Pennsylvania Department of Education

Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Charter Annual Report

Thursday, March 19, 2009
(Last approved Thursday, March 19, 2009)

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CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report
Summary Data
2007 - 2008

Name of School: Charter High School for Architecture and Design

Date of Local Chartering School Board/PDE Approval: July 1999

Length of Charter: 5 years **Opening Date:** 9/13/1999

Grade Level: 9-12 **Hours of Operation:** 7:00 am to 4:00 pm

Percentage of Certified Staff: 85% **Total Instructional Staff:** 37

Student/Teacher Ratio: 20:1 **Student Waiting List:** 0

Attendance Rate/Percentage: 94

Summary Data Part II

Enrollment: 557 **Per Pupil Subsidy:** 7708.00

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	15
Black (Non-Hispanic):	455
Hispanic:	33
White (Non-Hispanic):	54
Multicultural:	0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 48

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 49

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	na	na	na	na	na	177	177
Instructional Hours	na	na	na	na	na	1083	1083

SECTION I. EXECUTIVE SUMMARY

Educational Community

The Charter High School for Architecture + Design (CHAD) was organized by The American Institute of Architects (AIA) Philadelphia as the chapter's Legacy Project for hosting the AIA's 2000 National Conference. CHAD is located at 675 Sansom Street, Philadelphia, PA. CHAD served 577 students in grades 9 through 12 residing in the City of Philadelphia and surrounding suburbs. The school remained organized into two self-contained and self-governing Houses. The Houses are on seperate floors of the school building and are managed by independent leadership communities. As we evaluate this system and plan for the 2008-2009 school year, we have determined that the "universal" school functions should be fulfilled by a school-wide administrative staff. The school's curriculum was driven by a block-scheduling system. Students' course of study focused on the State required core subjects and the specialization component of our school - Design. As a result of a faculty and student body that are uniquely talented and an orgaznizational system that maxmizes our resources, we experience our highest college placement rate of 97%.

Mission

The Charter High School for Architecture + Design is a learning community

committed to providing an innovative program of study that integrates the

design process with the mastery of a strong liberal arts education. The school offers

each student the opportunity for success and the preparation for life-long learning and

responsible citizenship . CHAD is a thoughtful academic environment that engenders a love of learning, intellectual curiosity, and new

ways of seeing, while preparing students for higher education.

Vision

Academic:

CHAD teachers strive to create dynamic, student-centered classrooms in which democratic principles thrive. Our fluid curriculum is authentic: it reflects the real world, responds to our students' interests and lives, and prepares them to be active, life-long learners. Our teaching is shaped by varied and valid assessments. We ask students to transform problems into possibilities. Assessments are used to inform student self-reflection and teacher instruction. Through differentiated instruction, each child is both nurtured and challenged to continually reach for and expand his or her own potential. We enrich students' intellectual growth through process and skill-oriented learning. Students are asked to be accountable for the quality and integrity of their academic endeavors. We demand active participation, clear expression, sophisticated thinking, and high-level work from the members of our community.

Relationships:

CHAD's community of learners engages in relationships that further personal and intellectual growth. This process of growing and learning is rooted in individual self-discovery, cooperation, and mutual respect. CHAD students share ideas and sharpen their skills under the guidance of a creative and dedicated faculty. Students engage one another and their teachers in a conversation that is the essence of learning. One of the hallmarks of a CHAD education is the teachers' commitment to the personal growth of each student. At CHAD, each student has the personal support of an advisory teacher who monitors that student's progress and offers guidance in developing a rewarding academic identity. Knowing students as individuals, teachers encourage them to reflect, develop skills, take risks, and follow a passion. CHAD affirms the importance of the student-teacher-parent relationship. Students, teachers, and parents work together to create an exchange between school and home, making the student's journey of self-discovery more comprehensive.

Ownership:

CHAD emphasizes a student's active commitment to a personal educational process.

Students are asked to explore, discover, and use their voices. The responsive nature of our instructors and curriculum facilitates student development of identity and self-confidence. Curiosity guides students as they navigate through classroom curriculum, deepening their skills and sense of self. Invested in their learning, students produce work that reflects their sense of integrity and gives power to their voice. Students share and celebrate their successes with the school community. Encouraged to view their achievements with both pride and humility, CHAD

students are asked to reflect on and use their achievements for further growth. In an atmosphere of high expectations and general support, students develop a rigorous work ethic that is commensurate with the strength of their voice. Our practices place CHAD students in a position to go forward as independent, responsible, and self-directed learners.

Design:

CHAD emphasizes the use of the design process across the curriculum as a vehicle for creative and analytical thinking. CHAD's program provides students with the opportunity to understand the design process through creative and disciplined exploration. Important to this process are studio activities that involve structured investigation, self-reflection, critique, aesthetics, historical context, and multiculturalism. CHAD builds the confidence needed to explore problems, take risks, and turn challenges into numerous possibilities. Students learn to design in response to both the user and the environment.

Shared Values

See Statement of Philosophy above.

Academic Standards

In as much as the Charter High School for Architecture + Design's (CHAD) curriculum is college preparatory, all students are scheduled for a full school day, which, in addition to instruction, may include mentoring, internship and community service.

CHAD shall award a high school diploma to every student who meets the requirements for graduation. Such requirements shall include the successful completion of courses of study for a four-year high school and which meet the standards set by the Commonwealth of Pennsylvania Academic Standards, laws and regulations.

English - 5 credits
Social Studies - 4 credits
Foreign Language - 2 credits
Physical Education/Health 1.5 credits
Computer Application 1 credit
Mathematics - 6 credits
Science - 4 credits
Design - 8 credits

In addition to the core credit requirements as stated above, students may also be required to complete and pass elective/workshop courses as rostered within a student's schedule.

In addition to satisfying credit requirements, students must also complete and properly document thirty (30) community service hours, per year, as approved by school officials. At the end of each year, a community service reflection project and paper will be required to earn full community service credit.

Strengths and Challenges

A key strength of the CHAD program is the design education and in and out of school experiences it provides to students. The mentoring

component of our program has included the ACE Mentoring program, CHAD Builders and professional placement opportunities. These programs begin to offer students real-world familiarity. Students quickly become knowledgeable and comfortable with the professional work environment, its expectations, value system, etc. For the 07-08 school year, a full-time college advisor assisted in placing 97% of our seniors into post-secondary institutions. A full array of college preparatory classes, including remedial work (for students who continue to need academic support) are offered. We have continued to make significant progress in Technology—surpassing our goal—and in a Portfolio Preparation Program for all students.
The key area in need of improvement is student ability to master the basics and meet all NCLB standards. In 07-08, Writing proficiency continued to improve for all students. However, 55% scored below proficiency in Reading and 74% score below proficiency in Mathematics. We failed to meet the thresholds required under State and Federal expectations. We expect to improve significantly in 08-09 and have addressed our teaching, remediation/tutoring and curriculum accordingly.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

The development of CHAD's Strategic Plan has taken place over a long period of time and has involved many members of the school community. The first step in the Strategic Plan was a school-wide retreat. Attending were representatives of the Board, Faculty, Administration, students and parents. The retreat addressed CHAD's Mission Statement and overall goals. As a result of this retreat, a Strategic Planning Committee, consisting of a number of Board Members and the School's Principal, was established.

A second school-wide retreat was held. At this retreat, which also enjoyed broad participation from the school community, a "mindmap" of trends, issues and developments was developed and retreat participants identified priorities. Small groups developed their vision of a preferred future for CHAD.

A third school-wide retreat was held. Participants focused on elements of the Strategic Plan and developed specific suggestions for selected elements of the Plan. Following the retreat, a "working draft" of the Strategic Plan was developed and circulated within the School community. The Mission Statement was adopted by the Board at a subsequent meeting.

A fourth all-school retreat was held. This retreat focused on the key issue of the School's curriculum and attempted to establish priorities among the various actions that were part of the Strategic Plan's "working draft."

The retreats served as valuable input for the Strategic Planning Committee, who held the responsibility for drafting the plan. In general, the committee followed these steps in preparing the Strategic Plan.

Step 1: Collect & Review examples of Strategic Plans, particularly from other schools.

Step 2: Identify the “Elements” to be included in the Plan.

Step 3: Assess Existing Conditions Re: each element.

Step 4: Draft a Mission Statement and Identify Goals for the next 3 years for each element of the plan.

Step 5: Identify Strategies and Actions to meet the Goals.

Step 6: Prepare a Draft of the Strategic Plan.

Step 7: Circulate, Review and Revise the Draft.

Step 8: Submit Revised Draft Plan for Adoption by the Board.

The Strategic Plan (2002) and the The Strategic Plan update (2006-07) are two documents of enormous importance to CHAD and CHAD's institutional memory. The two documents taken together, form an excellent foundation for a new strategic plan, one that is conceptualized and crafted differently. This new strategic plan was executed in the 07-08 school year will focus on six elements.

