



Howard Gardner Multiple Intelligence Charter School

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Parent/Student Handbook
And Code of Conduct

2017-2018 School Year

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ABOUT HGMICS

The Howard Gardner Multiple Intelligence Charter School (HGMICS) is a tuition-free public school, open to the children of all Pennsylvania residents.

SCHOOL ADDRESS

1615 East Elm Street, Scranton, PA 18505

SCHOOL HOURS

Kindergarten and Elementary School: 7:55 a.m. – 3:00 p.m.

Half-day dismissal time: 11:30 a.m.

After school Program: 3:00 p.m. - 5:00 p.m.

PHONE NUMBERS

(570) 941-4100

Extensions:

Ext. 0 - Main Office

Ext. 1 - Admissions & HR

Ext. 2 - IT

Ext. 3 - Nurse

Ext. 4 - Guidance

Ext. 5 - Special Education

Ext. 6 - After Care

FAX

(570) 941-7699

WEBSITE

www.howardgardnerschool.com

EMAIL

Staff email addresses are listed on the [Faculty & Staff Page](http://www.howardgardnerschool.com/academics/faculty-staff/) of the website (<http://www.howardgardnerschool.com/academics/faculty-staff/>); the school's general email address is: info@myhgsc.com

Non Discrimination

Howard Gardner Multiple Intelligence Charter School is nonsectarian and non-profit, and operates as an independent public charter entity. The school admits students of any race, color, national, ethnic origin, religion, gender and non-disqualifying handicap or disability who are entitled to all the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national or ethnic origin, religion, gender or non-disqualifying handicap or disability in administration of its admission policies, educational policies, and athletic and other school-administered programs.

History

The current Howard Gardner MI Charter School has a long and prestigious history, originally forming in 1975 as The Children's Learning Workshop in a small red schoolhouse on Albright Avenue in Scranton, Pennsylvania. Through the years the school incorporated many educational reforms, first as a Montessori-based program, then, later, as a Laboratory School.

In 2005 the school was reorganized as the Howard Gardner School for Discovery and was awarded non-profit status by the Commonwealth of Pennsylvania and was licensed as a private school within the Commonwealth beginning the 2005-2006 school year. The new name reflected both the school's unique niche in the community as a private, non-sectarian laboratory school, and gave credit to Howard Gardner, whose theory of Multiple Intelligences formed the framework of our school's curriculum and philosophy. An esteemed Harvard professor, Howard Gardner authored the now groundbreaking work on Multiple Intelligence Theory, *Frames of Mind*.

Gardner is a Scranton native whose work in school reform with Harvard's Project Zero is world renowned. He has authored more than 20 books on education and cognition and has also penned several hundred articles on a variety of subjects that impact learning. In 2005 he was selected by *Foreign Policy* and *Prospect* magazines as one of the 100 most influential public intellectuals in the world. That same year, our school faculty got to meet Dr. Gardner when they made a presentation at the 2005 NALS Conference in New York. The conference was hosted by Columbia University and Bank Street School and Gardner was one of the Keynote speakers. Gardner also delivered the Keynote address for the 2006 NALS Symposium that was hosted in Scranton by our school.

The Howard Gardner School for Discovery thrived for many years, until the decision was made in 2010 to transition from the school's long-time status as a private school and apply to become a public charter school. This decision was made in order to broaden the school's reach as a tuition-free choice school. In October of 2011 the school was granted charter status by the Pennsylvania Charter Appeal Board and became the current, public, Howard Gardner Multiple Intelligence Charter School (HGMICS) offering increased educational opportunities for all

children.

After a successful first year as a public charter school, HGMICS moved from its historic North Scranton location to the East Mountain neighborhood of Scranton, purchasing the former Friendship House building on East Elm Street. This larger facility allowed the school to add additional classrooms and expand its programming, all in a beautiful rural location with access to local parks and outdoor spaces.

Part of the school's mission is to improve the practice of teaching. On any given day, pre-service teachers from local colleges and universities visit our classrooms to observe and work with our teachers. Our connection to Howard Gardner and his theories has served as a framework for our school vision. We are one of a small group of so-called Multiple Intelligence (MI) schools in the United States, and one of only two that bear his name.

Our focus on every child's innate intelligence and potential exemplifies the MI approach to teaching and learning. Our students come to us filled with experiences and understandings of their world. It is our job to broaden their understanding and challenge their potential with a curriculum that is both exciting and rigorous. A combination of a well-trained faculty and small class sizes help us enable our students to truly discover learning through inquiry and their own unique experiences.

Howard Gardner MI Charter School is governed by a community-based Board of Directors that includes local business persons, educators, and residents. The Board meets monthly at the school premises.

Purpose

Howard Gardner MI Charter School is committed to an alternative approach to education, which is focused on the individual child. It is our aim to present an educational setting where children experience the joy of learning at an early age and provide them with a stimulating environment in which intellectual, moral, creative, physical and social growth can flourish. The Howard Gardner MI Charter School provides the vehicle whereby the child may attain the inner discipline and control necessary to become an intelligent, responsible, and independent learner. Howard Gardner MI Charter School invites pre-service teachers from local colleges and universities to observe and student-teach under the guidance of its faculty and remains a member of the International Association of Laboratory Schools (IALS), an international organization focused on educational reform, curriculum development, and teacher training.

Philosophy

Howard Gardner MI Charter School embraces a philosophy that addresses the needs of the whole child as well as practicing current, research-based education. This approach focuses on the individual learner, emphasizing inner discipline and control, providing an experiential approach across age levels, and encouraging students to become independent, self-directed learners. We strive to maintain the principles of democracy and respect for ourselves and others

in all aspects of the educational climate.

The faculty's philosophy of education centers on the belief that education is a human justice issue. In a just school environment, students are valued for their potential, not simply their accomplishments. And to that end, each child is given the time and resources to develop and demonstrate that potential.

Additionally, the philosophy is based on the concept of teamwork and partnership, where staff members, parents, students, and community members are able to join together in an effort to recognize that each of us has unique talents. Together we strive to make the school a safe place where we are able to share those ideas and talents in an effort to produce the best education possible.

