innocently been brought to school in a child’s backpack, are, by the definition of this law, considered weapons. Having them on school property, either during school hours or at school-sponsored events will result in the student’s expulsion.

CHAD prohibits the possession and/or use of firearms, weapons, deadly weapons or dangerous instruments on school property, on a school vehicle, at any school function, or while in route to or from school. Possession of weapons in the school setting is a threat to the safety of students and staff, and is prohibited not only by law.

The term “weapon” will mean any object, device, or instrument designed as a weapon or capable of threatening or inflicting serious bodily harm or which may be used to inflict self-injury. This definition includes, but is not limited to: any firearm, shotgun, or rifle, whether loaded or unloaded; any knife, cutting instrument, or cutting tool; any nunchaku; any chemical agent such as pepper spray or mace; laser pointer; stun gun; incendiary device; any other tool, instrument or object used or intended to be used to inflict serious bodily harm to another. The term “weapon” will also include any simulated, replica, toy, or look-alike weapon.

Students are prohibited from possessing and bringing any weapon within 100 feet of any school building, onto school property, to any school-sponsored activity, and onto any public vehicle providing transportation to school or to a school-sponsored activity.

A student is regarded as in possession of a weapon when the weapon is found on the person of the student; in the student’s locker; or under the student’s control while on school property, on property being used by the Student’s School, at any school function or activity, at any school event held away from the Student’s School, or while the student is coming to or from school or a school-sponsored activity.

Being in possession of a weapon is not limited to using it or intending to use it. Merely carrying the weapon, keeping it in a locker, backpack or purse, or even holding it for a friend, is sufficient.

**Required Expulsion for Weapons Possession under Act 26**

Act 26 (24 P.S. Section 13-1317.2) is a Pennsylvania law which generally requires the expulsion of any student who possesses a weapon on school property, at a school function, or going to or from school. The definition of weapon under Act 26 is “any knife, cutting instrument, cutting tool, nunchaku, firearm, shotgun, rifle, and [anything else] capable of inflicting serious bodily injury,” and therefore may include box cutters, pen knives on key chains or other common household items.

Act 26 additionally requires the Student’s School to notify the Police upon discovery of any weapon covered by the Act.

Any student who violates this weapons policy, which is an egregious offense, will be subject to a referral for expulsion, which constitutes the appropriate disciplinary consequences.
The CEO and Principal shall consider mitigating circumstances with respect to each Act 26 disciplinary consequence.

ASSAULT

A student will be suspended or expelled if the student commits an assault against a teacher, administrator, board member, a CHAD student or non-CHAD student, or other employee who is acting within his/her duties and in a situation where his authority to act is apparent, or as a result of his/her relationship with the school.

SUBSTANCE ABUSE AND POSSESSION

CHAD recognizes that substance abuse and the misuse of alcohol are serious social problems that have far-reaching implications for both the user and the entire community. CHAD is committed to the prevention of drug and alcohol abuse and accepts the responsibility for instructing pupils in the nature of these substances.

The use, possession, sale or distribution, or possession with intent to sell or distribute any substance or the possession of any form of paraphernalia: (a) on school property, (b) at any place where an interscholastic and/or athletic contest is taking place, (c) during the course of any field trip, (d) during the course of any trip or activity sponsored by CHAD or under the supervision of CHAD or its authorized agents, or (e) upon school transportation vehicles at any time, (f) in route to and from school, as well as (g) the use of any substances prior to participation in the activities listed in (a) - (g) above is prohibited.

Use, by the student, in proper amounts, of a drug authorized by a medical prescription for the student from a licensed physician shall not be considered a violation of this rule.

Likewise, no pupil shall aid, abet, assist or conceal the possession, consumption, purchase or distribution of any substance by any other pupil or pupils (a) on school property, (b) at any place where an interscholastic athletic contest is taking place, (c) during the course of any field trip, (d) during the course of any trip or activity sponsored by CHAD under the supervision of CHAD or its authorized agents, or (e) upon school transportation vehicles at any time.

Students shall not possess, use, distribute, or share any prescription or non-prescription drug or narcotic or alcohol or alcoholic beverage. Students shall not be under the influence of alcohol or an alcoholic beverage. Students shall not be under the influence of any unauthorized prescription or non-prescription drug or narcotic.

Students who are suspected of being under the influence of drugs and/or alcohol will be referred to the nurse for screening. The school nurse will take vital signs to determine any possibility of a medical crisis.

- If the student is demonstrating medical concerns, the school will call for an ambulance and inform the parents of the school’s action.
- If the student is demonstrating no medical concerns, the nurse will call an administrator for consultation.
- If the student’s behaviors continue to indicate potential drug or alcohol use, a parent will be called to pick their child up.
- Students suspected of drug and/or alcohol use will be referred to SAP (Student Assistance Program).
Students may face disciplinary action.

CHAD reserves the right to require or recommend that a student commit to a drug testing and/or a rehabilitation program.

*Definition: For the purpose of this policy, “substance” shall mean alcoholic beverages, anabolic steroids, controlled dangerous substances as defined in Section 2 of P.L. 1970, c. 266 (C.24: 21-2) or any chemical or chemical compound which releases vapors or fumes causing a condition of intoxication, inebriation, excitement, stupefaction or dulling of the brain or nervous system including, but not limited to, glue containing a solvent having the property of releasing toxic vapors or fumes as defined in Section 1 of P.L. 1965, c. 41 (C.2A: 170-25:9), and any prescription drugs except those for which permission for use in school has been granted.

SEARCH AND SEIZURE

CHAD acknowledges the need for safe in-school storage of books, clothing, school materials and other personal property and may provide lockers and cabinets for such storage.

All lockers and locks are and shall remain the property of the school.

