



2 West Lafayette Street | Norristown PA 19401 | 610-755-9400 | www.mciu.org

The
ANDERSON
School
Handbook
2019-2020

930 Jefferson Avenue | Norristown, PA 19403
(610) 635-2400
<http://andersoneducation.org>

Dear Students and Parents/Guardians,

Welcome to the 2019-2020 school year! I am pleased to introduce myself as the new Principal of the Anderson school. I cannot tell you how excited I am to become a part of this tight-knit community of staff, parents, guardians, and students and I look forward to meeting each of you. I was previously a supervisor of special education for 12 years and prior to that I taught emotional support and learning support for 13 years. Helping students find their path is my passion, and I look forward to collaborating with families for student success!

This year our theme is "You Matter". We want families, students, and staff to understand their special place in the world, and know that everyone can make a difference and a positive impact on others. Anderson has a tradition of high standards for academics which will be continued while also supporting students in finding their best coping strategies to manage the stresses and demands of life. Positive behavioral supports are in place to best reinforce good choices. At Anderson, we want to see students find their passion, understand their impact, and help them choose their positive outcomes.

Anderson staff has been developing new aspects to our program that will help students find their path, which I find inspiring! Students will have a new transitions class led by our school counselor, and choices in elective offerings during 7th period. We will be working to increase volunteer and work opportunities throughout the year. We have adjusted the schedule to include "Morning Matters", a new part of our program that will teach students to find the strategy that starts their day off right.

This handbook outlines everything a student and parent/guardian will need to know in order to function effectively at The Anderson School and to benefit from our program. We strongly urge family-teacher communication. I firmly believe that the best way to ensure student success is when parents, staff, and students work together. Parents and students should keep this book in a convenient place throughout the school year for quick reference when needed. Our handbook is also available online on our website at www.andersoneducation.org. Once again, I look forward to meeting you and serving you and your child throughout the 2019-2020 school year!

You Matter!

Sincerely,
Christine B. Raber
Principal

TABLE OF CONTENTS

Mission Statement, Belief Statements, and Profile of a Graduate	Page 1
Staff Directory	Page 2
Anderson 2019-2020 Calendar	Page 3
Interim & Marking Period Dates	Page 4
Bell Schedules	Page 4

ACADEMIC COMPONENT

Program of Studies – Core Curriculum	
English	Page 5
Health	Page 5
Mathematics	Page 5
Physical Education	Page 6
Science	Page 6
Social Studies	Page 6
Graduation Project	Page 6
Blended Learning Content Providers	Page 6
School to Work	
Vocational Education	Page 7
Work Experience (Work Study)	Page 7
Post-Secondary Planning	Page 7
Grades	
Academic Grading	Page 7-8
Honor Roll Criteria	Page 8
Student of the Month	Page 8
Recognition of GMADE/GRADE Scores	Page 8
Homework	Page 8
Makeup Work Guidelines	Page 9
Hospitalizations	Page 9
Assessments	
Curriculum Based Assessments	Page 9
GMADE/GRADE	Page 9
Pennsylvania State Standard Assessment /Keystone Exams	Page 9

BEHAVIORAL COMPONENT

The Anderson School Principles of Good Conduct	Page 10
Restorative Practices	Page 10
Bullying Prevention	Page 11-12
Safe2Say Something	Page 12
Cell Phones/Video Phones/Cameras/Electronics	Page 12-13
Computers	Page 13
Drugs & Alcohol	Page 13
Tobacco	Page 13
Vandalism	Page 13
Procedures for Leaving the Classroom	Page 14

Walk-Out/Leaving School Grounds	Page 14
Weapons	Page 14
Morning Searches and Wanding	Page 14
Non-Violent Crisis Intervention Program	Page 14
Discipline Referral Forms	Page 15
Suspensions/Reinstatement Meetings	Page 15

STUDENT EXPECTATIONS/MISCELLANEOUS

Attendance/Tardy	Page 15
Public Displays of Affection	Page 15
Dress Code	Page 16
Student ID Cards	Page 16
Random Searches	Page 16
Medical	Page 16
Money	Page 16
Transportation	Page 17
Visitors	Page 17
Lockers	Page 17
Fire Drills	Page 18
Emergency Procedures for Students	Page 18
Lost & Found	Page 18
Lunch/Cafeteria	Page 18
Open Containers/Prohibited Food Items	Page 18
Change of Address	Page 18
Closure Due to Inclement Weather	Page 19
Working Papers	Page 19

THERAPEUTIC COMPONENT

Individual Counseling	Page 20
Behavior Specialist	Page 20
Trauma Informed School	Page 20
Restorative Practices: Circle Stages	Page 20

Mission Statement

The Anderson School mission is to provide a supportive environment where our students can experience academic success and independence. In collaboration with families and districts, students are taught skills that foster productive and caring citizens. The Anderson School nurtures the development of positive relationships, self-regulation, and self-advocacy skills within our students to succeed in college, career and in their community.

Our Belief Statements

- We believe that Anderson is a family where relationships are everything; where we foster acceptance, accountability, and emotional resilience.
- We believe in embracing compassion, empathy, and trust through fair process and our desires to restore relationships and repair harm.
- We believe that all students can learn and should be provided with an individualized, standards-aligned educational experience, teaching to multi-modalities regardless of individual challenges and obstacles.
- We believe that all students should graduate high school with viable transition plans, which emphasize their strength, promote self-advocacy, and prepare all students for life after graduation regardless of their path.
- We believe that all students deserve a safe place in which to learn.