Mission Statement

The mission of the HGMICS is to provide an alternative approach to education, which cultivates the potential of each child, through the development of his or her multiple intelligences. This approach emphasizes the diverse abilities of children and the need to assess learning using multi-dimensional evaluations. By focusing on project-based experiences and real world application of knowledge, we aim to empower our young people to become independent, self-directed learners, who proactively problem-solve to positively change the world.

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice).

Individuals who use TDD may use the Federal Relay Service.

Or you may contact us at the following address:

Family Policy Compliance Office

U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-8520

GOVERNANCE

Howard Gardner MI Charter School is a public charter school approved by the Pennsylvania Department of Education under charters granted by the Scranton School District and Abington Heights School District. The Pennsylvania Department of Education reviews this charter every five years. HGMICS classroom teachers meet or exceed certification standards set by the Commonwealth of Pennsylvania.

Board of Directors

Howard Gardner MI Charter School is governed by a Board of Directors whose duties and powers include oversight of the school's educational programs, fiscal affairs, and the establishment of school policy. The current Board of Directors includes:

President	Dr. Susan Trussler
Vice President	Dr. Frances Langan
Secretary	Dr. John Ruddy
Treasurer	Mr. Louis Nivert
	Dr. Amy Kenton
	Dr. Clarence Lamanna
	Ms. Stephanie Westington
	Mr. John Ezbiansky
	Ms. Laila Kane

Faculty & Staff

Our staff, faculty, and administration team members are listed below by their position and assignment areas.

Interim CEO	Dr. Marie George
Principal	Maria Rozaieski
HR & Admissions Manager	Renee Dougherty
IT Manager	Drew Rowe
Office Assistant/Secretary	Patti Biko
Guidance	Jade Volchoff
School Psychologist	Rita Williams
Special Education	Nicholas DeConzo
School Nurse	Amy Ryan
Pre-Primary I Teacher	Arielle May
Pre-Primary I Aide	Maria Summa

Pre-Primary II Teacher	Jaci Sandercock
Pre-Primary II Aide	Lupita McFarland
Pre-Primary III Teacher	Sarah Wintermute
Pre-Primary III Aide	Marilyn Caputo
Primary I Teacher	Chrissi Polizzi
Primary I Aide	Alison Winters
Primary II Teacher	Ross Patane
Primary II Aide	Suppi Chandragiri
Primary III Teacher	Olivia Patane
Primary III Class Aide	Betsy Briganti
Intermediate I Teacher	Michele Wall
Intermediate II Teacher	Holly Zahradnik
Intermediate III Teacher	Ciara Cawley
Intermediate Aide	Kaitlyn Hicks
Intermediate Aide	
Upper I Teacher	Paula Regan
Upper II Teacher	Amanda Conti
Upper Class Aide	Karen Yevitz
Senior I Teacher	EJ Murphy
Senior II Teacher	Michael Rescigno
Science Teacher K-6	Megan Wolfe
Science Teacher 7th/8th	Kimberly Hoskins
Title 1 Reading	Jeri Hubbard
Art Teacher	Andrea Flaherty
Music Teacher	Steve Kurilla
Physical Education Teacher	Brian Kubilis
Mandarin Teacher	Liao Chia-Ying (Andie)
Spanish Teacher/Curriculum	Mina Ardestani
Facilities Manage	Bryan Kerns

Educational Program

General

For complete details, please download our Curriculum Guide, available on the Philosophy & Curriculum” page of our website: <http://howardgardnerschool.com/about/philosophy-curriculum/>

- Reading - varied reading approaches, phonics, poetry, literature, and supplementary materials
- Language Arts - English grammar, process writing, and history of language
- History - development of civilization, world history, national, state, and local history
- Geography - physical features of the world, cultural and political relationships
- Math - basic math processes of addition, subtraction, multiplication and division, hierarchy of decimal system to one hundred million, fractions, metric, geometry, algebra,

and advanced math

- Science - biology, earth science, botany, physical science, and chemistry
- Fine Arts - art and music
- Foreign Language - Spanish & Mandarin Chinese
- Physical Education and Health- Sports and games

Integrated Arts & Enrichment Classes

All kindergarten through eighth grade classes will receive Music, Art, and Physical Education on a weekly basis. Spanish and Mandarin Chinese are also offered on a weekly basis as an enrichment course to all K-8 students. Additional classes and electives are arranged for students as the opportunities arise as extracurricular activities. Parents are invited to share their special skills and areas of expertise by contacting the classroom teacher or Principal.

Field Trips

Howard Gardner MI Charter School views field trips as a vitally important component of the educational program. Teachers specifically design such experiences to complement and enrich those units of study that occur within the classroom and out-of-class excursions are normally arranged at the classroom level. Therefore, it is the general policy of the school that participation in classroom field trips should be limited to the students who are involved in that specific classroom.

Field experiences are designed to be a specific part of the curriculum and are not considered optional. Parents should encourage students to participate. although in some instances parents may elect to not allow their child to participate. On occasion, circumstances make this policy difficult for a parent or family to follow, please contact the individual teacher to make an alternative arrangement.

Extracurricular Programs

Howard Gardner MI Charter School hosts varied extracurricular programs that have included dance, instrumental music, various clubs, sports, student government, and other high interest activities. As they are currently structured, extracurricular activities are fee-based programs coordinated by faculty, staff, and/or community members. Program offerings are subject to the availability of interested facilitators, and may vary accordingly.

ENROLLMENT & RE-ENROLLMENT POLICY

Enrollment for the new school year begins each January. Current students are given re-enrollment forms that must be returned in order to secure a seat for the next school year; enrollment forms for siblings of current students are also made available at this time. Enrollment forms are made available to new students in mid-January and are due back in February. Applicants who have submitted a current, completed Enrollment Notification Form (ENF) will be entered into the school's lottery for any available seats.

Current students re-enrolling for the following year are given first preference, followed by siblings of current students and children of the Founding Families. All remaining classroom seats are filled from the general applicant pool via a lottery system. Students residing within our charter districts (Abington Heights & Scranton) are drawn first, followed by students in outside districts. The lottery is held in March and applicants will be informed of their lottery placement shortly thereafter.

