

Chartwell School Family Handbook



2022 – 2023

Version August 12, 2022

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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 distinct educational program based on the needs of each individual. We believe all of our students are adept learners who can discover new pathways to gain critical 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/guardians in helping us reach this goal.

Leadership

Head of School: Danielle Patterson
Director of Finance: Alex Kopelevich
Director of Teaching and Learning: Jodi Amaditz
Assistant Director of the Lower School: Katherine Kanaski
Assistant Director of the Middle School: Karla Bell
Assistant Director of the High School: Amanda Zonghi
Academic Dean for the High School: Nicole Buice
Director of Student Support: Billy Swift
Student Profile Specialist: Jeff Morton
Director of IT & Campus Management: John Langrill
Director of Communications & Advancement: Elena Mueller
Director of STEAM and ED Tech: Dr. Sandra Varajic
Director Human Development and Wellness: Batya Fields
College Counselor and Registrar: Alyse LeValley
Director of Athletics: Rory Patterson
Director of the Online Program: Bailey John

Administrative Support

Academic Executive Assistant: Rozalyn Harris
Accounting Manager: Daphne Ellington
Business Office/HR Manager: Katia Stornetta
Facilities and Maintenance: Reggie Roberts
Technology Support: Aaron Goldwasser

Student Services

Director of Student Support and Services: Billy Swift
High School Student Support Coordinator: Ashton Plette
Therapists: Carolyn Kelleher, LMFT; Diane Sunseri LCSW
Counselor: Carlye Kuxhausen, PPS
Speech & Language Pathologists: Asha Cox, M.A., CCC-SLP (online); and Katie Whitman, M.A., CCC-SLP (on campus)
Occupational Therapists: Katlyn Bach, OTR/L; Lisa Benjamin, MS, OTR/L; Marisa Vinson, OTR/L
Student Support Staff: Emily Garber, Francine Huck, Amy Johnson, Aaron Kanak, Reggie Roberts
Remote Student Support: Sandie Reddy

Faculty 2022-2023

Lizanne Adams-Garcia	Amy Johnson	Miriam Romero
Regan Albee	Aaron Kanak	Garrett Rowe
Katlyn Bach	Melissa Kelly	Taylor Rutter
Barbara Rees (online)	Amanda King	Meghan Sanchez
Kristen Bogue	Patricia Kirshner	Maryn Sanchez
Genee Cahill (online)	Gordon Malis	Jose Santos-Catalan
Amanda Chace	Crissy Maras	Joseph Shannon
Sarah Chavez	Stacy Meheen	Jesse Vickers
Lauren Christensen	Cheryl Milton	Marisa Vinson
Lydia Cummins	Jeff Morton	Alana Warcken
Danny Cunningham	Robert Owen	Shane Whitman
Elizabeth Darovic	Talmon Owens	
Stephanie Driscoll	Nina Phillips	
Jason Fisk	Randy Postadan	
Christine Ford	Nena Prakash	
Emily Garber	Cindy Price (online)	
Anthony Garcia	Dan Rhoads	
Francine Huck	Jack Riley	

* To email a faculty or staff member, us the following formula: first initial of first name + last name @chartwell.org (Example: emueller@chartwell.org)

Mission, Vision and Values

Chartwell empowers students with dyslexia and associated learning differences to unlock their full potential. We provide a college preparatory, strength-based program that gives students the skills, strategies, tools and mindset needed to become successful lifelong learners. We share our expertise through partnerships and outreach initiatives to transform education.

Chartwell aspires to show the world that young people with language-based learning differences and diverse learning styles and profiles can be among the most creative, productive and valuable members of any community. We further aim to inspire others to get to know, understand and value these students from very young ages and to help them realize their full potential. We seek to see them develop into confident young people and adults, committed to lifelong learning and equipped with the knowledge, skills and social and emotional competencies to achieve their goals.

Our vision of a better educational world for these students includes teachers who are lifelong learners, the adoption of cutting-edge research and effective technologies, and being a center of learning for the teaching profession, parents, and the community.

Our collaborative relationships with individuals, organizations and networks of allied professionals aim to advance the understanding, advocacy, and practical delivery of services for the benefit of individuals with learning differences, while partnerships with higher education, business, and others in our region seek to advance the quality of education for all students.

Our vision also includes sharing our green campus in ways that inspire our students and many others to appreciate, enjoy and be good stewards of the environment, respecting its beauty and vulnerabilities and using its resources wisely in their future lives and careers.

Chartwell School Core Value Statements

LEARNING

Our culture of learning emphasizes the skills, strategies, tools, and mindset needed for life-long success.

We do this by:

Employing a strengths-based, customized approach to unleash each student's full potential.

Developing collaboration, problem-solving, and critical thinking skills.

Prioritizing inter- and intra- personal relationship skills and strategies so students can effectively learn and socialize.

Utilizing an ongoing process informed by parents, teachers, counselors, data, and student performance to allow for continual learning and improvement.

Encouraging continuous learning and professional development for our faculty, staff, and board.

Supporting our wider family and educational community by offering learning opportunities

ADVOCACY

Chartwell prioritizes advocacy at the individual and community levels.

We do this by:

- Teaching students to be self-aware and to advocate for themselves in education and in life.
- Encouraging community members to advocate for those who may think and learn differently.
- Promoting understanding and reducing the stigma around learning differences
- Embracing cognitive diversity.
- Leveraging the most effective teaching practices, and sharing them widely with the intent of improving education for all.

STEWARDSHIP

We sustain Chartwell by using our resources wisely and using our campus to motivate students to be stewards of our world.

We do this by:

- Responsibly managing our ecological resources, conserving and protecting Chartwell lands and maintaining a campus that builds and operates in a sustainable manner
- Being intentional with how we use our finances and staffing options.
- Educating Chartwell community members to be thoughtful global citizens.
- Reaching out to share our knowledge and obtain community support.
- Careful planning to ensure our continued operation.

INNOVATION

We integrate current neuroscience research to continuously improve teaching and learning.

We do this by:

- Partnering with leading scientists at the UCSF Dyslexia and Cognitive Diversity Center and other experts to understand and respond to our students' strengths and challenges.
- Translating neuroscience research into effective classroom pedagogy in our own classrooms as well as educating teachers through our Teacher Training Institute.
- Incorporating the latest social-emotional research to personalize support based on each student's unique profile.
- Using technology creatively to advance the needs of our community.

BELONGING

The Chartwell community intentionally fosters a sense of belonging.

We do this by:

- Cultivating a friendly and welcoming atmosphere where students feel safe, valued, and connected.
- Seeking to understand, embrace and support oneself and one another.
- Fostering community and a sense of being a part of something bigger than ourselves.