CHAD reserves the right to authorize its employees to inspect a student’s locker when such employee has reasonable suspicion that the locker is improperly used for the storage of contraband, a substance or object the possession of which is illegal, or any material which poses a hazard to the safety, sanitation and good order of the school.

In the presence of another person a student’s person and possessions may be searched by the Chief Executive Officer, Principal, Director of Student Affairs, Security Staff, and/or Dean of Students provided that the individual has reasonable grounds to suspect that the search will turn up evidence that the student has violated or is violating either the law or the Code of Conduct.

BULLYING

CHAD and its Board of Trustees prohibit all forms of bullying by CHAD students. CHAD encourages students or parents/guardians of students who have been bullied or witness bullying to immediately report such incidents to a school administrator or designee, or to any other member of the school staff, including teachers, guidance counselors, coaches and administrators. Any staff member who receives such a report shall immediately notify the administration or designee of same.

Each Pennsylvania public school is required to have a policy regarding bullying and the discipline of students who are found to have bullied another. This policy will be reviewed with students and posted where all can see it.

Bullying is:

An intentional electronic, written, verbal or physical act or a series of acts:

1. Directed at another student or students;
2. which occurs in and/or outside the school setting;
3. that is severe, persistent, or pervasive; and
4. that has the effect of doing any of the following:
   ● substantially interfering with a student’s education;
   ● creating a threatening environment; or
   ● substantially disrupting the orderly operation of the School.

Bullying can take many forms and can include a variety of behaviors. As defined in this policy, bullying refers to direct or indirect action which may include, but is not limited to:

- Physical – hitting, kicking, pushing, shoving, causing or encouraging another person to hurt someone.
- Verbal – racial slurs, name-calling, teasing, taunting, harassment, gossiping, spreading rumors.
- Nonverbal – threatening or obscene gestures, isolation, exclusion, stalking, cyber-bullying.

It is the intent of this policy that the term “bullying” include, but not be limited to, incidents that are reasonably perceived as being motivated either by any actual or perceived characteristic, such as gender, age, race, color, sexual orientation (known or perceived), gender identity expression (known or perceived), national origin, religion, disability, physical appearance, socioeconomic status and/or political beliefs.

**Cyberbullying**

Cyberbullying is defined as the use of communication technologies with the intention of harming another person or with reckless disregard for the well-being of another person. Cyberbullying can occur through email, instant messaging, text messaging, blogging, photo and video sharing, chat room messaging, message board posting or any other medium of communication. Examples of cyberbullying include mean text messages or emails, rumors sent by email or posted on social networking sites, and embarrassing pictures, videos, websites or fake profiles.

This policy recognizes cyberbullying as a form of bullying. Even if cyberbullying occurs off of school premises, it is still subject to the Code of Student Conduct if it materially and substantially disrupts the operations of the Student’s School, or if the School Administration reasonably anticipates that the expression or conduct is likely to materially and substantially disrupt the operations of the Student’s School.

**Investigation of Bullying**

CHAD directs that complaints of bullying shall be investigated promptly and thoroughly, and corrective action shall be taken when allegations are substantiated. Confidentiality of all parties shall be maintained, consistent with the CHAD’s legal and investigative obligations. All parties will be treated with dignity and due process will be followed.

**Complaint Procedure:**

*Step 1 – Reporting*
A student or his/her parent/guardian who believes s/he has been subject to conduct that constitutes a violation of this policy is encouraged to immediately report the incident to an administrator or designee, or to any other member of the school staff, including teachers, guidance counselors, coaches and administrators.

A school employee who witnesses, suspects or is notified that a student has been subject to conduct that constitutes a violation of this policy shall immediately report the incident to the Director of Security.

**Step 2 – Investigation**
Upon receiving a complaint of bullying, administration will investigate the complaint. The investigation may consist of individual interviews with the complainant, the accused, and others with knowledge relative to the incident. The investigator may also evaluate any other information and materials relevant to the investigation.

The investigator shall attempt to secure statements from all participants in, and witnesses to the complaint. The complainant shall not be required to meet face-to-face with the accused.

**Step 3 – Action**
If a report of bullying or harassment is made but cannot be confirmed, a Dean will have a conference with all students involved and issue a verbal warning where appropriate. At this time, all students involved will be asked if they would like to speak to their counselor and their parents will be called.

If a report is confirmed, the student(s) found to be harassing or bullying will receive up to three (3) days of out-of-school suspension and will be referred to an interactive bullying program to be facilitated by school counselors. Once a student starts the program, they will be referred to their counselor by the program facilitator for follow-up.

A student could also be suspended for up to 3 days and referred to a bullying program if they are reported on multiple occasions, even if the reports cannot be verified.

If the same student is reported after being referred to the program and the report is confirmed, they will then be referred for expulsion.

**CONSEQUENCES**

**DETENTIONS**
Detentions are issued by deans and by teachers.

**Teacher Detentions:**
Students are to report to the classroom for teacher issued detentions.

**School Issued Detentions:**
Detentions are held on Mondays, Wednesdays and Fridays from 3:15 to 4:00pm. Students are to report to the cafeteria on the date stated on their detention form. Parents/Guardians will receive notice of their child’s detention by their appropriate dean.
SUSPENSIONS AND EXPULSIONS

The CEO or the CEO's designee can suspend a student for up to ten days. This also includes In-School Suspensions. Students who are suspended are required to make up all missed assignments. The student's parents/guardians are responsible for calling the main office in order to obtain missed assignments.

A letter from the CEO will be issued to the student’s parent/guardian when the student is assigned a suspension or is recommended for expulsion.

The notification will communicate the following:

1. Reason(s) for the suspension and date(s) of suspension;
2. A parent/guardian is expected to participate in a conference with the CEO in order for the student to be readmitted to the regular classroom;
3. The student will not be allowed to participate in classroom and school activities during the suspension period;
4. The student is not allowed on school property pending the suspension; and
5. Appeal procedures.