Profile of a Graduate

An Anderson graduate will be a productive contributor to the community and will be able to achieve gainful employment. They will enter the community with respect, knowledge, and the confidence to achieve their goals. They will be our best representation of the values and beliefs we deem important to make a person whole and we will take pride in their success.

Brain:

- Problem Solving/ Critical Thinking
- Self-awareness
- Functional contributors to society

Tools:

- Communicate
- Innovate
- Collaborate

Heart:

- Compassionate
- Ethical
- Personal and Social Responsibility

Ability to move forward:

- Self-directed
- Productive
- Accountable

The Anderson Students have the brain, heart, and tools that enable them to move forward!

Staff Directory

Main Office

Christine Raber	Principal	craber@mciu.org
Erin Fortune	Secretary	efortune@mciu.org
Cecilia Quenzer	Nurse	cquenzer@mciu.org
Julia Doll	School Counselor	jdoll@mciu.org
Hilde Terpeluk	Behavior Management Specialist	hterpeluk@mciu.org

Faculty

Fran Boyle	Math	fboyle@mciu.org
Elizabeth Burgoon	English	eburgoon@mciu.org
Daniel Ganz	History	dganz@mciu.org
Lisa Imburgia	Phys.Ed/Health	limburgia@mciu.org
Nicole Lamparella	English	nlamparella@mciu.org
Michael Linahan	Science	mlinahan@mciu.org
Giuseppe Serrao	Lead Teacher	gserrao@mciu.org

The Anderson School

930 Jefferson Avenue • Eagleville, PA 19403

2019-2020 School Calendar

July 2019				
M	Tu	W	Th	F
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30
31				

August 2019				
M	Tu	W	Th	F
			1	2
3	4	5	6	7
8	9	10	11	12
13	14	15	16	17
18	19	20	21	22
23	24	25	26	27
28	29	30		

September 2019				
M	Tu	W	Th	F
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30
31				

Staff: 5 Student: 0

Staff: 19 Student: 19

October 2019				
M	Tu	W	Th	F
	1	2	3	4
5	6	7	8	9
10	11	12	13	14
15	16	17	18	19
20	21	22	23	24
25	26	27	28	29
30	31			

November 2019				
M	Tu	W	Th	F
				1
2	3	4	5	6
7	8	9	10	11
12	13	14	15	16
17	18	19	20	21
22	23	24	25	26
27	28	29	30	

December 2019				
M	Tu	W	Th	F
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30
31				

Staff: 22 Student: 21

Staff: 19 Student: 17

Staff: 15 Student: 15

January 2020				
M	Tu	W	Th	F
		1	2	3
4	5	6	7	8
9	10	11	12	13
14	15	16	17	18
19	20	21	22	23
24	25	26	27	28
29	30	31		

February 2020				
M	Tu	W	Th	F
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30

March 2020				
M	Tu	W	Th	F
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30
31				

Staff: 21 Student: 21

Staff: 19 Student: 18

Staff: 22 Student: 21

April 2020				
M	Tu	W	Th	F
		1	2	3
4	5	6	7	8
9	10	11	12	13
14	15	16	17	18
19	20	21	22	23
24	25	26	27	28
29	30			

May 2020				
M	Tu	W	Th	F
				1
2	3	4	5	6
7	8	9	10	11
12	13	14	15	16
17	18	19	20	21
22	23	24	25	26
27	28	29	30	

June 2020				
M	Tu	W	Th	F
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30

Staff: 18 Student: 18

Staff: 20 Student: 20

Staff: 14 Student: 12



School Closed/ Holidays



Teacher in-Service Day (no school for students)



Early Dismissal (12PM)



First "[and Last "]" Day of School



Staff Flex Day (no school for students)

School Hours: 7:00AM – 3:00PM
 Student Day: 7:45AM – 2:00PM
 Main Office #: (610) 635-2400

Quarterly Interim Reports Issued (10/4; 12/12; 2/28; 5/7)
 End of Marking Period (11/7; 1/24; 3/31; 6/15)

Interim Notice Dates and Marking Periods:

1ST QUARTER	Interims	Friday	10/4/19
	Report Period ends	Thursday	11/7/19
2ND QUARTER	Interims	Thursday	12/12/19
	Report Period ends	Friday	1/24/20
3RD QUARTER	Interims	Friday	2/28/20
	Report Period ends	Tuesday	3/31/20
4TH QUARTER	Interims	Thursday	5/7/20
	Report Period ends	Tuesday	6/15/20

Bell Schedule

Social Skills/Breakfast.....	7:45-8:00 AM
Morning Matters.....	8:01-8:15 AM
Period 1	8:16-9:03 AM
Period 2	9:04-9:51 AM
Period 3	9:52-10:39 AM
Period 4	10:40-11:27 AM
Period 5a	11:28-11:58 AM
Period 5b	11:59-12:29 PM
Period 6	12:30-1:17 PM
Period 7	1:18-2:00 PM

2-Hour Delay Schedule

Arrival 9:45 AM- Report directly to 3rd period.

Period 3	9:52-10:39 AM
Period 4	10:40-11:27 AM
Period 5a	11:28-11:58 AM
Period 5b	11:59-12:29 PM
Period 6	12:30-1:17 PM
Period 7	1:18-2:00 PM

THE ACADEMIC COMPONENT

All instruction at The Anderson School is linked to the Pennsylvania Common Core State Academic Standards. Essential concepts, skill building and assessments are the cornerstones of the academic program. All courses reflect the Pennsylvania Common Core Standards and assessments. Our blended approach to instruction provides an opportunity for cooperative learning in small groups as well as large group activities.

