



Chartwell School
2019-2020
Student and Family Handbook

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New this year, our Student and Family Handbook is comprehensive and provides information, policies and guidelines for all Chartwell students. School specific items will be so noted in the subject heading or title. For example, Free Dress Day guidelines apply only to Lower and Middle School students, so you will see LS/MS in the title. The Lockers and Backpacks section applies only to High School students, so you will see HS in the title. If there is no specific designation in the title or heading, the information applies to all students.

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Welcome

On behalf of Chartwell School trustees, faculty and staff, we welcome you. Students enrolled in our program are capable of levels of achievement they previously have not been able to demonstrate, so we have set out to provide a special type of education based on the needs of the individual. All of our students are capable learners who can discover new pathways to learn skills and apply knowledge.

Our immediate goal is to guide children toward becoming healthy, curious, confident and appreciated learners again. The purpose of this handbook is to inform and guide parents in helping us reach this goal as quickly as possible.

Head of School: Kate Mulligan

Director of Lower and Middle School: Jodi Amaditz

Director of High School: Alyse LeValley

Director of Outreach and Family Engagement: Danielle Patterson

Director of IT and Campus Management: John Langrill

Director of Advancement: Helen Ruisi

Assistant Director of Lower and Middle School: Judy Gaughf

Administrative Support:

Academic Executive Assistant: Crissy Maras

Accounting Manager: Daphne Ellington

Business Manager: Katia Stornetta

Executive Assistant: Nena Prakash

Facilities Coordinator: Matt Madron

Student Support Team:

School-Wide Director of Student Support: Billy Swift

Counselors: Carolyn Kelleher
Shon Fields

Speech and Language: Asha Cox

Student Support: Reggie Roberts
Francine Huck
Summer Maras

Faculty:

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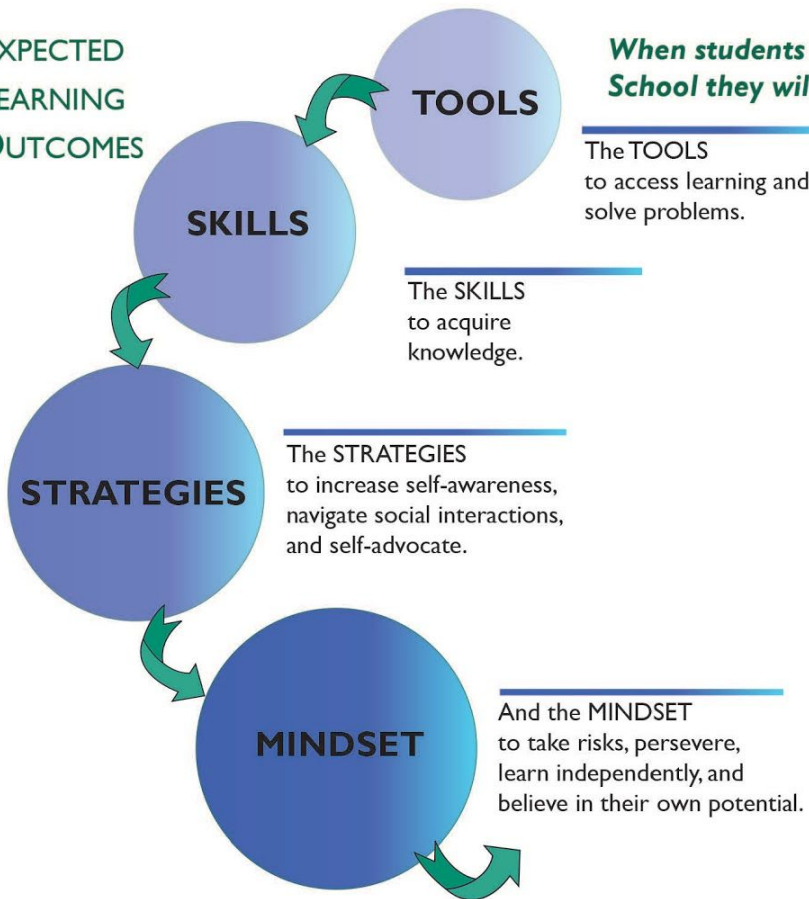
Joseph Shannon

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Note: Chartwell Staff Members may be reached by email using their first initial + last name@chartwell.org. Example: kmulligan@chartwell.org.

Mission and Vision

EXPECTED LEARNING OUTCOMES



When students leave Chartwell School they will possess:



MISSION

Chartwell School empowers bright students with language-based learning differences, including dyslexia. We do this in grades K-12 by offering them the knowledge, creativity, and skills in self-advocacy and perseverance needed to thrive in college and beyond.

CHARTWELL SCHOOL Calendar 2019-2020

August 2019							Days = 8	February 2020							Days = 17
S	M	T	W	T	F	S		S	M	T	W	T	F	S	
				1	2	3	8 – New Employee Orientation 9 – New Teacher Instructional Orientation 12 – New Teacher Instructional Orientation 13 – Current Faculty Return 16 – New Family BBQ	2	3	4	5	6	7	8	7 – 2PM Dismissal
4	5	6	7	8	9	10		9	10	11	12	13	14	15	14 – NO SCHOOL – In-Service Day
11	12	13	14	15	16	17	21 – First Day of School 23 – 2PM Dismissal 30 – 2PM Dismissal	16	17	18	19	20	21	22	17 – NO SCHOOL – Presidents Day 18 – NO SCHOOL – Holiday 21 – 2PM Dismissal
18	19	20	21	22	23	24		23	24	25	26	27	28	29	28 – 2PM Dismissal
25	26	27	28	29	30	31									
September 2019							Days = 20	March 2020							Days = 22
S	M	T	W	T	F	S		S	M	T	W	T	F	S	
1	2	3	4	5	6	7	2 – NO SCHOOL – Labor Day 6 – 2PM Dismissal 11 – Back to School Night BBQ 13 – 2PM Dismissal	1	2	3	4	5	6	7	4-6 – Conference Week (1/2 Days)
8	9	10	11	12	13	14		8	9	10	11	12	13	14	13 – 2PM Dismissal
15	16	17	18	19	20	21	20 – 2PM Dismissal	15	16	17	18	19	20	21	20 – 2PM Dismissal
22	23	24	25	26	27	28	27 – 2PM Dismissal	22	23	24	25	26	27	28	27 – 2PM Dismissal
29	30							29	30	31					
October 2019							Days = 20	April 2020							Days = 16
S	M	T	W	T	F	S		S	M	T	W	T	F	S	
		1	2	3	4	5	4 – 2PM Dismissal 10 – NO SCHOOL – In-Service Day 11 – NO SCHOOL – Holiday	5	6	7	8	9	10	11	3 – Grandparents Day/12PM Dismissal 6-10 – NO SCHOOL – Spring Break
6	7	8	9	10	11	12		12	13	14	15	16	17	18	13 – NO SCHOOL – Spring Break 17 – 2PM Dismissal
13	14	15	16	17	18	19	14 – NO SCHOOL – Holiday 18 – 2PM Dismissal 25 – 2PM Dismissal	19	20	21	22	23	24	25	24 – 2PM Dismissal
20	21	22	23	24	25	26		26	27	28	29	30			
27	28	29	30	31			30-31 – Conference Week (1/2 days)								
November 2019							Days = 15	May 2020							Days = 19
S	M	T	W	T	F	S		S	M	T	W	T	F	S	
					1	2	1 – Conference Week (1/2 day) 8 – 2PM Dismissal 11 – NO SCHOOL – Veterans Day 15 – 2PM Dismissal	3	4	5	6	7	8	9	1 – 2PM Dismissal 8 – 2PM Dismissal 8 – HS Prom 15 – NO SCHOOL – In-Service Day
3	4	5	6	7	8	9		10	11	12	13	14	15	16	22 – 2PM Dismissal
10	11	12	13	14	15	16	22 – 2PM Dismissal 25-29 – NO SCHOOL – Thanksgiving Break	17	18	19	20	21	22	23	25 – NO SCHOOL – Memorial Day 29 – 2PM Dismissal
17	18	19	20	21	22	23		24	25	26	27	28	29	30	
24	25	26	27	28	29	30									
December 2019							Days = 15	June 2020							Days = 9 (K8) 10 (HS)
S	M	T	W	T	F	S		S	M	T	W	T	F	S	
1	2	3	4	5	6	7	6 – 2PM Dismissal 7 – Pear Event 13 – 2PM Dismissal		1	2	3	4	5	6	8-10 – Conferences (1/2 Days) 11 – K8 Last Day/Closing Ceremony 12 – HS Last Day/Graduation 15 – Teacher In-Service Day 19 – Summer School Orientation (1/2 day)
8	9	10	11	12	13	14		7	8	9	10	11	12	13	
15	16	17	18	19	20	21	20 – Dorothy's Kitchen 12PM Dismissal 23-27 – NO SCHOOL – Holiday Break 30-31 – NO SCHOOL – Holiday Break	14	15	16	17	18	19	20	22 – Summer School Begins
22	23	24	25	26	27	28		21	22	23	24	25	26	27	
29	30	31						28	29	30					
January 2020							Days = 18	July 2020							
S	M	T	W	T	F	S		S	M	T	W	T	F	S	
			1	2	3	4	1-3 – NO SCHOOL – Holiday Break 6 – NO SCHOOL – In-Service Day 7 – Students Return 10 – 2PM Dismissal				1	2	3	4	3 – NO SCHOOL – Independence Day
5	6	7	8	9	10	11		5	6	7	8	9	10	11	
12	13	14	15	16	17	18	17 – 2PM Dismissal 20 – NO SCHOOL – MLK Birthday 24 – 2PM Dismissal 31 – 2PM Dismissal	12	13	14	15	16	17	18	17 – Summer School Last Day
19	20	21	22	23	24	25		19	20	21	22	23	24	25	
26	27	28	29	30	31			26	27	28	29	30	31		