For suspensions of greater than three (3) days or expulsions, the notification will communicate the following:

1. Reason(s) for the suspension and date(s) of suspension;
2. Sufficient notice of the date and time for an informal hearing for the student's parent or guardian, accompanied by the student, to come to the school to meet with the CEO or designee regarding the circumstances for which the student is being suspended or why he or she should not be suspended.
3. A student has the right to question any witnesses present at the informal hearing
4. A student has the right to speak and produce witnesses on his or her own behalf; and
5. The school shall offer to hold the informal hearing within the first 5 days of the suspension.

Delay of such hearings will not operate to delay return to school. The student will not be allowed to participate in classroom and school activities during the suspension period. Except for attending the informal hearing, the student is not allowed on school property pending the suspension.

For recommendation to expel, the process and notification are described below.

Following the informal hearing, if the infraction so warrants and the CEO moves forward with a recommendation for expulsion, the Principal will notify the Board of Trustees. The CEO will send a letter to the student's parent/guardian about the scheduling of a formal expulsion hearing in accordance with the following due process notice requirements, which also inform the family about their rights and how the formal hearing will be conducted. The notification will communicate the following:

1. Notification of the charges shall be sent to the student’s parent or guardian by certified mail.
2. At least 3 days’ notice of the time and place of the hearing will be given. A copy of the expulsion policy, notice that legal counsel may represent the student and hearing procedures will be included
with the hearing notice. A student may request the rescheduling of the hearing upon showing good cause for an extension.

3. The hearing will be held in private unless the student or parent requests a public hearing.
4. The student may be represented by counsel, at the expense of his or her parent or guardian, and may have a parent or guardian attend the hearing.
5. The student has the right to be presented with the names of witnesses against him or her, and copies of the statements or affidavits of those witnesses, if any.
6. The student has the right to request that the witnesses appear in person and answer questions or be cross-examined.
7. The student has the right to testify and present witnesses on his or her own behalf.
8. A written or audio record will be kept of the hearing. The student is entitled, at the family's expense, to a copy. A copy shall be provided at no cost to a student who is indigent.

The formal hearing usually occurs before completion of the 10th day of suspension, but must be held within 15 school days of the notification of charges, unless a longer time period is mutually agreed to by both parties. A hearing may be delayed for any of the following reasons, in which case the hearing shall be held as soon as reasonably possible:

(i) Laboratory reports are needed from law enforcement agencies.
(ii) Evaluations or other court or administrative proceedings are pending due to a student invoking his rights under the Individuals with Disabilities Education Act (20 U.S.C.A. §§ 1400-1482).
(iii) In cases in juvenile or criminal court involving sexual assault or serious bodily injury, delay is necessary due to the condition or best interests of the victim.

Notice of the right to appeal the results of the formal hearing will be provided to the student with the expulsion decision. If a Student is expelled, his or her Parent/Guardian has thirty (30) days to find another educational program.

A student can be expelled only by action of the Board of Trustees based upon recommendation of the CEO or his or her designee. Expulsion from school excludes the student from regular school attendance. If a student is expelled from CHAD, s/he may not participate in any CHAD function, including but not limited to: proms, dances, social events, First Fridays, shows, etc. Students expelled from CHAD may not come back onto school grounds. Expulsion is permanent based upon the determination by the Board of Trustees.

**COMPUTER ETHICS AND INTERNET USE**

CHAD has approved an Acceptable Use Policy for use of the internet that conforms to and fulfills the guidelines of the Federal Child Internet Protection Act (CIPA), Public Law 106-554, 114 Stat. 2763A-335, as well as the CIPA of the Commonwealth of Pennsylvania – House Bill No.2262.

The following guidelines for the use of the Internet were developed to conform to the Federal and PA CIPAs. They are intended to protect CHAD students from exposure to obscenity, child pornography and other materials that are deemed harmful to minors, and prevent any user from accessing obscene material and child pornography within a public school or public library setting. The CHAD Acceptable Use Policy and Computer Ethics Guidelines are intended the goal of providing free access to educationally suitable information
sources on the internet against the compelling need and duty to protect students from contact with sexual predators and from access to obscene material, child pornography and material deemed harmful to minors.

The Internet is an international network of computer systems. It is an electronic communications network, which provides vast, diverse, and unique resources and information. In providing this service to teachers, staff, and students, the CHAD seeks to promote educational excellence by facilitating access, resource sharing, innovation and communication.

Access to computers and people worldwide may expose minors to material that may not be considered to be of educational value in the context of a school setting. CHAD firmly believes that the valuable information and interaction available on this worldwide information network far outweighs the possibility of exposure to deleterious material and information.

While it is impossible to control all that is accessible on the network, CHAD has taken precautions to restrict access to controversial materials, and has identified Acceptable Use Guidelines for those who are permitted to use the network.

Guidelines:

Internet access is coordinated through a complex association of government agencies and regional networks. The operation of the Internet relies heavily on the proper conduct of the users who must adhere to strict guidelines. Social media outlets and any other site deemed unnecessary school-related sites are PROHIBITED for use.

CHAD considers Internet access a privilege, not a right. If a CHAD user violates any of the acceptable use provisions outlined in this document, his/her account will be terminated, and future access will be denied. Some violations may also constitute a criminal offense, and may result in legal action. Any user violating these provisions, applicable state and federal laws, or posted classroom and school policies, is subject to loss of access privileges, and any other CHAD disciplinary action, as deemed necessary by CHAD administration.

All technology users at CHAD must use information and technology in safe, legal, and responsible ways. All technology users at CHAD are expected to embrace the following conditions or facets of being a digital citizen:

- **Respect One's Self.** Users will select online names that are appropriate and will consider the information and images that are posted online.
- **Respect Others.** Users will refrain from using technologies to bully, tease, harass or otherwise harm other people.
- **Protect One's Self and Others.** Users will protect themselves and others by reporting abuse and by refraining from forwarding inappropriate materials or communications.
- **Respect Intellectual Property.** Users will suitably cite and all use of websites, books, media, etc.
- **Protect Intellectual Property.** Users will request to use the software and media others produce and protect license agreements for all software and resources. Users will not violate Copyright law.