If classes are at capacity, applicants will be added to a waiting list according to their lottery numbers. Should any student withdraw during the school year, we will contact families on the waiting list in sequence. Transfer students seeking admission during the school year will be subject to the same procedures and transfer students will not be accepted after March.

Howard Gardner MI Charter School will not, under any circumstances, enroll students who have been expelled from their private or local public school. Prior to enrolling, parents and students will be asked to confirm that the enrolling student has not been expelled from any other school at the time of enrollment.

Enrollment of Students with Disabilities:

When a student with a disability is enrolled at Howard Gardner Multiple Intelligence Charter School, the Special Education Coordinator is notified and reviews the student's records to ensure appropriate programming and services are met for that individual student.

GENERAL INFORMATION

Sycamore Student Information System

The School uses a centralized information system to record and communicate certain information about students. In Sycamore, parents are able to do the following:

- View family contact information (address, parents/guardians, phone numbers, emails etc)
- Sign-up to receive automated emergency notifications from the school and choose how/when you receive voice/text notifications
- Schedule parent-teacher conferences
- View cafeteria menu; order history & balances
- View student documents, e.g. report cards, grades, attendance records

****** Please note: You are not able to change any of the data in Sycamore. If your information needs updating or you feel there is an error, please contact the school's secretary**

Class Organization

Kindergarten classes at Howard Gardner MI Charter School are single grade level classrooms comprised of approximately 15 students. First through eighth grade classrooms are multi-age,

incorporating children in two regular grade levels into a single classroom. As a result, a child can work with other children across a range of ages, while still having social interaction with children his or her own age. Research supports the benefits of multi-age grouping.

Classroom Size

HGMICS strives to maintain a low student/teacher ratio in every regular classroom in order to maintain the optimum environment to address and meet individual needs. Class sizes in regular classrooms are defined as follows:

The student/teacher ratio in regular classrooms is approximately 22:1, plus the assistance of a classroom aide. Kindergarten classrooms have a student/teacher ratio of approximately 15:1 plus the assistance of a classroom aide

Safety Drills

For the safety of our students and staff, we conduct fire, lockdown, and lockout drills throughout the school year. These drills may be announced and unannounced.

Clothing at School

Howard Gardner MI Charter School has no uniform code for student dress. The administration, faculty, and staff at HGMICS believe that all students should be dressed for school in clean, modest, appropriately sized clothing that will not impede or distract from the learning environment.

Clothing Guidelines

All children should wear wash-and-wear play clothes and clothing easy enough to be handled and fastened by the child. All students spend approximately 15 minutes outside preceding lunch unless we are experiencing inclement weather conditions. **Please make sure that your child has appropriate outdoor as well as indoor clothing.**

Halter, spaghetti strap, one shoulder, off the shoulder, strapless, open back and see through/mesh tops, half/cut-off shirts, low-cut necklines and shirts with large armholes are not permitted.

Shorts and skirts must be mid-thigh or longer. Tee shirts may not display messages or pictures that promote drug or alcohol use, violence, obscenities, gangs, or use offensive words.

Hats, caps, and hoods must be removed while in the school building.

For safety purposes, open toe shoes with no back (flip flops, sandals) will not be allowed. Closed toe sandals and sandals with back straps will be permitted. Participation in Phys. Ed. class requires appropriate footwear. Please be sure you are aware of the day your child is scheduled for physical education.

The school will maintain a "Lost and Found" station. Items found on the play area or in the

cafeteria will be kept there for 30 days. Students will be reminded of items found on a regular basis. Items not claimed after 30 days will be donated to charity.

Snacks & Lunch

Parents who wish to donate a classroom snack are asked that it be something nutritious, such as fresh fruit, raw vegetables, cheese & crackers, etc. Students may occasionally wish to bring in a nutritious snack to share with the class. Please check with the teacher in advance.

The lunch/recess period is 45 minutes in length, with 30 minutes of that period reserved for the eating of lunches and 15 minutes for recess.

Children can bring their own lunches, or may purchase a hot lunch from the cafeteria. Lunch boxes or bags should be labeled with the child's name.

The purchase of hot lunches can be done on a weekly, or monthly basis, with lunch menus sent home several weeks ahead of time. Menus must be completed and returned with proper payment to the school by their stated deadline so that lunches can be ordered for all students who desire them. Ala carte items are available on a daily basis for purchase at the counter.

Because food allergies are quite common and the school is always concerned with providing a safe environment for children in our care, we do provide a special table for students with food allergies (peanut free) and our lunch staff does make other children aware of the dangers associated with sharing food with others. **Please be sure to notify our School Nurse in writing if your child has special dietary needs or allergies.**

The same behavior expectations set forth in the classroom apply to the lunch and recess period.

Toys/Games

Please do not allow your child to bring any kind of toys or games to school. The school environment provides for the child's needs at school. Items of special interest, such as flowers, seeds, books, pictures, records, rocks, shells, insects (in a suitable container), etc. are always welcome. Please make arrangements with the teacher if the child wishes to bring in a special item of interest. Video games, fidget spinners, roller blades, skateboards or headphones are not permitted. ***Also, if a child is provided by the parent with a cell phone , it must be turned off during the school day. All calls for students must be made through the main office.***

Lost Classroom Materials

On occasion, young children become very much attached to small pieces of classroom manipulatives and take them home. We would appreciate your checking your child's pockets and the washing machine from time to time and sending any school property back to the classroom.

Birthdays

We feel that a child's birthday should be a very special day. Although we do our best to keep track of those which occur during the school year, we would appreciate the child or parent telling the teacher so that none are overlooked. If you would like to send in a special snack in recognition of your child's birthday, you may do so, however please inform the teacher ahead of time.

Please do not distribute birthday party invitations or other private party invitations at school unless all classmates are invited. We ask that in cases where not all students are invited, you send invitations via mail or other external means. Unfortunately, due to privacy requirements, we are not able to share emails, addresses, or phone numbers for other families enrolled at the school.