LS/MS Total School Days: 179

HS Total School Days: 180

Green: School functions

Red: No school/vacations

Blue: Early dismissal

Black Italics: High School event

Bell Schedules

Monday - Thursday

8:20	First bell	Minutes
8:25 - 8:35	Homeroom	10 min
8:38 - 9:23	First Period	52 min
9:26 - 10:11	Second Period	46 min
10:11 - 10:31	Morning Recess	20 min
10:35 - 11:21	Third period	46 min
11:24 - 12:10	Fourth period	46 min
12:10 - 12:45	Lunch	35 min
12:49 - 1:29	Flex Time	40 min
1:32 - 2:18	Fifth period	46 min
2:21 - 3:07	Sixth period	46 min
3:07 - 3:15	Homeroom and Dismissal	8 min

Friday Schedule

8:20	First bell	Minutes
8:25 - 8:35	Homeroom	10 mins
8:38 - 9:11	First period	41 min
9:14 - 9:49	Second period	35 min
9:49 - 10:09	Morning Recess	20 min
10:13 - 10:48	Third period	35 min
10:51 - 11:26	Fourth period	35 min
11:29 - 12:04	Flex Time	35 min
12:04 - 12:37	Lunch	33 min
12:41 - 1:16	Fifth period	35 min
1:19 - 1:54	Sixth period	35 min
1:54 - 2:00	Homeroom and Dismissal	6 min

Half-Day Schedule

8:20	First bell	Minutes
8:25 - 8:35	Homeroom	10 mins
8:30 - 9:15	First class (may rotate)	40 min
9:18 - 10:00	Second class (may rotate)	40 min
10:00 - 10:20	Morning Recess	20 min
10:25 - 11:05	Third class (may rotate)	40 min
11:08 - 11:50	Fourth class (may rotate)	40 min
11:50 - 12:00	Dismissal	10 min

The LS/MS after-school homework program is available until 5:00 PM, Monday through Thursday. The HS after-school program is available until 4:00 PM, Monday through Thursday. Neither program is open on Friday.

School Policies

Attendance

Students may arrive on campus, and supervision will be available, beginning at 8:00 AM. The first bell rings at 8:20 and school begins at 8:25. Students arriving after 8:25 must check-in at the office. Students leaving prior to the end of the day should be picked up and signed out from the office, not the classroom.

Regular attendance is a necessary condition to achieving educational goals. Unavoidable absences are understood as part of the school experience, but we discourage discretionary absences because they tend to undermine the educational goals parents have asked the school to achieve with their children. Punctual attendance is necessary for all school programs. Chronic tardiness is disruptive to established classroom routines and results in the loss of learning time necessary to attaining educational goals and progress.

If your child becomes ill or incurs a serious injury, please refrain from sending them to school and notify the office before 8:20 AM. If your child has been diagnosed with a contagious disease, please notify the office so precautions can be taken and notices sent home if necessary. Upon their return, you should submit a signed and dated written excuse stating the reason for the absence.

In the event your child will be absent for an extended period of time, notify the school at the earliest opportunity so independent work/homework can be coordinated. LS/MS parents should contact their child's homeroom teacher and HS parents and students should coordinate with their advisor.

At the high school, attendance is taken at the beginning of each class and teachers record absences and tardies. HS students are responsible for notifying their instructor when they will be tardy or miss a class, along with an explanation for the tardiness. California Educational Code specifies that credit may not be given for schoolwork missed during unexcused absences. HS students that miss class or are tardy without an acceptable excuse may not have the opportunity to make up work and should not expect any special treatment that places an unnecessary burden on the teacher or creates an unfair situation for other students. It is not simply a matter of making up missed work on the student's time; teachers deliver lessons with diagnostic instruction in a structured sequence; thus punctual attendance is crucial.

Much of the work done during HS project-based learning cannot be duplicated outside of the classroom. Field experiences and the beginning and end of each project period are particularly important. Unexcused absences or missing school excessively for any reason may jeopardize credit accumulation. HS students with absences and/or tardies equal to missing 10% of contact time in any class throughout the course of the year are in jeopardy of not earning credit in the subject area. HS students are expected to contact their teachers to request missed assignments.

HS students are granted three "free" tardies per project period. Any tardy time after using the "free" tardies is tallied up and students are required to make-up that missed time, either before or after school.

Communications

Families will receive the Bulldog Bark (usually on Thursday afternoon), Chartwell School's weekly e-newsletter, informing families of upcoming events, activities and schedule changes. Please read all notices and flyers and make sure any requested information, permission slips, etc. are returned to the

homeroom teacher the following morning. We recognize that single parent families, separations, divorces, etc. make up a portion of our community. Chartwell hopes all parents and guardians can be involved in their child's education and it is our policy to treat all parents equally by providing them the same information unless forbidden by a court of law. A copy of the court order must be on file in the office.