I. Academic program and Curriculum
II Leadership
III. Size and scale
IV. Faculty
V. Facilities
VI. Communications

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Alicia Kennedy	Charter HS for Architecture + Design	Special Education Representative	Head of School
Anthony Bracali	Friday Architects and Planners	Board Member	Board
Ethan Bell	Charter HS For Architecture + Design	Administrator	Head of School
Gerald Santilli	Santilli & Thomson, LLC	Business Representative	Board
Patricia Cirone	Charter HS for Architecture + Design	Other	Head of School
Peter Kountz	Charter HS For Architecture + Design	Administrator	Board of Trustees
Stephanie Schoening	Charter High School for Architecture + Design	Administrator	Head of School

Goals, Strategies and Activities

Goal: FOUR-YEAR GRADUATION RATE (for districts and schools that graduate seniors)
Description: Graduate rate will meet an 95% threshold and/or show growth.

The Charter High School for Architecture + Design graduated 95.5% of its 2008 class and 93% of

the class will attend college.

Strategy: Graduation rate
Description:

Activity: Improve graduation rate
Description: Establish a full-time college placment advisor and department

Person Responsible	Timeline for Implementation	Resources
Peter Kountz	Start: 1/1/2007 Finish: Ongoing	-

Status: Not Started — Overdue

Goal: I. Student Literacy
Description: To continue to improve student math and reading literacy and achievement and to meet AYP thresholds in both. In 2008-2009 we will provide remedial assistance to all students through a self-contained and serving "in-house" tutoring program managed by both a Math and Reading/Literacy specialist.

Strategy: Student Literacy
Description: Implement year-long 80-minute block course in Math and English (and Design/Visual Learning). Increase the number of experienced math and English faculty; morefrequent use fo individual and group tutorial sessions; more careful lesson planning; create and implement daily individual reading class.

Activity: Improve student proficiency levels in Math and Reading/Writing
Description: Professional development in standards, anchors and state requirements. All students will take manadatory reading classes and all Math courses will be 80 minutes long, creation of a integrated Learning Center focused on literacy improvment through direct instruction.

Person Responsible	Timeline for Implementation	Resources
Peter Kountz	Start: 1/1/2007 Finish: Ongoing	-

Status: Not Started — Overdue

Goal: II. Faculty Compentency in Visual Learning
Description: To improve school-wide faculty competency in Visual Literacy.

Strategy: Compentency in Visual Learning
Description: Create study group on visual learning with faculty and board participation; continue to work with the Cooper Hewitt National Design Museum (of the Smithsonian Institution) on training faculty in techniques and principles of visual learning and literacy; continue to use interdisciplinary ideas/ideals (for example, American Studies) in the core disciplines of English and history.

Activity: Improve faculty compentency in the Design process
Description: Professional development programs aimed at teaching the Design process and how

to implement it in cross curicular contents. CHAD will continue to recruit and hire teachers who are versed in the educational techniques that support visual learners.

Person Responsible	Timeline for Implementation	Resources
Peter Kountz	Start: 1/1/2007 Finish: Ongoing	-

Status: Not Started — Overdue

Goal: III. Student Activities
Description: To improve all facets of Student Actvities in both CHAD houses, especially the number of available activities and the involvement of faculty sponsors.

Strategy: Improving Student Activities
Description: Using the structure provided by the Upper and Lower houses, and under the direction of the respective Deans of Students in each of the two CHAD Houses, the student activities programs in breadth, number of activities, and range of choices will be re-evaluated and reconstituted and more direct funding will made available.

Activity: Improve student activities
Description: Students will be offered opportunities to join and participate in extra-curricular activites, after school clubs and supervised enrichment programs that support our mission and the students' interests.

Person Responsible	Timeline for Implementation	Resources
Peter Kountz	Start: 1/1/2007 Finish: Ongoing	-

Status: Not Started — Overdue

Goal: IV. Governance and Oversight
Description: To improve the performance of the Board of Trustees, in governance, oversight, and institutional advancement.

Strategy: Board Affectivness
Description: The Board will renew its emphasis on formation and training; it will have full orientation meetings over the first half of the year and will work for the full year with an outside consultant on developing more useful operating principles on effective governance. Special emphasis will be placed on leadership and leadership development. In addition, committee structure will completely reconsitituted.

Activity: Improve Board affectivness
Description: The Board engaged in an extensive retreat where all stakeholders were present and participated in a day-long study institute using materials from the National Center for Nonprofit Boards. This program was facilitated by a consultant from Resource Group RG175 who has worked with the Board for the past three years.

Person Responsible	Timeline for Implementation	Resources
Peter Kountz	Start: 1/1/2007	-

Finish: Ongoing

Status: Not Started — Overdue

Goal: MATHEMATICS
Description: At least 56% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

26% of students tested in 2007-2008 met proficiency.

Strategy: Math Proficiency
Description:

Activity: Improve Math proficiency
Description: Professional development, in-house tutoring, and additional remedial support classes.

Person Responsible	Timeline for Implementation	Resources
Peter Kountz	Start: 1/1/2007 Finish: Ongoing	-

Status: Not Started — Overdue

Goal: Needs Assessment
Description: In preparation for this review we have taken a hard look at prior strategic and technology reports. It is clear that we have made much progress and have met many of our goals. It is also clear that technology has moved in directions that has caught many by surprise.

The Internet has created opportunities and demand in all aspects of our life. From online banking to youtube and ipods "digital" has permeated out lives. The demand for images, videos, music and content in general is just as strong in academics as it is in home usage.

This report will show progress in many areas to include, laptops, wireless internet, Smart Boards, distance learning, Macs and PCs and more. At the same time that we create accomplishments we also created need. The report will primarily focus on accomplishments however it is prudent to be honest and present areas where we are or will be in need of support.

What developments in technology have emerged that you can take advantage of to improve education for your school or community?
Technology can be used to support student achievement by providing access to learning resources. Distance learning including Real Time Video Conferencing and Previously Recorded sessions can provide specialized instruction that would otherwise not be accessible to all students during school hours. Web based learning allows students to access research information from libraries, agencies, search engines and databases in timely and efficient way. Currently, our 9th and 10th grade students use APEX, which a web based interactive software for mathematics. It delivers a personalized study plan tailored to every student strengths and weaknesses. Simulation software can be used to supplement science and humanities courses to promote exploration and encourage students to work in teams and help with problem solving.
It is increasingly apparent that having desk printers in all classrooms and projectors in many is a necessity. Having printers in classrooms eliminated many classroom management issues and

provided an immediate feedback to students and teachers. Students are more focused on learning because they do not have leave the room to retrieve their printouts. Currently we have one Smart Board in a PC Computer Lab, which is used throughout the day but not to it's full capacity. Teacher training is a key component to using technology to the fullest extent. There is a tremendous interest among teachers to use the Smart Board technology and we see a need to purchase two more. We have almost no budget for technology staff training. Thus items such as Smart Boards and Distance Learning most likely are not used to their full potential. After the Tech Staff is trained sometimes at cost through professional development we need to train our staff. This can be done by the tech team teaching the staff or by bringing in outside vendors that are subject matter experts in these areas.
MAPS, Measures of Academic Progress, is a computer-based software that we use to identify students' academic level for appropriate course placement. It is also used to monitor student growth over time and to determine students proficiency in different academic areas twice yearly.

How do you identify potentially useful new technologies?
Current planning efforts will continue to expand its technology by networking with peers, attending professional conferences, such as NYSAIS Conference attended by the Technology Director, attending Apple Certifications programs, subscribing to professional publications such as "American School Board Journal" and "The Journal-Transforming Education Through Technology". By securing one e-Rate award we work closely with several vendors, Micro Technology Group, UCombination, and LineCom. These vendors provide service to other public and private schools in the area and they can provide valuable guidance and advice. We have special needs in the sense that we need to perform as well as all other schools in academic areas and we need to teach Architecture and Design skills in addition to that. We have implemented an All School Reading Program where our students solely focus on improving their reading comprehension for forty minutes everyday. Through our unique curriculum our students learn how to develop a concept, design, execute, implement, evaluate and improve upon an idea. As a school for visual learners it is necessary to provide our teachers with the necessary hardware and software to accomplish their goals. In the effort to support our academic, design and special education teachers we feel we need the following hardware so our students can thrive in a Digital Age:
2 Mobile Laptop carts
15 Video projectors for classrooms
2 larger poster-plotter printers for architectural drawings and artwork
Video Editing Computers
Cameras (Video and photographic)
Classrooms need audio systems so web content can be heard
Projection screens for classrooms to receive images from video projectors
2 Smartboards for the Learning Centers
Computer desks to replace the plastic folding tables
1 RAID for storing and archiving our growing collection of student work

What strengths and weaknesses related to technology have been identified by staff, students, or parents?
Technology can be used to support community development by implementing strategies that encourages increased interaction with parents, community members, organizations, and other agencies. To promote parent involvement a Power School Portal was made available so parents can stay up to date with grades, homework assignments, attendance, teacher comments, and daily school bulletin. This new initiative is extremely popular among parents and it received positive reviews. Currently, one problem area that exists involves recreational use of computers. As our students become more proficient with technology, recreational use of computers (i.e myspace.com. youtube.com) is becoming a problem because it impacts the bandwidth usage. It is a distraction and takes away from student learning. We are currently using two main software

packages that are at least four years old, Microsoft Office and Adobe products. The Adobe software was donated by Adobe over four years ago and now they have cut back on their outreach efforts. We currently need $7000 for the Adobe CS3 Creative Suite. We need to upgrade Microsoft Office as well.
Staffing is by far our biggest area of need. In some way we have use labor funds to purchase equipment. Both our Technology Director and Helpdesk Technician can only be funded part time. We need to increase our support staff to maintain what we have and to position us for continues growth and adaptation as technology changes.