Technology Use Guidelines
Educational Purpose/ Appropriate Use: CHAD’s technology is to be used to enhance student learning. Students must not access social networking sites or gaming sites, except for educational purposes under teacher supervision.

Copyright/Intellectual Property and Identity: All sources obtained for teacher and student work should be properly cited. Users are to respect the rights of and the intellectual property of others in accordance with Federal Copyright Law. Transferring copyrighted material to or from CHAD without expressed permission of the owner is a violation of Federal Law.

Communications: Electronic and/or digital communications between school employees and students should be conducted for educationally-appropriate purposes, and employ only school-sanctioned means of communication. The school-sanctioned electronic and/or digital communications methods include:

- Teacher-School web page;
- Teacher-School email; or
- Teacher-created, educationally-focused networking site.

Teachers or administrators in their normal responsibilities and duties may be required to contact parents outside of the school day. A teacher or administrator may contact parents using a home phone or a personal cell phone. However, they should not purposely distribute a home phone number or a personal cell phone number to students. If a student contacts a teacher or administrator using a teacher or administrator’s personal numbers, email or networking sites, the teacher or administrator must immediately report this to the CHAD Administration or appropriate authorities.

Examples of Unacceptable Uses - Users will not:

- Use technology to harass, threaten, deceive, intimidate, offend, embarrass, annoy or otherwise harm any individual.
- Post, publish, or display any defamatory, inaccurate, violent, abusive, profane or sexually oriented material. Users must not use obscene, profane, lewd, vulgar, rude or threatening language. Users must not knowingly or recklessly post false information about any persons, students, staff or any other organization.
- Use a photograph, image, video or likeness of any student or employee without express permission of that individual and of the CEO.
- Create any site, post any photo, image or video of another except with express permission of that individual and the Principal.
- Attempt to circumvent system security.
- Deliberately visit a site known for unacceptable material or any material that is not in support of educational objectives. Students must not access social networking sites or gaming sites, except for educational purposes under teacher supervision.
- Violate license agreements and/or copy disks, CD-ROMs or other protected media.
- Use technology for any illegal or harmful activity. Use of the Internet for commercial gains or profits is not allowed.
- Breach confidentiality pertaining to student, employee, or school information.
● Harm the goodwill and reputation of CHAD in the community.

Transmit any material in violation of any local, federal and state laws. This includes, but is not limited to: copyrighted material, licensed material and threatening or obscene material.

Network Etiquette:

Users are expected to abide by the generally accepted rules of network etiquette. They include, but are not limited to, the following:

● Be polite. Do not get abusive in your communication.
● Use appropriate language. Do not swear, use vulgarities, discriminatory remarks, ethnic slurs, racial epithets, or other language considered inappropriate.
● Maintain your privacy and that of others. Unless it is clearly necessary (example- to complete certain applications) do not reveal your personal address, or the telephone numbers and addresses of others.
● Assume all communication and information accessible via the network to be private property. Users should not seek information on, obtain copies of, or modify files, other data, artwork or designs, or passwords belonging to other users, or misrepresent other users of the network. Note, however, that electronic mail and the Internet are not guaranteed to be private. People who operate the system do have access to all files and messages. Messages relating to, or in support of, illegal activities may be reported to authorities.

Student Email System and G Suite (Google Classroom): Conditions and Notification of Use Policy

● All student Electronic Mail (email) accounts are property of CHAD. Email activities, including CHAD GSuite Applications must comply with CHAD’s Internet Access Policy. The user accepts all responsibility to understand the policy.
● The primary purpose of the student electronic mail system is for students to communicate with school staff, outside resources related school assignments, and fellow students to collaborate on school activities. Use of the district's email system is a privilege.
● Use of the email system will align with the school's code of conduct and the code will be used for discipline purposes. Communication through the district's email system will exhibit common sense and civility. It will abide by the community's mode of acceptable behavior. Students are responsible for messages sent from their accounts. Students should not share their passwords.
● Messages posted on the school's email system cannot cause disruption to the school environment or normal and acceptable school operations. The email system cannot be used to operate a personal business. The account may be revoked if used inappropriately.
● Students will report any unusual activities such as "spam" communications, obscene email, attempts by adults to lure them into dangerous behaviors, and the like to the school's technology contact for action. Students should not forward chain letters, jokes, or graphics files.
● Electronic mail sent or received is not confidential and is monitored. Improper use of the system will result in discipline and possible revocation of the student email account. Illegal activities on the system will be referred to law enforcement authorities for appropriate legal action.
Security:
Security on any computer system is a high priority, especially when the system has many users. All users have a vested interest in protecting the security of the system, and the responsibility of notifying a teacher, or the system administrator, immediately of a potential security problem to others. No one should use another’s individual account without written permission from that individual. Attempts to log-on as a system administrator will result in cancellation of user privileges and possible disciplinary action. Any user identified as a security risk may be denied access to the network. Students are issued their own password once admitted to CHAD. They must maintain this password. If a student needs to “replace” his/her password, there will be a $.50 fee.

Vandalism:
Vandalism is defined as any malicious attempt to harm or destroy the data of another user, the Internet, or any of the agencies or networks that are connected to the Internet backbone. This includes, but is not limited to, the uploading or creation of computer viruses. Vandalism will result in the cancellation of privileges and possible disciplinary/legal action.

Enforcement:
The use of the Internet is a privilege, not a right, and inappropriate use will result in cancellation of the privilege. School disciplinary action, and/or appropriate legal action, may also be taken. Serious violations of the Acceptable Use Policy and Computer Ethics Guidelines will be dealt with to the full extent of the law. CHAD administrators will determine what constitutes serious inappropriate use. Their decisions are final.