Chartwell maintains an open-door policy as much as possible. If a phone is busy, a call not returned expeditiously, or a door is closed, we're likely making good on our "open-door" policy for someone else. Your concerns are our concerns. We strive to be responsive to questions or suggestions about your child's participation in the scholastic program. However, our primary responsibility and obligation during school hours is to your child. If you need to speak to a teacher, the Director of Lower, Middle, or High School, or another administrator, or if you are unsure of whom to contact for a specific concern, please contact the Main Office staff - they will facilitate the resolution of parent and student concerns. If you wish to speak to the Head of School, please make an appointment. "Drop-ins" cannot always be accommodated and may be interrupted by previously scheduled appointments or obligations.

Transportation: Drop-off & Pick-up Procedures, Ridesharing Services and Car Line

If someone other than a parent or legal guardian will be picking up your child, (a) that person must be listed on the emergency form or, (b) the parent must verify in writing that this individual is permitted to transport the child. The school will not release any student without authorization.

Additionally, the school prohibits *all* students from leaving campus in any ridesharing services and from placing orders for food or any other items for delivery to the campus.

At Chartwell, the safety of students (and everyone) is our first priority. Please refer to these guidelines when driving on campus:

- ❖ **Morning Drop-Off** begins at 8:00 AM and continues until the first bell at 8:20. Students dropped off prior to the bell should go directly to the basketball court (or McMahan Hall in inclement weather).
- ❖ **Afternoon Pick-Up** occurs at 3:07 PM (HS) and 3:15 PM (LS/MS); on Fridays at 2:00 PM; and 12 noon on certain early release days. While sometimes it may seem that the line is long, after the first few days, things run smoothly and students are picked up within 15 minutes.
- ❖ If you are running late, please notify the office before 8:20 AM.

Please DO this:

- ➔ As you enter Bulldog Way (the circle in front of the school), pull as far forward as possible. If the car in front of you leaves, you should continue pulling forward until your child or carpool has been secured in the vehicle.
- ➔ All children must enter and exit the vehicle from the passenger side doors. If this is not possible (because of items like car seats, etc.), inform a school official on-duty so they can stop traffic to allow students to enter/exit from the driver's side.
- ➔ Alternately, you may park in the visitor area or main parking lot and walk up to campus to meet your child. For their safety, all LS/MS students must remain within the circle area and may not walk to meet you at your car. We are required to see each child picked up by an authorized adult.

Please DO NOT do this:

- ➔ Do not use your cell phone
- ➔ Do not use your horn

Boundaries

Students may not leave the concrete areas during school hours unless supervised by Chartwell faculty. Chartwell forbids students from being in unsupervised or in designated traffic areas. Disregarding these rules is dangerous and will result in disciplinary action. While on campus, students may not enter faculty offices, kitchens or bathrooms without staff supervision and/or permission.

Dress Code

While the responsibility for student dress and grooming rests primarily with the student and their parents or guardians, Chartwell has adopted a dress code that reflects the seriousness of purpose about the occupation of the student. Clothing must be appropriate for school, which is a workplace for all:

Uniform Dress Code – LS/MS

- ❖ Solid white or forest green polo shirt.
- ❖ Solid khaki twill pants, shorts, skirts or skorts. Skirts may not be shorter than 2" above the knee.
- ❖ Plaid skirt or jumper (Dennis Uniform plaid only). Skirts may not be shorter than 2" above the knee.
- ❖ Chartwell logo sweatshirt, forest green fleece jacket or vest, and forest green cardigans are the only acceptable outerwear while in the classroom. Jackets may be worn outside.
- ❖ Sturdy athletic shoes are recommended. Open-toed shoes like sandals, flip-flops, etc. are not allowed.

Free Dress Day Dress Code – LS/MS

Free dress days will be designated randomly throughout the school year in addition to the last Wednesday of each month beginning in September. Students who receive 2 or more dress code violations during any given month will not be eligible for free dress that month.

Spirit Day Dress Code – LS/MS

Every Friday is "Spirit Day." Students, faculty and administration may wear Chartwell logo T-shirts or sweatshirts with jeans, uniform pants, or the equivalent. Students who choose not to wear a Chartwell shirt will be expected to wear the required uniform.

Allowable Dress and Grooming – All Students

- Students must wear clothing including both a shirt and pants or skirt, or the equivalent, and shoes.
- Shirts and dresses must have fabric in the front and on the sides.
- Clothing must cover undergarments.
- Fabric covering all private parts must not be see-through.
- Sturdy athletic shoes are recommended.
- Hats and other headwear may be worn while not in class, and must allow the face to be visible.
- Clothing must be suitable for all scheduled classroom activities, including Wellness & Fitness, STEAM labs, wood shop, or other activities where unique hazards exist. HS students are expected to have a change of clothing for Wellness & Fitness; such as sweatpants, shorts, sneakers, t-shirts, sweatshirts.

Non-Allowable Dress and Grooming – All Students

- Clothing may not depict, advertise, or advocate the use of alcohol, tobacco, marijuana, or other controlled substances.
- Clothing may not depict pornography, sexual acts or sexual innuendos.
- Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected groups.
- Clothing, including gang identifiers, must not threaten the health or safety of any other person.
- Open-toed shoes like flip-flops, sandals, etc. are not allowed.

→ If a student's attire or grooming threatens the health or safety of any other person, then discipline for dress or grooming violations will be consistent with discipline policies.

Food/Nutrition

Healthy students are better learners. Research shows that nutrition affects student achievement, including higher academic grades and standardized test scores, reduced absences, and improved memory. Information on the link between health and academic achievement can be found [here](#).

Students are expected to bring their own lunch and snacks from home. Please do not send your child with food or drinks containing elevated levels of sugar or caffeine. Students are not allowed to share or trade food with others due to varying diets and allergies. The school is not in a position to heat or refrigerate food, or systematically monitor or enforce a child's dietary intake.

Health/Medical/Medications

California State law requires that students being admitted to Chartwell for the first time bring a record of immunization. The chickenpox immunization is required for all students. Please bring in adequate proof of the varicella immunization or verification that your child has had chickenpox. Children age 13 or older must have two (2) varicella immunizations if they have not had the disease.

All students entering 7th grade must have completed a Tdap booster shot after age seven. In addition, a TB booster is recommended, though not required, prior to 7th grade. Immunization records must indicate the date each dose was received.

Chartwell does not have a school nurse and cannot assume liability for children who require medication. However, if a physician deems it necessary for your child to receive medication during the school day, several criteria must be followed. *All medication supplied by the parent, including over the counter medication, must be listed on the proper medication release form on file in the office. Prescription medication must be in the original container with the child's name, physician's name, correct dosage, expiration date, and directions.* Chartwell will not dispense medication without written parent approval. Students are not allowed to take medication on their own. Any medications left beyond the last day of the school year will be disposed. Minor first aid will be administered through the office.

At times, parents have kept vital medical information from the school including information regarding allergies and serious medical conditions. This is not only an unwise practice because of the responsibility you give us in the event of an emergency, but it is also a violation of the California Education Code. Full disclosure is expected. Please be assured that this information will be held in strict confidence. If you are uncomfortable releasing private information, you should inform the Head of School of your concerns, particularly in regard to medications.

Injury and Medical Treatment Authorization

Parent hereby releases and forever discharges Chartwell School from any claims whatsoever which arise, or may hereafter, on account of any first aid, treatment, or service rendered to students while at school or while participating in school events and/or activities. Parents understand that, except as otherwise agreed to by the school in writing, Chartwell School does not carry or maintain health, medical, or disability insurance for students; and, the parent is expected and encouraged to obtain medical or health insurance coverage for the student.