CHARTWELL SCHOOL

2022-2023 ACADEMIC CALENDAR

AUGUST '22						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1-12 Faculty In-Service Days
 11 Chartwell Family BBQ
 12 Freshman & New HS Student Orientation
 15 First Day of School - HS
 16 First Day of School - LMS

Days: LS/MS - 12 | HS - 13

FEBRUARY '23						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

16 Faculty In-Service
 16-21 Winter Long Weekend/Presidents' Day - No Classes

Days: 16

SEPTEMBER '22						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

05 Labor Day - No Classes
 08 Back to School Night - Lower
 15 Back to School Night - Middle/HS

Days: 21

MARCH '23						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

17 Faculty In-Service Day
 31 Cesar Chavez Day

Days: 21

OCTOBER '22						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

7 Faculty In-Service Day
 7-11 October Long Weekend - Indigenous People's Day
 19-21 Conferences - Half Days

Days: 18

APRIL '23						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

3-8 Spring Break - No Classes

Days: 15

NOVEMBER '22						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

21-25 Fall Break - No Classes (Full Week)

Days: 17

MAY '23						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

26 Faculty In-Service Day
 29 Memorial Day - No Classes
 31 Conferences - Half Day

Days: 21

DECEMBER '22						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

19-30 Holiday Break - No Classes (Two Weeks)

Days: 12

JUNE '23						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

1-2 Conferences - Half Days
 07 Last Day LS & MS/ Grade 8 Promotion
 08 HS Retrospective & Graduation
 9 Faculty In-Service Day
 14 Summer Program Orientation
 19 Juneteenth - No classes

Days: LS/MS - 5 | HS - 6

JANUARY '23						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

02 In-Service Day
 03 Classes Begin
 16 M.L. King, Jr. Day - No classes
 18-20 Conferences - Half Days

Days: 20

JULY '23						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

4 Independence Day Observed - No Classes

LS/MS Total School Days: 178
 HS Total School Days: 180

Green: School Functions
Gold: Vacation / Holidays - No Classes

Blue: Faculty/ Staff In-Service
Red: Conferences - Half Days

Bell Schedules

Monday - Thursday

Time	Event	Minutes
8:20	First Bell	
8:30 - 8:45	Homeroom/HS Advisory	10 min
8:45 - 9:30	First Period	45min
9:35 - 10:20	Second Period	45 min
10:20 - 10:40	Morning Recess	20 min
10:40 - 11:25	Third Period	45 min
11:30 - 12:15	Fourth Period	45 min
12:15 - 12:50	Lunch	35 min
12:50 - 1:25	Flex Time/HS Advisory	35 min
1:30 - 2:15	Fifth Period	45 min
2:20 - 3:05	Sixth Period	45 min
3:05	HS Dismissal	
3:05 - 3:15	LS/MS Homeroom and Dismissal	10 min

** Chartwell's academic schedule includes A & B days. On B Days the 1st and 2nd periods move to the afternoon and the 5th and 6th periods to the morning on Tuesdays and Thursdays.*

Friday Schedule

Time	Event	Minutes
8:20	First Bell	
8:30 - 8:45	Homeroom	15 mins
8:45 - 9:15	First Period	30 min
9:20 - 9:50	Second Period	30 min
9:50 - 10:10	Break	20 min
10:10 - 10:40	Third Period	30 min
10:45 - 11:15	Fourth Period	30 min
11:20 - 11:50	Fifth Period	30 min

11:55 - 12:25	Sixth Period	30 min
12:25 - 12:50	Lunch	25 min
12:50	HS Dismissal	
12:50 - 1:00	LS/MS Homeroom and Dismissal	10 min

Half-Day Schedule*

8:20	First Bell	Minutes
8:30 - 8:45	Homeroom	15 min
8:45 - 9:15	First Period	30 min
9:20 - 9:50	Second Period	30 min
9:50 - 10:10	Morning Recess	20 min
10:20 - 10:50	Third Period	30 min
10:55 - 11:25	Fourth Period	30 min
11:25 - 11:55	Fifth Period	30 min
11:55 - 12:00	Homeroom and Dismissal	5 min

* The Half Day Schedule is typically implemented during family-teacher conferences and on special event days, such as the last Friday before Winter Break and Fun Day in June. Half Days will be communicated through the Bulldog Bark.

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 person may function in multiple roles.

LS/MS Homeroom Teacher: 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 is 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, Drama, etc. While these teachers may only work with a student occasionally, they can provide insight into particular social and academic areas and work.

Student Support Team: Focuses on the Social-Emotional Academic Development of each student and includes the Director and Coordinator of Student Support, Counselors, Occupational Therapists, Speech and Language Pathologists, Student Support Behavior Specialist, and additional 1:1 support personnel. Each student may work with one or more members of this team for specific support.

School Leadership Team

Head of School: Danielle Patterson is the head of Chartwell School and functions much as the Superintendent of a school district. She is accountable to the Board of Trustees for advancing the mission of Chartwell School. The Head of School works closely with senior 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. She is also the first point of contact for new families seeking information about Chartwell and for current parents/guardians with questions about financial aid and re-enrollment.

Director of Teaching and Learning and Assistant Head of School: Jodi Amaditz is the Director of Teaching and Learning. She oversees curriculum selection, development, and implementation across all grades and works to enhance Chartwell's research-supported student assessment process. She is also in charge of faculty professional development and through in-class observation and individual development plans, further develop a culture of growth, adaptability, and continuous improvement. The lower, middle, and high school assistant directors report to Jodi creating a consistent learning experience across divisions.

Assistant Director of High School: Amanda Zonghi oversees all matters related to the high school, including curriculum, assessment and reporting, faculty development, communications, class scheduling, record management, culture, and parent and guardian relations.

Assistant Director of Middle School: Karla Bell oversees all matters related to the middle school, including curriculum, assessment and reporting, faculty development, communications, class scheduling, record management, culture, and parent and guardian relations.

Assistant Director of Lower School: Katherine Kanaski oversees all matters related to the lower school, including curriculum, assessment and reporting, faculty development, communications, class scheduling, record management, culture, and parent and guardian relations.

Director of STEAM and Education Technology: Dr. Sandra Varajic leads the development and implementation of STEAM programming across all grade levels and continue Chartwell's growth and success with the after-school robotics program. She will also evaluate and implement educational technology to best support our students' unique learning needs.

Director of Human Development and Wellness: Batya Fields is Chartwell's Director of Human Development & Wellness. In this role, she serves as a resource-based strategies expert within the Chartwell community to further support our program's development around inclusive practices and support our students, faculty and community to develop skills and purpose when engaging.

Director of Finance: Alex Kopelevich is Chartwell's Director of Finance and is responsible for the management and oversight of the school's business office and financial reporting.

Director of Communications and Advancement: Elena Mueller oversees *The Bulldog Bark*, the Chartwell School website, *The Write Stuff* school magazine, media relations, and school-affiliated social media. She is also the point of contact for families seeking information about giving to Chartwell and philanthropic engagement.

Director of Information Technology and 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, and COVID protocols and processes.

Director of Student Support: Billy Swift is the point person for any related services (therapy, counseling, speech and language, occupational therapy) as well as any social-emotional or behavioral information, questions, or concerns.

Director of Athletics: Rory Patterson is Chartwell's new Director of Athletics for Chartwell's middle and high school. He will work with a team of experienced coaches to expand and enhance Chartwell's competitive sports offerings while developing our young athletes physically, mentally, and emotionally.

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 am and school begins at 8:30 am. Students arriving late must check-in at the office in Building 200. Students leaving prior to the end of the day must 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 discretionary absences are discouraged because they undermine the educational goals parents/guardians have asked the school to achieve with their children. Punctual attendance is necessary for all school programs. Chronic tardiness disrupts 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 by calling 831-394-3468 and/or sending an email to academic.assistant@chartwell.org. If your child has been diagnosed with a contagious disease, refer to the Communicable Diseases policy and notify the office. Upon their return, students should submit a signed and dated written excuse stating the reason for their absence.

In the event your child will be absent for an extended period of time, notify the school at the earliest opportunity. Lower School and Middle School (LS/MS) parents/guardians should contact their child's homeroom teacher and High School (HS) parents/guardians and students should coordinate with their advisor. Chartwell can not accommodate an individualized program for a student who is absent for a family vacation during the school year. Please plan your vacations around our school calendar.

