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The
ANDERSON
School
Handbook
2021-2022

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

Dear Students and Parents/Guardians,

Welcome to the 2021-2022 school year! I am pleased to begin my third year as principal of the Anderson School. Helping students find their path is my passion, and I look forward to collaborating with families for student success!

We are continuing the manifesto of “you matter” this year and will be focusing in on the phrase “you are the change”. 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! We will continue the successful new features of our program started last year: Morning Matters, electives, and college/career readiness lessons. Staff worked with students last year to re-vamp our mission and expectations. We will also be starting a school store opportunity for all students. Many of our students had work experiences last year, and we will continue to offer these when appropriate.

This handbook outlines everything a student and parent/guardian will need to know 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 accessible in a convenient place throughout the school year for quick reference when needed. Our handbook is 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 2021-2022 school year!

You Matter!



Sincerely,
Christine B. Raber
Principal

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Mission Statement

The Anderson School empowers students to know they MATTER to the world and are ABLE to succeed in life through academic achievement, positive relationships, self-regulation, and self-advocacy.

At Anderson, we communicate to students:

- You are enough
- You have influence
- You have a contribution to make
- You have a gift that others need
- You are the change
- Your actions define your impact
- You matter

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

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
Matt Hook	Behavior Analyst	mhook@mciu.org
Josie Reigner	Social Worker	jreigner@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	Math/Lead Teacher	gserrao@mciu.org
Michelle Stoczko	Math/MS ELA and SS	mstoczko@mciu.org

Communication with School

Communication is a priority at the Anderson School. Case managers will communicate regularly with families via email or phone. The purpose of this communication is to involve families in a positive manner to help students reach their goals. Students and parents/guardians may have live, phone, or zoom conferences with faculty upon request throughout the school year. Conferences must be scheduled through the individual teacher. Teachers are available Tuesday and Thursday by phone during the 2:00 pm – 3:00 pm hour. Teachers are also available via email, listed above. You can call the main number 610-635-2400 to place a call to a teacher. If they are teaching, it may be directed to voicemail. Please know that teachers are teaching throughout the day and will need time to respond to your email or call. Teachers will also reach out when students are struggling in a class prior to interim reports and prior to the end of the quarter.

Other communication

The Anderson School is on the web at www.andersoneducation.org, on Instagram and Facebook @andersonschoolmciu and on Twitter @mciu_anderson. Social media features happenings at the school as well as inspirational messages. The website has links that will help you be an informed member of the school community. School events will be published on the website calendar. Links to resources and videos are included, as well as links to emails, zoom rooms and Google classrooms. A monthly newsletter, published by students, will be sent to families, students and school districts featuring important events, resources and points of pride.

The Anderson School
 930 Jefferson Avenue • Eagleville, PA 19403

2021-2022 School Calendar

July '21				
M	Tu	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

August '21				
M	Tu	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

September '21				
M	Tu	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

Staff: 7 Student: 2

Staff: 18 Student: 18

October '21				
M	Tu	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

November '21				
M	Tu	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

December '21				
M	Tu	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

Staff: 21 Student: 20

Staff: 19 Student: 18

Staff: 17 Student: 17

January '22				
M	Tu	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

February '22				
M	Tu	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28				

March '22				
M	Tu	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

Staff: 20 Student: 19

Staff: 19 Student: 18

Staff: 23 Student: 22

April '22				
M	Tu	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

May '22				
M	Tu	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

June '22				
M	Tu	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

Staff: 17 Student: 17

Staff: 20 Student: 19

Staff: 13 Student: 12

- School Closed/ Holidays
- Teacher in-Service Day (no school for students)
- Early Dismissal (12PM)
- First "[and Last "]" Day of School

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

Quarterly Interim Reports Issued (10/4; 12/13; 2/28; 5/9)
End of Marking Period (11/8; 1/25; 4/1; 6/13)

Interim Notice Dates and Marking Periods:

1ST QUARTER	Interim	10/04/2021	
	Report Period ends	11/08/2021	
2ND QUARTER	Interims	12/13/2021	
	Report Period ends	01/25/2022	
3RD QUARTER	Interims	02/28/2022	
	Report Period ends	04/01/2022	
4TH QUARTER	Interims	05/09/2022	
	Senior last day	06/06/2022	*assignments must be complete by this date
	Report Period ends	06/13/2022	

