

Parent & Student Handbook



Innovative Arts Academy Charter School

Educate. Motivate. Create. Innovate.
2026-2027

Welcome to the IAA Family

We are delighted that you have chosen Innovative Arts Academy (IAA) as your partner in your child's educational journey. Whether your family is joining us for the first time or returning for another school year, we are honored to be part of your student's growth, learning, and success.

At IAA, education extends beyond academics. We believe students thrive when they feel safe, respected, supported, and inspired to reach their fullest potential. Our goal is to create an environment where every student is challenged academically, encouraged creatively, and empowered to develop the confidence and skills needed for success in school and beyond.

This Parent & Student Handbook has been created to help students and families understand the expectations, policies, procedures, and supports that contribute to a successful school experience. More importantly, it reflects who we are as a school community and what we value most—strong relationships, high expectations, and a shared commitment to student success.

We encourage families to review this handbook together, discuss the expectations it contains, and refer to it throughout the school year. By working together, we can ensure every student has the opportunity to learn, grow, and thrive at Innovative Arts Academy.

We look forward to an outstanding year together.

Our Core Values

At Innovative Arts Academy, our work is guided by a shared commitment to our students, families, and community.

We believe:

- every student can learn, grow, and succeed.
- the arts inspire creativity, innovation, and critical thinking.
- strong relationships create strong school communities.
- diversity strengthens our learning community and enriches the educational experience.
- respect, responsibility, and integrity are essential to personal and academic success.
- high expectations, paired with meaningful support, empower students to reach their fullest potential.

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Our Commitment to Students

Every student deserves a school where they feel safe, valued, challenged, and supported.

At Innovative Arts Academy, we are committed to:

- Providing a safe, welcoming, and inclusive learning environment.
- Delivering engaging, high-quality instruction that prepares students for future success.
- Building positive relationships grounded in trust, respect, and accountability.
- Encouraging creativity, collaboration, and innovation through meaningful learning experiences.
- Teaching and reinforcing positive behaviors through clear expectations and consistent support.
- Partnering with families to ensure every student has the opportunity to succeed academically, socially, emotionally, and artistically.

Our Partnership with Families

We believe education is most successful when schools and families work together.

Families are encouraged to:

- Ensure students attend school regularly and arrive on time.
- Review school communications and academic progress.
- Support school expectations at home.
- Communicate with school staff when questions or concerns arise.
- Participate in conferences, performances, and school events whenever possible.
- Celebrate their child's growth and accomplishments throughout the school year.

In return, Innovative Arts Academy is committed to:

- Maintaining open, respectful, and timely communication.
- Providing a safe and supportive learning environment.
- Holding students to high academic and behavioral expectations.
- Recognizing student achievement and growth.
- Working collaboratively with families to support every student's success.

Communication

At Innovative Arts Academy Charter School, we believe that strong communication between school and home is essential to student success. We are committed to maintaining open, respectful, and timely communication with families throughout the school year.

Families can expect to receive important school information through a variety of communication methods, including email, telephone calls, text messages, the school's website, and other approved communication platforms. School announcements, event information, emergency notifications, and other important updates will be shared regularly using these methods.

Families are encouraged to review school communications promptly and ensure that the school always has current contact information, including phone numbers, email addresses, mailing addresses, and emergency contacts. Keeping this information up to date helps us communicate quickly and effectively when needed.

Questions or concerns should be directed to the appropriate staff member whenever possible. If additional assistance is needed, families are encouraged to contact the Main Office, where staff will gladly assist in connecting them with the appropriate department or administrator.

We value our partnership with families and encourage open communication throughout the school year. Working together helps ensure every student has the support they need to be successful.

School Hours & Bell Schedule

	Regular Day	Hour Delay	2 Hour Delay	Early Dismissal
Faculty Start	6:50 AM	7:50 AM	8:50 AM	6:50 AM
Student Start	7:05 AM	8:05 AM	9:05 AM	7:05 AM
Faculty End	2:50 PM	2:50 PM	2:50 PM	2:50 PM
Student End	2:20 PM	2:20 PM	2:20 PM	11:29 AM

Emergency School Closings, Delays, & Early Dismissal

The safety of our students and staff is always our highest priority. In the event of severe weather, emergency conditions, or other circumstances that require a school closing, delayed opening, or early dismissal, families will be notified through the school's communication systems. Information will also be posted on the school's website and social media platforms when appropriate.

Families are encouraged to have a plan in place for their child's transportation and supervision should an unexpected schedule change occur.

2026-2027 School Calendar

Innovative Arts Academy 2026-2027 ACADEMIC CALENDAR

08/11 New Teacher Professional Development
08/12 New Teacher Professional Development
08/13 New Teacher Professional Development
08/17 Staff Professional Development
08/18 Staff Professional Development
08/19 Staff Professional Development
08/20 Staff Professional Development
08/24 First Day of School

AUGUST 2026						
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					

6 Academic Days
10 Staff Days

FEBRUARY 2027						
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						

02/11 Virtual Day for students: Staff Pro Dev.
02/12 School Closed
02/15 School Closed
02/19 Early Dismissal- Staff Pro Dev
2/26 Virtual Day for students: Staff Pro Dev.

18 Academic Days
18 Staff Days

09/04 Early Dismissal - Staff/ Students
09/07 School Closed- Labor Day
09/10 Back to School Night
09/18 Early Dismissal- Staff Pro Dev

SEPTEMBER 2026						
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			

21 Academic Days
21 Staff Days

MARCH 2027						
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			

03/12 Early Dismissal - Faculty Meeting
03/19 Early Dismissal- Staff Pro Dev
03/22 Early Dismissal - Parent Teacher Conf
03/23 Early Dismissal - Parent Teacher Conf
3/24 Virtual Day for students: Staff Pro Dev.
3/25 -3/29 School Closed Spring Break

20 Academic Days
20 Staff Days

10/09 Virtual Day for students: Staff Pro Dev.
10/12 School Closed Columbus Day
10/22 Early Dismissal- Staff Pro Dev
10/23 Early Dismissal: Faculty Meeting

OCTOBER 2026						
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 Academic Days
21 Staff Days

APRIL 2027						
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	

04/06-04/07 Mock Testing
04/26-04/28 PSSA Testing
04/23 Early Dismissal- Staff Pro Dev

22 Academic Days
22 Staff Days

11/11 School Closed- Veterans Day*
11/20 Early Dismissal - Parent Teacher Conf
11/23 Early Dismissal - Parent Teacher Conf
11/24 Early Dismissal Students and Staff
11/25--11/30 School Closed - Thanksgiving Break