Graduation requirements are determined by the sending school district of each student. The Anderson School maintains a cumulative record of credits earned each year and is reported to the school districts.

Students are informed of their progress on a daily basis by the staff. Interim notices are provided midway through each quarter and report cards are issued at the end of each quarter. Student grades are based on Classwork (30%), Projects (which also includes test and quizzes 60%), and Homework (10%). PE is strictly graded on participation in class and is a pass/fail course.

Helping students transition from school to work successfully is an emphasis of the program. High school students are offered opportunities to explore vocational education or to participate in work study programs. In addition, high school students are encouraged to explore and apply to post-secondary schooling. Partnerships with home school district's guidance departments are available for each student for such things as SAT registration.

Program of Studies – Core Curriculum

English

English courses include instruction in reading, writing, speaking, and listening. Instruction is derived from and driven by Pennsylvania Common Core Standards. Curricular texts include novels, short stories, poetry, nonfiction texts, and drama. Units of study are developed using a thematic approach, with focus given to needs presented by students as related to PSSA Reading and Writing/Keystone Assessments. Students develop research papers, presentations, and essays in each of the three PSSA suggested modes of writing: narrative, informational, and persuasive.

Health

This course prepares students for demands of daily living and healthy lifestyles. Topics may include personality, values clarification, decision making, career choices, stress, mental illness, drugs, nutrition, disease, sexuality, and consumer education. Information and values are considered equally important for this instruction.

Mathematics

Math courses are designed and aligned to the Pennsylvania Common Core Standards. Courses at the middle school level emphasize Pre-Algebra math skills and courses at the high school level include Algebra I, Integrated Math I, II, and III. Our Integrated Math courses include Algebra I & II, Trigonometry, Geometry, and Pre-Calc and all give a strong emphasis on students building the skills necessary for success on PSSA/Keystone exams.

Physical Education

The Physical Education course encourages the development and maintenance of physical fitness, lifetime sports interests and improvement of self-esteem. Students are provided problem solving and team building activities. Students are offered a variety of activities including: basketball, volleyball, floor hockey, and weight lifting. Alternate, noncompetitive activities such as stress reduction, strength training and flexibility are also offered to students to fulfill physical education requirements.

Science

The Science curriculum recognizes the importance of science literacy in our students' futures. Due to the advances in science the curriculum focuses on providing students daily with the skills needed to investigate, inquire, review, and critically analyze the implications science plays in society. The curriculum invites students to learn by hands-on lessons and labs with an emphasis on technology and safety. Middle School science curriculum utilizes an integrated approach teaching Life, Earth Space, and Physical Science, while the high school focuses on Physical Science, Biology and Chemistry.

Social Studies

The Social Studies curriculum encompasses three core components; learning through past events, developing problem-solving skills, and gaining exposure to current events. The curriculum includes instruction in societal, economic, and cultural understanding of the United States and the World. Courses at the Anderson School included World History, American History (I and II), and Civics/Government. The focus for our middle school class is on Elementary Civics.

Graduation Project

This is a required project for all 12th grade students in which students spend one semester exploring money management, budgeting, career exploration and other daily living skills.

As one requirement for graduation, every student must complete a project as identified by the Commonwealth of Pennsylvania curriculum regulations. This project will be initiated and completed by Anderson seniors prior to graduation with the support of our school counselor.

This project requires students to create a resume and cover letter to a fictitious employer and a thank you letter to the same fictitious employer. Students are also required to complete a mock interview, research various careers and colleges, and do a final presentation at the end of the school year. Finally, seniors must complete a minimum of ten hours of community service, which with a written reflection piece included in their final presentation. Students will begin working on various components of this project throughout their earlier years at Anderson and put together their culminating portfolio and presentation in their senior year.

Blended Learning Content Providers

- IXL

While using interactive games and automatic feedback, students are practicing skills necessary in English and Math to provide a more comprehensive understanding to the subjects.

School to Work

Volunteer Opportunities:

The Anderson School staff will help students gain access to volunteer opportunities within the community. This will be a collaborative effort between students, family, case managers, counselor, and school leadership. Guidelines for each volunteer site will be provided.

Vocational Education

The Anderson School has liaisons with the following technical schools: Eastern Center for Arts and Technology, Central Montco Technical High School and North Montco Technical Career Center. High School students, with approval from their home school district, good academic standing, and staff recommendation may attend one of the above schools in preparation for post-secondary careers.

Work Experience (Work Study)

The Anderson School, in cooperation with the Montgomery County Intermediate Unit and local school districts, offers part-time work study for students age sixteen or older for academic credit. This program offers intensive support towards the final steps of full competitive employment. Students receive ongoing support to strengthen employability skills. High school students, with approval from their home school district, good academic standing, and staff recommendation, may be eligible to participate in this program. Students must obtain working papers which are available at their sending school district. **Students must obtain their own jobs before beginning in this program.**

Post-Secondary Planning

Post-Secondary planning is done on site with our school counselor. Students will participate in college and career readiness classes that are catered to the student's grade level and readiness.

Grades

Academic Grading

The Anderson School is structured so that every student is able to complete academic benchmarks as part of the general education curriculum. Student grades are based on Classwork (30%), Projects (which also includes test and quizzes 60%), and Homework (10%). PE is strictly graded on participation in class and is a pass/fail course.

Report cards and Interims will be issued to students quarterly. Students and parents/guardians may also have personal conferences with faculty at any time throughout the school year.

Conference must be scheduled through the individual teacher. Teachers are available by phone during the 2:00 pm – 3:00 pm hour, Tuesday-Friday. Teachers are also available via email.