Strategy: Assessment functions
Description:

Activity: Improve technology support
Description: The formation of a Technology Department that identifies, improves, updates and supports a Technology infrastructure inside and outside of our classrooms

Person Responsible	Timeline for Implementation	Resources
Peter Kountz	Start: 1/1/2007 Finish: Ongoing	-

Status: Not Started — Overdue

Goal: READING
Description: At least 63% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

45% of students tested met the threshold.

Strategy: Reading Proficiency
Description:

Activity: Improve Reading literacy
Description: Professional developmen, tutoring center located in the school, additional support classes

Person Responsible	Timeline for Implementation	Resources
Peter Kountz	Start: 1/1/2007 Finish: Ongoing	-

Status: Not Started — Overdue

Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS
Description: At least 95% of eligible students will participate in required state-wide assessments.

99.4% of eligible students participated in the required state-wide assessments.

Strategy: Participation in state exams
Description:

Activity: Improve student particiaption
Description: Involve parents in communication process

Person Responsible	Timeline for Implementation	Resources
Peter Kountz	Start: 1/1/2007 Finish: Ongoing	-

Status: Not Started — Overdue

Goal: Technology Goals, Strategies and Activities
Description: As a 9 through 12 school has two main educational concerns that drive our curriculum and thus technology. These are 1) remediation of students, especially 9th graders where many come to us with 7th grade skills in varies subject areas and 2) making sure that we meet and succeed in areas related to AYP and PSAT.

We believe we have a strong strategy in place because we made significant changes to our methodology in the 07-08 school year. We have implemented MAPS testing (an online system that provides each student with a personal evaluation in Math and English) we have implemented APEX digital Math (an internet based math program to teach and remediate and keep track of individual progress), we have dedicated ourselves to Powerschool and now put weekly assignments online and opened the Parent Portal so that parents can see assignments, attendance, and in general see the student “position” on an on going basis.

In an effort to support and meet these curricular efforts we have adjusted our technology program. As elaborated below we have added two additional T1 lines to handle images, sound, video and distance learning, added a webserver for hosting our own website and will add an intranet for 7/24/365 access to course materials, added distance learning via a company called Spiderweb who has established bases in China, Europe and the US. In addition, we have increased laptop usage, video projectors, wireless internet, and installed our first Smart Board. We now call our computer labs — Learning Centers and because we have the 1st and 4th floor in our building we have divided the school into grades 9 & 10 on the 1st floor and 11 & 12 on the 4th floor . Each floor has 1 Mac and 1 PC Learning Center. We have also moved to a block schedule so that students have more time in each academic area, including technology education which is taught through our Design Department and has a dedicated Technology Coordinator.

One of our biggest areas of need now is funding to maintain the growth that we have managed. This includes the need for staff (our Helpdesk Technician and Technology Director are only funded for part-time) and we need to implement a more robust Faculty Training Program. On the Hardware side maintaining all this new infrastructure takes time which translates into staff hours or purchasing outside services. Growth is also a concern, there are program areas that we would like to expand on such as White Board Technology and Distance Learning.

What goals have you identified in your strategic plan?
As stated in the prior strategic plan our challenges included technology costs, replacement of equipment originally purchased prior to the school opening and then reassembling and maintaining used computers to begin to make a dependable system. The original plan indicated some issues the school must address including management of the system, security (both theft and usage), implementing basic computer skills training and incorporation of available technology into the curriculum, mainly on the software and instructional side.

What accompanying strategies and activities have already been identified to reach those goals?
Over the last few years we have:

Sought after and successfully found some supplementary sources of funding — to include a 35K Math grant and the 2005 e-Rate award, 10K PNC grant, and software donation from Adobe and AutoDesk. When the school first opened nine years ago, 25 new computers were stolen and our program was set back. To re-group we purchased used Compaqs and Dells. These computers served us well but were limited in processor and RAM (memory) capacity. As internet usage grew of the years to allow for image, video and music transfer and streaming these computers did not function well. Through leasing, some grants and fiscal planning over the last two years we have been able to replace these computers with 75 iMacs and 65 Dells, 15 video projectors and 30 printers, (one for each classroom). Additionally, leased 25 laptops for faculty.
The faculty laptops have opened the door to better lesson plans, usage of Powerpoint and Internet in the classroom via video projectors.

What additional strategies and activities are needed to attain these goals?
Implementation of Distance Learning (real time and pre-recorded), begin to utilize “Smartboard Technology”, Installed internet content filters and faculty training.

What specific telecommunications and information technologies (such as access to the Internet, access to remote databases, distance learning, etc.) are useful in helping you reach those goals?
We have increased to three T1 lines because the demand for viewing of images and video based content is necessary. We hope to use distance learning both to look at content and talk with subject matter experts in real time but also to store previously recorded lessons for remedial usage and test and homework assistance. This can also be done of the web and we have already begun to set up an in-house webserver provided by e-Rate funds to host a local intranet for web based storage and delivery of class materials that students can access at home via the web.

What are the specific resources (e.g., trainers, selected curricular software., Internet access, links to subscribed databases, etc.) that you plan to help reach your goals for improved teaching and learning?
We moved to a project based technology system at our school. We have begun to assign technology goals/projects to each of three distinct time periods for the year, the summer (June to August), the fall (Sept to January) and the spring (January to June). This helps us not lose sight of the large picture of where we want to move the school.
We have a Helpdesk Technician, a Technology Coordinator for the Design Department and a person dedicated to Powerschool for attendance, grades and report cards. We are trying to keep these staff members focused on their respective areas and have the Technology Director focus on two or three larger issues per time period.

This past summer we built from the ground up 2 PC labs, 2 Macs, lab and added fiber to our internet backbone. This fall we are focusing on distance learning, Smart Board technology and designing a more focused Faculty Training program. In the Spring we will implement the Faculty Training program to make sure that our teachers have the skills and confidence to use Smart Boards and Distance Learning. We hope to add two more Smart Boards this spring.

Strategy: Improve technology in school
Description:

Activity: Improve technology
Description: Development of a technology "team" to provide efficent and on going support to the technology plan and systems

Person Responsible Timeline for Implementation Resources

Peter Kountz	Start: 1/1/2007 Finish: Ongoing	$414,850.00

Status: Not Started — Overdue

Goal: V. Financial Equilibrium and Operating Budget
Description: To strengthen the overall financial stability of the school and reduce the number of operating budget constraints.

Strategy: Financial Equilibrium
Description: Board leadership and school administration will continue to work with the controller/business manager on developing new strategies for more effective oversight of the operating budget. Of special concern, is the need to develop additional sources of revenue in support of the operating budget.

Activity: Improve financial vitality
Description: Continue relationship with financial controller, increase enrollment and development in our fund-raising efforts

Person Responsible	Timeline for Implementation	Resources
Peter Kountz	Start: 1/1/2007 Finish: Ongoing	-

Status: Not Started — Overdue

Statement of Quality Assurance

Charter school has not met AYP.

Charter school has created a School Improvement Plan.

Charter school has submitted and reviewed its School Improvement Plan with the Intermediate Unit designee.

Intermediate Unit designee met with and when meeting occurred:
Cindy Rhoads in late September early October.

Statement of Quality Assurance - Attachment

- School Improvement Plan

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

Teachers received a binder containing the approved and proposed high school standards distributed by the Pennsylvania Department of Education. During staff development sessions, administrators and department chairpersons worked with faculty to review and align standards to the coursework taught. Where no standards exist, such as in Design, we have developed our

own, based on the expectations of the college and universities our students will attend. During the past school year, curriculum was revised in all instructional areas to ensure that this objective is met..Curriculum revision continued with special emphasis on Mathematics and continuing emphasis on English reading and writing.

As in the previous year, students with more ability were afforded an opportunity to receive challenging instruction in all curricular areas. We continued both formal and informal faculty after school tutoring and our new National Honor Society members provided additional tutoring support.. All students have opportunities for success and each child who attends CHAD can move into more challenging instructional settings when competency has been demonstrated.

Class visitations and observations, weekly department meetings, monthly plenary sessions for all faculty ensured a seriousness of purpose to improve instructional techniques and the delivery of the curriculum. We are continuing to address individual learning styles as specifically as we can. We kept our "CHAD Skills Book" up-to-date, required all students to participate in an all-school reading initiative and we continued to closely monitor classroom performance and pedagogical practices in the context of that state standards.