NOVEMBER 2026						
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					

16 Academic Days
16 Staff Days

MAY 2027						
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					

05/03 - 05/06 PSSA Testing
05/17- 05/21 Keystone Testing
05/24 Keystone Testing
05/25- 05/28 Early Dismissal
05/31 School Closed Memorial Day

20 Academic Days
20 Staff Days

12/11 Early Dismissal- Staff Pro Dev
12/21 -12/31 School Closed - Winter Break

DECEMBER 2026						
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		

14 Academic Days
14 Staff Days

JUNE 2027						
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			

06/1 -06/02 Early Dismissal for Students
06/03 Last Day/Early Dismissal for Students
06/04 Last Day for Staff

3 Academic Days
4 Staff Days

01/01 School Closed
01/14 Early Dismissal- Staff Pro Dev
01/15 Early Dismissal - PLC/Faculty Meeting
01/18 School Closed MLK Day

JANUARY 2027						
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 Academic Days
19 Staff Days

180 Academic Days
185 Staff days

Professional Development for Teachers
Early Dismissal @ 11:29 am
School Closed for Staff and Students
Early Dismissal @ 11:20 am (Testing Days)
First/Last Days of School

Visitor Procedures

To help maintain a safe and secure learning environment, all visitors must enter through the school's main entrance and report directly to the Main Office upon arrival. Visitors are required to present a valid photo ID, sign in, and receive a visitor badge before entering other areas of the building.

To minimize disruptions to instruction and ensure the safety of all students and staff, visitors may only access approved areas of the building while on campus. All visitors must sign out and return their visitor badge before leaving the school.

Parents and guardians wishing to meet with a teacher, counselor, or administrator are encouraged to schedule an appointment in advance.

Transportation

Innovative Arts Academy works closely with local school districts and transportation providers to ensure students have safe and reliable transportation to and from school.

Students are expected to follow all school and transportation rules while riding the bus or other approved transportation. Respectful behavior helps ensure a safe environment for everyone.

If a student's transportation arrangements change, parents or guardians should notify the school as early as possible so appropriate arrangements can be made.

PowerSchool Parent Portal

Innovative Arts Academy uses PowerSchool as its Student Information System and Parent Portal. PowerSchool provides parents and guardians with secure, real-time access to important information about their child's educational experience.

Through the PowerSchool Parent Portal, families can:

- Monitor attendance.
- View grades and academic progress.
- Access class schedules.
- Review report cards and other academic information.
- Update contact information, when applicable.
- Stay informed about their child's school experience.

We encourage parents and guardians to access the Parent Portal regularly to monitor student progress and maintain open communication with teachers and school staff throughout the school year.

Parents who need assistance accessing or using the Parent Portal are encouraged to contact the Main Office for support.

Your School Day

Every school day at Innovative Arts Academy is intentionally designed to provide students with a safe, structured, and engaging learning environment where they can thrive academically, socially, and creatively.

Clear expectations help maximize instructional time, promote positive relationships, and ensure every student has the opportunity to succeed. The expectations outlined in this chapter are intended to help students understand their responsibilities throughout the school day while contributing to a respectful and supportive school community.

Arrival

Beginning the day on time and prepared to learn is one of the most important steps toward student success.

Students may enter the building beginning at 6:50 a.m. Upon arrival, students who would like breakfast may stop in the cafeteria to pick up a grab-and-go breakfast before reporting to their locker. After storing their personal electronic devices and gathering the materials needed for the day, students should report directly to homeroom.

Students are expected to:

- Arrive at school on time each day.
- Report directly to their locker and then to homeroom.
- Bring all required materials for the school day.
- Be prepared to begin learning when the school day starts.
- Follow directions from school staff during arrival.

Hallway Expectations

Safe, respectful hallway behavior helps create an environment where learning can continue throughout the building.

Students are expected to:

- Walk directly to their next destination.
- Arrive to class before the bell.
- Use respectful language and appropriate voice levels.
- Keep hands, feet, and personal belongings to themselves.
- Follow directions from staff.
- Remain in authorized areas of the building.
- Use a hall pass during instructional time.
- Help maintain a clean and welcoming school environment.

Tardiness

Being on time demonstrates responsibility and respect for both learning and others.

Students are expected to arrive at school and each class before the scheduled start time. Arriving on time allows students to participate fully in instruction and minimizes disruptions to the learning environment.

Students who arrive late may be subject to progressive interventions and disciplinary consequences in accordance with school expectations.

Families can support student success by establishing routines that encourage punctuality and regular attendance.

Classroom Expectations

Every classroom should be a place where students feel safe, respected, challenged, and engaged in learning.

Students are expected to:

- Arrive on time and prepared for class.
- Bring all required materials, including a charged Chromebook.
- Follow teacher directions and classroom procedures.
- Participate actively and complete assignments to the best of their ability.
- Demonstrate respect for classmates, staff, and school property.
- Ask questions, contribute positively, and support a productive learning environment.
- Remain focused on learning throughout the instructional period.

Restrooms

Students are expected to use restrooms responsibly while helping to maintain a clean, safe, and respectful environment for everyone.

Students should:

- Use restrooms for their intended purpose.
- Respect the privacy of others.
- Dispose of trash properly.
- Report any concerns or maintenance issues to a staff member.
- Return promptly to class after using the restroom.

Lockers

Student lockers are provided to help organize school materials and maintain an orderly learning environment.

Students are responsible for keeping their lockers organized and using them appropriately throughout the school day. Lockers should be used only by the student to whom they are assigned and should remain free of prohibited items.

Cafeteria Expectations

The cafeteria is an opportunity for students to enjoy lunch, build positive relationships, and prepare for the remainder of the school day.

Students are expected to:

- Follow directions from school staff.
- Demonstrate respectful behavior and appropriate language.
- Remain seated unless given permission to leave.
- Clean their eating area before leaving.
- Treat others with kindness and respect.
- Help maintain a safe and welcoming environment.

Assemblies & School Events

Assemblies and school events are valuable opportunities to celebrate learning, recognize achievements, and build school community.

Students are expected to demonstrate respectful behavior by listening attentively, following staff directions, showing courtesy to speakers and performers, and representing Innovative Arts Academy with pride.

Personal Electronic Devices

To maximize learning and minimize distractions, personal electronic devices—including cell phones, smart watches used for communication, earbuds, and tablets—must be turned off or silenced and stored in student lockers during the school day.