Please know that teachers are teaching throughout the day and will need time to respond to your email.

90 – 100 (A-, A, A+)

80 – 89 (B-, B, B+)

70 – 79 (C-, C, C+)

60 – 69 (D-, D, D+)

59 and below (F)

P (Pass)

- Students who enter The Anderson School very late in a marking period and bring transcripts that do not indicate letter grades may earn a “P” to indicate sufficient work has been done to earn credit in the respective course.
- Physical Education is a course where a “P” is the earned grade for passing or an “F” if a student has not earned the credit.

Honor Roll Criteria

Students will be recognized at the end of each quarter for outstanding work based on the following criteria:

- **First Honor Roll:** Any student who receives **A's and one B** on their report card.
- **Second Honor Roll:** Any student who receives **A's and more than one B**.

Student of the Month

Each staff member casts a vote for a student of their choice for the month. The focus is on any student who has made significant strides academically and therapeutically. Staff members value the effort that is being made by students and want to congratulate that student.

Recognition for Improvement on GMADE/GRADE Scores

School wide testing will be done three times a year to track the increase in student performance on student literacy and math levels. Curriculum scores are used to determine if there has been an increase in scores. Students will be using the GMADE/GRADE Assessment to determine this score all three times they test to keep consistency with the scores. If there is any increase in curriculum scores, students will be celebrated after each testing session. Students can earn a **PASS ON THIS CLASS**, which gives them an opportunity to earn “free time” from any class they choose. An increase in the highest score a student has will be used to determine if a student is eligible for a pass. An increase in scores shows that the student is working hard on practicing skills presented to them in their classes.

Homework

Homework can be a valuable learning tool. Teachers are encouraged to consider homework for the following purposes:

- Practice for skills learned in class
- Extension of skills learned in class
- Review of content in anticipation of upcoming assessment

If homework is assigned, students are expected to complete it. It will be a part of the course grade as it is assigned. If a student is transitioning back to public school, homework will be used as a preparatory transition tool between the Anderson School and the home school district.

Makeup Work Guidelines

Students must be given the opportunity to make up missed work and tests after any absence. **It is the responsibility of the student to contact the teacher for make-up work and to complete the work.** A student will be given a reasonable amount of time for completing make-up work.

A reasonable amount of time is defined as three days after a single day's absence and five days after two or more days absent. If a student arrives late to school, he or she is responsible for contacting the teacher that day to take any test scheduled or make up any work missed. Failure of the student to make up assigned work can result in a grade of zero. Grades of students will not be lowered for disciplinary reasons, although students are responsible for making up work missed due to suspension. Students who have missed a considerable amount of time must make an appointment to speak with their teacher. Make-up work can be given; however, it will be given in small increments until the work is completed.

Hospitalizations

Any student who is hospitalized during the time they are at the Anderson School can have access to practice/review work for English and Math **if it is requested by the hospital, parent, or student themselves.** Credit will be given for the practice work if it is returned to the Anderson School. New work will not be given as it requires instruction to be done beforehand.

Assessments

Curriculum Based Assessments

As a basis for gathering information for instructional decisions, teachers at Anderson use direct observation/assessment to record student's performance in relation to direct instruction. Performance criteria are established to determine the acceptable level of student performance or mastery. Baseline data of student academic performance is collected through the use of testing probes which are based on the general education curriculum which is aligned with Pennsylvania State Standards. These probes vary in format and are administered on separate occasions in order to control for sporadic student responses. CBA provides a structured way to observe (or count) progress and for teachers to structure their lessons and to provide for necessary academic intervention.

GMADE/GRADE

The GMADE™ (Group Mathematics Assessment and Diagnostic Evaluation) is a diagnostic mathematics test that measures individual student skills in the main areas of math, and helps K-12 educators pinpoint areas where students need instruction.

The GRADE™ (Group Reading Assessment and Diagnostic Evaluation) is a diagnostic reading test that determines what developmental skills PreK-12 students have mastered and where students need instruction or intervention.

PSSA/Keystone Exams

The Anderson School administers the PSSA and Keystone Exams as mandated throughout the school year. This is a standards-based, criterion-referenced assessment used to measure a student's attainment of the academic standards.

THE BEHAVIOR COMPONENT

The Anderson School Principles of Good Conduct – (ABLE)

1. **A**cting with Dignity:
Respecting the personal safety and property of self/others
2. **B**e Respectful:
Communicating with others respectfully and with integrity, which includes language and volume
3. **L**ocation:
Remaining in assigned/supervised areas
4. **E**ngaged in Learning:
Following directions including completing assign

Student behavior will be recorded on daily point sheets. The sheets will evaluate the principles of good conduct and possible individual goals or interventions. An example of the behavior sheet is depicted below.

*Place a "2" if the student demonstrated the appropriate behaviors; "1" if the student has partially demonstrated the appropriate behaviors in the specified area or a "0" if they have not demonstrated the appropriate behaviors. If using interval data then only use "1" if they were on target and "0" if they were not.

Day of the Week	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	
Acting with Dignity Hands & Feet to self					Lunch/ Homeroom			___/14
Be Respectful No cursing								___/14
Location On time								___/14
Engaged in Learning Completing work								___/14
Student Specific Goal or Intervention								

Restorative Practices

"The fundamental premise of restorative practices is that people are happier, more cooperative and productive, and more likely to make positive changes when those in authority do things *with* them, rather than *to* them or *for* them."