Parent hereby grants Chartwell School permission to take whatever actions necessary in supplying emergency medical services to the student. Parents understand Chartwell School will attempt to contact and follow the instructions of the parent, physician, or other person designated as the student's Emergency Contact. In the event Chartwell School is unable to contact any of the above persons, parent hereby grants permission to Chartwell School to contact and comply with the advice of an available physician, ambulance personnel, or emergency room personnel. Parent hereby agrees to be solely responsible for expenses incurred by Chartwell School in making emergency medical treatment available to the student.

Cell phones/Communication/Electronic Items

Cell phones, smartwatches, and other communication devices can be brought to school under the following circumstances:

- ❖ Phones must be powered off and turned in: HS students will turn in their phones at the front office at the beginning of each day; LS/MS students will turn in their phones to their homeroom teachers.
- ❖ Students may only use phones/devices in the morning before the first bell rings, and after the final bell rings at the end of the school day.
- ❖ Students are responsible for managing their time. If turning in their phone causes a student to be tardy, it will be noted. After three tardies, the student will complete a Reflection and Action Plan assignment with a member of the Student Support Team during their break time.
- ❖ Students can collect their phones at the end of the day.

Any student who needs to make a call during the school day should seek the assistance of their homeroom teacher or advisor, or a member of the Student Support Team. Family members are welcome to call the school to leave a message for a student.

Texting, recording video, and taking photographs on communication devices are not permitted at anytime during the school day unless students have explicit teacher permission. Any cell phone/device in view during the school day will be confiscated immediately (by any adult on our campus), logged and securely held at the front desk until the end of the school day, at which point it can be collected. Repeat offenders or those refusing to comply with this policy or teacher instructions related to this policy will be referred to a member of the Student Support Team for probable disciplinary action.

Student Cubbies - LS/MS

The open storage units for student belongings are a purposeful choice by school administration, designed to develop important study skills and character qualities among our student community. They were designed to hold not much more than light layered clothing, the contents of a book and lunch bag, and a minimum amount of additional materials necessary for learning. Personal items that are too large, too delicate or too alluring to remain unattended in the student's storage cubbie should be left at home or turned in to the homeroom teacher for later retrieval.

Lockers and Backpacks - HS

HS students have assigned lockers, which should be kept neat and free of writing, stickers and garbage. Backpacks may be brought to class at the discretion of class teachers and placed as directed. Backpacks may not be left on ramps leading to classrooms, or in classrooms, in ways that create obstacles to movement or safety hazards.

Personal Items

Personal items of value should be left at home. Chartwell will not assume responsibility or make compensation for lost or stolen personal items.

Skateboards, scooters and rollerblades may not be brought on campus unless specifically approved by the PE Department in advance. If they are to be used as the “vehicle” by which a child “commutes” to school, then a dated and signed note acknowledging parent consent must be approved and on file in the office.

Forgotten Articles/Homework and Lost & Found

To minimize classroom disruption, forgotten articles brought to school after 8:30 AM must be left at the office. Students may retrieve these items at an appropriate time, i.e. break/recess, or with teacher permission. Forgotten homework is just that, and students will not be allowed to call home to request its delivery to school.

Lost & Found is located just outside the school office. Students and parents should check this area for lost articles on a regular basis. Names are mandatory on all labels of clothing, lunchboxes, backpacks, water bottles, etc. Items without names remaining more than 30 days may be donated.

Sports/Wellness & Fitness

Chartwell participates in the Mission Trail Junior Athletic League (MTJAL) and Independent Parochial Athletic League (IPAL) and fields Middle School teams for both Boys and Girls. Chartwell is not responsible for transportation to/from “away” games. Parents of children participating in this program should arrange (and whenever possible volunteer to provide) transportation to and from games. A schedule will be published and distributed at the start of each season.

Coaches and staff emphasize the value of good sportsmanship during competitions and all school team or individual contests. These are wonderful opportunities for children to model civility from parents who attend sports activities. Please respect the teams, competitors, coaches, referees and other school representatives during these events. Allow Chartwell coaches to resolve conflict, counsel students, and exercise measured judgment during pitched competition on the “fields of friendly strife”.

The state of California requires every child to participate in Instructional Physical Education of not less than 100 minutes per week. Chartwell refers to this as Wellness & Fitness in order to emphasize its focus on the development of lifelong habits of activity that promote mental and physical health and longevity. Exemption from Wellness & Fitness class will not be considered unless the school receives:

- A signed note by student’s parent and attending physician stating the medical reason for and expected duration of child’s abstention from activities, or,
- A signed note by student’s parent and independently contracted physical education instructor stating the nature and time of private P.E. instruction in which the child is engaged. Parental request for a child’s participation in a substitute activity is subject to approval by the Head of School.

Athletic Participation and Assumption of Risks

Full consent and permission is hereby granted for the student to participate in all recreational, athletic, co-curricular, and extracurricular activities as part of the physical education program at Chartwell School. Parent acknowledges and understands the student may be subjected to potential serious physical and emotional dangers (such as accidents, illness, threats), up to and including death, which are inherent in those activities and/or unpredictable, and thus impossible for the School or participants to control or eliminate. The Parent acknowledges the risks associated with enrolling the student in the School and

assumes these and all risks on behalf of the student. Parent additionally understands and acknowledges that in the event of an accident, the Parent's insurance shall be responsible for all associated costs.

Field Trips

Field trips are an integral part of the academic program and all students are expected to participate. Drop-off and/or pick-up time on field trip days may need to be flexible. We always need drivers for these events so please complete and return the Volunteer Driver/Vehicle Use Authorization (which may be found on the school's website.)

General Risk and Indemnification Assumptions

Parents agree to own all risk associated with students' participating in any and all Chartwell events, programs and activities occurring on and off campus. Parents agree to release and hold harmless Chartwell School, its agents and employees from claims, damages, losses or other liabilities for injuries to the student not from gross or willful negligence by the school, its agents or employees, to the fullest extent permitted by applicable law. Additionally, parents expressly agree to indemnify Chartwell School for all damages caused in whole or in part by parents or their student, unless otherwise prohibited by applicable law. Such damages may include, but are not limited to, damages to/destruction or loss of any property of the school or any other person or entity, physical, emotional or mental injury to any other person, and any other damages incurred by any other person or entity due in whole or in part to any act or omission of students or their parents/guardians.

Outside Employment During the Academic Year - HS

Students should ensure that work hours do not detract from studying or participating in school life. If the student is under 18 years of age, the State of California requires a work permit, which may be obtained from the High School Director once the student has been hired.

Substance Use Policy

Chartwell School not only upholds federal and state laws in regards to illegal substances, but also opposes the use of alcohol, drugs, tobacco, vaporizers, or pharmaceuticals without a valid prescription by its students. Possession, use, or being under the influence of alcohol, drugs, tobacco/nicotine, and/or paraphernalia on campus or at any school-sponsored activities such as dances, field experiences, field trips, events at other schools, or community service activities when representing the school are serious infractions. Students found to be using illegal substances or to be under the influence during school activities will be referred to the Standards Committee for appropriate action.

Substance use is viewed first as a health and safety issue rather than a cause for immediate dismissal. Early intervention is important in preventing addiction, thus our goal is to intervene as soon as possible if someone is suspected of using, or is using, illegal substances. Similarly, if a student is struggling with addiction, their Student Support Team will make recommendations to the student and their family to formulate an appropriate treatment program and provide support and information as necessary. Families/guardians and students should be aware that programs may include recommending independent evaluation and implementing random drug testing, at the families'/guardians' cost, to ascertain the student's continued freedom from substance use.