Students are responsible for securing their personal belongings. Innovative Arts Academy is not responsible for lost, stolen, or damaged personal electronic devices.

Dress Code

The dress code supports a safe, respectful, and distraction-free learning environment while allowing students to express themselves appropriately. Students are expected to arrive at school dressed appropriately and in accordance with the school's dress code. Families are encouraged to review the complete dress code outlined in this handbook prior to the start of the school year.

Dismissal

The school day concludes with an organized dismissal to help ensure the safety of all students.

Students are expected to:

- Follow staff directions during dismissal.
- Report directly to their assigned bus, vehicle, or approved pick-up location.
- Remain on school property only while under the supervision of school staff or participating in an approved activity.
- Demonstrate respectful behavior until they have safely departed campus.

Learning at Innovative Arts Academy

At Innovative Arts Academy Charter School, we believe that every student can achieve success through consistent attendance, active participation, meaningful learning experiences, and a commitment to personal growth. Our goal is to provide a rigorous, engaging educational experience that challenges students academically while supporting their individual strengths, interests, and aspirations.

Attendance

Regular attendance is one of the strongest predictors of student success. Students who attend school consistently are better able to build relationships, participate in classroom learning, and stay on track academically.

Parents and guardians are responsible for ensuring that students attend school regularly and arrive on time each day. When a student must be absent, families should notify the school as soon as possible and submit the appropriate documentation in accordance with school procedures.

Students returning from an absence are encouraged to communicate with their teachers regarding missed assignments and complete all make-up work within the established timelines.

Homework & Independent Learning

Homework and independent learning activities provide students with opportunities to reinforce classroom instruction, strengthen organizational skills, and develop responsibility for their own learning.

Students are expected to complete assignments on time and to the best of their ability. Families can support student success by providing a consistent time and place for homework, encouraging organization, and communicating with teachers whenever questions or concerns arise.

Grading

Grades communicate a student's progress toward meeting course expectations and learning standards. Teachers use a variety of assessments to evaluate student learning throughout the school year.

Families are encouraged to monitor academic progress regularly and communicate with teachers whenever they have questions regarding assignments or grades.

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

Report Cards

Report cards provide families with a summary of student achievement during each marking period. Families are encouraged to review report cards carefully, celebrate accomplishments, and discuss opportunities for continued growth with their child. Questions regarding grades should be directed to the student's teacher.

Honor Roll

Innovative Arts Academy recognizes students who demonstrate outstanding academic achievement throughout the school year.

Honor Roll distinctions are awarded according to the school's established criteria and celebrate students who consistently demonstrate dedication, perseverance, and academic excellence.

100-96 Overall Average -- High Honors
95-90 Overall Average -- Honors
89-80 Overall Average -- Commendation

Promotion & Retention

Promotion to the next grade level is based on successful completion of academic requirements and demonstrated readiness for continued learning.

When students experience academic challenges, Innovative Arts Academy is committed to working collaboratively with students and families to identify supports and interventions that promote academic success.

Graduation Requirements (*High School Only*)

Students must successfully complete all graduation requirements established by Innovative Arts Academy Charter School and the Pennsylvania Department of Education in order to earn a diploma.

Families are encouraged to review graduation requirements regularly and work closely with school counselors. These are the minimum requirements for graduation for the class of 2026-2027. → → →

Each student must accumulate a minimum of 24 credits and a total of 60 approved community service hours in order to earn a diploma. Community service forms can be obtained through guidance. Any student who does not attend graduation practice will not be permitted to participate in the graduation ceremony. Any student not receiving a diploma will not be permitted to participate in commencement exercises.

Credits	Subject
4	English
3	Math
3	Science
3	Social Studies
4	Arts/Humanities/Both
1	Health & PE
5	Electives
1	Career Explorations
24	Total

PROMOTIONS

The following credits are necessary to be promoted to the next grade. Grade level promotions will take place in June each year.

9th → 10th Grade – 6 credits
10th → 11th Grade – 12 credits
11th → 12th Grade – 18 credits

Academic Integrity

Honesty and integrity are essential components of academic success.

Students are expected to complete their own work, give appropriate credit when using the ideas or work of others, and demonstrate honesty in all academic activities. Cheating, plagiarism, unauthorized use of technology, or other forms of academic dishonesty undermine the learning process and may result in academic or disciplinary consequences.

Our goal is to help students develop the habits of responsibility, integrity, and ethical decision-making that will serve them throughout their education and beyond.

Academic Support

Every student learns differently, and Innovative Arts Academy is committed to providing opportunities for all students to succeed. Students are encouraged to seek assistance from their teachers whenever they need clarification, additional support, or guidance with coursework.

Families are encouraged to maintain open communication with teachers and school staff to support student learning and academic progress throughout the school year.

Helping Students Learn, Grow, & Thrive

Our Approach to Student Behavior

At Innovative Arts Academy Charter School, we believe students are most successful in a safe, respectful, and supportive environment.

Our approach focuses on clear expectations, positive relationships, personal responsibility, and helping students learn from their choices. When concerns arise, we work with students and families to address the behavior, reinforce expectations, and support future success.

Student Expectations

Students are expected to:

- Treat others with dignity and respect.
- Follow directions from school staff.
- Attend school regularly and arrive on time.
- Come prepared and ready to learn.
- Respect school property and the belongings of others.
- Use technology responsibly.
- Resolve conflicts appropriately.
- Help maintain a safe and positive school environment.

These expectations apply during the school day, on school property, on school transportation, and at school-sponsored activities.

Addressing Behavioral Concerns

When expectations are not met, staff will review the situation and determine an appropriate response.

Responses may include:

- Redirection or reteaching.
- Teacher or administrative intervention.
- Reflection and problem-solving conversations.
- Parent or guardian communication.
- Student support meetings.
- Loss of privileges.
- Detention.
- Refocus Room or In-School Suspension.
- Out-of-School Suspension.
- Recommendation for expulsion, when appropriate.

The response will depend on the seriousness of the behavior, its impact on others, previous concerns, student needs, and school safety. Serious behavior may require immediate administrative action.

Specific behaviors and possible responses are outlined in the Student Code of Conduct and Behavior Matrix in the appendices.

Refocus Room and In-School Suspension

The Refocus Room provides a structured setting where students can regain focus, complete schoolwork, reflect on their choices, and prepare to return successfully to class.

Students may be assigned to the Refocus Room for a brief period, part of the day, or for an In-School Suspension. Students are expected to follow directions, complete assigned work, behave respectfully, and participate in reflection or problem-solving activities when required.

Families will be notified when a student is assigned to the Refocus Room.