Viewed on August 29, 2017; www.iirp.edu

The Anderson School will continue to utilize the Restorative Practices model. Restorative Practices allows the student to begin to take ownership for their own behaviors and shows them how their behaviors have an effect on them and others around them. All staff has been trained to effectively implement Restorative Practices.

Bullying Prevention

Bullying is not permitted at the Anderson School. Bullying is defined as a low-level form of violence that is inflicted repeatedly on another, usually a weaker student. Bullying may consist of verbal remarks or gestures that are meant to intimidate and gain power over a victim and can include threats of bodily harm, weapon possession, extortion, civil rights violations, gang activity, and behaviors up to and including assault and battery, threat of attempted murder, and murder. Sexual harassment is also a form of bullying.

A. PURPOSE

The Anderson School is committed to providing a safe, positive learning environment for students. The Anderson School recognizes that bullying creates an atmosphere of fear and intimidation, detracts from the safe environment necessary for student learning, and may lead to more serious violence. Anderson prohibits bullying by students.

B. DEFINITIONS

Bullying means an intentional electronic, written, verbal or physical act or series of acts directed at another student or students, which occurs in a school setting that is severe, persistent or pervasive and has the effect of doing any of the following as **determined** by the administration of the Anderson School.

1. Substantially interfering with a student's education.
2. Creating a threatening school environment.
3. Substantially disrupting of the orderly operation of the school.

School setting means in the school, on school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervised or sanctioned by the school.

C. AUTHORITY

Bullying includes cyber bullying and electronic harassment. The Anderson School encourages students who have been bullied to promptly report such incidents to the Principal, Behavior Specialist, Counselor, or teacher.

Complaint Process

When bullying is reported, the staff member who was informed of the incident will assist the student to complete a Bullying Incident Report. Staff should inform an appropriate supervisor when they receive complaints of harassment or bullying and provide them with a completed copy of the Bullying Incident Report. Complaints of bullying shall be investigated promptly, and corrective action shall be taken when allegations are verified.

D. DELEGATION OF RESPONSIBILITY

Each student shall be responsible for respecting the rights of others and to ensure an atmosphere free from bullying.

E. GUIDELINES

Education

The Anderson School may develop and implement bullying prevention and intervention programs. Such programs **shall** provide Anderson staff and students with appropriate training for effectively responding to, intervening in and reporting incidents of bullying.

F. THE FOLLOWING CONSEQUENCES FOR VIOLATIONS MAY INCLUDE ANY OF THE FOLLOWING:

- Counseling within the school
- Parental conference
- Loss of school privileges
- Exclusion from school-sponsored activities
- Detention
- Suspension
- Referral to law enforcement officials

The Intermediate Unit recognizes the importance of teaching acceptable use and online safety to students. The Intermediate Unit curriculum shall include instruction for educating minors about appropriate online behavior, including interacting with other individuals on social networking

Safe2Say Something

Safe2Say Something is a youth violence prevention program run by the Pennsylvania Office of Attorney General. The program teaches youth and adults how to recognize warning signs and signals, especially within social media, from individuals who may be a threat to themselves or others and to “say something” BEFORE it is too late. With Safe2Say Something, it’s easy and confidential to report safety concerns to help prevent violence and tragedies.

www.safe2saypa.org

Cell Phones/Video Phones/Cameras/Electronics

Cell phones and all other electronics will **not** be permitted in the classroom. All electronics including cell phones will be collected at the front entry way door as students enter the building and then given back at dismissal before students exit the building. If the student is found with a cell phone in the classroom they will have disciplinary consequences to serve. Bringing your cell phone to school is at the discretion of the parent/student; however, The Anderson School ***will not be responsible for lost or stolen cell phones.*** No student is to videotape (using their phone or any other device) another student on the bus going to school or leaving school. To do so will result in disciplinary action.

Procedure for Violation of Cell Phone Policy:

1st offense:

- The student's cell phone will be confiscated.
- The student's cell phone will be returned at the end of the day.

2nd offense:

- The student's cell phone will be confiscated.
- The student will receive an infraction (yellow form) in their file.
- Parent or guardian must pick up the phone. The phone will be held in the office until a parent/guardian picks it up, **even if the parent/guardian cannot make it in until another day.**

3rd offense

- The student's cell phone will be confiscated.
- The student will receive another infraction (yellow form).
- The student will lose their cell phone privilege and will not be allowed to bring a cell phone to school. If a cell phone is brought to school after that privilege has been taken away, the phone will be held in the office until the last day of school.

Bringing a cell phone to school is a privilege not a right!!!

Note: Our office phone is available to those students who need to make necessary phone calls during their lunch time only. In case of an emergency, please call Ms. Fortune at the front desk and we will contact your child.

Computers

The Anderson School supports the use of computers, networks, and internet to facilitate learning and teaching. It is the student's responsibility to use the computers, network resources, and internet according to the directions of the teacher. Students are expected to act in a responsible, ethical and legal manner in accordance with the Anderson School computer procedures and federal and State Laws. The following are prohibited usages: non-educational purposes; modify, harm, or destroy hardware, software, network, and another user's data; accessing confidential information; harassing others; obscene or pornographic material; and loading any unauthorized media. Accessing Prohibited sites = Major infraction and loss of computer privileges.

Please note: a student must have a signed computer usage form or they will not be permitted to use school computers.

Drugs and Alcohol

Students/parents/guardians are reminded of the following: Any distribution of, delivering, selling, passing, sharing, or giving any alcohol, drugs, narcotics, marijuana, counterfeit chemical, anabolic steroid, look-alike substance, mood altering substance, or drug paraphernalia from one person to another is an offense that will be referred to law enforcement. **If a student is suspected of having an illegal substance on them, the school has the right to search them.** A student who possesses and/or uses any of the above named substances will incur a major infraction and referral to the local law enforcement authority.