Bell Schedule

Regular schedule Monday through Thursday

7:45 – 8:00.....	Arrival/breakfast/homeroom or group
8:00 – 8:15.....	Morning Matters/group
8:16 – 9:06.....	First Period
9:07 – 9:57.....	Second Period
9:58 – 10:48.....	Third Period
10:49 – 11:39.....	Fourth Period
11:40 – 12:10.....	5A Elective/Group/Lunch
12:11 – 12:41.....	5B Elective/Group/Lunch
12:42 – 1:32.....	Sixth Period
1:33 – 2:00.....	Personal Development/Group

Friday schedule

7:45 – 8:00.....	Arrival/breakfast/homeroom or group
8:00 - 8:30.....	Personal Development with Anderson case manager
8:31 – 9:15.....	First Period
9:16 – 9:58.....	Second Period
9:59 – 10:43.....	Third Period
10:44 – 11:28.....	Fourth Period
11:29 – 11:59.....	5A Elective/Group/Lunch
12:00 – 12:30.....	5B Elective/Group/Lunch
12:31 – 1:15.....	Sixth Period
1:16 – 2:00.....	Friday club activity – whole school

THE ACADEMIC COMPONENT

All instruction at The Anderson School is linked to the Pennsylvania 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 differentiated approach to instruction provides opportunities for scaffolding, enrichment, positive supports and cooperative learning. If students have a skill deficit, specially designed instruction will be implemented by the teachers who are all certified in special education.

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 reports progress towards graduation plans to the school districts.

Students are informed of their progress daily by their homeroom teacher. Interim notices are provided midway through each quarter and report cards are issued at the end of each quarter. For classes where a percentage grade is issued, grades are based on Classwork (30%), Projects (which also includes test and quizzes 60%), and Class Participation (10%).

Assignments must be completed by the day the marking period ends with one exception. Fourth quarter assignments must be completed by one school day prior to the last day of the marking period. Seniors must complete all work by their last school day for the credit to count towards graduation. See all marking period dates on page four.

Program of Studies – Core Curriculum

English

English courses at each grade level include instruction in reading, writing, speaking, and listening. 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. **Students earn one credit and a percentage grade for this course.**

Mathematics

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. **Students earn one credit and a percentage grade for this course.**

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. **Students earn .4 of a credit, receive a percentage grade and attend Health 2 out of 5 days per week.**

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: yoga, 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. PE is taught 3 days out of 5 per week by a certified physical education teacher. **Students earn a “P” or Pass or “F” or fail for physical education and earn .6 of a credit per year for PE. Explorations students may also earn .8 credit by completing PE logs over the course of a school year.**

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. **Students can earn one credit and a percentage grade for this course.**

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. College and career readiness activities are built into the social studies grades. **Students can earn one credit and a percentage grade for this course.**

Personal Development

Students at Anderson are enrolled in a Personal Development class at the end of each day. This class provides students with a chance to reflect on their social-emotional, behavioral, and academic progress for the day with their case manager. They also learn social skills, have group counseling, and participate in restorative circles during this time. **Full-time students at Anderson earn .8 of a credit each year for this class. Students enrolled in Explorations are enrolled in this class to receive credit for their therapy time and will receive 2 credits per year or .5 per quarter. Personal Development is Pass or Fail.**

Electives

Students enrolled at Anderson full time have the opportunity for a daily elective class for 30 minutes per day. There will be six electives to choose from each semester. Elective topics could include, but are not limited to: music, art, horticulture, media arts, technology and current issues. **Students will receive .8 of a credit for electives each year and the course is Pass/Fail.**

Academic Grading

The Anderson School is structured so that every student can 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 Class Participation (10%). Physical Education and Personal Development are pass/fail courses.

Report cards and Interims (mid-marking period reports) will be issued to students quarterly. Students, parents, therapists, and staff can check progress on grades in Powerschool using the confidential login provided to them upon enrollment or the beginning of the school year.

Grading scale:

90 – 100 (A-, A, A+)

80 – 89 (B-, B, B+)

70 – 79 (C-, C, C+)

60 – 69 (D-, D, D+)

59 and below (F)

Homework

Homework can be a valuable learning tool for practice, extension or review of skills learned in class. 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 or to college, homework will be used as a preparatory transition tool between the Anderson School and the next step. Homework grades will be entered in the “Class Participation” segment of the gradebook.