The Charter High School for Architecture Design acknowledges the need to address the performance of students who come to us with significantly deficient competencies in literacy and mathematics skills. Writing is an important part of our every day instruction and all teachers are inspired to include mathematics and reading for understanding exercises throughout the curriculum. We encouraged teachers to provide additional tutoring and have funded a program to ensure that this will happen. We are much more engaged to the importance of meeting NCLB standards and how critical it is to more fully prepare students for the tests. Thus, we are using the MAP program as a “pre-test.” We have created and implemented other strategies including very specific vocabulary development. We are doing everything we can to raise student standards AND student performance on standard tests.

Many teaching strategies are used to actively engage students in the learning process. Manipulatives are used in all curricular areas and teachers are encouraged to lecture less frequently and provide instructional strategies that allow students to explore, investigate, think critically, design projects, teach others, compare and contrast, compose, invent as well as conclude and support, criticize with reason and justify positions.

CHAD continues to use the "Design Process" to inform its curriculum: (1) Identify; (2) Imagine; (3) Develop; (4) Execute; and (5) Evaluate.

Rigorous Instructional Program - Attachments

- ACT-48
- Induction Plan

English Language Learners

We have no currently enrolled students who need this support. Should such students enroll in our school, we will address their needs individually.

There are currently no supporting documents selected for this section.

Graduation Requirements

Graduation requirements for the 07-09 year are listed below.

English-5 credits

Math- 6 credits

Computer Applications — 1 credit

Soc St.- 4 credits

Science- 4 credits

Language- 2 credits

Phys Ed/Health - 1.5 credits

Design- 8 credits

Community Service — 120 hours

Total- 31.5 credits

Special Education

Children are referred through teachers, parents, special education staff, and regular staff to the child study team when the child is having problems learning in the general education setting. The child study team will meet to develop interventions that may include such things as extra time taking tests, tutoring sessions, repetition of basic skills, etc. for a period of at least two weeks. Parents are notified so that they may be involved in the process. During that time, students are monitored and progress is documented. The child study team then reconvenes, after this defined time, to discuss progress and decide whether or not a referral should be made for psycho educational evaluation.

Before the psycho educational evaluation is conducted, parents are contacted to obtain permission for the evaluation and to acquire pertinent background information. If an evaluation is warranted, the psychologist comes to the school to evaluate the student. Teachers' complete classroom based assessments and special education staff complete classroom observations. Parent interviews are conducted. All information is compiled into an Evaluation Report and the IEP team meets to discuss and review to determine if the student is eligible to received special education services. If the student is found to have a disability, the IEP team compiles an Individualized Education Plan for the student at the IEP meeting.

Sometimes students need learning support classes, which focus on basic skills in both reading and math. We also have scheduled study hall classes taught by a special education teacher, which focus on test taking strategies, study skills and extra tutoring in all subjects. This instruction and support is made in the classroom to included extended time on tasks, directions, which are read aloud, practice and repetition, peer tutoring, etc. Most students come to the learning support classroom to take both standardized and school wide assessments when extended time or reading questions aloud is needed. We have a small intimate program with many opportunities for the special attention necessary to foster independence.

Special Education - Attachment

- Special Education Policies and Procedures

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Alicia Kennedy	1.00	Learning Support	CHAD	50	There is no unique information to explain.
Victoria Mehl	1.00	Reading Specialist	CHAD	50	There is no unique information to explain
Athena Graeber	1.00	Learning Support	CHAD	50	There is no unique information to explain

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
NA	NA	NA	NA	0	na

Special Education Program Profile - Chart III

Title	Location	FTE
Director of Special Education	LEA	Yes
Teacher	LEA	Yes
Teacher	LEA	Yes

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Steven Gummerman	School Psychologist	.25
Therapy Solutions	Speech Therapy	.25

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
We are a high school	No	No	No	No	No	No

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	No	No	No	No	No	Yes	No
Measure of Academic Progress (MAP) Program	No	No	No	Yes	Yes	Yes	Yes
Terra Nova	No	No	No	No	No	No	No

Student Assessment

The most immediate imperative for CHAD continues to be to improve Math and Reading proficiency and comprehension. In all four grades (9-12), the school moved to a more aggressive daily Math and English schedule, including 80-minute instructional blocks, a changed curriculum and new departrmental leadership and the appointment of additional Master Teachers in MathWe used the Measure of Academic Progress (MAP) program which we administered locally and this helped us enormously in identifying both student profiles and corrective strategies. CHAD tests ALL its students two times per school year with the MAP instruments and we are now in our third year of this initiative. Consequently, we are becoming much more sophistiscated in our analysis and applications.

At CHAD, we understand and enthusiastically endorse the value of the NCLB assessments because the assessments present ambitious goals, goals which we can embrace without having to "teach to the tests." Because of what we are learning from PSSA and MAP results, we have begun to make radical adjustments in our curriculum and in the time we spend in the classroom with our students.

Because CHAD is a school of two Houses, we are able to monitor academic progress and status much more carefully; we have intervention and tutoring programs; we have a Wednesday "check-in Day" in all classes which allows us to identify the difficulties/struggles of individual students.Most of all, we have become acute observers and we are quick to intervene when we even "sense" difficulty for an individual student.

Student Assessment - Attachment

- PSSA

Teacher Evaluation

Recognizing that the teacher is the single most important factor in the educational process, teacher evaluation is a priority. Teachers are evaluated and reviewed on overall competency and pupil progress, as demonstrated by formal full-period assessments, written mini-observations and student portfolios (when appropriate). All teachers have received the following documents:

Basic Professional Responsibilities

Instructional Techniques in classroom management, teacher/pupil relationships and general instruction

Classroom Evaluation Form (narrative)

Post-Observation Conference Form

Mini-Evaluation Form

Levels of Thinking Chart

Learning Pyramid

Annual Summary

Growth Plan prompts

For 2007-2008, CHAD faculty were reviewed by Peer Teams and each Team was headed by a Senior Administrator. The goal was constructive review and specific forward progress, using "Growth Plans." The foundational elements were six: **(1) Teaching CRAFT; (2) Teaching KNOWLEDGE of discipline; (3) Teaching TRAINING and EXPERIENCE; (4) Teaching CHARACTER and SERVICE; (5) Teaching BEHAVIOR (s); and (6) Teaching CERTIFICATION.**

Peter Kountz - CEO/Head of School

Stephanie Schoening - Principal

For 2007-2008, the Senior administrators (above) met regularly with the Faculty Developoment personnel and mentors and discussed assigned readings on the six rubrics (above) and how to lead the Peer Review teams. In a number of ways, the whole process was quite successful in that we have seen progress, we have seen appropriate departures of faculty members who do not meet our standards, and we have put other faculty on a "need for imporovement" notice. Additionally, by building and nurturing faculty teams for grade sets (Lower House- grades 9 & 10); Upper House - grades 11 & 12), we have been able to focus much more on--and support--individual student success.

Teacher Evaluation - Attachment

- Evaluation form

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

There were no leadership changes in the 2007-2008 school year.

Board of Trustees

Name of Trustee	Office (if any)
Anthony Bracali	President
Richard Bartholomew	Vice President
John Hayes, Jr.	Treasurer
Sylvia McKinney	
Kenneth Johnson	
Donald Matzkin	
Deeadra Idokogi	Parent
David Miller	Vice President (parent)

Patricia Wilson Aden	
Tania Nikolic	Secretary
Jeffrey Krieger, AIA	
Daniel DiMucci	
Theodore Landsmark	
Robert Fenza	
Shelly Beekley	
Mary Alcaraz	
Lance Rothstein	
Jeffrey Cardwell	

Professional Development (Governance)

All board members receive a training manual and in-service training as necessary from the Head of School, the school business administrator, the school solicitor, and members of the senior administrative staff. The Executive Committee of the Board of Trustees meets monthly with the Head of School to ensure all expectations are being met including fiscal responsibilities. During these meetings, all concerns and needs are aired and a strategy for resolution(s) is articulated. Additionally, the board was kept lierate about their reponsibilties through their work with a training consultant. This work focused around 2 readings -- Navigating the Organizational Lifecycle and Keeping the Promise?

All board meetings are advertised in advance as required by the Sunshine Law in the *Philadelphia Daily News.*

Coordination of the Governance and Management of the School

The Board of Trustees has a good relationship with the School District of Philadelphia. Regular communication with the Charter School Office ensures that all expectations are met and concerns addressed. The chartering school district is invited to visit CHAD each year and these visits have cemented a positive and constructive relationship.

Board of Trustees Meeting Schedule

The Board of Trustees will meet at CHAD on the fourth Wednesday of every other month at 5:00 pm. All items to be included on the monthly agenda or resolutions to be adopted must be submitted via email to Pcirone@chadmail.us one week in advance of the scheduled Board meeting (preceding Tuesday).