Warranties and Claims:
CHAD makes no warranties of any kind, whether expressed or implied, for the service it is providing.

CHAD will not be responsible for any damages a user may suffer, including the loss of data.

CHAD will not be responsible for the accuracy or quality of information obtained through this Internet connection.

HARASSMENT/INTIMIDATION

All individuals of CHAD shall have the right to a learning environment that is free of intimidation, harassment, and hostility from students and/or employees. The forms of prohibited harassment may include, but are not limited to, the following:

A. Verbal harassment, such as derogatory comments, jokes, slurs, or threats;
B. Physical harassment, such as unnecessary or offensive touching, or impeding or blocking movement;
C. Visual harassment, such as derogatory or offensive posters, cards, cartoons, graffiti, drawings, gestures, or symbols.
Any individual who is found to be responsible for harassment or other prohibited discriminatory conduct shall be subject to appropriate discipline. The severity of the disciplinary action will be based upon the circumstances of the infraction, and may result, among other things, in suspension or expulsion.

Harassment:
The school recognizes that harassment on the basis of sex is a violation of both federal and state discrimination laws and that these laws apply to employees and students. The school will provide a learning environment free from sexual harassment and will not tolerate such conduct on the part of any student and/or employee.

Definitions:

1. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.
2. Verbal harassment, such as derogatory comments, jokes, or slurs, sexually-oriented sounds or remarks.
3. Physical harassment, such as unnecessary or offensive touching, pinching, patting, grabbing, brushing against another person’s body, or impeding or blocking movement.
4. Visual harassment, such as derogatory or offensive pictures, posters, cards, cartoons, graffiti, drawings, or gestures or use of any social network that is derogatory.

If comments, gestures, or actions from any employee or student, including teachers, supervisors or members of management, are perceived to be offensive a complaint should be filed with the Chief Executive Officer.

The administration will promptly investigate any complaints of sexual harassment, and will take appropriate corrective action when deemed necessary. No individual will suffer reprisals for reporting any incidents of sexual harassment or making any complaints.

Any individual who is found to be responsible for sexual harassment will be subject to appropriate discipline; the severity of the disciplinary action will be based upon the circumstances of the infraction and could include suspension or expulsion from school.
SIGNATURES AND ACKNOWLEDGEMENTS

Parents/Guardians, please review the policies and information below and submit your signatures at the end to acknowledge that you have seen and read such policies, as well as reviewed the following policies and information with your student.

Student-Parent/Guardian Handbook and Student Code of Conduct

The Student-Parent/Guardian Handbook and Student Code of Conduct contain information about rules, regulations and expectations; therefore, we ask that you discuss the contents of this book with your student. You agree that you have read and understood the Student-Parent/Guardian Handbook and Student Code of Conduct.

Dress Code Policy

The Dress Code Policy contains rules and guidelines for how your student is required to dress for school. By signing below, you are acknowledging that you have received notice of the Dress Code Policy.

Attendance Policy

The Attendance Policy contains rules requiring your student to attend school daily and on time. By signing below, you are acknowledging that you have received notice of the Attendance Policy.

Acceptable Use Policy for Technology

Student Internet Access Contract

Parents/Guardians: Please review this policy with your student and sign below.

I, Parent / Guardian, hereby release the Charter High School for Architecture + Design, its personnel and any other institutions with which it is affiliated, from any and all claims and damages of any nature arising from my student's use of, or inability to use, the Internet, including but not limited to claims that may arise from the unauthorized use of the system to purchase products or services.

I will instruct my student regarding any restrictions against accessing materials that are outlined by the Acceptable Use Policy for Technology. I will emphasize to my student the importance of following rules for personal safety.

As the parent or guardian of this student, I have read the Acceptable Use Policy for Technology for the Charter High School for Architecture + Design. I hereby give my permission for my student to use the Internet and will not hold the Charter High School for Architecture + Design liable as a result of my
student’s use of the Internet on the Charter High School for Architecture + Design’s premises. I understand that my student has agreed not to access inappropriate material on the Internet.

**Student:** Please review this policy and sign below.

I, Student, understand that when I am using the Internet or any other computer/telecommunications device, I must adhere to all rules of courtesy, etiquette, and conduct along with all laws regarding the copying of information as prescribed by Federal, State, or local laws and the Acceptable Use Policy for Technology of the Charter High School for Architecture + Design.

My signature below and that of my parent’s or guardian’s means that I agree to follow the guidelines of this Acceptable Use Policy for Technology for the Charter High School for Architecture + Design.

**THE FOLLOWING SIGNATURES APPLY TO ALL ACKNOWLEDGMENTS AS STATED ABOVE.**

Thank you for your cooperation.

Parent/Guardian Name ________________________________________
(Please Print)

Parent/Guardian Signature _____________________________________

Student Name _______________________________________________
(Please Print)

Student Signature _____________________________________________

Grade (2019-2020)__________ Graduation Year __________

Date _____/_____/____
August, 2019

Dear Parent/Guardian:

The Every Student Succeeds Act (ESSA) was signed into law on December 10, 2015. This bipartisan measure reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation’s national education law and longstanding commitment to equal opportunity for all students. The law builds on key areas of progress in recent year, made possible by the efforts of educators, communities, parents, and students across the country.

Some key items of note:
- ESSA replaces NCLB and reauthorizes the Elementary and Secondary Education Act for fiscal years 2017-2020.
- Full implementation began July 1, 2017
- CHAD has a Schoolwide Title I program and is designated as an A-TSI school.
- Requires at least three performance goals in the areas of student instruction and growth, parent involvement, and professional development.
- Moves accountability from Title III/ELL to Title I for English language learner students.
- Districts must notify parents of their rights to request and receive information regarding the professional qualifications of their children’s classroom teachers/Title I staff.