Makeup Work Guidelines

Students are 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.** Case managers can help the student organize the make-up work, so it is manageable if needed. 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.

Local Assessments

The Renaissance STAR Math and Renaissance STAR Reading are diagnostic mathematics and reading tests that measure individual student skills in the core concepts of math and reading and help educators pinpoint areas where students need instruction. Both assessments are given at least 2 times per year to gather data on academic strengths and needs. They are also given when a student begins at the Anderson School. This data is included and reported to families and the LEA on the IEP in present educational levels and can be used for progress monitoring.

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.

Transition to Post-High School

Helping students transition from school to post-high school goals successfully is an emphasis of the program. Students need to see that they have a contribution to make to the world. Each year, all students are required to produce **at least 6 pieces of evidence** showing their progress in college and career readiness. Evidence can include but is not limited to: job shadowing experience, volunteering, surveys, resume, essay writing, and career exploration. High school students can be offered opportunities to explore vocational education or to participate in work study programs with collaboration from school districts and families. In addition, high school students are encouraged to explore and apply to post-secondary schooling. Students may be eligible for scholarships offered through the Anderson School. Partnerships with home school district's guidance departments are available for each student for such things as PSAT and SAT registration.

Post-Secondary Planning

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

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 apply to 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, working papers, good academic standing, and staff recommendation, may be eligible to participate in this program.

Graduation Project

Prior to graduation, every Anderson student completes a portfolio project that culminates the evidence they have collected over their years of schooling. This will be completed by Anderson seniors prior to graduation with the support of teachers and the school counselor.

All 12th grade students spend one semester exploring money management, budgeting, writing essays and resumes, career exploration and other daily living skills. The graduation 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. Any accommodations to this project must be decided in a team meeting. **Seniors will be awarded 0.5 credits for completion of this project.**

THE THERAPEUTIC COMPONENT

Students at The Anderson School have a variety of social and emotional needs. Positive staff and peer relationships are important for each student. The faculty facilitates positive interactions throughout our school community. Students are encouraged to identify trusted adults in the building that they can turn to when they need to process stress or anxiety. Staff are trained in trauma informed practices, Safety Care de-escalation practices and Restorative Practices 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 can internalize self-control in a way that promotes success rather than failure.

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 expectations for everyone, open communication, and sensitivity to the feelings and emotions of others. The goal is to provide tools to cope with stressful situations and create an underlying culture of respect and support.

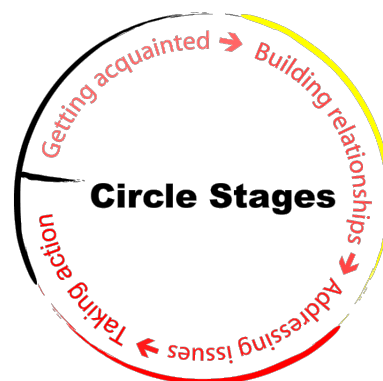
Social and Emotional Learning – Daily, full time Anderson students meet with their case manager to reflect on their ABE data, have restorative sessions, and learn social skills with other students. Research-based practices are utilized to instruct students on positive self-regulation skills and relationship building.

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 and licensed clinical social worker. Group counseling is provided a minimum of one time per week by a licensed professional. Individual counseling is provided when indicated by the IEP and as determined a need by the team.

Behavior Analyst- There is a Behavior Analyst on site weekly to consult with staff regarding student behaviors and social skills. The Behavior Analyst provides meaningful feedback to staff, conducts Functional Behavior Assessments, teaches social skills lessons, and provides observations of students to create effective Positive Behavior Support Plans.

Threat Assessment - team evaluation when threats are made to safety of self or others.

Restorative Practices - Students are provided with the opportunity to engage in Restorative Practices. Restorative Practices allows the student to begin to take ownership for their own behaviors and shows them how their behaviors influence them and others around them. All staff has been trained to effectively implement 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." www.iirp.edu



THE BEHAVIORAL COMPONENT

Positive Behavior Interventions and Supports

The Anderson School utilizes school-wide positive behavior interventions and supports. The emphasis is on instruction and prevention. PBIS establishing shared expectations and explicitly teaching and reinforcing them in each environment of the school so they are ABLE to be successful.