Coordination of the Governance and Management of the School - Attachment

- 2008-09 board calendar

Community and Parent Engagement

The Board of Trustees plans and delivers strategic planning retreats each year with representative from all vested parties. Presently, three parents are full voting board members as per the Board by-laws. Monthly parent meetings are held with school personnel and the president of the parents' association attends board meetings and provides a report to the full board.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

The school conducts fundraising through out the year culminating with a major event at graduation. Similar fundraising is planned for the current school year.

Fiscal Solvency Policies

The Board of Trustees has adopted financial policies and procedures which include the topics - budgeting, accounting practices, procurement, contracts, internal control, cash management, grants management, time and attendance, contracted services, etc.

The school's budget, adopted in accordance with the timetable prescribed by the Commonwealth, serves as a blue print for financial decision making during the fiscal year. The budget provides for the educational, building and administrative needs of the school community and also includes a reserve for contingencies. All purchases and personnel decisions are reviewed for budgetary funds available prior to the issuance of a contract or purchase order.

The business office provides interim financial reporting for the board of trustees and CEO on a monthly basis. The business manager meets with the school administrative team regularly and attends all board and finance committee meetings. Through careful monitoring of expenditures and revenues the school is able to assure that all expenditure and revenue categories remain within budget.

Accounting System

The accounting system is Quickbooks and is loaded with the State Chart of Accounts. Transactions are posted by the Business Manager's Office staffed by experienced school business administrators. A trial balance, statement of revenue and expenditures and a statement of disbursements are prepared monthly. Reports are generated in compliance with State requirements

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachments

- Audit 2006
- PRELIMINARY STATEMENTS OF REVENUES, EXPENDITURES & FUND BALANCES

Audit Firm, Date of Last Audit, Auditor's Opinion, and Any Findings Resulting From the Audit

The school's auditing firm is Yampolsky Mandeloff Silver Ryan. The last audit is dated January 2, 2008 for fiscal year 2006-2007 and has a clean unqualified opinion with no findings. It is impossible to submit an audit for 2007-2008 by August 1, 2008. We expect to have the 2007-2008 report available by by December 31, 2008.

Audit Firm, Date of Last Audit, Auditor's Opinion, and Any Findings Resulting From the Audit - Attachment

- Audit and Management Letter 2007 CHAD

Citations and follow-up actions for any State Audit Report

The school has not been audited by the State Comptroller's Office.

SECTION VII. FACILITY RESPONSIBILITIES

Acquisition of Facilities, Furniture, Fixtures, and Equipment During the Last Fiscal Year

Charter High School for Architecture & Design leases a facility at 675 Sansom St. All furniture and equipment was purchased after obtaining quotations from various vendors. During the school year 2007-2008, the school purchased computers totaling $62,000 and classroom furniture totaling $32,000.

Future Facility Plans and Other Capital Needs

The Board of Trustees has formed a task force to evaluate the school's facility requirements. The report, which is now part of the school's overall strategic plan, recommends relocating to floors 3, 4 & 5 within the same building. The school expects to sell the 1st floor and basement of the building and lease the second floor to offset debt service cost.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

Compliance With Health and Safety Requirements and Maintenance of Health and Immunizations Records for Students

CHAD takes appropriate steps to ensure that students, employees and guests are safe when in school. All fire safety requirements

are met and fire drills are held monthly as required by city ordinance and state requirements. A schedule of fire drills held may be found in the office of the Assistant Head of School. Fire drills are overseen by a four-person Security staff. Yearly city inspections are held by city officials and CHAD meets or exceeds city expectations.

All student health records are kept in a secure location in the nurse's office and strict guidelines are followed to ensure that all students comply with physical examination and immunization requirements. Evidence that CHAD has submitted the Request for Reimbursement is included in the CHAD 2007 Audit Report.

Compliance With Health and Safety Requirements and Maintenance of Health and Immunizations Records for Students - Attachment

- Wellnes program/Evidence of Submission

Current School Insurance Coverage Policies and Programs

For medical Insurance the school offers the following plans in accordance with Act22 to employees:

- **Personal Choice,**
- **Keystone Health Plan,**
- **United Concordia Dental Plan**
- **Wage Continuation**
- **Life Insurance**

Please see attached certificate for other liability insurances:

- **Worker's Compensation**
- **General Liability**
- **Corporate Officers Error and Omissions**
- **Contents Insurance**

Current School Insurance Coverage Policies and Programs - Attachment

- Insurance Cert

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

CERTIFICATION VERIFICATION FORM _____
PDE-414 (Name of School)

Complete the following information for all professional staff members.

Staff No.	Name of employee (List all names in alphabetical order)	Areas of Certification Type of Certificate	Greades Teaching or Serving	All Areas of Assigjment Subject Areas Teaching or Services Provided	Num Wor Assi
1	Baker, Jennifer	6005	Gr. 9-12	Design	8
2	Baker, Robin	9215	Gr. 9-12	Special Education	8
3	Bell, Ethan	1106	Gr. 9-12	Asst. Head of School	8
4	Breiling, Chet	6800	Gr. 9-12	Mathematics	8
5	Calbazana, Marina	3200	Gr. 9-12	English	8
6	Casanas, Betsy	6005	Gr. 9-12	Design	8
7	Connor, Michael	6800	Gr. 9-12	Mathematics	8
8	Cooke, Donniell	8405	Gr. 9-12	Science	8
9	Cornelius, Dorothy	1890	Gr. 9-12	Nurse	6
10	Costello, Donna	2860	Gr. 9-12	Mathematics	8
11	DiSantis, Monika	1658	Gr. 9-12	Technology	8
12	Fenton, Heather	1405	Gr. 9-12	Art K-12	8
13	Garcia, Elsie	6800	Gr. 9-12	Mathematics	8
14	Gerstemeier, Jeffrey	8450	Gr. 9-12	Science	8
15	Gladstone, Merryl	2915	Gr. 9-12	Curriculum	8
16	Goldstein, Kim	6800	Gr. 9-12	Mathematics	8
17	Gurian, Rachael	1837	Gr. 9-12	Counselor	8
18	Hamer, Amy	6800	Gr. 9-12	Mathematics	8
19	Kennedy, Alicia	9225	Gr. 9-12	Special Education	8
20	Kountz, Peter	1099	Gr. 9-12	CEO	8

21	Leo, Franc	6005	Gr. 9-12	Architecture	8
22	Morein, Lisa	3200	Gr. 9-12	English	8
23	Nerz, Margaret	3200	Gr. 9-12	English	8
24	Ojomo, Ibitayo	6005	Gr. 9-12	Architecture	8
25	O'Neill, Margaret	3200	Gr. 9-12	English	8
26	Panna, Christopher	8845	Gr. 9-12	Social Studies	8
27	Reingold, Michael	6005	Gr. 9-12	Design	8
28	Ruth, Melvin	8845	Gr. 9-12	History	8
29	Sante, Sarah	8405	Gr. 9-12	Science	8
30	Schoening, Stephanie	1105	Gr. 9-12	Principal	8
31	Schultz, Paul	6005	Gr. 9-12	Architecture	8
32	Sheldon-Matje, Lisa	8845	Gr. 9-12	History	8
33	Shick, Debra	3200	Gr. 9-12	English	8
34	Taub, Allison	9225	Gr. 9-12	Reading	8
35	Taylor, Marc	8845	Gr. 9-12	African Am. History	8
36	Tudor, Michael	8405	Gr. 9-12	Science	8
37	Twersky, Jonathan	1405	Gr. 9-12	Art K-12	8
38	Vazquez, Miguel	9999	Gr. 9-12	Dir. Of College Placem.	8
39	Wischum. Mary	8420	Gr. 9-12	Mathematics	8
40	Zimmerman, Tiffany	1837	Gr. 9-12	Counselor	8
41					
42					
43					
44					
45					

46

47

48

49

50

Total Number of Administrators (do not include CEO) _____
Total Number of Teachers _____ Counselors _____ School Nurses _____ Others _____
Total Number of Professional Staff _____

PA Department of Education, 333 Market Street, Harrisburg, PA 17126-0333

Staff turnover is generally low. Twenty five of thirty-two teachers will return for the 2007-08. All were offered contracts, with the exception of one teacher who left involuntarily. With respect to voluntary departures, one teacher was offered a teaching position in South America, another teacher earned a Principal Certificate and pursued a Principal's position elsewhere (did not have an opening). One of our science teachers returned to school to pursue a career in the medical profession. Three of our teachers became first-time parents over the summer and chose to stay home and one teacher accepted a position to teach in a private school. Most teachers choose to stay because they are valued and supported and the school is a hospitable place to work.

Total certified staff for 2006-2007 was 75%. In this number, 80% are fully certified presently and 20% have Emergency Certificates and are working to earn full certification. We meet the 75% certification requirement and will always have difficulty reaching 100% certified staff. Architects and designers we hire often do not have a formal teaching background. We reserve the 25% largely to accommodate these teachers.

Certified Staff (75%) Three members of the fully certified staff are administrators.