Sale or distribution of illegal substances is a serious infraction against the health and safety of the school community. Students found to be involved in what is believed to be the sale or distribution of alcohol or other drugs to fellow students, either at school or while on a school-sponsored activity, may be immediately dismissed from Chartwell School, in addition to facing criminal penalties.

Voluntary Admission of a Substance Abuse Problem

The school will support students who voluntarily seek help for a substance abuse problem by assisting the student and their family in formulating an appropriate treatment program, arranging for access to community resources when necessary, and providing support and information for parents/guardians.

While no disciplinary action will be taken when a student asks for help in overcoming a substance problem, policies and procedures outlined herein will apply to any substance use following admission.

Search & Seizure

Chartwell School assumes that Chartwell community members uphold school standards and that students will not bring anything on school grounds that could potentially jeopardize the health and safety of themselves and/or anyone else. We also assume that everyone in the Chartwell community is responsible, trustworthy, and honest; thus if a student, faculty member, parent, etc. has reasonable suspicion that someone is in possession of anything that violates the standards stated in this Family Handbook, the Student Support Team will immediately investigate the issue. If necessary, Chartwell School retains the right to inspect and confiscate student's personal and/or school property without student or parent/guardian permission or prior notice. In these cases, parents/guardians will be notified at the earliest possible time. If a student is found in possession of anything that might jeopardize the health and safety of themselves or others, the incident will be addressed through the Student Support Team. Students might be assigned After School Reflection or be referred to the Standards Committee to discuss appropriate action, which may include a form of punishment. Depending on the severity of the incident, local law enforcement might be called.

Weapons

"Any person who brings or possesses a weapon of any kind on school grounds will be subject to arrest" (Penal Code 626.9/626.10). Possession or use of any kind of weapon is a serious offense and any item resembling or brandished as a weapon is forbidden. Chartwell will notify local law enforcement if a student or adult has a weapon on our campus.

False Alarms

The law forbids abuse of any alarm system, including the 911 emergency number. Any willful act, such as calling a false alarm, which disrupts the normal operation of the school community or threatens anyone's safety, is forbidden by law.

Emergency/Disaster Communications

Chartwell School has implemented an automated emergency alert notification system through Gradelink. When activated, Gradelink contacts families via recorded phone call, email and text message in the event of campus closure or emergency. The phone call is voice activated and delivers a message when the call is answered or when the voicemail message plays. If a line is busy or the call is missed, the system will retry every three minutes, up to a maximum of ten times. **We use the contact information provided on your Emergency Form.**

Parents at Chartwell

Chartwell expects parents to recognize and follow rules and regulations. Courtesy and civility are part of this, especially when it relates to dealings between parents and school administrators, school representatives, or the teaching staff. Parents are subject to the rules, regulations and policies of the school, in that they have a contractual relationship with the school, but most importantly they also set an example to our students. Therefore, we place great emphasis on conduct of all members of the school

community including parents and families. There are times when misunderstandings, disagreements, or mistakes happen that may cause tempers to flare. We encourage students, staff and parents to bring these issues to school administrators who can help diffuse, correct, clarify and otherwise resolve differences before they get worse. We strive to work together in the best interest of each and all students.

Special Events

Parents are encouraged to plan birthday parties on weekends and to mail invitations to students if the entire class isn't included. Presents should be distributed at the party rather than at school. Parents should consult with the child's teacher before bringing treats to school for special events.

Please post and review the school calendar. Special days and events are listed. There will be additional special activities occurring throughout the year about which you will be notified. Please read all notices, letters, and flyers.

Visitors

Chartwell attempts to accommodate parents and professionals who wish to observe the Chartwell program in action. However, the priority is to create, respect and preserve a constructive learning environment for our students. Parents are not allowed to drop in on their child's classroom to visit. If you want to make an extended observation of a particular class(es), make advance arrangements with the Director and your child's teacher(s).

All visitors (including current parents) who want to go beyond the entry courtyard must check in first at the school office to obtain a Visitor's Pass.

Dog Policy

For student and staff safety, Chartwell School has a strict no dog policy. No dogs are allowed on campus at any time before, during or after school hours. Certified service animals and guide dogs are allowed, in accordance with state law. Certified therapy dogs and their handlers may be allowed in certain circumstances with approval by the Head of School. For recurring visits, guide dogs and service animals must have up-to-date vaccination records on file in the school office. A person with a disability may be accompanied by a service animal or guide dog while on Chartwell School property, unless the animal's behavior:

- Creates a fundamental alteration in the nature of the educational setting
- Is not well behaved
- Presents a risk to the health and safety of students and/or staff

Sexual Harassment Policy

Sexual harassment is defined as unwanted and/or uninvited sexual attention from another person. Sexual harassment is a form of discrimination and may include any of a full range of behaviors from leering and verbal remarks, to unwanted physical contact. Chartwell School does not tolerate sexual harassment and will address each case individually and privately to determine if disciplinary action is required. Chartwell School prohibits retaliatory behavior against any complainant or participant in the complaint process.

Inappropriate behavior that may constitute sexual harassment include, but is not limited to:

- Pressure or force, whether explicit or implicit, to participate in or observe sexual activity.
- Uninvited touching, caressing, pinching or grabbing.
- Suggestive or sexual gestures, jokes, looks, or comments, display of sexually demeaning or offensive notes, pictures, or materials including material sent electronically.

Ed Code 48900.2 provides that a student may be suspended or recommended for expulsion if the Superintendent or Principal determines that he/she has committed sexual harassment as defined in Ed Code 212.5. Any student who engages in the sexual harassment of anyone in or from the school may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in sexual harassment may be subject to disciplinary action up to and including dismissal. Depending on the circumstances, a sexual harassment charge can be addressed as a disciplinary matter, a law enforcement matter, a matter of unprofessional conduct, or a civil rights complaint. Students or staff members need to immediately report incidents of sexual harassment to the administration or any teacher. An investigation will be conducted to determine: 1) finding of harassment, 2) non-finding of harassment, or 3) insufficient evidence to make a finding.

If the administration or designee does not promptly remedy a situation involving sexual harassment, a complaint of harassment can be filed in accordance with AR 1312.1 - Complaints Concerning School Personnel or AR 1312.3 - Uniform Complaint Procedures. The Head of School shall determine which procedure is appropriate.

Child Abuse Reporting Obligations

California law obligates school staff, under a penalty of fine and jail term, to report to Child Protective Services whenever there is reasonable suspicion of physical abuse, emotional abuse, emotional deprivation, physical neglect, inadequate supervision, sexual abuse, or exploitation. Unlike most policies related to school procedure, in this serious and legally narrow area, Chartwell will NOT contact parents in advance of making a report to legal authorities. Chartwell does not draw conclusions about the factual nature of such claims under the circumstances that lead to mandatory reports, but rather passes along information to the appropriate agency whose responsibility it is to make such determination. Parents are advised that based on the seriousness of the crimes listed above, the law mandates that a report of reasonable suspicion of abuse be made directly to the proper legal authorities. Reports will be made with the intent of securing the safety and well-being of the child and will not be modified or withdrawn once tangible and reasonable suspicion has been established.

Americans with Disabilities Act

Chartwell School is committed to providing reasonable accommodations where appropriate. It is the parent/guardian's responsibility to notify the school of the need for accommodations. The school may request additional information about the accommodation or the functional limitations requiring accommodation. When appropriate, we may request permission to obtain information from your physician or other medical/rehabilitation professionals.