The Anderson School Expectations – (ABLE)

1. **A**chieve academic and personal success
2. **B**uild Positive Relationships
3. **L**earn self-regulation
4. **E**ngage in self-advocacy

Students’ alignment with these expectations is measured on daily point sheets which may also include possible individual goals or interventions. An example is depicted below. Students will also receive extra gratitude tickets (see p. 11) for aligning with expectations when in common areas of the building.

*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	
Achieve Academic and Personal Success								___/14
Build Positive Relationships								___/14
Learn Self-Regulation								___/14
Engaged in Self-Advocacy								___/14
Student Specific Goal or Intervention								

Acknowledgement and Reinforcement

Acknowledgment is any action that follows a behavior and increases the likelihood of future occurrence of the behavior. As with academics, acknowledgment and reinforcement of expectations assists in the learning of new skills. To foster ABLE, the following reinforcements occur at The Anderson School

Fun Friday

Students earning 85% or more points for the week on their ABLE point sheets will have the opportunity to earn their choice of free time or club activity at the end of each week. Fun Friday activities include, but are not limited to: recreational room, basketball/gym, video gaming, crafts, clubs and more. Students who do not earn Fun Friday would engage in a restorative session with a teacher and counselor.

Gratitude “RED” Tickets

Tickets are given to students by staff for engaging in ABLE beyond what is expected or expressing gratitude throughout the day. Tickets are entered for a drawing for prizes on at least a weekly basis. Student input is gathered each year on prizes that will be available.

School Store

Students can choose from the school store when their ticket is drawn, and for the accomplishment of any quarterly awards.

Honor Roll

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 and Staff of the Month

Staff members value the effort that is being made by students and want to congratulate that student. 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, behaviorally, and social-emotionally. Students and staff will cast votes for a staff member of their choice for the month. Staff members will be selected based on “CAPE” criteria. C – Creativity, A – Active Awareness, P – Positive Presence, and E – Empathetic.

Attendance Awards

Students who have 100% attendance will receive attendance awards at the end of each quarter.

Other Quarterly Awards

Students and staff will provide input each year on other awards that will be given at the end of each quarter. These awards will be voted on by the students and staff. Examples will include: most improved, most kind, etc.

Student Council

Student Council is a voluntary, student led organization to bring leadership and positivity to the Anderson Community. This council is made up of students who act as role models, demonstrate strengths in many areas, set high expectations for themselves and others, and have great ideas to better their school. These students participate in think tank sessions to plan events and determine important issues to be addressed for the student body.

Corrective Consequences (interventions)

The Anderson School feels that discipline should be instructive in nature and include more reinforcement and feedback to students. As all situations will be handled individually, All consequences are confidential, and the consequences given to one student are not communicated to other students, even if they were involved in the incident.

Minor Infraction Depending on the offense, it may include interventions such as a restorative conference, reteaching of Expectations, classroom consequences, loss of school privileges, conversation with the student, and will include parent contact. Examples of a minor infraction could include, but not limited to: disruption to the class, inappropriate gestures or language, tardiness to class. Students also would lose points on ABLE as appropriate. If the behavior is repeated after intervention from case manager, it may move to a major infraction. Minor infractions are reported to the student's case manager.

Major Infraction . Depending on the offense, it may include interventions listed under minor infractions as well as ones listed in greater detail below. and/or various others as determined at the discretion of the principal and school team. Counseling is automatically provided to the student when a major infraction occurs. Examples of major infractions include: possession of vape device, technology violation, bullying, physical aggression, threats. Major infractions are reported to the principal, family, and case manager and are documented in the student's discipline record. **A major infraction will result in one or more of the following:**

- Threat Assessment with school team (in cases of threats to safety of self or others)
- Parental conference or IEP meeting
- Restitution such as a letter or research on the dangers of the behavior
- Loss of school privileges
- Exclusion from school-sponsored activities
- Detention/removal from specific classes or activities
- Suspension – IN or OUT of school
- Referral to law enforcement officials
- Manifestation Determination if appropriate

Bullying/Harassment

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. Bullying and harassment are not permitted at The Anderson School and is considered a **major infraction**. 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.