Emergency Certified Staff (20%) All are teaching staff.

Quality of Teaching and Other Staff - Attachment

- PDE 414

Student Enrollment

All students who express an interest in the design program and other curricular offerings are encouraged to submit applications to demonstrate their interest in our school. The school complies with state and charter school law. Each year we advertise a lottery date. Rolling admission continues until we reach full enrollment. Students who desire to attend, after full enrollment has been met, are placed in a “waiting pool”and are offered acceptance based "slots" they may become available.

We finished the 2007-08 school year with the following:

Grade 9 - 149 students
Grade 10 - 121 students
Grade 11 - 142 students
Grade 12 - 135 students

Over the course of the year we had 22 students who dropped from our roles:

Grade 9 - 2 students dropped
Grade 10 - 9 students dropped
Grade 11 - 9 students dropped
Grade 12 - 2 students dropped

As students dropped/vountarily left, we filled the spot with students in our waiting pool. For example, when a sophomore student left, we place a sophomore student in the slot.

Two sophomore students were expelled.

Kindergarten is not offered.

There are currently no supporting documents selected for this section.

Transportation

In the 2007-2008 school year, we continued our participation with Philadelphia School District's plan of offering free public transportation transpasses to eligible students.

Food Service Program

The Philadelphia School District manages our lunch program, which does participate in the Free and Reduced Lunch program.

Student Conduct

An effective instructional program requires an orderly environment in which students and employees know and abide by reasonable standards of socially acceptable behavior and respect the rights, person and property of others. All students in the school are entitled to share in its educational and related programs to the extent of their abilities without regard to race, color, gender, sexual orientation, national origin, religion or handicap. Every student is expected to behave at school and in school-related activities in accordance withpublic laws, school rules and lawful directions of assigned staff, and to deal fairly and courteously with fellow students, staff and the public.

Staff members of CHAD having authority over students shall have the authority to take such reasonable actions as may be necessary to control the disorderly conduct of students in all situations and in all places where such students are within the jurisdiction of CHAD and when such conduct interferes with the educational program of the school or threatens the health and safety of others.

CHAD prohibits the use of corporal punishment as a disciplinary measure. Corporal punishment shall be defined as punishment applied to the body of the offender.

The CHAD Lower and Upper House Leadership teams will develop specific and unique House policies, procedure, and rules to support CHAD's Code of Conduct.

Expectations for Student Behavior: The Code of Good Conduct

In order to create an environment for positive student development and achievement that enhances learning and leads to success in school, we have established a number of Expectations for Student Behavior. These expectations may be divided into two categories — those that apply to academic endeavor and those that apply to student behavior. Compliance with these expectations will foster positive and productive behavior that will enable the student to fulfill his/her own potential. In the area of student behavior, failure to comply with these expectations may result in disciplinary action.

Demonstrate respect for people and property

Students are honest, courteous and polite.

Students respond courteously to instructions and/or requests from staff members.

Students respect school property and the property of others.

Students accept the rights of others to their opinion.

Students settle differences peacefully.

Students use appropriate language at all times.

Students display good sportsmanship at school-related functions.

Students participate in the maintenance and cleanliness of school facilities and property.

Take responsibility for their own behavior and learning

Students come to school prepared to learn.

Students recognize that schoolwork and academic development is the primary purpose.

Students complete all homework, class work and exams.

Students make personal choices based on reasonable decision-making processes.

Students accept constructive criticism and disagreement when necessary and appropriate.

Students comply with all school rules.

Students accept the consequences of their actions.

Use time and other resources responsibly

Students attend school regularly and punctually.

Students attend all classes regularly and punctually.

Students use books and other equipment appropriately.

Share responsibilities when working as members of a group

Students cooperate, contribute and share the work of the group.

Students accept and assume leadership when appropriate.

- Students listen to the points of view of others.

Meet the unique requirements of each class

Students participate actively in class work.

Students follow class rules and procedures.

Students bring to class textbooks, clothing, and other materials necessary for participation.

Students observe rules for safe handling of class equipment and materials.

Students observe the rules of Computer Ethics & Internet Use

Equal Opportunity / Nondiscrimination / Sexual Harassment

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

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

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

Harassment / Intimidation:

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

A. Verbal harassment, such as derogatory comments, jokes, slurs, or threats;

B. Physical harassment, such as unnecessary or offensive touching, or impeding or blocking movement;

C. Visual harassment, such as derogatory or offensive posters, cards, cartoons, graffiti, drawings, gestures, or symbols.

Any individual who is found to be responsible for harassment or other prohibited discriminatory conduct shall be subject to appropriate discipline. The severity of the disciplinary action will be based upon the circumstances of the infraction, and may result, among other things, in suspension or expulsion.

Sexual Harassment:

The school recognizes that harassment on the basis of sex is a violation of both federal and state discrimination laws and that these laws apply to employees and

students. The school will provide a learning environment free from sexual harassment and will not tolerate such conduct on the part of any student and/or employee.

Definitions:

A. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made a term or condition of an individual's education.

2. Submission to or rejection of such conduct is used as the basis for academic decisions affecting such an individual; or

3. Such conduct has the purpose or effect of unreasonably interfering with an individual's academic performance or creating an intimidating, hostile, or offensive education environment.

B. Forms of sexual harassment include but are not limited to the following:

1. Verbal harassment, such as derogatory comments, jokes, or slurs, sexually-oriented sounds or remarks;

2. Physical harassment, such as unnecessary or offensive touching, pinching, patting, grabbing, brushing against another person's body, or impeding or blocking movement; and

3. Visual harassment, such as derogatory or offensive pictures, posters, cards, cartoons, graffiti, drawings, or gestures.

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

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

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

Firearms, Weapons, and dangerous Instruments:

CHAD prohibits the possession and/or use of firearms, weapons, deadly weapons or dangerous instruments on school property, on a school vehicle, at any school function, or while en route to or from school, or any school function.

The Head of School shall make the final determination that a particular object is a dangerous instrument in any case where there is a question.

A student found or observed on any school property, on a school vehicle or at a school-sponsored event in possession of a firearm, weapon, deadly weapon or dangerous instrument shall be reported to the Head of School/designee immediately. The Head of School/designee shall immediately inform law enforcement officials. The school administrator reporting the incident to the police shall provide the law enforcement officials with all known information concerning the matter, including the identity of the pupil involved and notices that a violation of the Criminal Code may have occurred.

Any pupil found engaging in any of the foregoing prohibited activities will be subject to suspension and/or exclusion from school pursuant to existing laws of the Commonwealth (Act 26).

Assault:

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

Plagiarism:

Plagiarism is the act of claiming the work of another as one's own. Such action on the part of students is unacceptable and will not be tolerated at the charter high school for architecture design. Plagiarism can be in written or creative art work.

Suspected cases of plagiarism shall be brought to the attention of the Head of School. Once plagiarism has been confirmed, the student and his/her parents/guardians shall be notified of the findings. Depending upon the situation, the opportunity for the students to redo the assignment as well as the assignment of a grade shall be left to the discretion of the teacher.

Search & Seizure:

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

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

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

In the presence of another person a student's person and possessions may be searched by the school Head of School or his/her representative provided that the individual has reasonable grounds to suspect that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school.

Substance Abuse:

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

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

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

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

Any pupil found engaging in any of the foregoing prohibited activities will be subject to suspension or expulsion from school pursuant to existing administrative procedures for the discipline of school pupils and any other applicable provisions of the law.

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

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

Use & Possession of Tobacco:

CHAD recognizes that smoking presents a health hazard, which can have serious consequences, both for the smoker and the nonsmoker. Smoking is not be permitted anywhere in the school.

The use of tobacco is defined as the possession and/or use of any cigarette, pipe, cigar, chewing tobacco, snuff or related tobacco product and/or

paraphernalia. Smoking means the burning of a lighted cigarette, pipe, cigar, or any other matter of material that contains tobacco.

Students shall not use or possess any product containing tobacco while on school property or at a school-sponsored event. School functions shall be defined as (a) on school property (b) at any place where an interscholastic and/or athletic contest is taking place; (c) during the course of any field trip; (d) during the course of any trip or activity sponsored by CHAD or its authorized agents; or (e) upon school transportation vehicles at any time.

Student Use of Pagers, Beepers, Cell Phones, & Other Electronic Devices:

The use of electronic devices by school personnel where supportive of the general welfare and the instructional program of the school is endorsed. The use of cell phones, beepers, etc. by students has been found to be disruptive. Therefore, the use of electronic devices by students on school premises is prohibited. CHAD authorizes the Head of School to develop and enforce regulations to prohibit use of electronic devices by students.

67 students were involved in 67 suspensions and 2 students were expelled.

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STUDENT DISCIPLINE and BEHAVIOR

ATTEND SCHOOL AND ALL CLASSES REGULARLY

Regular attendance and punctuality are essential traits for a very successful student. It is the responsibility of each student to attend school daily and be punctual at all times. Absences and lateness become a part of student records. Post-secondary schools as well as prospective employers seek these records. In addition, the Commonwealth of Pennsylvania has specific rules and regulations regarding compulsory attendance and unlawful absence.