Out-of-School Suspension and Expulsion

Out-of-School Suspension may be assigned when behavior significantly disrupts learning, violates the Student Code of Conduct, or creates a safety concern.

Students and families will be informed of the reason for the suspension and provided with required due process. Students are responsible for completing missed work. A reentry meeting may be required to review expectations, identify supports, and promote a successful return.

Expulsion may be considered for serious or repeated violations. All expulsion proceedings will follow applicable laws, Board policies, and due process requirements.

Students with Disabilities

Students with disabilities receive all protections required by federal and state law. When disciplinary concerns involve a student with an Individualized Education Program or Section 504 Plan, appropriate staff will be consulted and required procedures will be followed.

Student Rights and Responsibilities

Students have the right to learn in a safe and respectful environment, be treated fairly, express concerns appropriately, and receive due process.

Students are responsible for following school expectations, respecting others, accepting responsibility for their choices, and contributing positively to the school community.

Family Partnership

Families are essential partners in supporting student behavior and success. Open communication helps the school and family identify concerns, reinforce expectations, and provide students with consistent guidance and support.

The complete Cell Phone and Personal Electronic Device Policy, Dress Code Policy, and Student Code of Conduct and Behavior Matrix are located in the appendices.

Student Supports & Family Resources

Innovative Arts Academy recognizes that students may need different types of support throughout the school year.

Our staff provides academic, social, emotional, health, language, and specialized services to help students participate fully in school and make progress toward their goals. Students and families are encouraged to contact the school when questions or concerns arise.

School Counseling

School counselors support students with:

- Academic and graduation planning.
- College and career preparation.
- Goal setting and organization.
- Social or emotional concerns.
- Conflict resolution.
- Referrals to school or community resources.

Students may request support, or referrals may be made by families or staff.

Academic Support

Academic support may include teacher assistance, small-group instruction, targeted intervention, progress monitoring, additional practice, and other available services.

Students are encouraged to ask for help early. Families with concerns about academic progress should begin by contacting the student's teacher or school counselor.

Student Assistance Program

The Student Assistance Program helps identify barriers that may affect attendance, learning, behavior, or student well-being.

The team may review concerns, communicate with families, and recommend appropriate school or community resources. Participation in outside services is voluntary.

Special Education and Section 504

Eligible students receive special education services through an Individualized Education Program in accordance with federal and state law.

Students with qualifying disabilities may also receive accommodations through a Section 504 Plan.

Parents or guardians who believe their child may need an evaluation or additional support should contact the Special Education Department, school counselor, or administration.

English Learner Services

Students who are developing English proficiency may receive English language development instruction and support in academic classes.

Services may include language screening, annual assessment, progress monitoring, classroom support, and communication with families. Interpretation and translation assistance may be available for important school matters.

Health Services

The health office provides first aid, emergency care, required screenings, medication administration, and support for student health needs.

Families must provide current emergency contacts and notify the school of medical conditions, allergies, medications, or other information that may affect a student during the school day.

Students who become ill or injured must report to the health office. They should not arrange dismissal directly with a family member before being seen by school staff.

Medication at School

Medication should be given at home whenever possible.

Medication required during the school day must be provided in the original labeled container with all required parent or guardian authorization and healthcare provider documentation. Students may not carry or self-administer medication unless formally authorized.

Mental Health and Emotional Support

Students experiencing stress, grief, anxiety, conflict, family concerns, or other personal challenges are encouraged to speak with a counselor, staff member, administrator, or another trusted adult.

School staff may provide short-term support and help connect families with appropriate community services when additional care is needed.

Housing and Foster Care Support

Students experiencing homelessness, housing instability, or foster care placement may be eligible for assistance with enrollment, transportation, records, meals, school supplies, and educational stability.

Families should contact the school administration or designated liaison for support.

Family Engagement

Families support student success by:

- Maintaining communication with school staff.
- Monitoring attendance and academic progress.
- Reviewing PowerSchool regularly.

- Attending meetings and school events.
- Sharing information that may affect the student.
- Reaching out when concerns arise.

Questions and Concerns

Families should begin with the staff member closest to the concern:

- Teacher for classroom or assignment questions.
- Counselor for academic planning or student support.
- Health office for medical concerns.
- Special Education Department for IEP services.
- English Learner Department for language services.
- Administrator for school-wide or unresolved concerns.

Student Records and Community Resources

Student records are maintained in accordance with FERPA and applicable laws. Parents, guardians, and eligible students may review records and exercise their legal rights regarding access and confidentiality.

When appropriate, IAA may connect families with community resources related to mental health, healthcare, food, housing, family support, and other needs.

Appendix A

Electronic Devices/Cell Phone Policy 2026-2027

Purpose

At IAA, electronic devices are intended as **learning tools** in the classroom. The school provides Chromebooks and Newline Boards to enhance student learning. **Personal electronics and cell phones are not necessary and are prohibited during the school day.** Devices must remain in **student lockers when they arrive at school and until dismissal (Bell to Bell).**

Electronic devices include, but are not limited to: cell phones, smart watches, pagers, iPods, Smartphones, Bluetooth speakers, etc.

Important: IAA is **not responsible** for lost or stolen devices. Students are responsible for securing their devices in their **lockers**.

Filming/Recording Policy

- Unauthorized filming or recording is strictly prohibited.
- Violations may result in **school detentions, In School Suspension, or Out of School Suspension.**
- Pennsylvania law prohibits recording conversations without consent: *18 Pa. Cons. Stat. Ann. §5704.*

Permitted Cell Phone Use Areas

- Shortly after arrival to school and prior to homeroom
- After students go to their locker for dismissal
- Dismissal areas while waiting for buses

Emergency Use

- Students may report to **administration** to make urgent calls.
- Parents may leave messages via the Main **Office (610-403-2787)** for students in emergencies. (A student will be permitted to return a call in the main office)

Disciplinary Actions for Policy Violations

1st Offense: Warning; device will be confiscated by administrator or SST until dismissal, parent/guardian must be contacted and informed

2nd Offense: Devices will be confiscated by administrator or SST until dismissal, parent/guardian must come to school to retrieve the phone

3rd Offense: In School Suspension, devices will be confiscated by administrator or SST until dismissal, parent/guardian must be contacted and be brought in for a parent/administrator conference

4th Offense: Out of School Suspension, device will be confiscated until dismissal

5th & Subsequent Offenses: 1-3 days OSS; device will be kept in the main office and parent will need to pick up the phone

Refusal to Hand Over Device

- Immediate assignment to **Refocus Room**; parent/guardian must be contacted and informed

- Teachers should contact **Administration or an SST** if they observe a student having a cell phone in class or the school building throughout the school day

Computer Usage

Students have daily access to Chromebooks and the internet to support learning.