At the high school, attendance is taken at the beginning of each class and teachers record absences and tardies. High school students are responsible for notifying their instructor when they will be tardy or miss a class, along with an explanation. California Educational Code specifies that credit may not be given for schoolwork missed during unexcused absences. High school 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 high school 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. High school 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. High school students are expected to contact their teachers to request missed assignments.

Communications

The Bulldog Bark is Chartwell School's weekly e-newsletter, sent each Thursday, and communicates information about upcoming events, activities, news, and schedule changes. Please read all notices and flyers to ensure any requested information, permission slips, etc. are returned to the school.

The school website at www.chartwell.org is also a resource for families seeking past issues of the Bulldog Bark, school calendar, forms, and more.

Additionally, each Friday LS/MS families will receive a newsletter from their child's homeroom teacher with classroom photos and updates and HS school families will receive a note from their child's advisor.

Contact Elena Mueller, director of communications and advancement, at emueller@chartwell.org with any questions about communications.

Open Door Policy

Chartwell maintains an "open-door" policy as much as possible. If a phone is busy, a call or email is not returned expeditiously, 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 academic program. However, our primary responsibility and obligation during school hours is to your child. If you need to speak to a teacher, the Assistant Director of Lower, Middle or High School, or another administrator, or if you are unsure whom to contact for a specific question or concern, please call the main school phoneline at 831-394-3468 or email info@chartwell.org and you will be directed the appropriate faculty or staff member.

If you wish to speak to the Head of School, please email Danielle Patterson directly at dpatterson@chartwell.org. 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, that person must be listed on the emergency contact form, or the parent must verify in writing that this individual is permitted to transport the child. The school will not release any child 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 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 am. Students dropped off prior to the bell should go directly to the area assigned to their division.
- ❖ Afternoon Pick-up occurs at various times, depending on a student's schedule. In general:
 - Lower School and Middle School students are picked up at 3:15 pm
 - High School students are picked up at 3:05 pm
 - On Fridays, HS students are picked up at 12:50 pm and LS/MS students at 1:00 pm

- ❖ If you will be late, please notify the office by email at academic.assistant@chartwell.org or at 831-394-3468.
- ❖ The **Lower and Middle School After-School Homework Program** provides an opportunity to complete homework, classwork, and required reading with Chartwell faculty support. The program is available Monday through Thursday from 3:30 to 5:00 pm. Students may attend on a regular or drop-in basis. There is a fee for this program.
- ❖ **High School students** that need to stay after 3:15 pm should check-in at the Academic Office in building 200, and they will be provided with an indoor or outdoor location that is supervised to wait for their ride.

Carline Etiquette and Procedures

Lower and Middle School Pick-up: Please DO this:

- As you enter Bulldog Way (the circle in front of the school), **pull up 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 from the vehicle's passenger side. If this is not possible, inform a school official so they can stop traffic to allow students to enter/exit from the driver's side.
- 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.

High School Pick-up: Please DO this:

- As you enter the lower parking area, please pull up as far 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.
- When you are ready to exit the carline, you may pull into the right lane to prepare to exit the parking lot.
- Watch for directions from the carline staff members who will direct you out of the lot safely, and always stay alert for students, faculty members and other cars in the area.

Please do NOT do this:

- Do not use your cell phone.
- Do not use your horn.
- Do not pass a car waiting in line unless directed to do so by a member of Chartwell's staff.

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. While on campus, students may not enter faculty offices, kitchens or faculty bathrooms without staff supervision and/or permission.

Communicable Diseases

The purpose of this policy is to educate and stress the importance of preventing or minimizing the spread of communicable diseases. A communicable disease is an infectious disease transmissible from person-to-person by direct contact with an affected individual or the individual's discharges by indirect

means. Through maintaining proper immunizations, annual vaccinations and the practice of universal precautions like hand-washing, covering your cough and social distancing, the spread of communicable diseases may be controlled with an understanding that it is difficult to prevent exposure from all communicable diseases. **For updated COVID 19 protocols, please refer to the pages at the end of this section and/or the COVID Updates page of our website: <https://www.chartwell.org/covid>*

Any student exhibiting symptoms of illness or complaining of illness at school may be isolated and sent home as soon as the parent or person designated on the student's emergency form has been notified.

If a student is absent due to illness, they may return to school provided it has been at least 24 hours after they no longer have a fever or signs of a fever *without* fever-reducing medicine.

Chartwell School recognizes a student's right to privacy. Information that a student is afflicted with a serious or communicable disease will be coordinated with the appropriate personnel only to ensure confidentiality and determine appropriate measures to protect student and staff health and safety.

Uniform Dress Code

Every student through Grade 8 is provided with two-four Chartwell t-shirts (long sleeve and short sleeve) in their assigned cohort color. Students must wear their Chartwell t-shirt, and may wear cohort-colored sweatshirts, fleece jackets or vests, and cardigans while in the classroom. Jackets may be worn outside, but the student's cohort color must be easily visible at all times. Additional t-shirts available for purchase [online here](#).

Free Dress Day Dress Code

Free dress days may be designated randomly throughout the school year. Clothing must be appropriate for school as described below.

Spirit Day Dress Code

Spirit dress days may be designated randomly throughout the school year. Clothing must be appropriate for school as described below.

Allowable Dress and Grooming - All Students

- Students must wear clothing, including both a shirt, shorts, pants or skirt, or the equivalent, and shoes.
- Clothing must cover undergarments and must not be see through.
- Sturdy athletic shoes are recommended.
- Clothing must be suitable for all scheduled classroom activities, including fitness and wellness, STEAM labs, or other activities where unique hazards exist. High school students are expected to have a change of clothing for Wellness & Fitness such as sweatpants, shorts, sneakers, t-shirt or sweatshirt.
- For health reasons, masks may be worn inside the classroom but should only cover the nose and mouth.

Non-Allowable Dress and Grooming - All Students

- Clothing may not depict, advertise, or advocate the use of alcohol, tobacco, cannabis, 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, political affiliation, or any other protected groups.
- Open-toed shoes like flip-flops, sandals, etc. are discouraged for safety reasons.
- Clothing, including gang-identifiers, must not threaten the health or safety of any other person.

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.

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 (i.e. energy drinks). Students are not allowed to share or trade food with others. The school is not in a position to heat or refrigerate food, or systematically monitor or enforce a child's dietary intake.

High school students do have access to a microwave if needed (no popcorn). The school does provide healthy snacks for students in emergency situations when a student does not have food.

Health/Medical/Medications

California State law requires that students being admitted to Chartwell for the first time bring a record of immunization. The chicken pox immunization is required for all students. All students must have adequate proof of the varicella immunization or verification that the student has had chicken pox. Children age 13 or older must have two (2) varicella immunizations if they have not had the disease. If you have a medical or religious exemption, please contact the Head of School.

Students who are eligible for the COVID vaccine are highly encouraged to be vaccinated. This keeps both your individual child and our community more safe in the event of COVID exposure.

All students entering 7th grade must have completed a Tdap booster shot after the age of 7. In addition, a tuberculosis 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 met. All medication supplied by the parent, including over the counter medication, must be listed on the Emergency Contact form. 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 medication left beyond the last day of the school year will be disposed of. Minor first aid will be administered through the office.

At times, parents/guardians 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 regards to medication.