Your child’s school receives a limited amount of Title I funding and is covered under ESSA guidelines.

Under ESA, parents/guardians have a right to know the professional qualifications of their children’s Title teacher, instructional assistant and or the program coordinator. This letter is to inform you of your right to ask for the following information about each of your child’s Title I teacher, the school’s literacy specialist, Title I instructional assistant, and or the Title I program administrator.

- Whether the Commonwealth of Pennsylvania has licensed or qualified the teacher for the grades and subjects he or she teaches.
Whether the teacher is teaching under an emergency permit or other provisional status through which state licensing criteria have been waived.

The teacher’s college major, whether the teacher has any advanced degrees and, if so, the subjects of the degrees.

Whether any instructional assistant provides services to your child and, if they do, their qualifications.

If you would like to receive specific information about your building’s Title I staff member(s) or your school’s Title I program or parent policy, please contact your school’s Chief Executive Officer or the school’s Federal Programs Administrator, Dr. Helen Gross (hgross@chadstaff.org).

The Charter High School for Architecture & Design, which implements a Title I Schoolwide Program is fully committed to the success of your child. We appreciate your partnership in our efforts.

Please do not hesitate to contact me if you have any questions, concerns, or suggestions.

Sincerely,

Dr. H. Stephen Brady
Chief Executive Officer
CHARTER HIGH SCHOOL FOR ARCHITECTURE + DESIGN

Title I School-Parent Compact

Note: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parent involvement policy developed by the school and parents as required by Every Student Succeeds Act (ESSA). The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards.

Charter High School for Architecture + Design
School Parent Compact

The Charter High School for Architecture + Design, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards. This school-parent compact is in effect during school year 2019/2020.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School / Staff Responsibilities

BUILDING CAPACITY OF SCHOOL STAFF

The Charter High School for Architecture + Design will provide training to educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school by:

- Reach out to parents to provide feedback regarding the best ways for schools to communicate with them
- Provide multiple opportunities for teachers and staff to meet with parents and establish relationships with them based upon their child’s academic needs.
The Charter High School for Architecture + Design will provide other reasonable support for parent and family engagement activities under Section 1116 as parents may request by:

- Provide multiple opportunities for parents/community/teacher/staff/student interaction with assemblies, advisement nights, Annual Title I meetings, Senior Meetings, Design Fair, Design Philly Reception, career events, and multiple other meetings to enhance educational relationships.
- Work to establish partnerships with community members and parents on how to best communicate and involve all stakeholders on focusing on educational outcomes of our students, especially in regards to literacy.

The Charter High School for Architecture + Design will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:
   - Assure every student access to quality learning experiences appropriate to their development.
   - Assure that the school staff communicates clear expectations for performance to both students and parents.
   - Provide a safe, positive and healthy learning environment for each student.
2. Hold three parent-teacher conferences during this compact as it relates to the individual child’s achievement.
3. Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows:
   - Report cards will be issued once each term -three times per year.
   - Interim reports will be midway through each marking period.
   - Parents are able to monitor their child’s progress through the Parent Portal on the online data system.
   - Parents will also be informed of dates of other activities through letters, flyers, and the OneCall phone system.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
   - Parents may contact teachers via phone, letter, or email, to discuss their child’s progress.
   - An appointment can be made with individual teachers to discuss their child.
   - Every staff person has voicemail and email.
5. If the schoolwide program plan under Section 1114(b) of the ESSA is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.
6. Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows:

- Parents are welcome to volunteer to work in classrooms or in other capacities in the building, or attend field trips provided they have their clearances current.
- Parent events are sponsored throughout the year and parents are encouraged to attend.
- Open Houses, Back-to-School Nights, and First Fridays are held at the School and are on the school calendar.

**Parent Responsibilities**

We, as parents, will support our children’s learning in the following ways:

- Send my child to school regularly, on time, well fed and well rested.
- Create an atmosphere in my home that supports learning by encouraging reading and other academic pursuits.
- Monitor assignments and encourage homework completion.
- Review all school communications and respond promptly.
- Attend school functions and conferences and participate in decisions relating to my child.
- Encourage my child to demonstrate respect for school personnel, classmates and school property.
- Join the Parent’s Association and become an active member.
- When possible: Provide feedback with Federal Program(s) programs and budgets; Join the Title I Parent Advisory Group
- Utilize school resources.

**Student Responsibilities**

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

- Come to school on time each day with a positive attitude.
- Be a cooperative learner and carry out the teacher’s instructions and directions.
- Take part in academic programs such as Study Island, PSSA Prep, College 101, and tutoring.
- Deliver all school communications home in a timely manner.
- Be respectful to school personnel, other students and school property.
- Become a lifelong learner.

**The Charter High School for Architecture + Design will:**
1. Involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way.

2. Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way.

3. Hold an annual meeting to inform parents of the school’s participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

4. Provide information to parents of participating students in an understandable and uniform format and including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school’s curriculum, the forms of academic assessment used to measure children’s progress, and the proficiency levels students are expected to meet.

6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
Parent Involvement Policy for Title I

Revised/Reviewed: July 2019

PART I. General Expectations

The Charter High School for Architecture + Design agrees to implement the following statutory requirements:

- The Charter High School for Architecture + Design will put into operation programs, activities and procedures for the involvement of Title I, Part A parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the Charter High School for Architecture + Design will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request, and, to the extent practicable, in a language parents understand.

- The Charter High School for Architecture + Design will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the school.

- Consistent with section 1118, the school district will work with the Charter High School for Architecture + Design to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and include, as a component, a school-parent compact consistent with section 1118(b) of the ESEA.