Tobacco

Under Pennsylvania Statute it is unlawful for **any student (including those who are 18 years or older)** to use tobacco in school buildings, school buses, and on school property. Students possessing lit or unlit tobacco in any form, smoke-like products, and non-prescribed smoking-related products will be required to turn the product over to school faculty to be discarded. Examples include, but not limited to: tobacco, smokeless cigarettes, vaping devices, e-cigarettes, non-prescription Nicorette, lighters, and matches. Appropriate consequences will be applied and law enforcement agencies may be notified.

Vandalism of School Property and Property of Others

A student who damages the property of The Anderson School, school personnel, or other persons authorized to be on school property may be penalized as follows:

- Minor/Major (to be determined by damage value/staff discretion)
- Required to make full and complete restitution for all damages
- Referral to local law enforcement authority

Procedures for Leaving the Classroom

Before leaving the classroom for any reason you are to have your teacher or TA's permission and receive a pass to your destination. If you are in the hall without a pass, then a student will be asked to return to their classroom without completing the task they set out for. Hall passes make it possible for the hallway TA and other staff members know that you have the correct permission to be out of location.

No student is permitted to be in hallways, offices, or classrooms unsupervised.

Walk-Out/Leaving School Grounds Response Practice

It is the practice of The Anderson School to respond to a student attempting to leave campus as follows:

1. Use QBS Training which includes non-physical strategies such as offering a neutral area, physical proximity, active listening, peer mediation, or individual counseling with a preferred staff member.
2. If the above strategies are not successful, staff is to make phone contact with a parent/guardian, probation officer (if applicable), and Lower Providence Police Department.
3. Physical restraint is utilized to prevent the student from leaving campus as a last resort and only if the student is displaying one of the following three criteria: continuous high magnitude disruption, continuous aggression, or continuous self-injurious behavior.

Weapons

The Anderson School recognizes the importance of a safe school environment relative to the educational process. Possession of weapons in the school setting is a threat to the safety of students and staff and is prohibited by law. A weapon includes but is not limited to any knife, cutting instrument, firearm, replica of a weapon, or any tool capable of inflicting serious bodily injury. The student in violation of the weapons policy will be referred to the local law enforcement agency.

Morning Searches and Wanding

When students enter the building they will be asked to place any bags and/or heavy coats on the desk to be searched by staff. Each student will also be wanded when they enter the building. This is for the safety of every student and staff member of The Anderson School.

Nonviolent Crisis Intervention Program

The Staff at The Anderson School are trained using the QBS model to provide for the care, welfare, safety and security of all students. The Staff are certified annually to respond using nonviolent crisis intervention. Staff will intervene in order to manage disruptive student behavior using "physical intervention only as a last resort - when an individual presents an imminent danger to self or others". This program is "non-harmful, noninvasive", and designed to maintain the individual's dignity emphasizing respectful communication and student well-being.

Discipline Referral Forms

Orange Slips are behavior forms that are used for various, more minor, offenses. Orange forms are written by a subject area teacher and given to the student's case manager. Depending on the offense, it may be a topic of discussion during homeroom, conversation with the student, or parent contact.

Yellow Slips are behavior forms that are used for more major infractions or an accumulation of orange forms. Yellow forms can be written by any teacher. There are various consequences for yellow forms, such as suspensions, team meetings, etc...

Suspensions/Reinstatement Meetings

A suspension is a consequence that could be given when a student commits a more serious offense or has repeated the same offense multiple times. When a student is suspended from school a mandatory reinstatement meeting needs to be scheduled through Mrs. Fortune. It is important for us to discuss the reason of the suspension and how we can help the student make appropriate choices. If the parent needs to attend via phone, that may be arranged, however, **if a student has been suspended multiple times it will be mandatory for the parent to come in for the reinstatement meeting.** The case manager, parent, and principal will all be a part of the reinstatement meeting. The district will be notified of the suspension and will have the option of attending the reinstatement meeting.

Student Expectations /Miscellaneous

Attendance/Tardy

School attendance is a child's right and a parent's responsibility. State Attendance Regulations mandate that a written excuse be on file for each and every absence. When a student is absent from school, it is the parents/guardians obligation to provide a written explanation as to the reason for the absence. If a note is not received within three school days, the absence will be reported to the home school district as illegal and/or unexcused. After 10 cumulative days absent, a note from a physician/court will be required or the days will be recorded as illegal and/or unexcused.

- Students who arrive late must have a parent or guardian escort them into the building and sign them in at the main entrance. If there is a pattern of lateness to school it will be reported to the student's school district.
- Students who have an early dismissal must have a parent come into the building and sign the visitor log.

Public Displays of Affection (PDA)

The Anderson School holds the firm opinion that school is not the appropriate place for displays of affection between students. Such displays are in poor taste and do not reflect proper respect for the individuals involved. Public displays of affection are prohibited.

Dress Code

Students are expected to dress in a manner deemed appropriate by the school administration. Students are not permitted to be barefoot, wear slippers, have midriffs exposed, muscle/sleeveless-shirts, clothing revealing underwear, low cut/revealing tops, or pajamas. In addition, clothing (including socks) with tobacco, drug, alcohol, inappropriate language or sexual references is prohibited and must be replaced or concealed. Hoodies are allowed to be worn in the building however, hoods must stay down during the school day and are not allowed to be worn on the head. Violations of this policy may result in exclusion from classroom activities on that day and communication to parents/guardians.