Cell Phones/Communication/Electronic Items

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

Lower and Middle School

- Phones must be powered OFF and stored away in a backpack and not used during the school day. Watches must be in airplane mode.
- Students may only use their cell phones/devices in the morning before the first bell rings, and after the final bell rings at the end of the school day.
- Students may not use their cell phones/devices to text, record video, or take photographs at any time during the day unless they have explicit teacher permission.
- Any cell phone/device in view during the school day will be confiscated immediately (by any Chartwell staff or faculty member) and securely held until the end of the school day. 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 further action.
- 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 may call the school to leave a message for their student.
- Gaming devices are not allowed.

High School

- Cell phones and other electronics are allowed during non-academic times such as before, school, morning break, lunch, and after school.
- The use of cell phones and other electronic devices should not be a distraction to others and their use should be school appropriate, meeting other expectations stated in this handbook.
- Teachers might provide free-time in class to some students who have met or exceeded the class's expectations early. If a student is given the option to use their device, they should do so outside of the classroom so as to not distract others.
- Some students might have accommodations to listen to music during class. Permission to do so is done on a case-by-case basis based on need and ability to meet or exceed expectations while listening to music. If this is the case, one ear must not have a headphone on it or earbud in to be able to hear instructions.
- If a student is using an electronic device in an unexpected way and without permission, it will first be recorded with the Student Support Team, then it will be taken and held for the remainder of the day or following day and a parent/guardian will be notified, and if a third issue arises, the phone will be taken and returned to a parent/guardian and a Standard Committee Meeting will be scheduled about not meeting expectations.

- Gaming systems are not allowed on campus. Computer-based video games are not allowed during class time.

Student Cubbies - LS/MS

Students will be assigned a cubby in the hallway where their belongings should be stored. Personal items that are large, delicate, or too alluring to remain unattended should be left at home or turned in to the homeroom teacher for later retrieval.

Backpacks - HS

Backpacks may be brought to class and stored in designated areas only. Backpacks may not be left on ramps leading to classrooms, in classrooms areas not designated for storage, or in ways that create obstacles to movement or safety hazards.

Personal Items

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

Skateboards, scooters, one wheels, and rollerblades may not be brought on campus unless specifically approved by the Athletics Department and the Head of School in advance and safety precautions, such as a helmet **must** be used. 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 with the office.

Forgotten Articles/Homework/Lost & Found

To minimize classroom disruption, forgotten items brought to school after 8:30 am must be left at the office in Building 200. Students may retrieve these items at an appropriate time, or with teacher permission. Forgotten homework is just that, and students will not be allowed to call home to request its delivery to school.

**** Names should be written in all articles of clothing, lunchboxes, backpacks, water bottles, etc. Items without names remaining on campus for more than 30 days may be donated.****

Student Athletics Program

Athletic participation is an integral part of the educational process at Chartwell. Through athletics, many valuable lessons can be learned in an environment where student motivation is great. Coaches and staff at Chartwell focus on giving all our students the opportunities to learn and participate in any sport we offer. Valuing lessons as sportsmanship, teamwork, dedication to a goal, sacrifice of one’s personal gain for that of a team, self-discipline, how to deal with success and cope with adversity are lessons one can carry for a lifetime.

Middle School: Most Chartwell MS student teams participate in the Mission Trail Junior Athletic League (MTJAL) and Independent Parochial Athletic League (IPAL). Each season goes approximately 6 weeks with 5 home and 5 away competitions. A schedule will be published and distributed at the start of each season. The IPAL league is a learning league where every gender is open to participate in any sport.

August & September

Cross Country & Volleyball

September & October

Soccer & Bowling

November & December

Flag Football

January & February

Basketball

February & March

Wrestling, Golf, Track & Field

High School: Chartwell's HS athletic program includes basketball, wrestling, and golf. As interest grows and changes, more sports will be added. Currently, Chartwell HS is an associate member of the Central Coast Section (CCS) and will be playing schools that are similar in size and experience across the section. A schedule for these seasons will be distributed at the start of the season.

Winter Season (November-February)

Basketball

Wrestling

Spring Season (February - May)

Golf

Transportation To and From Games

Chartwell students are responsible for providing or seeking their own transportation. Chartwell is not responsible for transportation to/from "away" games. Parents and guardians of children participating in this program should arrange (and whenever possible, volunteer to provide) transportation to and from games. Students are not allowed to go home in any other vehicle or with anyone else unless the coach in charge has a written note from the student's parent/ guardian permitting such transportation.

Student Wellness & Fitness

The State of California requires every child to participate in Instructional Physical Education no less than 100 minutes per week. Chartwell's Wellness & Fitness program emphasizes its focus on the development of lifelong habits of activity that promote mental and physical health and longevity. Exemption from Wellness & Fitness will not be considered unless the school receives a signed note from the student's parent or guardian and attending physician stating the medical reason for the abstention and the expected duration of the child's abstention from activities, or, a signed note by the student's parent and independently contracted physical education instructor stating the nature and time of private physical education instruction in which the child is engaged. Parental/Guardian 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. Parents or guardians acknowledge and understand that students 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 or guardian acknowledges the risks associated with enrolling the student in the school and assumes these and all risks on behalf of the student. The parent or guardian should additionally understand and acknowledge that in the event of an accident, the parent or guardian's insurance shall be responsible for all associated costs.

Field Trips

Field trips are an integral part of the academic experience and all students are expected to participate. Drop-off and or pick-up time on field trip days may need to be flexible. To become an approved volunteer/driver, parents and guardians must complete and return the [Volunteer Driver/Vehicle Use Authorization form](#) and undergo a LiveScan background check. The form, including insurance and other requirements, can be found on the [school's website](#) or in the school office. LiveScan officials will be available on Back to School Nights to facilitate this process.

As a school volunteer, you will be asked to provide the school with proof of COVID vaccination.

General Risk and Indemnification Assumptions

Parents and guardians agree to own all risks associated with students' participation in any and all Chartwell events, programs and activities occurring on and off campus. Parents/guardians 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/guardians expressly agree to indemnify Chartwell School for all damages caused in whole or in part by parents/guardians or their student, unless otherwise prohibited by applicable law. Such damages may include, not are not limited to, damages to/destruction or loss of any personal 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

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 College and Transition Counselor (Alyse LeValley, alevalley@chartwell.org) 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 event such as dances, field experiences, field trips, events at other schools, or community service activities while 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 plan and provide support and information as necessary. Families/guardians and students should be aware this may include recommending independent evaluation and implementing random drug testing (paid for by the student's family) 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 on a school-sponsored activity, may be immediately dismissed from Chartwell School, in addition to facing criminal penalties.

A number of our restrooms have vape sensors installed to support our community's commitment to health and wellness.

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 will apply to any substance use following admission.