Bullying includes cyber bullying and electronic harassment. The Anderson School recognizes the importance of teaching acceptable use and online safety to students. The Anderson School curriculum includes instruction for educating students about appropriate online behavior, including interacting with other individuals on social networking

The Anderson School staff is trained in OLWEUS bullying prevention and intervention and effectively responds to, intervenes in and reports incidents of bullying. The Anderson School encourages students who have been bullied to promptly report such incidents to an adult.

Complaint Process When bullying or harassment is reported, the staff member who was informed of the incident will assist the student to complete a [Student Support Form](#). Staff should inform an appropriate supervisor when they receive complaints of harassment or bullying and provide them with a completed copy of the Harassment Report. Complaints of bullying shall be investigated promptly, and corrective action shall be taken when allegations are verified.

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

Nonviolent Crisis Intervention Program

The Staff at The Anderson School are trained using the Safety Care model to provide for the care, safety and security of all students. The Staff are certified annually to respond using nonviolent crisis intervention. Staff will intervene 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, non-invasive”, and designed to maintain the individual’s dignity emphasizing respectful communication and student well-being.

Procedures for Leaving the Classroom

Before leaving the classroom for any reason students must have staff permission. It may be necessary to check the availability of the location the student is requesting. Often, a staff member will accompany the student to the new location. If this is not possible, the student must have a written pass. If a student is in the hall without permission, then the student will be asked to return to the classroom. **No student is permitted to be in hallways, offices, or classrooms unsupervised unless they have a pass completed by a staff member.** Refusal to comply will be a **minor or major infraction** at the discretion of the staff involved.

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 Safety Care 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.
4. Leaving the school building/grounds is a **major infraction**.

Fighting/Physical Aggression

Fighting and physical aggression, even if horseplay, are **NOT permitted** at the Anderson School and are taken extremely seriously as a major infraction. Suspensions will be given to participants in physical aggression. The police will be contacted in the case of a fight between students. Video footage and staff accounts will help determine appropriate consequences.

Drugs and Alcohol

Students/parents/guardians are reminded of the following: Any distribution of, delivering, selling, passing, sharing, or giving of 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 and Vaping

Under Pennsylvania Statute it is unlawful for **any student (including those who are 18 years or older)** to use tobacco or vape products 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. Upon confiscation, administration has the authority to test vape devices for illegal substances. Examples include, but not limited to: tobacco, smokeless cigarettes, vaping devices, e-cigarettes, non-prescription Nicorette, lighters, and matches. It will be a **major infraction**, 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:

- **Major infraction**
- Required to make full and complete restitution for all damages
- Referral to local law enforcement authority

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 and it is considered a **major infraction**.

Cheating/Plagiarism

Students are expected to demonstrate their own work so that they can progress towards their goals. Cheating or plagiarism will be addressed at the discretion of the teacher. Plagiarism means taking credit for someone else's work. Students will be taught how to compose and format all academic writing appropriately. If a student continues to plagiarize after learning correct formatting and receiving repeated support from his/her teacher, the teacher reserves the right to penalize that student's grade and/or institute other intervention.

Cell Phones and other Personal Electronics

Cell phones, wireless headphones and all other electronics will **not** be permitted in the classroom. All electronics including cell phones and wireless headphones 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 be considered a **major infraction.** **Bringing a cell phone to school is a privilege not a right!!!**

Procedure for Violation of Cell Phone Policy:

- The student's cell phone will be confiscated.
- For the second offense, the student will receive a **major infraction** 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.**

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 Mrs. Fortune at the front desk and we will contact your child. The office number is 610-635-2400. Students will not be permitted to leave class or therapy just to “chat” with a parent or guardian. The school staff reserves the right to determine what is necessary.

Computers

The Anderson School supports the use of computers, networks, and internet to facilitate learning and teaching. Each student will have a chromebook assigned to them when they enroll, but it must stay at Anderson. Students will be given a bag to carry the chromebook around the school and are responsible to charge it in the classrooms. 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. Students will be provided with an MCIU student email upon enrollment. This email is utilized for educational or career/college purposes only.

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.