- The Charter High School for Architecture + Design will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

  Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

  (A) that parents play an integral role in assisting their child’s learning;
  (B) that parents are encouraged to be actively involved in their child’s education at school;
that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

- The school will inform Title I parents and the Parent’s Association of the purpose and existence of the Title I Parental Information and Resource Center in the School.

Building Capacity of Parents and Family Members

CHAD will build the parents’ capacity for strong parent and family engagement to ensure effective involvement of parents and to support a partnership between the school, parents, and the community to improve student academic achievement through the following:

- Providing parents and family members with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the proficiency levels students are expected to meet.
- Providing parents and family members materials and training to help parents to work with their children to improve their children’s achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement.
- Providing assistance to parents of participating children, as appropriate, in understanding such topics as the following:
  - The challenging State academic standards.
  - The State and local academic assessments.
  - The requirements of Title I, Part A - Schoolwide Programs.
  - How to monitor a child’s progress.
  - How to work with educators to improve the achievement of their children.

Building Capacity of School Staff

CHAD will, with the assistance of its parents, educate its teachers, specialized instructional support personnel, principals, other school leaders, and other staff on how to reach out to, communicate, and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools.

PART II. Description of How the Charter High School for Architecture + Design Will Implement Parental Involvement Policy Components

The Charter High School for Architecture + Design will take the following actions to involve parents in the joint development of its parental involvement plan under section 1112 of the ESEA:

- A Title I parent workshop will be held each spring. At this time the Title I staff and parents will work collaboratively to review and revise the Parent Involvement Policy and the School Parent Compact. Informational flyers will be distributed to parents to attend the workshop and to be a member of the revision team.
The Charter High School for Architecture + Design will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- At the annual fall Title I parent meeting, Title I requirements will be explained by the Title I Federal Programs Coordinator. The reading and math programs will be fully explained. Opportunities for parents to formulate suggestions for school improvement will be provided.

The Charter High School for Architecture + Design will do the following in order to plan and implement effective parental involvement activities to improve student academic achievement and school performance:

- Conduct a needs assessment in the spring of each school year.
- Arrange a parent meeting each fall to address the results of a needs assessment and plan accordingly.
- Implement “Back–to-School Nights” to provide strategies and techniques to help parents work with their child in all subject areas as well as provide an experience for parents to actively engage in their child’s education.
- Plan a Spring Parent Workshop to provide strategies and techniques to help parents work with their children throughout the summer months. At this time the Parent Involvement Policy and School Parent Compact will be reviewed and revised.
- Provide ongoing information in via letters, OneCall and informational flyers.
- Provide and make available to parents information about conferences/workshops that may be held at CHAD, PATTAN or other locations.

The Charter High School for Architecture + Design will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs:

- CHAD Parent’s Association
- Parent Representatives on the Board of Trustees

The Charter High School for Architecture + Design will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A school. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- A parent evaluation form will be conducted in the spring by the Title I Coordinator
- Results will be tabulated by the Title I Coordinator
- Results will be reviewed by the Title I Coordinator, school administration, and the Parent’s Association.
- Parent suggestions will then be shared at the Annual Fall Meeting and be considered for programming revisions.
The Charter High School for Architecture + Design will build the schools’ and parents’ capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

A. The Charter High School for Architecture + Design will provide assistance to parents of children served by the Title I program in understanding topics such as the following, by undertaking the actions described in this paragraph --

- the State’s academic content standards,
- the State’s student academic achievement standards,
- the State and local academic assessments including alternate assessments,
- the requirements of Part A, how to monitor their child’s progress, and how to work with educators:

1. At the Annual Fall Meeting, questions concerning curriculum, proficiency levels, PSSA testing, Keystone Exams, PA Standards, and Study Island Benchmark Tests will all be reviewed
2. Title I, Part A requirements are reviewed at the Annual Fall Meeting
3. Title I Newsletters will provide information concerning the tests and curriculum changes
4. New Student Orientation is held during the day in early September and provides information concerning curriculum, standardized testing, and progress reports
5. Teachers provide information about State and Study Island benchmark assessments and how to monitor a child’s progress during Back-to-School Night held in September
6. Meetings are scheduled at a variety of times to accommodate parent schedules and/or requests – during school hours, before or after school, evening. Phone conferences are held with those parents who are unable to attend.
7. Free materials provided by the US Department of Education on various education topics available in lobby
8. Online grades, homework completion, information from classroom teacher
9. Individual classroom teacher newsletters
10. A Parent Resource Library is located in the Title I Coordinator’s room with a check out system for parents to have access to materials that would assist them in helping their child be successful in school.

B. The Charter High School for Architecture + Design will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- “Back-to-School Nights” to provide strategies and techniques to help parents work with their child in both reading and math as well as provide an experience for parents to actively engage in their child’s education.
- Information Packets which include lists of appropriate educational websites
o Educational videos on reading, math, literacy, homework, etc. for loan

o State Parent Advisory Council Conference information made available

o Provide an order form in the fall and spring for free resource materials from the Title I Parent Resource Center

C. The school administration will, with the assistance of its parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

   o Discussing parent-involvement activities at faculty meetings
   o Exploring parent-involvement in-service programs for teachers, staff members, and parents
   o Participate in local parent involvement trainings when available
   o Discussing parent-involvement activities at Title I meetings.

D. The Charter High School for Architecture + Design will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

   o The Title I Federal Programs Coordinator will relate all information about Title I program, meetings, and other information to the parents in an understandable and uniform format. Meetings and/or notices will be sent out at least ten days prior to the event.

E. The Charter High School for Architecture + Design will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

   Information is available to the parents via:

   o School Calendar
   o Quarterly Mailings (9-12)
   o Parent’s Association Meetings
   o CHAD website
   o OneCall Automated System

PART III. Adoption

This school wide Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs. This policy was adopted by the Charter High School for Architecture + Design on August 2019 and last reviewed August 30, 2019.
CHARTER HIGH SCHOOL FOR ARCHITECTURE & DESIGN
SCHOOL-BASED PARENT AND FAMILY ENGAGEMENT POLICY

As authorized under ESEA, as amended

2019/2020
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Overview

In support of strengthening student academic achievement, the Charter High School for Architecture & Design (CHAD) receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by Section 1116(b)(1) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended. The policy establishes the school’s expectations and objectives for meaningful parent and family involvement and describes how the school will implement a number of specific parent and family engagement activities.