Search & Seizure

Chartwell School assumes that Chartwell community members uphold school standards and students will not bring anything onto school grounds, field trips, or school sponsored events that could potentially jeopardize the health and safety of themselves and/or anyone else. We also assume everyone in the Chartwell community is responsible, trustworthy, and honest; thus, if a student, faculty member, parent/guardian, etc. has reasonable suspicion that someone is in possession of anything that violates the standards stated in this Family Handbook, the suspicion will be investigated by an administrator, a member of the student support team, and/or the homeroom teacher or advisor. In trusting those in the Chartwell Community, admission of being in possession of something is important and that accountability, straightforwardness, responsibility will be taken into account for how Chartwell School will continue with the issue. If necessary, Chartwell School retains the right to inspect a student's personal and/or school property without student or parent/guardian permission or prior notice and Chartwell School has the right to confiscate items that are of safety concern or illegal. In these cases where a search does occur, parents/guardians will be notified at the earliest possible time. If a student's possessions are searched, two adults will be present, ideally those that the student has a positive relationship with. Searches will be done in private and away from other students. Searches might include their car, bag, pockets, pouches, hoods and shoes and hats might be asked to be removed. If there is suspicion that something is concealed or bound to a person's body, parents/guardians will be contacted about permission for further search. Parents/guardians have the opportunity to be part of this process if they can come to campus. If permission is given, there will be two same sex adults with the student in a private location. If permission is not given, the student will remain with a faculty or staff

member until a parent/guardian can come and get them to discuss the suspicion and concern. 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 by the Student Support Team and the Standards Committee process to discuss an appropriate action, which may include disciplinary action. Depending on the severity of the incident, Chartwell School reserves the right to contact local law enforcement.

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 the Chartwell 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 Alma, the school’s Student Information System. When activated, parents/guardians will receive a recorded phone call, email and/or text message in the event of campus closure or emergency. Information supplied through the Emergency Contact Form will be utilized and we encourage parents/guardians to be sure this information remains updated.

The school will test the Emergency Notification in the fall and spring.

Expectations of Parents/Guardians at Chartwell

Chartwell expects parents/guardians to recognize and follow rules and regulations. Courtesy and civility are part of this, especially when it relates to dealings between parents/guardians and school leadership, school representatives, or the teaching staff. Parents/guardians 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 the conduct of all members of the school community, including parents/guardians and families. There are times when misunderstandings, disagreements, or mistakes happen that may cause tempers to flare. We encourage students, staff and parents/guardians to bring these issues to school leadership who can help diffuse, correct, clarify, and otherwise resolve differences before they worsen. We strive to work together for each and every student.

The School reserves the right to dismiss any student when, in the sole discretion of the Head of School, the actions of the student’s parent, guardian, or other family member have severely impaired the creation or maintenance of a constructive relationship between them and the School or have seriously interfered with the School’s ability to accomplish its educational purposes.

Special Events

Birthday parties should be planned on the weekends or after school. If the party group gathers on campus or carpools from campus, the entire class should be invited. Presents should be distributed at

the party rather than at school. Although special treats and sweet foods are not recommended, in consultation with your student's homeroom teacher or advisor, an appropriate time for recognition and food choices can be considered.

Visitors

Visitors to campus must be limited to ensure the integrity of campus cohorts. Additionally, our priority is to create, respect and preserve a constructive learning environment for our students. Parents/guardians 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 your division assistant director and your child's teacher(s).

Dog Policy

For student and staff safety, Chartwell School has a strict no dog policy during school hours. Certified service dogs 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, or presents a risk to the health and safety of students and/or staff.

Other pets brought onto campus for educational purposes should be discussed with division leadership for advanced approval.

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/guardians 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/guardians 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.

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 meetings. The Board's primary responsibilities are:

Governance: Ensure long-range stability/fiduciary health; safeguard the mission; hire and support the Head of School; oversee policy development; undergo strategic planning for the school.

Ambassadorship: Represent and support the school in public in a positive manner.

Sponsorship: Support the school's fundraising efforts.

Consultation: Provide advice, expertise, and work for the school when called upon.

A complete list of Chartwell's Board of Trustees is located on the school's website.

Standards of Accountability

At Chartwell, every 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 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 promoting advocacy allowing educators to maximize the value of any teaching moment and enhance students' experience meeting students where they are developmentally while upholding expectations.

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 conducive to learning.
- Respecting one's own, and other's, strengths and weaknesses.
- Cultivating an environment where diversity is celebrated and everyone is included at their own willingness in an equitable manner as outlined in Chartwell's Diversity, Equity, Inclusion, and Justice Statement.
- 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

Encouraging students to fulfill the above code of conduct with positive reinforcement is the preferred approach at Chartwell School. Occasionally, there may be circumstances where negative logical 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 and education as we believe this is 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.

- 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

Diversity, Equity, Inclusion, and Justice Statement

Chartwell School is committed to fostering a diverse school environment and experience that is equitable, inclusive, and safe for all faculty, staff, students, and families/guardians. We recognize that those in the Chartwell community comprise a wide range of backgrounds and characteristics. Honoring and respecting the identity markers of others contribute to positive and safe experiences at Chartwell School.

It is our intention that those in the Chartwell community, regardless of background or characteristic, are always treated with respect and dignity. Disrespect, inappropriate behavior or conduct toward others is unacceptable and will be addressed. An emphasis will be put on supporting the person or group of people that were subject to the behavior. Likewise, work will be done with the offending person/people so the behavior does not occur again. Examples include discussions, coaching, research. Part of this process might include restorative meetings, if all involved see it as appropriate and safe.

Chartwell is committed to exploring ways in which we can cultivate an inclusive work and school environment, strengthen our cultural competency, and educate our faculty, staff, students, and parents/guardians to provide opportunities for growth and development.

If you feel you have been mistreated, harassed, or discriminated or retaliated against, please contact your advisor, homeroom teacher, member of the Student Support Team, or any other trusted adult, including parents/guardians.

Examples of Identity Markers

The following represents a non-exhaustive list, shown in alphabetical order, of identity markers, relevant definitions, and behavioral expectations.

Age/Generation

Chartwell staff, faculty, students, student families, and all those involved in Chartwell's community will be treated equitably in all circumstances regardless of age or generation.

Putting down a person or a group of people based on their age is not tolerated.

Cognitive Function

All members of our community are accepted regardless of learning needs and cognitive functioning.

Chartwell values neurodiversity and recognizes the wide range of human cognition and experience.

Behavior that puts down a person's cognitive function is unacceptable.

Class/Socio-Economic Status

At Chartwell, disparaging remarks about any socio-economic class is unacceptable. Sharing information about one's own socio-economic class in a manner that creates a situation where other community members are excluded or feel inferior is also unacceptable.

Gender/Gender Identity

Members of our community will learn and talk about gender identity, including learning and using terms such as gender-neutral, non-binary, cisgender, transgender, etc. All members of our community will correctly use an individual's pronouns. Disparaging behavior towards gender identity is not tolerated..

Chartwell students will be permitted to participate in Chartwell programs, activities, and facilities in accordance with the student's gender identity, regardless of the gender listed on the student's Chartwell records.

Education

Students are supported based on their individual educational needs and experiences. No one on our campus will be treated differently because of their current or previous educational experiences. We all have something to learn from each other. Comments that make someone feel inferior based on their education are unacceptable.

Ethnicity

At Chartwell, people of all ethnicities are viewed and treated with respect. We value the wide variety of ethnicities in the world, including by learning about different ethnic identities and their cultural characteristics such as language, ancestry, practices, and beliefs. Recognizing and learning about our world and nation's varied ethnic populations is essential to becoming thoughtful global citizens, to counter biases that are based on ignorance, hatred, and self-interest. Behavior that disparages a person or group of people based on their ethnicity is unacceptable.

Family Composition

All families are acknowledged and accepted at Chartwell. Each family's composition is varied and unique to each individual and respected as such. Behavior that is discriminatory towards diverse family compositions is unacceptable.

First Language/Accent

No one on campus will be looked down on based on their native language/first language which might include an accent and idioms from that language. ESL/syntactical errors will be understood to be a natural occurrence when developing or adopting new or different language skills. Negative reactions or mocking people for the manner in which they speak is not tolerated. Chartwell uses English in and outside classes with the exception of World Language classes and activities.