Bus Expectations

Conduct on the bus is expected to adhere to ABLE expectations, same as in the school building. Bus drivers are consulted on a regular basis by school staff. Bus discipline referrals will be treated seriously with consequences and could be a major or minor infraction based on administrative determination.

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 and will trigger a **major infraction**.

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 the money until dismissal. Anything over twenty dollars could be considered a large amount at the discretion of the principal.

Dress Code

Students are expected to dress in a manner deemed appropriate by the school staff. Students are not permitted to be barefoot, wear slippers, have midriffs exposed, wear skirts higher than arm's length, wear muscle/sleeveless-shirts or clothing revealing underwear, wear low cut/revealing tops, or pajamas. In addition, clothing (including socks) with tobacco, drug, alcohol, weapons, racially or politically charged language or symbols, inappropriate language or sexual references is prohibited and must be replaced or concealed. Hoodies can be worn in the building however, hoods must stay down during the school day and are not allowed to be worn on the head. Students may not wear costumes unless it is approved for a special event (on Halloween for example). Red or blue bandanas may not be visible, worn or used as masks due to their association with gang activity. Heavy coats, pillows, blankets, or stuffed animals must always remain in lockers. **Students may not wear sharp objects on their clothing.** Administration reserves the right to deem an article of clothing distracting to the educational environment and to ask it to be covered, replaced or removed. **Students will be asked to change or cover their clothing if it is inappropriate.** Violations of this policy may result in exclusion from classroom activities on that day and communication to parents/guardians. Refusals to abide by the dress code will be an infraction.

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 the main office. 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/guardian needs to attend via phone or zoom, 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. IEP meetings may also be called when suspensions are given.

HEALTH AND SAFETY COMPONENT

Medical

Medical forms must be completed in the Powerschool portal by parents in order for treatment to be provided by the nurse. Medical records are an important piece in serving our students. Students are required to have medical records submitted and immunizations up to date as required by PA School Health Code. Physical and dental forms are available on our website, as well as a form for permission for a student to receive over the counter medications from the nurse. All prescription medications must be provided by the parent in original prescription container. The nurse will also need a signed permission form from the parent and physician to administer the medication. Parents or guardians must bring refills directly to the building and provide to nurse or designated personnel. **At no time** may a student transport their prescription refills on the bus. Students may not keep any prescription drugs and/or over-the-counter drugs with them in school.

COVID-19 Precautions

Anderson School follows CDC guidelines, which are updated regularly and reviewed by the MCIU Safety Committee.

Reporting a Concern

Students have the option to use a [Student Support Form](#) to easily report a concern for themselves or someone else directly to the principal and counselor. If they are outside of school, they can use Safe2Say. 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. Contact 1-844-SAF2SAY or www.safe2saypa.org

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. The school also uses a metal-detecting “wand” to ensure the safety of all students and staff. Each student will be wanded when they enter the building. Students may be required to remove shoes to be searched. This is for the safety and security of every student and staff member of The Anderson School.

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. If you do bring one of the above prohibited items, you will be asked to dump it outside or in the trash before entering the school building

Lunch/Cafeteria

The Anderson School offers free breakfast and lunch which are provided by a catering service daily. 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. **Ordering food or fast food lunches are not permitted for students.** No food or beverage is to leave the cafeteria unless the student has permission from the teacher to bring an item to the classroom.

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.

Fire and Intruder Drills

Monthly drills are designed to prepare students and staff in case of a fire or intruder. 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 or intruder and the secondary route that will be used in case the primary route is not available. When the fire bell sounds, all students must leave the building using the proper exits in an orderly and quiet manner. Student and staff are trained to “Run, Hide or Fight” (<https://www.ready.gov/active-shooter>) in case of an intruder. Assigned teachers will be responsible to direct students, make sure that classroom lights are turned off, doors are closed and that all students and staff are either safely locked down or exited the building. Upon leaving the building, each class moves to the area designated by their teacher or staff member and remains there until notified to return inside the building. Illegally setting off the fire alarm is a **major infraction** which is a criminal offense and violators will be prosecuted. The Anderson School has a reunification site at the Eastern PA Conference of United Methodist Church at 980 Madison Avenue Norristown, PA in case of building evacuation. This location is just a few blocks from the school. Students are to stay with their assigned teachers, remain quiet, and follow all directions in an emergency. Students need to be aware of all the emergency escape routes from the assigned classrooms.