State law establishes conditions under which students may be excused from attending school. In keeping with these statutes and recommendations of the State Department of Education, students may be temporarily excused from school attendance for the following reasons:

a. Illness

b. Quarantine

c. Weather so inclement as to endanger the health of the child or make roads impassable

d. Domestic service emergency permit

e. Observance of a major religious holiday

f. Other exceptional reasons with the approval of the administration

Absences

Students that are chronically absent will be assigned to our summer credit completion program according to the # of days absent:

14-17 Two weeks

18-24 Three weeks

25-30 Four weeks

Parents/guardians of students absent more than 30 days will be notified that their child has been removed and dismissed from enrollment.

Latenesses

Students will be required to attend a morning detention from 7:00-7:45 a.m. if they are late to advisory class (8:00 a.m.). The detention will be assigned for the next school day. If a student misses an assigned morning detention, s/he will be assigned a second detention to make-up.

Cut two morning detentions	1 day suspension
	Parent/Administrative meeting
10 latenesses	1 day suspension
	Parent/Administrative meeting
	Attendance contract

20 latenesses	Suspended indefinitely
	Possible expulsion

False Notes for Lateness/Absence/Early Dismissal

In the event that a student presents a falsified note for an early dismissal, the early dismissal will not be granted. If the student is absent from class due to a falsified note, the procedures for class cutting will be followed. In addition the following action will be taken for falsifying a parental or teacher note:

First Offense	Parent Conference and detention
Second Offense	Saturday School and Attendance Contract
	Parent Conference
	Suspended indefinitely

Truancy

First Offense	Parent Notification
Saturday School	
Second Offense	Parent Notification
Truant Officer Notification	
Expulsion	

Any test/quiz class work missed due to truancy will result in a grade of “0” with no make-up.

Leaving School Grounds without Permission

During the regular school day, students are not permitted to leave school property for any reason without authorization from the Head of School, assistant Head of School, or school nurse. Violation of this rule will result in the following action:

First Offense	Parent Notification
	Saturday School
Second Offense	Parent Notification
	Expulsion

Cutting Class

Students are expected to attend all classes, study halls, lunch periods, assembly programs, meetings, etc. which are scheduled during the regular school hours. Failure to attend any of the above will be considered a class cut. Each class cut will be considered an offense. In the event of a class cut, the following actions will be taken:

First Offense	Two detentions
	Parent Notification
Second Offense	Parent Notification
	Parent Conference
	Attendance Contract
	Probation
Third Offense	Suspended indefinitely
	Loss of credit

Late to Class

First Offense	Teacher warning
Second — Third Offense	Detention with teacher
	Parent Conference

Fourth Offense	Parent Notification
	Suspended indefinitely/Possible Expulsion

Cutting Detention

First Offense	Make up detention
	Parent Notification

Second Offense	Make up two detentions
	Parent conference
Third Offense	Suspended Indefinitely/ Possible Expulsion

DEMONSTRATE RESPECT FOR SELF AND ALL OTHERS

Misconduct in the Classroom

Students are expected to follow the rules that individual teachers have established for student conduct in their classrooms to facilitate each student's learning experience. No student's behavior should be permitted to disturb the learning of others, or disrupt orderly classroom processes. Teachers may handle classroom related discipline problems using all resources at their command.

When a teacher feels that a student's behavior has become disruptive, the following actions are indicicated:

First Offense	Conference, detention with the classroom teacher
	Parent notification
Second Offense	Detention with classroom teacher
	Parent notification
Third Offense	Parent Conference
	Expulsion

Throwing Food or Objects

Any student caught shooting or throwing any object anywhere in school or on school property will be assigned detentions, parent conference or suspension, depending upon the circumstances. Any injury resulting from the throwing or shooting of objects may be considered an assault and will be dealt with as such.

Misconduct Outside the classroom

First Offense	Parent Notification
	Detention
Second Offense	Parent Notification
	Refer to Assistant Head of School
Third Offense	Parent Notification
	Expulsion

Students Sent from Class

Students sent from class must report directly to the Assistant Head of School's office. A referral must be written and a home contact made by the teacher. One or more of the following may occur: detention, Parent Conference, or suspension. If a student is sent from two classes in a day, the parent will be contacted and the student may be sent home that day and shall return with a parent/guardian the next day.

Smoking or Chewing Tobacco on School Premises, during any school activity or on the way to or from school is prohibited. The school Tobacco Control Act (145) defines possession or use of tobacco products or smokeless tobacco by a student in a school building as a summary offense. The student may be sentenced to pay a fine up to $50 and to pay court cost, or be assigned to an adjudication alternative. This applies to a person between the ages of 6 and 21 who is enrolled in school.

Tobacco means a lighted or unlighted cigarette; cigar, pipe, or other lighted smoking product and smokeless tobacco in any form.

First Offense	Three days suspension
	Parent conference
Second Offense	Parent Conference
Complaint signed with Municipal Court	
	Expulsion

Lighting Matches/Lighters, Possession of Cigarettes, Cigars, Pipes, and Chewing Tobacco during any school activity or on school grounds.

First Offense	Three Detentions
	Parent Notification
Second Offense	One day suspension
	Parent Conference
	Complaint signed with Municipal Court
	Expulsion

Obscene or Vulgar Language or Possession or Production of Obscene Material

First Offense	Parent Notification
	Parent Conference
	Detention
Second Offense	One day suspension
	Parent Notification
	Parent Conference
	Counseling
Third Offense	Expulsion

Inappropriate Language

Obscene language means any language, spoken or written, and graphic representation or gesture, which is foul, filthy, indecent or lewd.

Abusive language means any language, spoken or written, which constitutes a harsh or unfair attack, or which is disrespectful, though not necessarily obscene, or which consists of racial, religious or ethnic epithets which may clearly be inflammatory.

Inappropriate language means any language, which, though not necessarily obscene or abusive, is offensive to generally, accepted community standards.

First Offense	Two Detentions
	Parent Notification

Second Offense	Parent Notification
	Parent Conference
	Expulsion

Student Assault

A student shall not cause or attempt to cause physical injury or behave in such a way as could reasonably cause physical injury to any school employee, student, or any other person in any of the following circumstances: on the school grounds, off the school grounds at any activity, function or event, and/or traveling to and from school.

Student Assault/Battery on Student/Fighting/Horseplay

Assault means any apparently violent attempt to harm another, any willful offer to do so, without actually doing harm.

Battery means the unlawful use of force on a person without consent.

Fighting means any apparent act of combat between or among persons, whether horseplay, mock fighting or actual fighting.

Any Offense	Up to Ten days suspension and filing of any civil or criminal charges
	Expulsion

Horseplay means any pushing, shoving, kicking, hitting or physical contact, etc. done in a playful and/or confrontational manner.

First Offense	three days suspension
	Parent conference
Second Offense	Expulsion

Verbal Assault of Staff Members,Vendors,Guests

Any Offense	Expulsion
	Police Complaint
	Legal Action

Injuring a Staff Member

Any Offense	Expulsion
	Police Complaint
	Legal Action

Violent Act Taken Toward a Staff Member

Any Offense	Expulsion
	Police Complaint
	Legal Action

Possession of Weapons

A student shall not possess, handle or transmit any object that can be reasonably considered a weapon or explosive device on the school grounds, off the school grounds at any school activity, function or event.

Weapon means any loaded or unloaded firearms (including pellet guns, B.B. guns, and look-alike firearms); any knife or cutting instrument; mace or debilitating spray or any other implement for the infliction of bodily harm or injury. Act 26 of the Pennsylvania Legislature requires ".A school district shall expel, for a period of not less than one year, any student who is determined to have brought a weapon onto school property, or any school sponsored activity, or any public conveyance providing transportation to a school or school sponsored activity. Weapon shall include, but not be limited to, any knife, cutting instrument, cutting tool, martial arts weapons, firearm shotgun, rifle and any other tool, instrument or implement capable of inflicting serious bodily injury."

Any offense	Expulsion for not less than one year

Filing of criminal charges to law enforcement officials.

Dangerous instruments mean any "mock" or "look-alike" weapon, or any other instrument including but not limited to chains, brass knuckles, night sticks, ax handles, razors and laser pointer, etc.

First Offense	Filing of Criminal Charges
	Expulsion

Possession of Fireworks

First Offense	Complaint signed with Municipal Court
	Expulsion

Possession/Setting Off Poppers/Caps

First Offense Complaint signed with Municipal Court

Expulsion

Possession/Setting Off "Stink Bombs", Mace, etc

First Offense Complaint signed with Municipal Court

Expulsion

Possession of Bombs

First Offense Complaint signed with Municipal Court

Expulsion

Setting Off Bombs/Explosives

First Offense Complaint signed with Municipal Court

Expulsion

Nuisance Devices

Nuisance devices are defined as any radio, record or tape player, electronic game, CD player, pager, beeper, game, toy, puzzle, cellular phone, laser pointer, or any object or device which has no legitimate educational purpose. Possession of such items may interfere with orderly conduct of school business and are subject to confiscation. The school will not be responsible for items held more than thirty days, lost or stolen items, or confiscated items. Parents/guardian must pick up the confiscated items. Students may face disciplinary action at the discretion of the administrator.