National/Regional Identity

All people will be treated equally and not discriminated against based on their nationality and regional identity. Chartwell believes experiencing differences of national and regional identity is crucial to learning about the world. Discriminating against someone or a group of people based on their national or regional identity is unacceptable.

Personality

We all have unique personalities, and we can learn from each other's characteristics, qualities, identities, and preferences. Chartwell respects each person by accepting and including those with various personality types, which provides for a diverse environment where all are treated with kindness. Behaviors that see any personality as "bad" or "wrong" are unacceptable.

Physical Functioning/Appearance

Recognizing that we all look and function in our own way is important to providing a safe and inclusive environment. Demeaning comments made about someone's appearance (physical or clothing choices), physical functioning, and abilities are unacceptable.

Political Affiliation

Chartwell community members will treat one another with respect, regardless of political affiliation or lack thereof. Each person needs to be open to hearing various political viewpoints, recognizing that not everyone that is affiliated with a particular political party is necessarily completely aligned with the beliefs, policies and/or stances of that political party. Regardless of political affiliation, members of the Chartwell community must agree to the fair and equitable treatment of all. Politics may be discussed, in which beliefs and stances are often debated, but it should be done in a manner where no one political party is portrayed as less than or wrong and the intention is to learn about how and why others view certain topics. Any beliefs or behaviors that disparages a group of people due to political affiliation is unacceptable.

Race

Chartwell recognizes that the existence and impacts of bias and prejudice based on race (continue to) exist in American society. As a community, Chartwell commits to acknowledging and confronting both covert and overt elements of racism on our campus including stereotyping, discrimination, antagonism, exclusion, scapegoating, withholding information or opportunity or any other instance of inequitable treatment. In order to help combat systemic or unconscious bias, we will pursue a teaching curriculum that is true, fair and balanced to reflect the many perspectives of the people and communities involved. Learning about racial diversity and its role in society are important to improving the world in which we live. Any behavior that disparages a person or group of people based on their race is not tolerated.

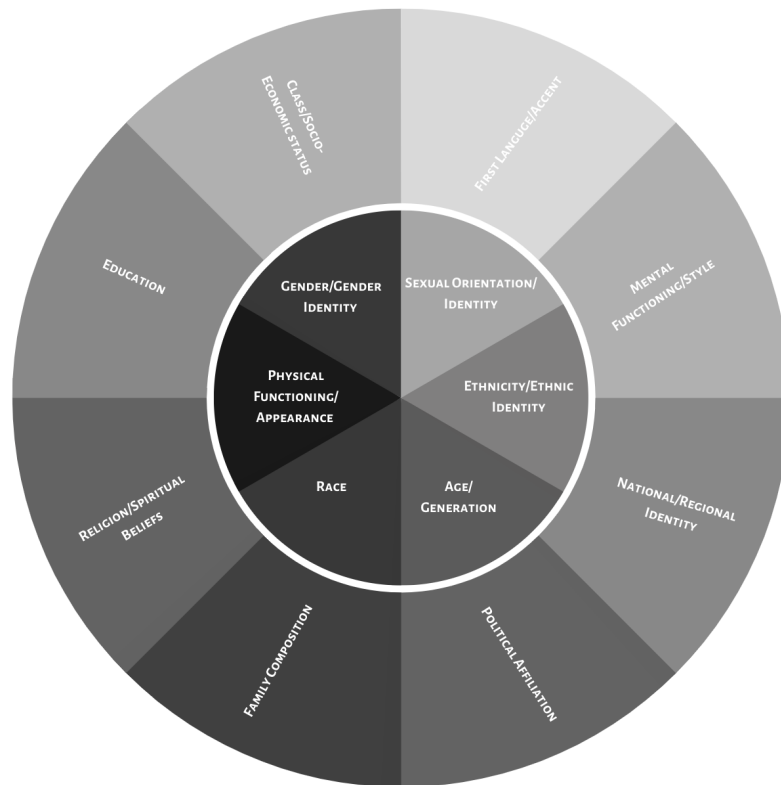
Religion/Spiritual Beliefs

All religious, spiritual, and higher beliefs are accepted at Chartwell. We believe it is important to value and acknowledge all religions and to treat personal belief with respect and openness. In order to promote

understanding we recognize a world of belief systems, including the intentional rejection of religion. Behavior that puts down others' religious beliefs is unacceptable.

Sexual Orientation

All sexual orientations will be accepted and included at Chartwell. Making disparaging comments, such as using the word "gay," in a derogatory way is not permitted.



Behavior Management Policy

Chartwell School strives to create a structured and caring environment that effectively contributes to the growth of our students. Chartwell ensures the health of students' emotional, physical, and psychological well-being by establishing and maintaining a positive and safe school environment. In order to support each student's Social-Emotional Academic Development, we create opportunities to celebrate student's strengths, efforts, achievements, and individuality (which includes their identity).

Behavior that hinders teaching, learning, or an individual's social-emotional growth is deemed unacceptable. Comments (written, verbal, or gestures) that are exclusive or disparaging to someone's identity are harmful and violate Chartwell's policies. Rules are developed to be as consistent as possible in every class and environment. Teacher interventions are aimed at supporting the students to regulate their emotions and behaviors, stay in the learning environment, and comport themselves with behaviors that demonstrate inclusivity. 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, which may result in logical consequences for the behavior and that student.

In order to appropriately and effectively respond to disparaging or discriminatory behavior, Chartwell has developed the following process to aid all involved parties. This process is designed 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 the ability to act more respectful, responsible, and inclusive. It is our belief that all Chartwell students have the ability, regardless of their learning profile, learning style, strengths or weaknesses, and life experiences to follow all rules and behavioral expectations.

Chartwell may utilize the following processes to address and correct behavioral issues. However, exceptions or deviations from the following processes may occur whenever the School deems that circumstances warrant that one or more steps in the process be skipped.

Level I: When a student is sent out of class/free-time activity, a private conversation with the student will occur about what happened and then they can return to class. The support team member and referring teacher will follow up with each other. Some examples of behaviors at this level might include: disrupting teaching and/or learning, being disrespectful, swearing, name calling, hands-on play/"rough housing," touching other people's property, cellphone violation, etc.

Level II: When it is documented that a student is sent out of class frequently despite efforts to stop a behavior (see some possible examples above), the student will miss a recess or lunch to meet with a member of the Student Support Team. The parent/guardian will be notified.

Level III: When actions are more egregious or the behavior continues despite efforts to diminish the behavior, action will be taken. Some examples of more egregious behaviors include being verbally or physically aggressive, bullying, being in possession of a controlled substance, stealing, cheating/plagiarizing, etc. Parents/guardians will be notified and asked to participate in a conversation with a member of the Student Support Team and their child. Please reference possible outcomes of Level III infraction below. If appropriate, a Standard's Committee Meeting will be held to discuss the behavior, learn more about why the behavior occurred, educate the student, 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, the homeroom teacher/advisor, and members of the Student Support Team, which often includes a therapist or counselor.

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

- The student returns to class after contact has been made with a parent or guardian to discuss the behavior and it is clear the student will conduct themselves in a way that provides a safe environment for everyone on campus.
- A restorative meeting will occur with other people impacted by the behavior to learn about others' feelings, experience, harm caused, the needs of others, expectations, and commitments for future behavior.
- Sent home for the remainder of the school day with a follow-up team meeting the following day.
- Schedule adjustment and/or adaptation to accommodations and modifications.