Holiday Parties

There will be occasional parties in the classroom during the school year. Parents who wish to contribute to a holiday celebration should make arrangements with the classroom teacher. If, for whatever reason, you do not want your child to participate in said parties, please contact the classroom teacher.

PARENT INVOLVEMENT

Parent Involvement

We encourage active participation of parents of children enrolled. The school encourages parents to make at least one visit to their child's classroom while school is in session. Frequent communication between parents and school personnel is essential for the growth and development of each child. It is our strong belief that the home and the school should work together to complement, supplement, and support one another during this important growth process.

Parent involvement means many things. It may include making classroom visits, or attending parent socials. Although we occasionally rely on parent volunteers in the maintenance and running of the school, we recognize that time and work constraints may prevent some parents from participating as much as they may wish. However, there are many ways to contribute and become involved. For instance, parents may choose to help with fundraising or by making a contribution to support school programming. Throughout the year, opportunities will arise to help support our programs. Please consider getting involved in at least one project so that your child and others can benefit from your support.

It is important that parents of children enrolled in the school familiarize themselves with the general philosophy of the school in order to provide a total environment which corresponds with the natural development of their children.

Parent Nights

Parent night is scheduled in September of each year. This event gives the student an opportunity to show their parent/guardian the classroom environment and what their daily routine looks and feels like and is not meant to be a time for parents to conference with the teacher.

Parent Conferences

In December we reserve specific meeting times for parent conferences (please see current school calendar). In these meetings children may attend school for only the mornings on conference days. Prior to the conference date, you will receive a notice indicating the opportunity to schedule a date and time of your child's conference. Parents can schedule a twenty-minute conference for each child.

Spring conferences are available during the school day and parents are scheduled for a one-on-one session with the student and additional conference time with the teacher if requested. At this conference the parent is welcome to observe their child in the classroom and then will review the student's classroom portfolio, discuss academic progress, and academic achievement.

We feel that parent/teacher conferences are invaluable aids for parents as well as the teachers, and this type of communication between home and school is beneficial for children. Teachers and parents have the option of scheduling additional conferences as needed, during mutually agreeable times in order to facilitate the student's continued academic progress.

Parent/Teacher Appointments & Concerns

Please feel free to make an appointment with a staff member at any time. It is the policy of the staff to facilitate the highest degree of cooperation and interaction between parents and teachers. Please do not let a problem approach crisis proportions before you call us. Often a brief conference or phone call will resolve any differences.

In fairness to all staff members, and in the spirit of open and direct communication, it is highly encouraged of parents to please direct any concerns regarding your child's academic program directly to your child's teacher first. In this way, parents are able to gather additional information, teachers have an opportunity to respond to a concern, and, as in most cases of effective communication, a resolution is usually achieved. Often misunderstandings can be cleared up at this level.

If your concern has not been satisfactorily addressed, then arranging a meeting with the Principal or CEO is the next appropriate step. Understand that professional educational decisions are made in the best interests of children, and are based upon sound educational standards. Parents certainly may have input into these decisions, and may dispute some decisions made by administration and staff. However, the school reserves the right to assign

students to classrooms, teachers, and grade levels at its discretion.

In all cases, the school will try its best to accommodate parental concerns when possible. The parents and school may also agree to resolve an educational issue by asking for an educational evaluation. The school may use the services of the school psychologist, NEIU 19 and other local professionals for such services. Parents are free to use private evaluations at their own expense.

Observations

Parents are welcome to observe in their child's classroom. **Visits must be scheduled ahead of time with the Main Office and the classroom teacher** in order to avoid schedule conflicts.

Although teachers will be happy to answer any questions, please be aware that students' needs are the teacher's' first priority, and visitors may need to wait until teachers are able to respond.

Students from local colleges and universities may also visit your child's classroom. Howard Gardner MI Charter School's behavioral expectations, which are based on the principles of self-respect and self-control, apply to our students and staff, as well as to our visitors.

Parent Volunteers

All parent volunteers are required to have their State Child Abuse, Criminal History, and FBI Fingerprint Clearances/Affidavit of Pennsylvania residency on file in the school office.

Clearances must be renewed every three years. The Criminal History Clearance & Child Abuse Clearance can be completed online; the FBI Fingerprinting registration is done online, and the fingerprint scans can be done at a local UPS Store. Links to all three clearances are available on the HGMICS website, at the bottom of the homepage. **Clearances must be updated every three years.**

Fingerprint clearance is ONLY required if volunteers CANNOT meet the following criteria:

- the position you are applying for is unpaid; and
- You have been a resident of Pennsylvania during the entirety of the previous ten-year period

If you meet BOTH those criteria, you do NOT need the FBI Fingerprint clearance, and can instead sign the "Disclosure Statement Application for Volunteers," available on the Clearances page of the school website (<http://howardgardnerschool.com/about/clearances/>).

If you do NOT meet BOTH criteria, you must still obtain the FBI Fingerprint Clearance.

Please plan accordingly if you wish to volunteer or participate in a class trip or other school activities in which parent volunteers help provide student supervision. Clearances are not needed for parent-teacher meetings, classroom observations, teacher-supervised classroom presentations, performances, sports events, or Parent Forum meetings.

ARRIVAL AND DEPARTURE

Transportation

PA Charter School Law requires a student's school district of residence to provide transportation when students either reside within the host school district(s) and/or when the charter school is not more than 10 miles, via the nearest public highway, beyond the district boundary. For students who do not meet these criteria, transportation is not provided and becomes the responsibility of the parent and/or guardian.

For information regarding your child's transportation or eligibility, please directly contact your school district of residence.

HGMICS students are expected exhibit the same STAR behavior when waiting at the bus stop and riding school buses and vans as they do when they are in the school building. Bus conduct reports will be sent home for parent signature. Administration reserves the right to impose consequences for bus infractions.

1st offense	warning given	recess detention
2nd offense	loss of privilege	one day bus suspension/recess detention
3rd offense	loss of privilege	three day bus suspension/recess detention
4th offense	loss of privilege	taken off of the bus permanently/recess detention

Arrival

Students will be received from the South side door from **7:55-8:15 am** where staff members will greet and assist students into the building. Parents driving their children to school should pull up to the curb and stay in your vehicle in order to maintain traffic flow. Buses will also use this procedure.