Unacceptable Uses:

- Sending/displaying offensive messages or images
- Using obscene or inflammatory language
- Damaging computers/networks
- Accessing others' passwords or files
- Searching personal information about others
- Viewing personal social media
- Inappropriate messaging inconsistent with school rules

Consequences for Technology Misuse:

- Confiscation of Chromebook
- Counseling within school
- Parental conference
- Loss of school privileges
- Detention, Refocus Room, or Out of School Suspension (1-3 days)
- Expulsion or referral to law enforcement, if warranted.

Factors Determining Consequences:

- IEP/504/behavior plan status
- Repeated offenses
- Circumstances, degree, and maturity of student(s)

Appendix B

Dress Code Policy 2026-2027

IAA has a dress code for all students. All students must wear the official school uniform with the school logo, preferred. Refusal to adhere to the school dress code, will result in the student being sent home. The student's parent/guardian will be notified of the student not complying with the dress code and will need to be picked up. Failure to comply will result in the following:

- Students will not be admitted to class until a parent or guardian has reported to school and has provided their child with appropriate clothes identified in IAA's dress code policy.
- The student will remain in the refocus room until the parent/guardian arrives.
- If the school has items the student is missing, the student may sign out the items needed and return them at the end of 8th period that day so they can be washed.
- If not returned, the parent or guardian will receive an invoice for the amount to replace the item or items loaned out to the student. If the student still doesn't comply, the student will have to go home for the day.

High School

Shirts/Tops: must be a solid, heather gray colored collared shirt with the school logo, preferred.

Pants/Bottoms: must be khaki or navy or black colored chino pants, shorts, or skirts. Skirts and shorts should fall two inches above the knee or longer.

Sweaters/Pullover: solid heather gray hoodie, sweater, cardigan, or fleece with school logo, preferred.

Shoes: Any color sturdy sneakers or dress shoes. No open toe shoes, steel tip boots, sandals, slides, flip flops, or slippers.

Dress Down Days: the shoe requirement remains intact every day. No leggings, yoga pants, stretch pants, ripped / torn clothing, belly shirts, clothing with inappropriate content for a school, and hats / wave caps.

Middle School

Shirt/Tops: Must be a solid, navy blue colored collared shirt. All shirts must have the school logo, preferred

Pants/Bottoms: Must be khaki or navy or black colored chino fabric pants, shorts, or skirts. Skirts and shorts should fall two inches above the knee or longer.

Sweaters/Pullovers: Solid, navy blue hoodie, sweater, cardigan, or fleece with school logo, preferred.

Shoes: Any color sturdy sneakers or dress shoes. No open toes, steel toed shoes, sandals, flip flops, slides, or slippers.

Dress Down Days: the shoe requirement remains intact every day. No leggings, yoga pants, stretch pants, ripped / torn clothing, belly shirts, clothing with inappropriate content for a school, and hats / wave caps.

Consequence for Dress Code Violations

1st Offense: If a student refuses to comply with the dress code policy, the parent or guardian will be notified to pick the student up and the student will be sent home, unless the parent can get the student to agree to wear the appropriate dress code item.

2nd Offense and subsequent offenses: Will result in being assigned to the reflection, refocus room, and/or suspended out of school. A parent meeting will need to be scheduled to resolve the issue. If a student consistently doesn't follow the dress code policy, a referral for expulsion will be sent to the CAO/Principal and the Board of Trustees.

Students will be allowed to wear hoodies and or jackets, as long as they are a plain Navy for MS and Gray for HS, in school hallways and or in class. All other colors or clothing items must be kept in school lockers at the beginning of the school day. If seen wearing non dress code items throughout the day, they will be confiscated. If a student continues to have issues with these items, a parent will be requested to come to the school to address the issue. Items confiscated will be returned to the student at the end of the day. These items will be stored in either the Refocus Room or the Main Office.

Clothing Prohibited: Do Rags, Hoods, Bandanas, Hats, Blankets, Sunglasses inside the building, Slides, Clothes with holes / rips / tears, any pant color other than Khaki, Black, or Navy, yoga pants, sweatpants and Crop shirts (overly exposed clothing). These items are not permitted on the school bus and/or the school premises at any time.

Updated 7/1/26

Appendix C

Violations Level Matrix

Level	Applicable Rule Violations	Consequence
Level 0	• Yelling in the hallway or classroom • Arguing with a student • Arguing with a teacher • Not following directions • Unsportsmanlike conduct • Eating or drinking in class without permission • Late to Class • Leaving Trash or debris behind • Out of assigned location in classroom • Minor Damage of Property (plus restitution) • Continuous violations will result in progressive discipline to a Level 1 behavior.	Teacher Student Restorative Conference: • Written/verbal Warning • Parent Contact
Level 1	Behaviors that may lead to assignment to Reflection or lunch detention: • Disruptive behavior on school bus and or bus stop • Excessive yelling in the hallway or classroom • Excessive talking that disrupts the class • Excessive arguing with teacher • Minor Disrespect as defined in code of conduct • Throwing items in hallway, classroom, or cafeteria that can cause harm to a student / staff or damage • Inappropriate language or Profanity when not directed or in a horseplay manner • Excessive Horseplay in classroom or hallway (Non Physical) • PDA/Kissing • Observed touching / taking / searching through another student's property without permission • Walking out of class without permission • Minor Vandalism (plus restitution) • Dress Code Violation / refusal to remove (Hoodies, Hats, Wave Caps, or other items not allowed by dress code) • Consistently caught out of assigned location • Other behaviors similar in nature to level 1 as determined by the school administration and/or state law • Three Tardies to class per week • Plagiarism / Cheating • Any consensual video/voice recording of a student • Unauthorized use of School Technology • Continuous violations will result in progressive discipline to a Level 2 behavior.	• Person who issues detention <u>must</u> make the Parent Contact • Detailed documentation is required