- Loss of multiple days of free time with assigned work/activities designed to help students recognize, reflect, and develop an action plan to understand the impact of the behavior to ensure future behavior will not occur. During this time, it is recommended that each student meet with the school counselor.
- Inability to participate in certain school functions such as field trips or field experiences.
- Creation of a contract or agreement about strategies and tools to be utilized to stop unexpected behavior(s).
- 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.
- In-school and 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.
- 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 or inability to meet expectations and any additional changes that could occur to support the student.
- Expulsion. In this event, Chartwell will recommend and provide all materials necessary for the student's transition to their new educational environment.

Bullying and Harassment

Chartwell is enriched by the diversity of its community. It respects individual differences and believes in each person's right to full participation in the community without experiencing bullying or harassment. Demeaning statements or materials, uninvited physical advances, and threats undermine a community which seeks to promote sound emotional, physical, and intellectual development and self-respect and will not be tolerated.

In accordance with state and federal law, Chartwell does not tolerate actions which create an intimidating, hostile, or offensive environment, or which harassment occurs in the areas of identity discussed in Chartwell's Diversity, Equity, Inclusion, and Justice Statement.

In order to promote this environment of trust, it is important that every student recognizes certain guidelines of appropriate behavior. Physical and/or verbal behavior, including online actions, that are unwanted or otherwise disregards the self-esteem or rights of others is unacceptable and will be confronted and addressed.

The following factors will be considered in determining how to respond to the behavior:

1. The nature and impact of the behavior itself.
2. The feelings of the person at whom the behavior was directed.
3. The motivation which prompted the behavior (e.g. was it gender-based, racial, etc.).
4. The effects of the incident may have had or could have on the larger community.
5. The frequency of the behavior.

Unwanted and unexpected behaviors which may constitute harassment include, but are not limited to, the following:

1. Obscene, demeaning, or suggestive remarks, jokes, insults, or verbal abuse directed at any person because of any identity markers outlined in Chartwell's Diversity, Equity, Inclusion, and Justice Statement.
2. The feelings of the person at whom the behavior was directed.
3. Uninvited pressure to participate in illicit activities such as smoking or the use of substances, display of explicit, demeaning, or offensive notes, pictures, or materials,
4. Threats, false accusations of harassment, retaliation toward any person reporting harassment.
5. Cyber-bullying or any online activities.

Bullying (in person, printed material, or digital) is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Verbal bullying is saying or writing mean things. Social bullying involves hurting someone's reputation or relationships. Physical bullying involves hurting a person's body or possessions. Retaliation against a person who reports bullying and harassment is prohibited.

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 Head of School 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 dismissal. Depending on the circumstances, a sexual harassment charge may be addressed as a disciplinary matter, a law enforcement matter, a matter of unprofessional conduct, or a civil rights complaint. Students or staff members are expected 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.

Social Media Guidelines

Social Media sites have become important and influential communication channels for the Chartwell community. This policy governs social media posting that occurs both while school is in session and may also apply to social media posting that occurs outside of school hours if such postings violate Chartwell’s behavioral expectations as outlined in this Handbook. Students who use social media are expected to adhere to the standards of accountability as well as the following requirements:

- No post may show or provide access to activities, conduct, or language that is sexual in nature, depicts graphic violence, or which may offend or harass individuals on the basis of race, sex, religion, color, national origin, age, disability, sexual orientation, or gender identity.
- No post may show, or may be perceived to show, an individual being hurt, attacked, or humiliated nor may a post depict illegal activity.
- No post may include a recording of any individual or screen shots etc. of others without permission to post such material.
- Any club or organization wishing to create a social media account must receive approval from the Head of School and the Director of Communications.

Academic Policies

Distance Learning & Digital Expectations

At Chartwell School, distance learning remains a **potential** function of our educational program. Chartwell utilizes Zoom for online, synchronous instructional classes and Google Classroom for posting classroom materials, resources, classwork, homework, etc. Like our on-campus learning environment, there are distance learning rules and digital expectations Chartwell students must adopt.

B	A	R	K	S
Brave	Accountable	Respectful	Kind	Safe
Show courage during challenging situations	Do what is expected	Use all senses to communicate in a welcoming manner	Be nice to people	Protect self and others from physical and emotional harm
To be brave in virtual classes, I will:	To be accountable in virtual classes, I will:	To be respectful in virtual classes, I will:	To be kind in virtual classes, I will:	To be safe in virtual classes, I will:
Stand up for someone	Arrive to class on time, turn on the camera, and manage the microphone	Pause and think before speaking	Ask others if they would like some help	Express curiosity in a way that is respectful of diversity

Share ideas or work	Talk to an adult when there is a problem	Stay on topic during discussions	Understand and accept differences between each other	Express frustration with a calm voice and body
Ask others for help	Complete assignments and meet requirements	Speak when there is an opening in the conversation	Act courteous to everyone even if someone is disliked	Have and show items that are needed for learning
Try when something is hard	Manage personal emotions	Use courteous language: "Please" "Thank you" "Excuse me"	Try to include someone who seems down or upset	Manage actions so everyone can pay attention to learning
Take risks when outside comfort zone	Speak honestly about personal experiences and accept different perspectives	Find a way to "respectfully disagree" with someone	Give compliments	Apologize, mean it, and rebuild relationships

Online Classroom Expectations

There may be occasions when we must host classes online using Zoom or alternative conferencing tools. In such a situation, refer to the following expectations:

- A Zoom Classroom should be treated the same as a live class.
- Students will only enter online classes they have been assigned to, at the times they are expected to attend. Their name on Zoom should be the same as it is in the school's roster.
- Students are expected to join class 1) On time, 2) From an active learning location, and 3) With the appropriate materials.
- Consider your appearance! Students should follow the Free Dress Day, Allowable Dress & Grooming, and Non-Allowable Dress & Grooming sections in this handbook, and any other person in view must be in appropriate clothes.
- Microphone should be muted when you enter and during class unless you are talking.
- To ask a question 1) Raise your digital hand, 2) Wait to be called on, and/or 3) Type your question in the "chat".
- "Chat" should only be used for class-related questions, comments, conversation, etc.
- Backgrounds should be distraction-free (no animated or virtual backgrounds)
- Be engaged during class time:
 - Use breaks between classes to eat, drink, or use the restroom
 - Move cell phones out of your learning location
 - Do not distract other students with your on-screen behavior
- Be patient and flexible - with yourself and others!

Students not following these expectations may be muted by the teacher or removed from the class for a period of time. Unexpected or disruptive behavior that is ongoing may result in a referral to the Student Support Team.

Google Classroom Expectations

Our school leverages blended approaches to learning that includes the learning management system (LMS) Google Classroom. In elementary grades, this LMS is used mainly for resources as students use technology tools throughout the day. Gradually through middle and high school students are given assignments online, and are expected to complete them on time.

Parents/guardians that would like access to their child's Google Classroom materials should log in with their child and preview the materials together. Alternatively, parents/guardians may ask to be invited as guardians to receive daily or weekly updates about their child's online assignments and reminders. To receive this invitation, please contact your child's homeroom teacher or advisor.

Homework Policies and Procedures - LS/MS

The purpose of homework at Chartwell 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/guardians can observe class content presentation, their child's progress and independent work habits.

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

1. Parents/guardians should not help or review their child's homework with the intent of helping them 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/guardians may assist their child in reviewing or reading the directions for an assignment. If there is an example, we encourage parents/guardians to review with the child the procedure employed to solve the problem. Parents/guardians 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.