Students gather in the Multi-purpose room where they wait for teachers to escort them to their respective classrooms at 8:15.

Students arriving between 8:15 and 8:25 may still enter through the South door and will be directed directly to their classroom.

From 8:15 - 8:25, Pre-Primary students may be dropped off directly at the Early Childhood Center door. An aide will be posted at this door to receive them. Please pull up to the curb and stay in your vehicle in order to maintain traffic flow.

Doors close promptly at 8:25.

All students arriving at 8:25 or later are considered tardy. They must enter through the main entrance and must be signed in by a parent or guardian before they can proceed to their classroom. If a pattern of tardiness develops, a conference between the parent(s) and the administrator will be scheduled. When a student's tardiness adds up to the equivalent of one half day the tardiness will count as one full day absence.

***** Please note that classes begin promptly at 8:30 am.** Please make every effort to send

your child on time so that he or she is in the classroom and ready to learn when classes begin. It is disruptive to the learning environment when a student comes in late.

Regular Dismissal

Full-day

Students that are scheduled to ride public transportation will be directed to their designated area at 2:50 and are dismissed first. Buses will be lined up from the end of the Early Childhood Center along the driveway to the front curb of the building.

Students being picked up by parents/guardians will be directed to the Multipurpose room between 2:50 and 3:00 pm. Parent pick-up cars will form multiple lines in the parking lot beginning along the far right side. The car line must wait for buses to load and dismiss before parent pick-ups begin. Please pull up to the curb and stay in your vehicle. Staff members will be assisting and directing you in the parking lot and load students into vehicles. It often happens that our car line overflows our parking area and some vehicles must remain on Elm Street. **Please be considerate of the neighborhood traffic and do not block driveways or regular traffic flow.**

Half-day and Other Early Dismissal

All students will be dismissed from the South door and follow the procedure for regular dismissal as described above. Half-day dismissal begins at 11:30 am. **Please be prompt in picking up your student at the end of the school day.**

General Dismissal Notes

*****Please Note: As a safety precaution, no child will be released to anyone other than a parent or person listed as an approved pick-up, unless specific arrangements have been made at the office. A written note must be sent to the teacher, signed by one of the parents stating the name of the person to whom the child is to be released. This person may be asked to produce identification.**

Also, If your child is signed up to ride the bus and you must change their normal routine or schedule you must notify the school in writing. Otherwise, we will follow the student's normal mode of transportation. We cannot honor a student's verbal announcement of schedule change.

*****Please Note: If your district of residence has a delay or early dismissal they will send transportation to pick up the students(at their bus stop in the a.m. or at the school in case of early dismissal) from their district according to the district schedule. It is your responsibility to know if your district will be late arriving to pick up (in the a.m. or bringing your child home early).**

After Care

After-school care (After Care) is a pay per hour service provided as a courtesy to HGMICS families. **This program runs from 3:00 until 5:00 pm after every regular dismissal school day.** Families that want to use this service must register in advance and space is limited. Fees are established by the hour, with one hour being the minimum charge and parents may choose from daily or weekly use fee schedules. Daily use fees are due at pick-up and weekly use fees are due the Monday of the week following participation in the program. More information about this program is sent home at the beginning of the school year.

Children cannot be “dropped off” in our after care program after they have been picked up by parents or taken home by bus or van during regular dismissal. Please remember that the program ends at 5:00 and that late fees will be assessed to those who are late picking up their child. If an emergency arises delaying parent arrival, they are asked to call the school and press option 6 so that coverage can be arranged.

After Care students will participate in activities in the Multipurpose Room and/or outside; parents will ring the doorbell at the South side door to pick up their students. During nice weather, students may be located on the playground area for pickup.

SCHOOL DELAYS & CANCELLATIONS

The school calendar is available on our school website and is sent to each enrolled family. With the exception of the days listed, classes will be held. Emergency and weather-related cancellations will be announced via the school’s automated notification phone system, as well as on WBRE (28) and WNEP (16) as early as possible. We generally follow the Scranton and Abington Heights School Districts' weather closings, although in some situations one district may close and the other remains open or HGMICS will remain open when other districts are closed.

In situations where there is inclement weather in your specific area, please be advised that the ultimate decision to send a child to school must rest with parents. We understand that our school attracts families from many outlying areas whose weather conditions may vary considerably from those in the Scranton area.

Additionally, parents should follow their school district of residence when it comes to closings and delays. For example, if your district of residence is closed and Howard Gardner is open, your child may stay home and the absence will not be counted as an unexcused absence against them.

From time to time it is necessary for Howard Gardner MI Charter School to release students early due to weather or other emergency conditions. We will utilize our automated notification

system for such events, however it is the parent's' responsibility to monitor the posting sites on days when such an occurrence may happen. Please be sure that your family has an emergency plan in place for such occurrences, as all children need to be picked up from Howard Gardner in a timely fashion to help ensure everyone's safety.

Parents can choose which notification lists they want to subscribe to (school-wide, after school, bus specific, etc) by visiting the Sycamore Parent Login, using the link on the HGMICS website homepage. **It is the responsibility of all parents to ensure that they register for a notification list and provide accurate phone numbers for calls/texts in the event of cancellations, delays, or emergencies.**

Please do NOT call the school to inquire about early dismissals, as doing so blocks the school phone lines, which must be kept open in case of an emergency.
Parents/guardians MUST check the posting sites to find out about early releases.

STUDENT ATTENDANCE POLICY

Attendance at School

The Public School Code requires all children of compulsory school age to attend school, with certain exceptions. Students returning to school after a period of absence are required to submit parents' written explanations for such absences, and certification by a health care provider of medical reasons for absences may be required.

HGMICS expects that students will attend school regularly. Regular attendance at school is an important part of every student's success and is necessary in order to gain the greatest benefit from the educational experience. Students who are frequently absent from school miss direct instruction and regular contact with their teachers creating a personal disadvantage to them. Therefore, every effort should be made to have every child attend school regularly. Poor school attendance may be symptomatic of a more serious problem. School personnel will make attempts to work with parents to help the child resolve the underlying problem. In those cases where the underlying problem cannot be resolved, the school must still make every effort to have the child attend regularly. Students who miss more than thirty (30) school days in a given year may be asked to repeat the grade.