Level 2	• Profanity when directed at student • Major vandalism \$25 and over plus restitution • Unauthorized video/voice recording of a student • Disorderly Conduct in School or on School Bus • Excessive Physical Horseplay • Excessive PDA • Refusal to serve consequences for level 1 behavior • Skipping class without permission • Forging a signature • Verbal harassment without profanity • Bullying • Cyberbullying during school • Cyberbullying after school • Petty theft \$25 and over • Possession of stolen property • Indirect threat • Repeated level 1 rule violation • Other behaviors similar in nature to level 2 as determined by school administration and/or state law • Using Discriminatory slurs • Lying to protect one's self or others • Unauthorized sales of personal items • Five Tardies to class per week • Continuous violation will result in progressive discipline to Level 3 behaviors.	Behaviors that may lead Referrals to the Refocus Room • All interventions and steps taken to support the student must be listed • Teachers must provide clear, factual details in the referral so SST makes the call when they are prepared. ◦ Please be prepared to speak with parent/guardian if they have questions. • Dean of Students will review and make referral to Principal / Assistant Principal • The Principal or Assistant Principal will make official decision for discipline. • Dean of Students or SSTs will make contact to parent/guardian
Level 3	• Trespassing • Unauthorized video/voice recording of a Teacher / School Staff • Blatant Disrespect / Profanity when directed at staff • Major Vandalism \$100 and above/plus restitution • Leaving campus without permission • Refusal to serve consequences for level 2 behavior • Inciting or participating in a disturbance / Failure to disperse • Insubordination • Direct threat • Assault on a Student / Fighting • Physical Altercation, No Punching • Horseplay that leads to injury • Verbal harassment with profanity • Continued Bullying • Continued Cyberbullying during school • Continued Cyberbullying after school • Grand theft- More than \$100	Referral for Out of School Suspension may lead • Teachers must complete a detailed incident report and submit it to Dean of Students and the Principal/Assistant • Dean will review and investigate the report and present finding/referral to the Principal/Assistant • Principal/Assistant Principal will make official decision on OSS • Dean will contact

	• Non-consensual contact/boundaries • Inappropriate Sexual Boundaries • Sexual Intercourse in the building • Sexual Harassment • Possession of Pornography • Possession of Unauthorized Medication • Possession of tobacco/paraphernalia • Possession of combustible items • Displaying gang signs/symbols • Hosting/Attending gang meetings • Engaging in any gang activity • Repeated level 1 and 2 rule violations • Other behaviors similar in nature to level 3 as determined by school administration and/or state law • Eight tardies to class per week • Continuous violations will result in progressive discipline to a Level 4 behavior	parent/guardian and do all required documentation
Level 4	• Sexual Assault • Extortion • Kidnapping • Arson • Physical assault on a school employee • Indecent exposure • Possession of illegal substances/drugs • Distribution of illegal substances/drugs • Possession of explosives • Possession of a dangerous/illegal weapon • Violence in connection with gang activity • Repeated level 1, 2, and 3 rule violations • Other behaviors similar in nature to level 4 as determined by the school administration and/or state law • Assault which leads to serious bodily injury	Referral for Expulsion The Board, CAO, and Principal will make the final decision regarding these behaviors Dean of Students will investigate the behavior and provide proof of the incident as well as organize all information for the Principal Updates 6/23/26

Appendix D

2204 Attendance / Truancy

Adopted: 04/15/2026

Revised: 08/26/2020

Purpose: The Board requires that school age students enrolled in Innovative Arts Academy Charter School ("Charter School") attend school regularly, in accordance with state laws. Regular attendance is an important factor in educational success, and the Board supports a comprehensive approach to identify and address attendance issues. The educational program offered by the school is predicated upon the presence of the student and requires continuity of instruction and classroom participation in order for students to achieve academic standards and consistent educational progress.

Authority: Attendance shall be required of all students enrolled in the Charter School during the days and hours that school is in session, except that authorized Charter School staff may excuse a student for temporary absences upon receipt of satisfactory evidence of mental, physical, or other urgent reasons that may reasonably cause the student's absence. The Board shall establish and enforce attendance requirements, in accordance with applicable laws and regulations, Board policy and administrative procedures. This policy complies with compulsory attendance laws and allows the school to determine when an enrolled student has an unexcused absence. The policy also complies with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act (Section 504), and the Americans with Disabilities Act (ADA).

Definitions:

- **Absence:** The nonattendance of a student on those days and partial days school is in session.
- **Compulsory School Age:** The period of a child's life from the time the child enters school as a beginner, which shall be no later than the age of six (6) years, until the age of eighteen (18) or graduation from a regularly accredited, licensed, registered or approved high school, whichever occurs first. A child who has attained the age of 6 on or before September 1 must enroll and attend school or begin a home school program that year.
- **Cumulative Absences:** Days of absence that contribute to the allotted number of days a student is absent.
- **Noncumulative Absences:** Days of absence that do not contribute to the specified number of cumulative days. Such absences include days missed due to:
 - Suspensions from school.

- Illness verified by an acceptable written physician's statement submitted within three (3) school days of a student's return to school from an absence. Any absence for which an acceptable written physician's statement is submitted is not included in the number of days permitted for accepted parental statement.
- Death in the family from date of death until two (2) days after the funeral unless otherwise extended by the building principal.
- Official religious holidays observed by the student's religious group.
- Authorized school-sponsored activities.
- Preapproved educational trips or tours up to five (5) school days.
- Preapproved college visits up to three (3) school days.
- **Regular Attendance:** Attending school each day during which school is in session. Students are to attend all sessions unless properly excused by school authorities.
- **Tardiness:** The absence of a student at the time any morning or afternoon session begins provided the student is in attendance before the close of that session. Excessive lateness negatively impacts academic performance.
- **Truancy/Truant:** Occurs where a student subject to compulsory school attendance has incurred three (3) or more school days of unexcused absences during the current school year.
- **Habitually Truant/Habitual Truancy:** Occurs where a student subject to compulsory school attendance has incurred six (6) or more school days of unexcused absences during the current school year.
- **Attendance Improvement Program (School-based or community-based attendance improvement program):** A program designed to improve school attendance by seeking to identify and address the underlying reasons for a child's absences. The term may include an educational assignment in an alternative education program, provided the program does not include a program for disruptive youth established pursuant to Article XIX-C of the Pennsylvania Public School Code.
- **School Attendance Improvement Conference (SAIC):** A conference where the child's absences and reasons for the absences are examined in order to improve attendance, with or without additional services.