Purposes of Study Hall

- To provide students an opportunity to complete homework they did not turn in by the due date.
- To provide students a place to begin daily homework if/when they may not be able to complete it at home that day.

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 the 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)/guardian(s) to attend conferences with the child's Homeroom teacher during the academic year. LS/MS and HS Conferences are held during October, January and June (check the calendar for specific dates). Parents/guardians will receive a notice indicating available conference times as well as a copy of progress reports to date. HS students are expected to attend their conferences.

A Chartwell Education Plan (CEP) is developed for all students. The CEP sets social and emotional and academic goals and outlines learning objectives that are specifically designed for each student. In October, this will be provided and discussed in detail. During the January conference, progress towards 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/guardians 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 psychologist. Chartwell staff will assist parents/guardians in finding appropriate personnel to complete such an evaluation.

Parents/guardians, 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/guardians 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/guardians 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 Student Support Team 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 a Chromebook and assignment book. 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 condition throughout the school year.

Summer Program

Chartwell runs a four-week summer program focused on the same essential skills developed during the regular school year. Information and applications for this program are available on the school's website at chartwell.org/summer. Registration opens in February and Chartwell families are encouraged to apply early as spaces fill quickly.

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, 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, US 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 HS Assistant 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, US History, 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 *they* 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 overflow parking lot or one of the spots designated for high school students.
2. No speeding. Campus speed limit is 10 mph. No reckless driving or stunts 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 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 School reserves the right to search any student vehicle.
7. When driving on school property, the volume of the vehicle's audio system should be appropriately modulated. Stated simply, keep the volume down.
8. Seatbelts should be worn at all times.

Leaving Campus

Freshmen and sophomore student drivers may not leave campus during the school day. Junior and senior student drivers may leave campus with written parental permission and approval from the Assistant Director of High School.

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

important, are secondary considerations to the trip leader's judgment concerning safety and trip management.

- B. Students and their families must bear the cost associated with any disciplinary action (i.e. being sent home).
- C. Parents/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 should 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/guardians who have questions about whether or not 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 personnel 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 website must be identified.
4. Students are not allowed to reveal their full name, address, telephone number, social security number, or other personal identifying information on the internet.
5. Copying, downloading, or installing any software without Technology Department permission.
6. Downloading, uploading, streaming, or playing games without teacher consent. The school assumes no liability for illegal software copying by students.
7. Using school technology, including computers, personal devices, network, email, 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 the 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 that 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 must not be left overnight in student cubbies/lockers
4. Students may not lend their device to anyone else
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/guardians shall compensate the school for any losses, costs or damages incurred by the school for violations by students 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.

COVID- 19 Risk Management and Response Plan

Chartwell School COVID-19 site specific requirements have been guided by the California Department of Public Health Checklist and Center for Disease Control Recommendations. The Director of IT and Campus Management, under the supervision of the Head of School, is responsible for establishing and implementing the risk management plan and all measures taken to prevent the spread of the virus, including: an initial risk assessment; training and communication with staff; a process to identify and isolate anyone who exhibits symptoms of illness; hand washing, sanitizing and social distancing protocols; approved face covering recommendations; classroom reconfigurations to ensure physical distancing; frequent cleaning and sanitizing protocols for commonly used surfaces, work areas and shared equipment; equipping the school with hand sanitizing stations; upgraded ventilation and filtration systems; and required postings.

Social distancing will help limit the spread of contagious illness. Chartwell School is committed to implementing social distancing measures to allow at least three feet of distance between individuals, including classroom reconfigurations as needed; maintaining stable groups; staggered transition, lunch and recess times; limited campus visitors; video conferencing to allow larger groups to meet remotely; and improved drop-off/pick-up procedures to minimize groups of people congregating in one place.

Personal Hygiene improvements, including installation of hand-sanitizing stations, have been implemented to encourage students to wash hands with soap and water for at least 20 seconds as frequently as possible and to regularly use hand sanitizer; covering coughs and sneezes into the elbow; cleaning shared materials or supplies; regularly cleaning high-touch surfaces; and, not shaking hands.

Face Coverings will be required and must be worn during certain times or under specific circumstances. The [CDPH Guidance for the Use of Face Coverings](#) provides public health information for the use of cloth face coverings when outside the home. Recommended coverings include those made of cloth, fabric, or other soft or permeable material, without holes, that covers only the nose and mouth and surrounding areas of the lower face. Face coverings should be cleaned or replaced frequently.

All California schools, public and private, must adhere to the CDPH requirement of masks for all persons indoors on school campuses. Masks are optional outdoors. All other guidance recommendations will be reviewed and implemented to the fullest extent possible. Schools in our county will continue to review this update and will communicate expectations and practices for the 2021-2022 school year in the coming weeks.

Health Screening *should occur prior to leaving your house for school.* Students with a fever of 100.4 or higher, or any other symptoms of illness, should stay home. Visual wellness checks will be conducted upon your child's arrival on campus. Please review the below chart to determine actions if your child experiences a close contact exposure.

Chartwell School will adhere to all state and county orders and guidelines as a part of its COVID-19 Response Plan.

School and Family Partnership Agreement

Collaboration between parents/guardians and the school is essential to create a partnership that allows a child to successfully access the Core Values and expectations at Chartwell School. Towards that end, every year Chartwell requests that families acknowledge their choice of their child's participation in the program. This allows both the School and Family to recommit to their responsibilities in partnership.

The School Will:

- o Provide a safe and positive learning environment
- o Provide a quality program based on the Core Values and expectations at Chartwell School
- o Maintain regular ongoing communication with parents/guardians through the agreed modes of communication
 - o Inform parents/guardians of the progress of the student through communication and informal/formal reporting. Teachers will encourage and educate parents/guardians to be actively involved and supportive of their child's education
- o Provide time for at least three parent-teacher conferences per child per year
- o Maintain quality of program by providing professional development for teachers
- o Resolve conflicts by following a structured communication model
- o Provide opportunities for parent education

The Parents/Guardian Will:

- o Understand this is a school of choice and agree to support the school and teachers in their endeavor to educate.
- o Assume primary responsibility for the values, attitudes and behavior of their children and support the school's standards/policies and academic integrity policies.
- o Support the curriculum by actively striving to understand the pedagogy and providing a lifestyle that supports it (rhythmic, healthy)
- o Monitor/limit their children's exposure to media according to the School Media Guidelines.
- o Attend parent/guardian workshops and parent/guardian-teacher conferences as scheduled by the teacher
- o Have children attend school regularly, arrive on time and pick up promptly at dismissal time.
- o Read the Family Handbook (chartwell.org) and agree to adhere to the school's philosophy and policies
- o Meet with school leadership in the event that the school believes any of the above partnership agreements are not being met.

Parent/Guardian _____ Date _____

Student Handbook Acknowledgement

I have received a copy of the Chartwell Family Handbook. I have read the handbook and understand all the rules and expectations. I agree to be responsible for following all of the rules and expectations of the school and understand the consequences for failing to follow the requirements. I understand that it is my responsibility to follow the rules and expectations regardless of age when enrolled at Chartwell School. I understand that this handbook may be amended during the year without notice.

This handbook in the latest version will be available on the school website (www.chartwell.org) and is applicable to all students enrolled at Chartwell upon the implementation of any change. The leadership team will notify all parents/guardians and students in writing, when possible, of any changes to the handbook as soon as is practical.

Print Student's Name: _____

Signature of Student: _____

Date: _____

Signature of Parent/Guardian: _____

Date: _____