Excused Absences

- Acceptable excuses include:
 - Medical, dental, or other health care appointments when verified by the practitioner
 - Personal illness
 - Quarantine of the individual or home
 - Impassable roads, as determined by the school bus ability to transport
 - Unavoidable family emergencies including such conditions as hazardous roads
 - (excuses for unavoidable family emergencies will be reviewed by the

principal or designee to determine whether the emergency is unavoidable)

- Death of an immediate family member (excused absence limited to five (5) days, exceptions can be made by the principal)
- Educational travel with prior approval
- Religious holiday or instruction at the written request of the parent

Educational Trip Policy

- Students may be excused from school attendance to participate in non-school sponsored educational trips.
- To be eligible under this section, the student's parent/guardian must make written application on the form provided by the school at least ten (10) days prior to the trip. It is recommended that school approval for educational trips be obtained prior to finalizing trip plans (i.e. plane tickets, hotel reservations, etc.). Failure to submit the request prior to ten (10) days in advance may result in denial of the trip by the administration.
- The director will review the form, the student's attendance record, and teacher recommendations. Approval will be based on the date of submission, attendance record, current student academic standing, the student's previous trips, the educational value of the trip and teacher recommendations. When appropriate, the director will give permission for such trips.
- If the trip is scheduled during the State Assessment Window, approval for the trip may be denied by administration.
- Students in grades K-8 may not spend more than a total of five (5) school days on approved educational trips in any given school year.
- Failure to get written administrative approval for an educational trip will result in the absences for the trip being declared unexcused.
- The student is expected to make arrangements with his/her teacher to obtain and complete work missed. Work is to be presented to the appropriate teacher within five (5) days of the student's return.
- The student may be required to provide the principal with a written account describing what was learned during the educational trip. The written account must be at least one (1) page in length. Failure to provide the written account within five (5) days of returning to school will result in the absence being declared unexcused. Elementary students unable to provide such written statements may be directed to provide an oral statement or discussion with a teacher and/or the director.

Attendance Procedure

For safety reasons, if your child will not be in attendance for the day, please notify the school before 9:00 a.m. or leave a message on our voice mail.

- Students are to turn in **written excuses** for all absences immediately upon their return to

school. **Excuses must be a written note that is received by the attendance secretary. The only email excuse that will be accepted is when it is emailed directly to attendance@myhgisd.com.** Verbal or telephone notifications do not count for purposes of an excuse. The written or emailed excuse must contain all of the following:

- Student's Name
- Date or dates of absence
- Reason for absence
- Signature or electronic signature of parent or legal guardian
- The excuse must be one of the permissible reasons stated above in order for the absence to be excused.
- If an excuse is not turned in within **three (3) days of an absence**, the absence will be declared permanently unexcused
- Upon exceeding ten absences in a given school year (excessively absent), a written excuse from a licensed physician or physician's assistant may be required for any additional absences beyond ten (10) days in durations

Unexcused/Unlawful Absences

All other absences not identified as Excused Absences, which occur without prior administrative approval, will be considered unexcused and unlawful.

Truant

Truant is defined as a student having three (3) or more school days of unexcused absence during the current school year. Within ten (10) school days of the child's third unexcused absence, HGMICS shall provide the child's parent or legal guardian with a notice, which will include a description of the consequences if the child becomes Habitually Truant and will include an offer of an attendance improvement conference with the parent/guardian/designated family member, child and appropriate school personnel.

If the student continues to be truant and incurs additional absences after this notice has issued, HGMICS will offer the student and parent a student attendance improvement conference.

School Attendance Improvement Conference

School attendance improvement conference is defined by Pennsylvania law as a "conference where the child's absences and reasons for the absences are examined in an effort to improve attendance, with or without additional services."

Habitually Truant

Habitually Truant is defined as a student having six (6) or more school days of

unexcused absences during the current school year. Within ten (10) school days of the child's sixth unexcused absence, HGMICS must as required by Pennsylvania Law, do one of the following:

- 1. Refer the child to a school based or community-based attendance improvement program;**
- 2. Refer the child to Lackawanna County Children and Youth Agency for services or possible disposition as a dependent child under the Juvenile Act; or**
- 3. File a citation against the parent/legal guardian of a habitually truant child in magisterial district court.**

In all cases, where a school refers a habitually truant child to Lackawanna Children and Youth Agency or magisterial district court, HGMICS must hold a student attendance improvement conference, with or without the participation of the child's parent or legal guardian.

Dropping a Student

Students who are at any time in the school term absent from school for ten (10) consecutive school days, shall thereafter be removed from the active membership roll unless the school has been provided with the evidence that absence may be legally excused or compulsory attendance prosecution has been or is being pursued. When this occurs, the student's parent/guardian will be notified along with the student's district of residence.

Excessive Absences

Upon exceeding ten (10) absences in a given school year, written excuse from a licensed physician or physician's assistant may be required for any additional absences beyond ten (10) days in duration. The written excuse must include the name of the physician or physician's assistant, the date of the visit, the date(s) the student was under physician's care. The total number of absences include days for an excused educational trip. .

Notification of Accumulated Absences

A parent /guardian will be provided written notification when the following occurs:

- 1. A Student has three (3) unexcused absences and is considered Truant**
- 2. A Student has six (6) unexcused absences and is considered Habitually Truant.**
- 3. A Student accumulates ten or more absences (excused or unexcused) and is considered Excessively Absent.**

Parent/guardians can view their child's current attendance online through Sycamore. A link is available on the school's webpage at www.howardgardnerschool.com

Leaving Early

Parents should make every effort to schedule appointments for their children outside of the instructional day. However, there may be times when students must be excused from school during school hours. Students who are to be released early must present their teacher with a written request from their parent/guardian upon arrival at school so school staff is prepared for

the student's early departure. No student will be permitted to leave school before the end of the school day unless a parent/guardian comes into the main office to sign the student out.