The Chartwell Team

Many staff members play important roles in overseeing a student's daily or long-term school engagements. Chartwell staff members work as a team, knowing that it takes different levels of interaction and expertise to achieve effectual and even elegant outcomes to complex and ambitious socio-educational goals. The following descriptions may help you determine with whom to communicate under different circumstances. Note that the same teacher may function in multiple roles.

LS/MS Homeroom Teacher should be your first point of contact regarding academics, social-emotional well-being, and peer interactions. LS/MS students report to homeroom at the beginning and end of each school day.

High School Advisor: Every High School student is assigned an Advisor. The student's Advisor should be the first point of contact regarding academics, social-emotional well-being, and peer interactions.

Content Teachers: Instruct specific classes including Wellness & Fitness, STEAM (Science, Technology, Engineering, Art and Mathematics), Music, or Drama. While these teachers may only work with a student occasionally, they can provide insight to particular social and academic areas and work.

Student Support Team: Focuses on the Social-Emotional Academic Development of each child and includes the Director of Student Support, Counselors, Occupational Therapist, Speech and Language Pathologist, and a Student Support Behavior Specialist. Each child may see one or more members of this team for specific support.

School Administrators and Administrative Support Staff

Head of School, Kate Mulligan is the CEO of Chartwell, and functions much as the Superintendent of a school district. She is accountable to the Board of Trustees for advancing the mission of Chartwell. The Head of School works closely with senior staff leadership to create a dynamic, forward looking organizational culture anchored in the best educational practices, as well as one that is capable of anticipating and responding to longer term strategic challenges and opportunities.

Directors of Lower, Middle, and High School: Jodi Amaditz is the Director of the Lower and Middle School. Judy Gaughf is the Assistant Director. Alyse LeValley is the Director of the High School.

Director of Outreach and Family Engagement, Danielle Patterson is the first point of contact for families seeking information about Chartwell. Current parents with questions about financial aid and re-enrollment may also contact Danielle.

Director of Information Technology & Campus Management, John Langrill, is responsible for all aspects of technology at Chartwell. Additionally he oversees all aspects of the buildings and grounds including school safety and security.

Administrative Support Staff include the Academic Assistant, the Executive Assistant, the business office and the advancement office. If in doubt, the Executive Assistant is able to point you in the right direction or will find an answer to your question.

Accreditation

Chartwell School is a member of CAIS (the California Association of Independent Schools) and NAIS (the National Association of Independent Schools). Chartwell is accredited by WASC, the Western Association of Schools and Colleges Accrediting Commission for Schools and is certified by the State of California as a Non-Public School.

The Board of Trustees

Chartwell School is a non-profit, independent school governed by a volunteer Board of Trustees. Trustees are nominated and elected by the Board and attend regular monthly meetings. The Board's primary responsibilities are:

- ❖ Governance: Ensure long-range stability/fiduciary health; safeguard the mission; hire and support the Executive Director; oversee policy development; undergo strategic planning for the school.
- ❖ Ambassadorship: Represent and support the school in public in a positive manner.
- ❖ Sponsorship: Give money to the school and raise money for the school.
- ❖ Consultation: Provide advice, expertise, and work for the school when called upon.

Our Community of Learners: Values

Chartwell School is in many ways different from other schools – yet in certain respects it is also the same. This handbook will help you know what is the same and what is different so you can help us successfully engineer your child's education.

The primary difference at Chartwell is the degree to which a student is viewed uniquely. While it is clear that this is beneficial when designing instruction, it is less clear though equally important when applying rules. Children vary developmentally and in unique ways regarding socialization, and often must be taught how to understand and apply rules in much the same way that they benefit from direct instruction in reading or listening.

These rules are intended to serve as guidelines for responsible social and academic behavior. When the rules are in conflict with the best interest of the individual or school community they will be adjusted by the school staff to achieve the most meaningful outcome. We call this approach “structured flexibility” and consider it to be a balanced and practical reflection of the real world, as well as an approach that allows us as educators to maximize the value of any teaching moment.

The goals of developing a statement of values and code of conduct at Chartwell School are to:

- ❖ Provide all students with a safe environment conducive to learning.
- ❖ Enable students to understand the importance of developing a sense of responsibility and respect for self and others.
- ❖ Help build individual self-esteem and a harmonious supportive community.

Code of Conduct

All Chartwell students have one overarching goal: to develop their full potential for success. Such a challenging goal requires commitment, effort, cooperation, hard work, respect and accountability for self and others, and honesty from each member of the school community. Toward this goal, staff will help students exhibit the following code of conduct:

- ❖ **Honesty** in all academic endeavors.
- ❖ **Commitment** to maintaining a safe, clean and productive learning environment.
- ❖ **Understanding** and acceptance of one's own, and other's strengths and weaknesses.
- ❖ **Willingness** to take full advantage of all learning opportunities.
- ❖ **Respect** for the feelings, time, effort, physical and emotional well-being of others.
- ❖ **Respect** for personal, school and others' property.
- ❖ **Respect** for the policies and procedures of Chartwell School.

Student Rights and Responsibilities

By accepting and fulfilling responsibilities, individuals will come to value rights and privileges.

Responsibility is inherent in the exercise of every student right, and encouraging students to fulfill these responsibilities with positive reinforcement is the preferred approach at Chartwell School. Occasionally, there may be circumstances where negative consequences are the quickest way to stop potentially harmful behavior, especially where safety is concerned. However, these events will not deter us from ultimately creating and implementing an environment of positive reinforcement as the best way to change and shape behavior.

Chartwell School designed the following rights to ensure the safety and respect of everyone at the school. Please review these with your child to help them understand that the surest way to protect his or her individual rights, and those of the school community, is to actively practice associated responsibilities.

- | | |
|-----------------|--|
| Right #1 | To have a positive and productive learning environment |
| Right #2 | To have a safe, clean and orderly facility |
| Right #3 | To be treated with respect, dignity and integrity |
| Right #4 | To have property and materials treated with respect |
| Right #5 | To participate fully in intervention and discipline procedures |

Your child's Student Support Team will work with you to resolve misinterpretations of these rights.

Behavior Management

Chartwell School's philosophy is that a structured, caring environment contributes most effectively to the growth of our students. Chartwell's program strives to ensure student emotional, physical, and psychological well-being by establishing and maintaining a positive school environment. In order to secure each student's Social Emotional Academic Development, we create opportunities to celebrate students' strengths, efforts, achievements, and individuality. As a school, several programs are used based on student need: RULER, Toolbox, Love & Logic, and Circle Ways Council.

Discipline at Chartwell is a process that aims to help those involved understand why a behavior occurred and provide them with time to reflect on the behavior, resolve hurt feelings, restore trust, and gain an improved ability to act more respectful and responsible. It is our belief that any student at Chartwell has the ability, regardless of their learning profile, learning style, strengths, or weaknesses, to follow all rules and behavioral expectations. Therefore, the discipline procedure is individualized, taking into account each student's social-emotional development, diagnosis, and personal situation.

Behavior that hinders teaching, learning, or an individual's social-emotional growth is deemed unexpected. Rules are developed to be as consistent as possible in every class and environment. Teacher interventions are aimed at supporting the students to control their behavior and stay in the learning

environment. Depending on the severity or frequency of the unexpected behavior, a teacher has the ability to refer a student to meet with a member of the Student Support Team.

Responses to unexpected behavior, based on severity and frequency, will occur at Levels:

Level I: When a student is sent out of class/free-time activity, a private conversation with the student will occur and they can return to class. The support team member and referring teacher will follow-up with each other.