- **School Attendance Improvement Plan (SAIP):** A written document detailing the outcome of the SAIC, including accessing supports, outlining responsibilities, and monitoring performance.
- **Excused Absence / Lawful Absence:** An absence that is approved by the Charter School and the parent/guardian. Conditions constituting reasonable cause for absence include:
 - Illness, including if a student is dismissed by designated Charter School staff during school hours for health-related reasons.
 - Obtaining professional health care or therapy service rendered by a licensed practitioner of the healing arts in any state, commonwealth or territory.
 - Quarantine.
 - Family emergency.
 - Recovery from an accident.
 - Required court attendance. Absences that require a student to leave school for court hearings related to involvement with a county children and youth agency or juvenile probation may not be categorized as unlawful.
 - Death in the family.
 - Participation in a project sponsored by a statewide or countywide 4-H, FFA or combined 4-H and FFA group, upon prior written request.
 - Participation in a musical performance in conjunction with a national veterans' organization or incorporated unit for an event or funeral, with required signed excuse provided by said organization or incorporated unit prior to absence.
 - Observance of a religious holiday observed by a bona fide religious group, upon prior written parental/person in parental relation request.
 - Nonschool-sponsored educational tours or trips, if required documentation is submitted, participation is approved, and supervision is acceptable. The district/Board may limit the number and duration of such trips.
 - College or postsecondary institution visit, with prior approval. The Board may limit the number and duration of such visits.
 - Other urgent reasons that may reasonably cause a student's absence, as well as circumstances related to homelessness, foster care and other forms of educational instability. Urgent reasons shall be strictly construed and do not permit irregular attendance. Absences caused by homelessness must not be counted as unexcused absences.

- Participation in a religious instruction program, upon written request, identifying instruction, dates, and hours, provided the student does not miss more than thirty-six (36) hours per school year, and a statement attesting attendance is submitted after each absence.
 - School age children unable to attend school upon recommendation of the school physician and a psychiatrist or school psychologist, or both, and with approval of the Secretary of Education.
 - Students receiving tutorial instruction in a field not offered in the district's curricula from a properly qualified tutor approved by the Superintendent, when the excusal does not interfere with the student's regular program of studies.
- **Temporary Excusals/ Lawful Absence:** Students may be temporarily excused from the attendance requirements under the following circumstances:
 - Students receiving tutorial instruction in a field not offered in the Charter School's curricula from a properly qualified tutor approved by the Chief Administrative Officer, when the excusal does not interfere with the student's regular program of studies.
 - Students participating in a religious instruction program, if the person in parental relation submits a written request for excusal, which shall identify and describe the instruction and dates and hours of instruction, the student shall not miss more than thirty-six (36) hours per school year in order to attend classes for religious instruction and following each absence, the person in parental relation shall submit a statement attesting that the student attended the instruction and the dates and hours of attendance.
 - Students unable to attend school for a temporary period due to mental, physical or other urgent reasons in accordance with law.
 - Students unable to attend school upon recommendation of the school physician and a psychiatrist or school psychologist, or both, and with approval of the Pennsylvania Secretary of Education.
- **Unexcused Absence / Unlawful Absence:** An absence from school which is not permitted by this Policy or for which an approved explanation has not been submitted within the time period and in the manner prescribed by Board and/or by the Chief Administrative Officer through administrative regulations. Absences that do not meet the criteria for excused absence shall be permanently considered unexcused.
- **Person in Parental Relation:** A custodial biological or adoptive parent, noncustodial biological or adoptive parent, guardian of the person of a child, or person with whom a child lives and who is acting in a parental role of a child. This term shall not include any county agency or person acting as an agent of the county agency in the jurisdiction of a dependent child as defined by law.

Delegation of Responsibility: The Chief Administrative Officer or designee shall ensure students enrolled in the Charter School comply with state attendance laws and regulations, and

shall be responsible for the implementation and enforcement of this policy. The Chief Administrative Officer or designee shall annually notify staff, students and persons in parental

relation about the Charter School's attendance policy and school rules and procedures governing student attendance, absences and excusals by publishing such information in the Student handbook, Website, and any other efficient method. Written copies should be provided to parents at the beginning of each year and to all new enrollees upon enrollment. The attendance policy should be easily understood and translated for non-English speaking families. The Chief Administrative Officer or designee shall require the signature of the person in parental relation confirming that the policy has been reviewed and that the person in parental relation understands the compulsory school attendance requirements. Schools should have parents sign a form acknowledging their understanding. The Chief Administrative Officer or designee shall develop administrative procedures for the attendance of students which:

- Govern the maintenance of attendance records in accordance with law. Proper child accounting is mandated by law and shall be strictly adhered to.
- Detail the process for submission of requests and excuses for student absences.
- Detail the process for written notices, School Attendance Improvement Conferences, School Attendance Improvement Plans, and referrals to a school-based or community-based school attendance improvement program, the local children and youth agency or the appropriate judge.
- Ensure that students legally absent have an opportunity to make up work.

In coordination with the Chief Administrative Officer, the Principal shall be responsible for addressing truancy issues through consistent implementation of this Policy and administrative regulations. Designated Charter School employees shall be responsible for preparing and submitting complete and accurate child accounting information, including all unexcused absences directly to the Pennsylvania Department of Education annually through the Pennsylvania Information Management System (PIMS).

Guidelines:

Compulsory School Attendance Requirements: All students of compulsory school age who are enrolled in the Charter School shall be subject to the compulsory school attendance requirements. A student shall be considered in attendance if present at any place where school is in session by authority of the Board; the student is receiving approved tutorial instruction, or health or therapeutic services; the student is engaged in an approved and properly supervised independent study, work-study or career education program; the student is receiving approved homebound instruction; or the student's placement is instruction in the home.

Students may be excused from attendance at schools under certain conditions upon request and with required approval, including students enrolled in nonpublic or private schools, students attending college part-time, students in home education or private tutoring in accordance with law, approved students aged 15 who hold a permit to engage in farm work or domestic service in a private home, approved students aged 14 who have completed the highest elementary grade engaged in farm work or domestic service under permit, and students aged 16 working 35 hours or more each week in useful and lawful employment with a valid employment certificate; and children who have been examined by an approved psychological professional and identified to be unable to profit from further public school attendance and excused by the State Board of Education.

Parental Notice of Absence / Submitting Excuses: Absences shall be treated as unexcused/unlawful until the Charter School receives a written excuse explaining the absence, to be submitted within three (3) days of the absence. Parents and students should submit the written explanation within the defined time period. If a written excuse is not provided within the defined time, the absence will be permanently counted as unlawful. Reasonable allowance should be made to accept the parent's explanation prior to initiating compulsory attendance proceedings if a parent is neglectful or fails to provide notification in a timely fashion.

A maximum of ten (10) days of cumulative lawful absences verified by parental notification shall be permitted during a school year. All absences beyond ten (10) cumulative days shall require an excuse from a licensed practitioner of the healing arts.