Heavy coats, pillows, blankets, or stuffed animals must remain in lockers at all times.

Gentleman- must always have their pants up on their hips. Please wear a belt to keep them there! Having sagging pants that show your undergarments is prohibited!

Ladies- Short shorts and miniskirts may not be worn, if you decide to wear shorts/skirts/dresses to school it must come to at least two inches above the knee.

Parents may be contacted to bring a change of clothes or students may access what the school has available. The student will be expected to change.

Student ID Cards

Students are issued ID Cards and students are required to carry them at all times and present them when asked. Additionally, if a student needs a replacement ID card, the cost is \$5.00 and can be purchased in the Main Office.

Random Searches

Anderson School reserves the right to conduct random searches at any time based on reasonable suspicion. Areas may include: person, school locker and personal belongings.

Medical

All medications must be provided by parents with physician's directions in the original prescription container. A note with a pill count signed by parent/guardian must accompany prescription refills. Students will be given medication by the nurse. Students bringing refills to school must give them directly to the nurse upon arrival. Students may not keep any prescription drugs and/or over-the-counter drugs with them in school.

Money

Students are prohibited from gambling, extorting money, betting and/or selling anything to other students. Students are not to bring large amounts of money into school. If a student brings a large amount of money into school, the principal or secretary will hold your money until your dismissal. The principal has the right to determine if it is a "large" amount of money.

Transportation

Parents/guardians are responsible for their child prior to boarding the school bus in the morning and from the time the child is delivered home in the afternoon. Students should be ready for pick up at least ten minutes before the scheduled time.

- In the morning all students may exit their transportation vehicles not before 7:45 a.m. All students are to report to the cafeteria upon entering the building.
- Students not arriving to school in the morning via their district provided transportation, should notify the office staff that they did not come in on district provided transportation and whether or not afternoon transportation from their home district is needed.
- Students must travel on their assigned bus; local districts do not permit non-resident students to ride buses due to insurance restrictions. There are no exceptions.
- Students who are not using bus transportation home must notify the office as soon as possible. Please provide written notice that morning if you are picking your child up. The student will report to the office for dismissal. Parents/Guardians must report to the office in order for their child to be dismissed.
- Transportation is provided by your home school district. Any questions regarding transportation should be directed to your district transportation department. Parents/guardians are responsible for notifying their transportation department on days when transportation will not be needed for their child due to an absence.

Visitors

All visitors must report to the main office and sign the visitor's log. Students who have previously graduated and wish to visit will be accompanied by a staff member upon their visit to each classroom. No student visitor is permitted to walk around the school building on their own or with other students.

Lockers

On the students' first day at The Anderson School, each student is assigned a locker with a combination in which to keep their personal belongings. Students are assigned lockers near their homerooms. It is the responsibility of the student to keep lockers locked. Students are not permitted to share lockers or their locker combinations with other students. The Anderson School is not responsible for lost property kept in lockers. Students should keep their lockers clean. Stickers or other markings on the locker are not permitted. All lockers are property of The Anderson School and are provided to students to store school supplies and personal items for school use. Lockers are not to be used to store items which could cause an interference with school purposes or which are forbidden by state law.

The Anderson School has the right to inspect the locker and its contents to insure that the locker is being used properly, to locate lost or stolen material, to prevent the use of the locker to store weapons, illegal drugs, alcohol, or tobacco products. If any weapons, illegal drugs, alcohol, or tobacco products are uncovered during a locker inspection, the student who is assigned to the locker is deemed to have consented to the removal of any such item(s) from the locker.

Fire Drills

Fire drills are designed to prepare students and staff for a rapid evacuation of the building in case of a fire. Each classroom is provided with a detailed drawing of the primary and secondary exit routes for the students and staff. Each teacher will have previously discussed the primary route to take in case of a fire and the secondary route that will be used in case the primary route is not available to use. When the fire bell sounds, all students must leave the building using the proper exits in an orderly and quiet manner. Under no circumstances should anyone remain in the building. Assigned teachers will be responsible to make sure that classroom lights are turned off, doors are closed and that all students and staff have exited the building. Upon leaving the building, each class moves to the area designated by their teacher and remains there until notified to return inside the building. Illegally setting off the fire alarm is a criminal offense. Violators will be prosecuted.

Emergency Procedures for Students

Students are to stay with their assigned teachers, remain quiet, and follow all directions in an emergency situation. Students need to be aware of all the emergency escape routes from the assigned classrooms.

Lost and Found

Valuable items should not be brought to school or should not be kept in lockers. If an item is lost or misplaced, the student should report it to the office. The school will attempt to help the student find lost items, but the school will not be held responsible for any items that are lost. If any student finds another student's item that has been left behind they are asked to give it to a teacher who will bring it to the office or the student may bring the item to the office.

Lunch/Cafeteria

The Anderson School offers lunches which are provided by a catering service on a daily basis. Applications for the Free & Reduced Lunch Program must be completed yearly and on file. Food/unopened beverages brought from home must be dropped off in the cafeteria in the morning. Please note that no glass or opened containers (unless empty) should be brought to school. Please do not bring fast food lunch to school for your child. No food or beverage is to leave the cafeteria unless the student has permission from the teacher to bring an item to the classroom.

Open Containers/Prohibited Food Items

Students will not be allowed to enter the building with any open containers. If you are bringing containers into school, please make sure the seal around the lid has not been broken. Please do not bring two liter bottles of soda, energy drinks (i.e. Monster, Red Bull etc.), hot products (teas, coffees, etc.), smoothies/milkshakes/iced drinks, and/or large bags of chips/candy, etc. to school.