Level II: When a student is sent out of class three times, they will miss a recess and meet with a member of the Student Support Team. The parent/guardian will be notified.

Level III: When actions are more egregious and call for immediate action, parents/guardians will be notified and asked to partake in a Standard's Committee Meeting to discuss the behavior, learn more about why the behavior occurred, determine changes that might need to occur with their support or program, and/or additional consequences. Members of the Standards Committee always include parents/guardians and members of the Student Support Team.

Possible outcomes from a Level III infraction, based on the severity and/or chronic nature of the behavior, might include, in the following order:

1. Sent home for the remainder of the school day with a follow-up team meeting the following day.
2. Schedule adjustment and/or adaptation to accommodations and modifications.
3. Loss of multiple days of free time with assigned work/activities designed to help students recognize, reflect, and develop an action plan to reverse the behavior. During this time, it is recommended that each student meet with the school counselor.
4. Inability to participate in certain school functions such as field trips or field experiences.
5. Implementation of a Behavior Intervention Plan aimed to systematically work with the student in each moment of their day to reverse the targeted behavior. Incentives and/or consequences can be added to the Plan when appropriate.
6. In-School or Out-of-School Suspension, which includes academic work so the student doesn't fall behind and/or supplemental work that allows the student to reflect on their actions and exhibit expected behaviors in the future.
7. Placed on a probationary period where no further unexpected behaviors are allowed to occur. During this time, parents/guardians and teachers will communicate about the student's ability/inability to meet expectations and any additional changes that could occur to support the student.
8. Expulsion. In this event, Chartwell will recommend and provide all materials necessary for the student's transition to their new educational environment.

Academic Policies

Homework Policies and Procedures - LS/MS

The purpose of homework at Chartwell School is threefold:

1. Students can gauge progress towards independent mastery of newly acquired skills and/or concepts;
2. Teachers get measurable/observable feedback about a student's ability to perform independently with newly acquired skills;
3. Parents can observe class content presentation, their child's progress and independent work habits.

These goals can only be met when parents, teachers and students perform their respective roles. The following guidelines will make homework maximally productive:

1. Parents should not help or review their child's homework with the intent of helping them to get everything right. Students are not penalized or disciplined for producing incorrect answers. Homework is not used as a measurable evaluative instrument for grading purposes. Please leave incorrect answers and resist the temptation to help when your child encounters difficulty and cannot immediately answer independently.
2. Parents may assist their child in reviewing or reading the directions for an assignment. If there is an example, we encourage parents to review with the child the procedure employed to solve the problem. Parents should encourage the child to try the succeeding ones independently.
3. Homework is not intended to consume family and recreational time. Generally, homework will be assigned Monday through Thursday in no more than three subjects for LS students and four subjects for MS students. Each assignment is designed to take between 10-30 minutes, although studying before quizzes and tests may require additional time for individual students. If a child has worked on an assignment diligently for the above time period, then the parent should simply sign off at the top of the homework sheet indicating that the child has worked on the assignment. Please reassure the child that there are no disciplinary consequences for wrong or incomplete homework assignments provided you have observed the child working productively on the task for the required time period. There is a study hall at lunch to help students who could not complete their work at home.

High School Grades and Comments

Part of Chartwell High School's educational philosophy focuses on the acquisition of skills and meeting standards rather than on grades. However, grade evaluation is a useful part of preparing students for college. The academic year is broken down into two semesters with two project periods for each. Therefore, four times per year, after each project period, students and parents/guardians will receive reports including grade equivalents for coursework and evaluations from their teachers, which includes content standard and skill assessments, achievement, effort, and citizenship grades, and a narrative report. Students receive credit for each class in which they successfully earn a grade of "C-" or higher. On the year-end transcript, students receive semester grades for each subject area and each project period, which become part of the student's official transcript and academic record. To effectively serve our students, all faculty members and counselors have access to student grades and records.

A student may be put on academic probation at any point in the year for not completing homework, missing class assignments, or inconsistent attendance. If a student does not complete required work or misses more than 10% of contact time at school, accumulation of course credit for the semester and re-enrollment contracts will be jeopardized. In these cases, the Student Support Team will work with parents/guardians and instructors to get the student back in good academic standing or, find appropriate, alternative placement.

Conferencing and Reports

Chartwell expects each LS/MS child's parent(s) to attend three conferences with the child's Homeroom teacher during the academic year. HS conferences are optional. The 40-minute conferences are held during October, February and June (check the calendar for specific dates). Parents will receive a notice indicating available conference times as well as a copy of progress reports to date.

In October, a Chartwell Education Plan (CEP) outlining academic goals and learning objectives designed for your child will be provided and discussed in detail. During the February conference, progress towards

the CEP goals will be measured through informal benchmark testing, and learning goals may be adjusted to better meet the student's educational needs.

Prior to the June conference, a multi-subject narrative will be prepared and e-mailed home. Parents may request that the Director or any other teacher participate in the conferences.

Evaluations and the Child's File

Chartwell can best facilitate academic progress when our understanding of the child is comprehensive. To that end, we need as much diagnostic information about each child as possible. Chartwell requires a comprehensive psycho-educational evaluation by a licensed School Psychologist as part of the Admission process. Evaluations by other professionals or specialists may be insightful and are often helpful, but are not accepted in place of a psycho-educational evaluation by a licensed school psychologist. Chartwell staff will assist parents in finding appropriate personnel to complete such an evaluation.

Parents, by law, may review their child's educational file at any time. If you wish to review your child's file, please contact the office. Parents are free to review the file in the company of a staff member, but may not take the file out of the office. If parents need information forwarded to a potential receiving school or educational consultant, a signed information release form must be on file.

Integrity of Work

Every student is expected to do their own work at all times on homework, tests, quizzes or any other type of assignment. Students may not discuss tests or quizzes with any students who have not yet taken the quiz or test. Students who do not follow these guidelines will be referred to the Academic Dean for possible disciplinary action. The definition of plagiarism is the use of someone else's ideas or expressions as one's own in writing, either verbatim (copied directly), paraphrased, or downloaded to/from electronic media without giving acknowledgement of the source. Incidents of plagiarism will be treated in the same manner as cheating.

Chartwell School provides every student with basic scholastic supplies, including an Assignment Book and preprinted subject dividers. Prior to the first day of school, your student's homeroom teacher will email a welcome letter, and any additional required supplies will be detailed. Students should transport their personal and academic belongings in a backpack, and binders and backpacks should remain in good repair throughout the school year.

Summer Program

Chartwell runs an abbreviated summer program focused on the same essential skills developed during the regular school year. Information and applications for this program are available in the main office.

High School Academics and Standards

Chartwell High School represents a rethinking of the high school experience; it's a school designed for the students it serves. Our purpose is to foster the potential of students who, despite their hard work and talents, may have struggled in a traditional educational setting. The School's innovative approach and structure, and its unique combination of conceptual rigor and integrated skills instruction provide an educational environment in which students can build ongoing success.

The keystones of education at Chartwell High School are:

- ❖ **Value Skills:** Respect, honesty, and responsibility
- ❖ **Success Skills:** Communication, collaboration, creativity, critical thinking
- ❖ **Academic Skills:** Timeliness, organization, study skills, acquisition and expression of information, self-knowledge, advocacy

Graduation Requirements

Graduation requirements for a Chartwell High School diploma meet the A-G requirements used by the University of California system with the exception of foreign language (which may be waived for recommended students). Credit is awarded for a grade of C- or better.