Late & Tardy

A student who is late (excused) for school arrives to school with their parent/guardian along with a valid reason for their lateness. All other late arrivals are considered tardy (unexcused). Being late/tardy to school interferes with a student's educational program and is disruptive to the school day. To that end, lateness will be handled according to the following procedures

- After 8:25 a.m. students who arrive to school late must enter through the main entrance and must be escorted by the parent/guardian to be signed in. Failure to do so will result in a call to the parent to return to the school, and the student remaining in the office until the parent arrives.

Make Up Work

Students who have been absent from school will be required to contact each teacher upon their return to receive all missed assignments. Teachers will then use their own judgement as to the amount of days that are permitted for students to complete and turn in assigned work. At the very least, students will be allowed as many days to make-up the work as days they were absent from school.

If a student is absent for two days and it is anticipated that they will miss a third day, parents may contact the office to arrange for missed class work to be collected from teachers so that it can be picked up at the office. Parents/guardians must call in the morning of the third day and pick work-up in the late afternoon in order to give teachers time to gather assignments. Due to the demanding academic schedule teachers are not able to gather assignments on the spur of the moment.

For absences less than three days, the student can check google classroom for class assignments and should make arrangements for other make-up work when they return.

- to school will result in the absence being declared unexcused. Elementary students unable to provide such written statements may be directed to provide an oral statement or discussion with a teacher and/or the director.

DISCIPLINE

One of the primary goals at HGMICS 'is to develop student self-discipline. In the event the child experiences difficulty internalizing the rules and procedures of our school, certain guidelines will be followed in order to assist the child in making productive choices that promote cooperation and self discipline. There are three basic ideals which apply to the entire school: control, respect and best work. All rules and procedures are related to these standards. Each child is expected to demonstrate appropriate self-control regarding behavior, and at all times demonstrate respect for oneself, other individuals, and the school environment. Children are expected to make a

commitment to do their best work while teachers are expected to guide children along that journey.

The Commonwealth of Pennsylvania requires that schools develop a School-wide Positive Behavioral Support Plans (SPBS) to create a school-wide system to cultivate positive behaviors in young people. Our school-wide expectations for positive behavior are described in the overview of the Howard Gardner Multiple Intelligence Charter School School-wide Positive Behavioral Support Plan that follows. This plan includes a chart that delineates violations of school rules and corresponding disciplinary actions. At Howard Gardner, our goal is to involve students in the understanding and shaping of our expectations for excellence as well as to cultivate their sense of responsibility for their actions and acceptance of consequences for misbehavior. Our ultimate goal is that our students model best behaviors for one another, and together foster a positive community dedicated to learning and personal growth.

School-wide Behavioral Expectations

School-wide Positive Behavior Support is a set of strategies and systems to increase the capacity of schools to (a) reduce school disruption, and (b) educate all students including those with problem behaviors. A SPBS program contains:

- Clearly defined outcomes
- Research-validated practices
- Supportive administrative systems
- Use of information for problem solving

Features of School-Wide Positive Behavior Support

- Establish regular, predictable, positive learning & teaching environments.
- Train adults & peers to serve as positive models.
- Teach and model behavioral expectations.
- Create systems for providing regular positive feedback.
- Acknowledge students when they are “doing the right thing”.
- Improve social competence.
- Develop environments that support academic success.

This guide provides specific goals, behavioral expectations, teacher and staff responsibilities, strategies for acknowledgement, procedures for handling infractions of behavioral expectations, and specific routines to be followed.

School Goal:

Students at Howard Gardner MI Charter School will be STARS throughout the school day by following the four behavioral expectations.

Howard Gardner MI Charter School Behavioral Expectations

S	Safe
T	Trustworthy
A	Accountable
R	Respectful

Teacher & Staff Responsibilities:

1. Teachers and staff will teach, model and practice each of the behavioral expectations throughout the year.
2. Teachers and staff will acknowledge student behaviors that meet the STAR expectations.
3. Teachers and staff will follow procedures for infractions.

Acknowledgment System

The acknowledgement system is a feature of the STAR behavioral expectation system. The behavioral expectation system focuses on acknowledging students who demonstrate Howard Gardner's behavioral expectations. This program works in conjunction with school-wide and classroom goals.

Specific verbal feedback

When students are being, safe, trustworthy, accountable, and/or respectful, teachers will acknowledge them by giving specific positive verbal feedback.

Clip Chart Feedback

Classroom clip charts will be used to help students make good choices regarding their behaviors. When teachers observe students being safe, trustworthy, accountable and/or respectful the teacher will move the student's name up the clip chart. Negative behaviors result in students' movement downward on the chart. Students can earn their way up on the clip chart even when they have been moved down. The goal of classroom teachers is to help students reflect on negative behaviors and to encourage and model positive behavior so that they move up on the clip chart.

HGS Star Cards

Students who are exhibiting STAR behaviors will be acknowledged by giving them specific positive feedback along with a HGS STAR CARD. When a student receives an HGMICS STAR Card they will put their name on the STAR card and place it in a container in the classroom. Every week, two STAR cards will be pulled from the container in each classroom. The students

whose names are on the cards will be able to go to the school rewards room and pick a tangible or intangible reward.

Student of the Month

Each month, one student for each class exhibiting STAR qualities will be recognized at a school-wide assembly. This student is chosen by his/her classroom teacher.

Golden Awards

Each week Art, Music, Spanish, Mandarin, Phys. Ed. and Science will nominate a class they feel has exhibited STAR qualities the most. These awards will be announced on the Student Council Newscast.

Monthly Blow Outs

The first month SPBS is implemented all students will participate in a Blow Out or party celebrating their STAR behavior. After the first month only students that have not received a major office referral will be able to participate. Students that are not able to participate will take part in a re-teaching session for their behavior during that time.

HGMICS Clip Chart

The clip charts will be hung in each homeroom. The clip chart is meant to assist in classroom management to both reinforce good behaviors and remind and acknowledge when behavior expectations are not being met. They are uniform in color and language and a smaller form of the clip chart accompanies each grade to Phys. Ed., Art, Music, Foreign Language, Recess and the Cafeteria.