OFFICE PROCEDURES

Contact Information

It is essential that the office has current family contacts entered in Powerschool using the forms provided with the parent portal login information. All enrolled students must notify the main office of any changes of address, telephone numbers, emails and/or parent/guardianship status. This information is utilized in emergencies, to provide information and progress reports, and to set up access to grades and attendance. In addition, if a student has an outside agency actively working with them, contact information and releases for those agency personnel is appreciated and will help the team build student success.

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 absence. When a student is absent from school, it is the parent or guardian's obligation to notify the school on the day of the absence via phone or email and provide a written explanation as to the reason for the absence. The school nurse or designee will contact guardians via phone if the student is unexpectedly not present on any given day. If a note or email 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.

Letters will be sent to the parent or guardian indicating habitual truancy. If a student is habitually truant, attendance meetings will be set up as part of the IEP process and Truancy Elimination Plans created. These meetings will include the student, the parent or guardian, the school district representative, and the school team. Interventions will be discussed and implemented to increase attendance at school as is mandated by law.

- Students who arrive late must report directly to the office to be checked in, be wanded/bags searched, and submit cell phone or other electronics. 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.

ID Cards

Students and staff are issued ID Cards and are always required to carry them 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. Students must use the card to record their attendance at school.

Visitors

All visitors must report to the main office and complete the Raptor process using a photo ID. If a visitor has a record flagged on the raptor system, they may not be unsupervised in the building, and must stay in the front hallway area. Students who have previously graduated and wish to visit will be accompanied by a staff member upon their visit to each classroom and must also complete the Raptor process. No student visitor is permitted to walk around the school building on their own or with other students. If a parent, guardian, or outside agency member wishes to observe the student in class or meet with the student at school, the parent or guardian must provide written notice at least 24 hours in advance. All visitors must wear a visitor's badge so they can be identified.

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 and should wait 10 minutes after the scheduled time as well. Many factors may cause transportation to be early or delayed.

- In the morning all students may exit their transportation vehicles not before 7:45 a.m. All students are to report to the cafeteria or morning matters (if after 7:45) upon entering the building. If students enter after 8AM, they must check in the office with the principal and/or secretary.
- Students not arriving to school in the morning via their district provided transportation, should notify the transportation office at their school district and the Anderson office staff that they did not come in on district provided transportation and whether 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.

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. The Anderson School will contact district transportation to arrange early dismissal if deemed necessary by MCIU administration. 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, it is likely your district will not transport your child. 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 district is on a 2 hour delay and Anderson is not, district will transport on a 2 hour delay. If Anderson is on 2 hour delay and the district is not, parent should confirm with district transportation if they will transport 2 hours late. If Anderson School **is open** and transportation from the district is not available, parents and guardians may bring their child to school, but are responsible to pick them up on time at the close of the school day.

If the Anderson School is closed or a two hour delay, alerts will be sent via SwiftReach to phones, email and text. It will also be posted on Anderson's social media and the MCIU website: www.mciu.org and the Anderson School Website: www.andersoneducation.org

IEP Meetings

Students are invited and expected to participate in their own IEP meetings. Case managers set up the meetings involving the school district, parent or guardian, therapists, principal, and student. IEP meetings occur a minimum of one time per year. Staff will contact parents or guardians weeks in advance to ensure that timelines on IEPs are met. Invitations will be sent after a date is agreed upon, however if a parent or guardian does not respond after several attempts, invitations will be sent and the meeting held to keep the IEP in compliance with IDEA regulations. IEP meetings may also be requested by the parent, guardian or school district at any time, and the staff will subsequently set up a meeting. IEP revisions may be held with agreement from team members to document minor changes to the IEP.

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. 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 ensure 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.

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 students' item that has been left behind they are asked to give it to a teacher who will bring it to the office or with permission, the student may bring the item to the office.

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.

MCIU ADMINISTRATION

Dr. Regina Clare Speaker Palubinsky

Chief Executive Officer

Dr. Bradley C. Landis

Assistant Executive Director

Dr. Brittany Lourea-Waddell

Director of Student Services

Jack Hurd

Director of Human Resources

**Student Handbook Agreement
2021-2022**

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 _____