CHAD agrees to implement the following requirements as outlined in Section 1116 of the ESEA, as amended:

● Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under Section 1114(b)(2) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended. [§1118(e)(3)]

● Update the school parent and family member policy periodically to meet the changing needs of parents and the school, distribute it to the parents and family members of participating children, and make the parental involvement policy available to the local community. [§1118(b)(1)]

● In carrying out the parent and family engagement requirements of this part, local educational agencies and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under Section 1111 of the ESEA, as amended, in a format and, to the extent practicable, in a language such parents understand. [§1116(c)(4)]

● If the schoolwide program plan under Section 1114(b)(2) of the ESEA, as amended, is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the district. [§1118(c)(5)]

● The school district will be governed by the following definition of parental involvement and expects that its Title I, Part A schools will carry out programs, activities, and procedures in accordance with this definition:

  o Parent Involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    ▪ that parents play an integral role in assisting their child’s learning;
    ▪ that parents are encouraged to be actively involved in their child’s education at school;
that parents are full partners in their child’s education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and

the carrying out of other activities, such as those described in section 1116. [§8101(39)]
Required Parent and Family Engagement Policy Components

Joint Development
The Charter High School for Architecture + Design will take the following actions to involve parents and family members in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I, Part A programs, including opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child and respond to any such suggestions as soon as practicably possible.

Annually, parents are invited to participate in key decision making processes regarding the comprehensive plan, the schoolwide plan, federal programs expenditures, policy development, staff development programs, parent trainings, and the parent compact.

Annual Title I, Part- A Meeting
The Charter High School for Architecture + Design will take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all parents of participating children to attend to inform them about the school’s Title I, Part A program, the nature of the Title I, Part A program, the parents’ requirements, the school parent and family policy, the schoolwide plan, and the school-parent compact.

- Back to School Night
- Spring Meeting
- Parent Resource Liaison
- CHAD Website
Communications

The Charter High School for Architecture + Design will take the following actions to provide parents of participating children the following:

- Timely information about Title I, Part A programs.
- Flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, home visits, as such services relate to parental involvement.
- A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of challenging State academic standards.
- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.
- Information related to the school and parent and family member programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the parents can understand.

- School Website
- Mailing and/or Handbook
- Distribution of Copies at Back to School Night and Subsequent Parent Meetings

School-Parent Compact

The Charter High School for Architecture + Design will take the following actions to jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state’s high standards.

- Review and Feedback at Spring Meeting
- Parent Survey
- Ongoing Parent Feedback
- Annual Parent Meeting / Back-to-School Night
Reservation of Funds
The Charter High School for Architecture +Design will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental and family engagement is spent. *(Only applicable to districts with an allocation of $500,000 or more.)*

- Funds reserved under this section by the district agency shall be used to carry out activities and strategies consistent with the district’s parent and family engagement policy, including not less than 1 of the following:
  1. Supporting schools and nonprofit organizations in providing professional development for local educational agency and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.
  2. Supporting programs that reach parents and family members at home, in the community, and at school.
  3. Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.
  4. Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.
  5. Engaging in any other activities and strategies that the local educational agency determines are appropriate and consistent with such agency’s parent and family engagement policy.

Coordination
The Charter High School for Architecture +Design will coordinate and integrate parent and family engagement strategies under Title I, Part A with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs.
Building Capacity of Parents and Family Members

The Charter High School for Architecture + Design will build the parents’ capacity for strong parent and family engagement to ensure effective involvement of parents and to support a partnership between the school, parents, and the community to improve student academic achievement through the following:

- Providing parents and family members with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the proficiency levels students are expected to meet.
- Providing parents and family members materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement.
- Providing assistance to parents of participating children, as appropriate, in understanding such topics as the following:
  - The challenging State academic standards.
  - The State and local academic assessments.
  - The requirements of Title I, Part A.
  - How to monitor a child’s progress.
  - How to work with educators to improve the achievement of their children.

- **Parent Workshops/Trainings**
- **Back-to-School Night Meeting**
- **Website – Notices**
- **Parent Book for Incoming 9th Grade Students – SUCCEEDING IN HIGH SCHOOL (Adeboyega-Edun 2011)**

Building Capacity of School Staff

The Charter High School for Architecture + Design will, with the assistance of its parents, educate its teachers, specialized instructional support personnel, principals, other school leaders, and other staff on how to reach out to, communicate, and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools.

- **Staff “Book Club” – A TEACHER’S GUIDE TO Communicating WITH PARENTS: PRACTICAL STRATEGIES FOR DEVELOPING SUCCESSFUL RELATIONSHIPS (Dyches, Carter, Prater 2012)**
- **Professional Development**
The Charter High School for Architecture +Design will provide other reasonable support for parental involvement activities under Section 1118 as parents may request.

- Parent Workshops/Trainings
- Back-to-School Night Meeting
- Website – Notices
- Practical Tools for Positive Parenting and Proactive School Partnership
- Parent Resource Area

Adoption

This school-based parent and family member engagement policy has been developed jointly and agreed on with parents of children participating in Title I, Part A programs.

This policy was adopted by the Charter High School for Architecture +Design on **July 2019** and will be in effect for the period of **2019/2020**. The school district will distribute this policy to all parents of participating Title I, Part A children on or before **September 30, 2019**.

Dr. H. Stephen Brady

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*Printed Name of CEO*  
July 1 2019

*Signature of CEO*  
Date