First Offense Parent Notification

Confiscation of item

Parent Conference

Second Offense Parent Conference

Suspension

Confiscation of item

Intimidation

Intimidation means any attempt to influence the behavior of another by threat or by the appearance of threat. The following action will be taken to the intimidator:

Any Offense Student/Assistant Head of School conference will be held to discuss the incident,

Parent conference and three days suspension may also occur

Repeated or serious violation of this regulation may result in other action, including, but not limited to

a) Additional days suspension, and/or

b) Expulsion

c) Filing of criminal charges, as deemed appropriate by the school.

Harassment

Harassment means any behavior, which is repeatedly and persistently annoying. This may include any type of verbal/physical bullying or technologically exchanged messages. The following action will be taken for use of harassment:

Any Offense Student/Assistant Head of School conference with Parent

Suspension for up to three days

Repeated or serious violation may result in other action, including, but not limited to:

a) Additional days suspension, and/or

b) expulsion

c) Filing of criminal charges, as deemed appropriate by the school

Sexual Harassment

Sexual Harassment means unwelcome sexual advances, requests for sexual favors, or other inappropriate verbal or physical contact of a sexual nature, the following action will be taken for sexual harassment:

First Offense Parent conference

Expulsion

Sexual Offenses

Sexual offenses include actual or attempted rape, sodomy, child molestation, indecent exposure, sexual intercourse, obscene phone call, and any other

inappropriate behavior as it relates to this topic.

The following action will be taken for these offenses:

Any offense Expulsion

Filing of civil/criminal charges

Hearing to determine whether circumstances warrant

Extortion

Extortion means the act or practice of obtaining or attempting to obtain money or property from a person by threat or force. The following action will be taken for extortion:

Any Offense Three to Ten days suspension

Repeated Offenses will result in

Expulsion

Terrorist Threats/Acts

Terrorist threat shall mean a communication to commit violence, to terrorize another, to cause evacuation of a building, or to otherwise cause serious public inconvenience, or in reckless disregard of the risk of causing such terror or inconvenience.

Terrorist act shall mean the commission of an offense as described above against persons or property. When an administrator has evidence that a student has made a terrorist threat or committed a terrorist act, the following action will be taken

Any Offense	Reported to law enforcement officials
	Expulsion

Overt/Unusual Outward Physical Display of Affection or Irregular Behavior Toward or with another Student

First Offense	Warning
Second Offense	One Detention
	Parent Notification
Third Offense	Expulsion

Lewd/Bizarre Behavior

First Offense	Three days suspension
	Parent Notification
Parent Conference	
Behavior Contract	
Second Offense	Five day's suspension
	Police Notification
	Parent Notification
	Expulsion

Gambling

First Offense	Two detentions
	Parent Notification
Second Offense	Parent Notification

Parent Conference

Third Offense Expulsion

Possession or Use of Alcohol or Controlled Dangerous Substance within the Drug Free School Zone During any School Activity: or while participating or attending any school-sponsored activity, or on the way to or from school.

A student shall not possess, use, transmit, sell, distribute, or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, anabolic steroids, marijuana, alcoholic beverage, intoxicant, any controlled substance of any kind, nor shall a student possess look alike drugs or drug paraphernalia, or abusable substances such as inhalants (including gases, solvents, butane, propane, and adhesives) or misuse of any solvent (Paint thinner, paint, white-out, etc.) on the school grounds, off the school grounds at any activity, function or event, or on the way to or from school. The inappropriate and /or illegal use of prescription and over-the-counter drugs shall be prohibited. Prescription medication for student use shall be allowed only under the supervision of the school medical personnel or the Head of School with written orders from a licensed physician. The following action will be taken for cases involving controlled substances:

Any Offense Parent Notification

Police Notification/Complaint signed

Expulsion

Damage, Destruction, or Theft of School Property and Property of Others

Vandalism means any act of intentional or reckless damage to the property of another or an attempt to damage the property of another, or the causing of damage while committing an act contrary to this code or to the law. For the purpose of this code, property means all school property, whether on or off school premises, and all personal property, either on school premises, or off school premises while the owner is engaged in school business.

Destroying School Property and Property of others will result in, this includes defacing property:

First Offense Parent Notification

Parent Conference

Restitution

Second Offense Expulsion

Arson

Means the malicious burning of another's property.

Any Offense Expulsion

Filing of criminal charges. Restitution will be sought.

Stealing Property/Larceny

Theft means the withholding or removal of property without the owner's consent.

Larceny means the unlawful taking and carrying away of personal property without the consent of its lawful possessor.

First Offense Three day suspension

Parent Conference

Restitution

Police Notification

Second Offense Expulsion

Filing of criminal charges

Pulling Fire Alarm/Setting Fires

Any Offense Expulsion

Police Notification

Restitution for any fines

Vandalism

Any act of intentional or reckless damage to the property of another, or an attempt to damage the property of another, or the causing of damage while committing an act contrary to this code or to the law.

Any Offense Expulsion

Restitution, clean up, or repair by the student

Violations of Authority

A student shall not fail to comply with directions of administrators, teachers, or other authorized school personnel during any period of time when he/she is properly under the authority of school personnel.

Discipline to be determined as appropriate

Insubordination

Any refusal to follow a reasonable directive of a staff member acting within his/her authority. The following action will be taken for insubordination:

Any Offense 5 day suspension

Parent Notification

Possible expulsion

Repeated or serious violation of this regulation may result in other action, including, but not limited to a

Expulsion

Plagiarism

Any act of using, without acknowledgement, the ideas, writings, or inventions of another, either word for word or in substance, and representing them as one's own, i.e., failure to use quotation marks, footnotes, or bibliography to indicate material used directly or substantially from other sources in written or oral reports.

First Offense A failing mark will be given for that assignment

Notification of Parent

Second Offense Expulsion

Cheating

Any attempt to mislead by deception, or to obtain by fraud or deception, with the intent to gain by doing so i.e., copying assignments from other, however acquired, lending one's own work for the purpose of aiding another to cheat; giving or receiving aid during the testing period.

Each Offense	Failing mark will be given for that assignment
	Parent notification
	Possible expulsion

Suspension-

During the duration of the suspension from school, students are not permitted to participate in and/or attend any school-sponsored event. A parent/guardian will be required to meet with the appropriate CHAD staff to reinstate a student back into CHAD's high school program.

Expulsion- If a student is expelled from CHAD s/he may not participate in any CHAD function (including, but not limited to:Proms, Dances, Social Events, First Fridays, Senior Show) for up to one full year from the time of expulsion. In addition, students that are expelled from CHAD may not come back onto school grounds for the duration of one full year from the time of expulsion.

NOTE: CHAD Administration reserves the right to edit the content of the CHAD Student Handbook. CHAD administration reserves the right to apply administrative judgment to individual cases of student misconduct.

Student Conduct - Attachment

- Student Discipline/Code of Conduct

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2008

The Charter High School for Architecture and Design within Philadelphia IU 26 assures that the charter school will comply with the requirements of 22 Pa. Code Chapter 711 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE. The charter school assures:

1. There are a full range of services, programs and alternative placements available for placement and implementation of the special education programs in the charter school.
2. The charter school has adopted a “child find” system to locate, identify and evaluate children who are thought to be a child with a disability eligible for special education residing within the charter school’s jurisdiction. “Child find” data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for effectiveness. The charter school implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The charter school has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The charter school will comply with the PA Department of Education annual report requirements including special education information.
5. The charter school follows the state and federal guidelines for participation of students with disabilities in state and charter school-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. The charter school assures the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

This assurance must be signed by the Board President and the Chief Executive Officer for the charter school to operate services and programs.

_____ _____

Board President **Date**

_____ _____

Chief Executive Officer **Date**

Verify that all DATA reports to PDE are complete **YES** _____ **NO** _____

Signature Page

Identify the charter school'es Chief Executive Officer.

Name: Peter Kountz

Title: Dr

Phone: 215-351-2900

Fax: 215-351-9458

E-mail: pkountz@chadmail.us

_____ _____

Signature of the Chief Executive Officer and Date

Identify the charter school'es President of the Board of Trustees.

Name: Anthony Bracali

Title: Mr.

Phone: 215-564-0814

Fax: 215 564 1157

E-mail: abracali@fridayarc.com

_____ _____

Signature of the President of the Board of Trustees and Date

Identify the charter school'es Special Education Contact Person.

Name: Alicia Kennedy

Title: Ms.

Phone: 215-351-2900

Fax: 215-351-9458

E-mail: akennedy@chadmail.us

_____ _____

Signature of the Special Education Contact Person and Date

Signature Page - Attachments

- Assurances
- Signature Page