Chartwell High School Graduation Requirements

Years	Course
4	English/Literature
3	Social Studies (World History, U.S. History, Government/Economics)
3	Mathematics (Algebra, Geometry and Advanced Algebra)
3	Science (2 years of a lab science)
1	Health
1	Visual and/or Performing Arts
2	Fitness
2	Electives/Project Work
2	Foreign Language *if recommended

In certain circumstances, and upon the Director's recommendation, the Head of School may evaluate and modify Chartwell High School graduation requirements in favor of requirements for graduation set forth by California Education Code.

California Graduation Requirements (EC 51225.3)

Years	Course
3	English/Literature
3	Social Studies (World History, U.S. History and Government/Economics)
2	Mathematics (Algebra 1)
2	Science (Biological and Physical Science)
1	Health
1	Either Visual or Performing Art
2	Fitness

High School Standards

At Chartwell High School, the health and safety of every member of our school community is our highest priority. Every successful community involves a high degree of adherence to commonly shared beliefs and practices. Responsibility, respect, and honesty are the value standards that form the bedrock on which our community is built. Students feel their best when they act in a manner in which they are unconditionally responsible, respectful, and honest, and we want them to experience this every day. As members of the Chartwell High School community, students are expected to uphold these values, rules, regulations, and policies.

Responsibility – to school, family and peers

- Behave in accordance with community rules and abide by school regulations.
- Take responsibility for one's own behavior in and outside of the classroom.
- Be prepared for class and communicate with others politely

Respect – for the rights, welfare and property of others

- Treat others the way you want to be treated.
- Any form of rudeness directed at students or adults is a violation of this principle.
- Contribute to a safe environment free from harassment of any type.

Honesty – in all personal and academic matters

- Maintain honest communication to avoid confusion, manipulation, or power struggles.
- Do not steal or use others' possessions without their permission.
- Do not cheat by using or providing unauthorized help or by presenting another's ideas as your own (plagiarism).

Student Driving

Students may drive to school but must abide by the following rules in addition to all state restrictions on provisional driver's licenses. It is the responsibility of the student and their family/guardians to know and abide by these rules at all times.

1. Students must park in the designated area, which is the staff parking lot located at the entrance of the campus.
2. No speeding; campus speed limit is 10 mph. No reckless driving or stunts are permitted.
3. No student may transport another student without written permission from all parents/guardians on file and without the consent of the administration.
4. No car should be visited, used or moved, for any reason during the school day, without prior permission.
5. Chartwell High School is not responsible for any loss, damage, or theft to student cars. Students should take normal precautions such as locking the car.
6. Chartwell High School reserves the right to search any student vehicle.
7. When driving on school property, the volume of the vehicle's audio systems should be appropriately modulated. Stated simply, keep the volume down.
8. Seatbelts must be worn at all times.

Leaving Campus

Student drivers may not leave campus unless approved by the administration. Juniors and Seniors in good academic standing who have proven their ability to uphold the school's standards may be allowed to leave for lunch. Students leaving campus must sign out and sign back in upon their return.

Standards for Field Experiences

- A. Because of the complexity and greater risks involved with off-campus group activities, participants must understand that personal choice, individual "rights," and "due process," while still important, are secondary considerations to the trip leader's judgment concerning safety and trip management.
- B. Students and their families must bear the costs associated with disciplinary action (i.e. being sent home).
- C. Families/guardians are responsible for informing chaperones about any medication used by students.

Technology

STUDENT TECHNOLOGY USE AGREEMENT

Technology at Chartwell School, including but not limited to computers, networks, servers, personal devices, printers, online accounts, email and Internet access, is provided for educational purposes, consistent with the school's mission, curriculum and instructional goals. Students have no expectations of privacy when using technology. These rules provide guidance concerning the use of technology and do not attempt to describe every possible prohibited activity by students. Students and parents who have questions about whether a particular activity is allowed should contact the school.

Student Responsibilities

Each student is responsible for their own actions involving the use of any technology. Students are responsible for the proper care and handling of any school property they use and for any damages or loss resulting from mishandling or neglect of the school's technology. Students are also expected to comply with all instructions from teachers and other school staff or volunteers when using technology.

Prohibited Uses

Examples of prohibited uses of technology include, but are not exclusive to the following:

1. Accessing, downloading, or displaying offensive, abusive, sexually explicit, and/or illegal materials.
2. Violating copyright laws, copying or sharing any type of copyrighted materials without the owner's permission. The school assumes no responsibility for copyright violations by students.
3. Plagiarizing by representing as one's own work any materials obtained on the Internet. When Internet sources are used in student work, the author, publisher and web site must be identified.
4. Students are not allowed to reveal their full name, address, telephone number, social security number or other personal information on the Internet.
5. Copying, downloading, or installing any software without Technology Department authorization.
6. Downloading, uploading, streaming, or playing games without teacher consent. The school assumes no responsibility for illegal software copying by students.
7. Using school technology, including computers, personal devices, network and Internet access for non-school-related purposes (e.g. accessing prohibited websites, social networks, gaming sites) not connected with the educational program, assignments and/or without teacher approval is prohibited.
8. Using any technology for illegal activity or in violation of school rules is prohibited. The school assumes no responsibility for illegal activities of students while using school technology.
9. Misuse of passwords, unauthorized access, using others' passwords, or accessing others' files, folders or accounts.
10. Any attempt to breach system security or cause a breach of system security is prohibited.
11. Any malicious use, vandalism, disruption or harm to school technology, email and Internet services.
12. Use of technology to mistreat others including students, staff, trustees or school community: cyber bullying, sharing photos and/or videos, or giving other's personal information without permission. This includes use of non-school devices off campus that impact our community members, and demonstrate a conflict with our school policies and code of conduct.

Technology Device Take Home Program

Students participating in any school-sponsored technological device take home program are responsible for maintaining the device(s) at all times. Students shall use reasonable care and common sense to ensure devices are not lost, stolen or damaged. Such care includes but is not exclusive to the following:

1. Store equipment in a safe and secure locked environment when not in use
2. Selected storage location should be clean, dry and not exposed to high temperatures
3. Equipment is not to be left overnight in student cubbies/lockers
4. Students may not lend their devices to anyone
5. Equipment should be kept clear of all liquids, food, or other materials that may cause damage

Consequences for Violations of the Student Technology Use Agreement

Student use of school technology including computers, network and Internet access is a privilege, not a right. Compliance with school policies and rules concerning computer and Internet use is mandatory. Students who violate these policies or rules may have their technology privileges limited, suspended or revoked. Violations may also result in disciplinary action, referral to law enforcement and/or legal action. Students and their parents shall compensate the school for any losses, costs or damages incurred by the school for violations by student using school technology, including the cost of investigating such violations. The school assumes no responsibility for unauthorized charges or costs incurred by a student while using school technology. The Head of School shall have the final authority to decide whether a student's privileges will be limited, suspended or revoked based upon the circumstances of the particular case, the student's prior disciplinary record and any other pertinent factors.

Students acknowledge they have read and understand the Chartwell School Student Technology Use Agreement. By signing the Handbook Acknowledgement form and initialing the appropriate box, students agree to adhere technology use policy in order to help promote a safe and comfortable learning experience for all students.

Parents/Guardians acknowledge they have read and understand Chartwell School's Student Technology Use Agreement and agree to discuss the importance of these rules with their child to help promote a safe and comfortable learning experience for all students. Parents/Guardians hereby give permission for their child to use technology and Internet access at Chartwell School by signing the Handbook Acknowledgement form and initialing the appropriate box.