Absences for three (3) or more days for trips and tours may require temporary absence permits and are limited to no more than five (5) days in any school year. A written request from the person in parental relation is required five (5) days in advance for all absences of this nature. The person in parental relation shall complete an application for a temporary absence permit in person at the building principal's office.

Unexcused/Unlawful Absence: Absences which do not meet the criteria indicated above shall be permanently considered unexcused/unlawful. An out-of-school suspension may not be considered an unexcused absence.

Parental Notification (Unexcused): Charter School staff shall provide prompt notice to the person in parental relation upon each incident of unexcused/unlawful absence. This is intended to alert stakeholders and create an early response. Information shared should be factual and non-threatening, with the primary goal of improving attendance.

Excessive Lateness / Early Dismissals: Students who are excessively late negatively impact their academic performance. A student is considered late if they arrive after 8:00 a.m. Students who have excessive early dismissals also negatively impact their academic performance. An early dismissal is defined as any dismissal prior to 1:30 p.m. Monday through Friday.

- **Every five (5) unexcused late instances will equal one (1) unexcused absence.**
- **Every five (5) unexcused early dismissals will equal one (1) unexcused absence.**

Excused reasons for lateness or early dismissal mirror those for excused absences.

Impact on After-School Activities / Athletics: If a student arrives after 10:00 a.m., they will not be allowed to participate in after-school activities or athletic events for THAT day. If a student incurs more than ten (10) unexcused latenesses or early dismissals in a quarter, they will not be allowed to participate in after-school activities or athletic events for the remainder of that quarter.

Enforcement of Compulsory Attendance Requirements:

Student is Truant (3 unexcused absences): When a student has been absent for three (3) days during the current school year without a lawful excuse, Charter School staff shall provide a Three (3) Day Unexcused Absence Letter, sent to the household address on file with the office. Notice shall be sent to the person in parental relation who resides in the same household as the

student within ten (10) school days of the student's third unexcused absence. The notice shall:

- Be in the mode and language of communication preferred by the person in parental relation.
- Include a description of the consequences if the student becomes habitually truant.
- Include notice to the person in parental relation that a child who is habitually truant may not transfer during the school year to a cyber charter school unless a judge determines that the transfer is in the best interests of the child
- Include resources available to assist the child and the person in parental relation with returning the child to compliant compulsory school attendance and opportunities for further academic recovery in response to the truant behavior.
- When transmitted to a person who is not the biological or adoptive parent, also be provided to the student's biological or adoptive parent, if the parent's mailing address is on file with the school and the parent is not precluded from receiving the information by court order.

The notice may include the offer of a School Attendance Improvement Conference (SAIC). If the student incurs additional unexcused absences after issuance of the notice and a SAIC was not previously held, Charter School staff shall offer a SAIC.

School Attendance Improvement Conference (SAIC): When a student has been absent for six (6) days during the current school year without a lawful excuse, Charter School staff will hand deliver a Six (6) Day Unexcused Absence Letter and a Student Attendance Improvement Conference will be scheduled. Charter School staff shall notify the person in parental relation in writing and by telephone of the date and time of the SAIC. The purpose of the SAIC is to examine the student's absences and reasons for the absences in an effort to improve attendance with or without additional services. Schools should work to identify the root cause of absenteeism, which may include homelessness. The following individuals shall be invited to the SAIC:

- The student.
- The student's person in parental relation.
- Other individuals identified by the person in parental relation who may be a resource.
- Appropriate school personnel. For the Executive source, this team includes the Truancy Officer, School Police Officer, Team Leader, Chief School Director and any other professional employee deemed necessary.
- Recommended service providers.

Neither the student nor the person in parental relation shall be required to participate, and the SAIC shall occur even if the person in parental relation declines to participate or fails to attend the scheduled conference after notice. The SAIC shall not be delayed pending a response from service providers.

The outcome of the SAIC shall be documented in a written School Attendance Improvement Plan (SAIP). The SAIP should include accessing academic and social/health supports from the school and community organizations, an outline of family/parent and student responsibilities, and levels of performance monitoring that include rewards and consequences. The SAIP shall be retained in the student's file. A copy of the Plan shall be provided to the person in parental relation, the student, and appropriate Charter School staff.

The Charter School may not take further legal action to address unexcused or excused absences until the scheduled SAIC has been held and the student has incurred six (6) or more days of unexcused absences.

When a student under age fifteen (15) is habitually truant, Charter School staff must refer the student to a school-based or community-based attendance improvement program or the local children and youth agency. Charter School staff may file a citation in the office of the magisterial district judge in which the Charter School is located against the person in parental relation who resides in the same household as the student.

When a student age fifteen (15) or older is habitually truant, Charter School Staff shall refer the student to a school-based or community-based attendance improvement program or file a citation in the office of the magisterial district judge in which the Charter School is located against the person in parental relation who resides in the same household as the student.

The Charter School may refer a student who is age fifteen (15) or older to the local children and youth agency if the student continues to incur additional unexcused absences after being referred to a school-based or community-based attendance improvement program, or if the student refuses to participate in such program.

Regardless of age, when Charter School staff refer a habitually truant student to the local children and youth agency or file a citation with the magisterial district judge, Charter School staff shall provide verification that the school held a SAIC.

Additional citations for subsequent violations of the compulsory school attendance requirements may only be filed against a student or person in parental relation in accordance with law.

The Charter School shall provide the truant child with a school attendance improvement plan and shall continue to pursue remedies to the child's habitual truancy until the child is no longer truant or is no longer of compulsory school age, regardless of whether the child was enrolled at the Charter School or another charter school, regional charter school, cyber charter school, area career and technical school or school district at the time of truancy.

Disabled Students:

If a truant or habitually truant student may qualify as a disabled student and require special education services or accommodations, the Coordinator of Special Education shall be notified and shall take action to address the Student's needs in accordance with applicable law.

regulations and Board Policy.

The appropriate team shall be notified and shall address the student's needs in accordance with applicable law, regulations and board policy for truant or habitually truant students already eligible for an IEP or Section 504 accommodations plan.

Attendance Risk - Exceeding 17 Absences: Students whose cumulative absences, including excused absences beyond the parental notification limit and unexcused absences (including those converted from lateness/early dismissals), substantially exceed seventeen (17) school days may be at risk of not meeting course requirements or state attendance standards necessary for promotion to the next grade level or successful completion of courses. Academic departments and administration shall review student attendance records in cases of excessive absence to determine the impact on academic progress and mastery of content, which may affect grading and promotion decisions.