Change of Address

All enrolled students must notify Mrs. Fortune in the main office of any changes of address, telephone numbers, and/or parent/guardianship status.

Closure Due to Inclement Weather

In the event of inclement weather, the Anderson School students and staff will follow the Methacton School District for closings and delays. If the Methacton School District closes early due to inclement weather, the Anderson School will close at 11:00am. Please note that The Anderson School will utilize the Swift K-12 Announcements by PowerSchool that in the event of a school closing, early dismissal, or late arrival will notify the primary phone number and primary email provided.

In the event that your home district is closed and The Anderson School is in session, please contact your school district transportation office to determine transportation availability. If your district is closed and NOT providing transportation, the absence will be marked "Excused" due to inclement weather/no transportation. However, if transportation is being provided by your district and the student is absent, the absence will be marked as "Unexcused".

If the Anderson School is closed or a two hour delay it will also be posted on the MCIU website: www.mciu.org

Working Papers

All students under the age of eighteen must have working papers for part-time or summer jobs, with a new certificate for every job change. To procure working papers, the student applicant must have his/her parent/guardian present proof of the student's age (birth certificate, hospital record, passport, driver's license) to the home school district. Please verify with your home school district which district building provides working papers.

THE THERAPEUTIC COMPONENT

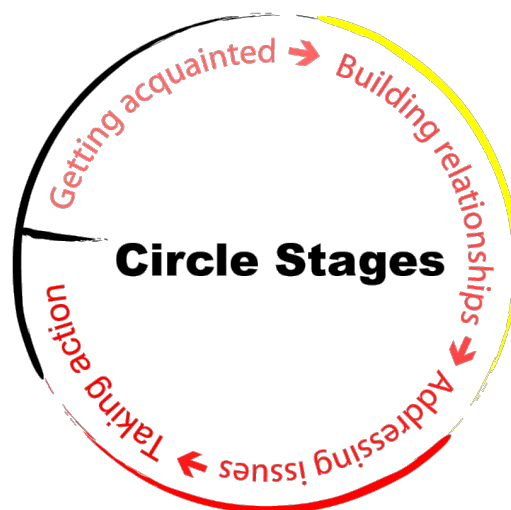
Students at The Anderson School have a variety of emotional needs. Positive staff and peer relationships are important for each student. The faculty facilitates positive interactions throughout our school community. Additionally, several therapeutic interventions, which includes Restorative Practices, are available to assist students in developing coping skills for dealing with school work and social interactions. Perhaps most important is the confidence each student gains as they realize they are able to internalize self-control in a way that promotes success rather than failure.

Individual or Group Counseling- The Anderson School staff recognizes the need for students to have support when frustrations develop during daily school routines. Counseling is available with the school counselor, behavior specialist (when available), or school psychologist (when available). Students learn to request support in an appropriate manner rather than in ways which might bring negative attention to themselves.

Behavior Specialist- There is a Behavior Specialist on site to consult with staff regarding student behaviors. The Behavior specialist provides meaningful feedback to staff and provides observations of students to create effective Positive Behavior Support Plans.

Trauma Informed School- The Anderson School understands that it needs to be prepared to recognize and respond to those who have been impacted by traumatic stress. The staff are trained to create an environment with clear behavior expectations for everyone, open communication, and sensitivity to the feelings and emotions of others. Also students are provided with clear expectations and communication strategies to guide them through stressful situations. The goal is to not only provide tools to cope with stressful situations but to create an underlying culture of respect and support.

Restorative Practice Circle Stages-



“Where there is unity, there is always victory”
-Publius Syrus

**Student Handbook Agreement
2019-2020**

Student Section

By signing this form I am indicating that I have read and understand the Student Handbook. I agree to follow the rules as stated in the handbook. I understand that if I violate these rules there will be disciplinary action taken.

Name (please print) _____

Grade _____

Student Signature _____

Date _____

Parent or Guardian Section

By signing this form I am indicating that I have read and understand the Student Handbook in regards to my son or daughter. I agree that my son or daughter will abide by the regulations set forth in this handbook.

Parent/Guardian Name (please print) _____

Parent/Guardian Signature _____

Date _____

Phone Number _____

Principal Signature _____

Date _____

MCIU ADMINISTRATION

Dr. John J. George

Chief Executive Officer

Dr. Bradley C. Landis

Assistant Executive Director of Instruction

Dr. Brittany Lourea-Waddell

Director of Student Services

Jack Hurd

Director of Human Resources

MCIU BOARD OF DIRECTORS

Maura Buri, President

Upper Merion Area

Leslie Finegold, Vice-President

Colonial

William England, Treasurer

Cheltenham

Dr. Eugene J. Halus, Jr., Secretary

Perkiomen Valley

Thomas J. DiBello, Past President

Spring-Ford Area

Brian A. Allen

Abington

Jennifer Wilson

Hatboro-Horsham

Patrick Wicks

Jenkintown

Debra Finger

Lower Merion

TBD

Lower Moreland Township

Michael K. Ryan

Methacton

Janice Pearce

Norristown Area

Juliane Ramic

North Penn

Robert J. Lindgren

Pottsgrove

Bonita L. Barnhill

Pottstown

Janet Flisak

Souderton Area

Tameata Jordan

Springfield Township

Dr. Joan Ryder Ludwig

Upper Dublin

Philip Schwarz

Upper Moreland

Judith S. Maginnis

Upper Perkiomen

Joseph Antonio

Wissahickon