ROLE MODEL
GREAT CHOICES
STAR

Safe Trustworthy Accountable Respectful
Caution
Minor/Major Discipline Referral

Handling Infractions of Behavioral Expectations

Howard Gardner MI Charter School will maintain a level system for handling infractions of behavioral expectations. Outlined below is the level system along with the instructions for handling such behaviors:

Level One Behaviors

Minor Problem Behavior	Definition
Defiant Behavior/Non-Compliance	Student engages in brief or low-intensity failure to respond to adult requests, (i.e., not following directions).
Disrespectful Behavior	Student engages in brief or low-intensity lack of respect for authority, (i.e., not taking caring of materials, disrespectful behavior toward peers and/or adults).
Disruption of Educational Process and School Activities	Student engages in low-intensity, but inappropriate disruption. Student engages in low-intensity misuse of property, (i.e., calling out, talking while teacher or students are talking).
Other	Theft of items of minimal value ex. pencil, eraser.
Physical Contact	Student engages in non-serious, but inappropriate physical contact, (i.e., not keeping hands to yourself in non-threatening, appropriate way).
Inappropriate Language	Student engages in low-intensity instance of inappropriate language.(ex. non threatening and non abusive).
Lying	Student deliberately delivers message that is untrue.

Out of Assigned Area	Student is in an area that is outside of stated boundaries, (i.e., in gym when using bathroom pass, going to an area without permission).
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Level Two Behaviors

Office Referral MAJOR	Definition
Altercation- Physical	Actions involving serious physical contact where injury may occur (ex. hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).
Altercation/Verbal (Abusive Language)	High intensity verbal messages that include swearing, abusive insults, threatening language or use of words in an inappropriate way, (i.e., Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters.
Cheating	Student deliberately taking or using someone else's work, (i.e., plagiarism, copying others work or independent work and/or assessments.
Harassment	Student delivers disrespectful messages (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes.
Defiance/Disrespect	Refusal to follow directions, talking back and or socially rude interactions.
Destruction of Property/Vandalism	Student deliberately impairs the usefulness of property.
Disruption	Behavior causing interruptions in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out of seat behavior.
Forgery	Student has signed a person's name without that person's permission.

Inappropriate display of affection	Student engages in inappropriate display of affection, including verbal and/or physical gestures/contact, to student/adult.
Misconduct	High intensity behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior. Refusal to follow directions, talking back and or/socially rude interactions.
Technology	Students must comply with the Technology Policy outlined in the Student Manual.
Theft	Student is in possession of, having passed on, or being responsible for removing someone else's property without that person's permission.

Level Three Behaviors

Level 3 Behaviors
<ul style="list-style-type: none"> • Arson • Bomb threat, false alarm • Use, possession of alcohol • Use, possession of prescription or nonprescription drugs • Use, possession of tobacco • Use, possession of weapons • Student leaves the school property or school sponsored event without permission or supervision.

BULLYING POLICY

Purpose:

Howard Gardner MI Charter school recognizes that bullying/cyberbullying of students has negative effects on the educational environment. Bullying interferes with the learning process, and may present an obstacle to the academic, vocational, and social/emotional development of students. Bullying/Cyberbullying can also escalate into more serious violent offenses.

Howard Gardner MI Charter School has an obligation to promote mutual respect, tolerance, and acceptance, and will not tolerate any behaviors that infringe on the safety of any student. Therefore, it shall be the policy of Howard Gardner MI Charter School to maintain an educational environment in which bullying and cyberbullying in any form are not tolerated. Toward that end, bullying and cyberbullying are prohibited (1) on school grounds immediately before or during school hours, immediately after school hours, or at any other time when the school is being used by a school group; (2) off school grounds at a school activity, function, or event; (3) traveling to or from school or a school activity, function or event; or (4) using property or equipment provided by the school, including the school's technology.

Definitions:

Bullying is when someone repeatedly and on purpose says or does mean or hurtful things to another person who has a hard time defending himself or herself.

Types of Bullying:Some types and examples of bullying are as follows, but are not limited to these examples:

Direct bullying includes, but is not limited to, a negative action when somebody hits, pushes, kicks, pinches, or restrains another by physical contact. Direct bullying can also be carried out by words (verbally) by threatening, taunting, teasing, name calling, and cyberbullying.

Indirect bullying includes, but is not limited to, making faces or inappropriate gestures, intentionally excluding someone from a group, spreading rumors, refusing to comply with another person's wishes, and cyberbullying.

Descriptions of Behaviors:

Physical - the most commonly known form; includes, hitting, kicking, spitting, pushing, stealing and/or damaging personal belongings, and invasion of one's personal space in an aggressive manner

Verbal - includes taunting, malicious teasing, name-calling, harassment and/or making threats.

Psychological or Relational (emotional)- involves spreading rumors, manipulating social relationships, and engaging in social exclusion or intimidation, extortion, ridiculing, and/or intimidating

Cyberbullying - forms of verbal and psychological bullying may also occur on the Internet through email, instant messaging, personal profile web sites, text messaging, and social networking. Cyberbullying includes, but is not limited to, teasing, intimidating, threatening, or terrorizing another student, teacher or employee of the school by sending or posting inappropriate or derogatory email messages, web cam use, instant messages, text messages, digital pictures or images, or Web site postings (including blogs). All forms of cyberbullying are unacceptable and, to the extent that such actions are disruptive of the educational process of the school, offenders shall be the subject of appropriate discipline.

Authority:

Howard Gardner MI Charter School will not tolerate any acts of bullying/cyberbullying occurring on school district property, at school-sponsored activities scheduled on or off school grounds, or during the time students spend traveling to and from school or school-sponsored activities. This includes time spent waiting at the bus stop. Howard Gardner MI Charter School encourages students who have been bullied to promptly report such incidents to the building principal. Howard Gardner MI Charter School employees who observe or become aware of an act of bullying are directed to take immediate, appropriate steps to report all incidents to the principal who will intervene and investigate. Complaints of bullying/cyberbullying shall be investigated promptly and corrective action shall be taken when allegations are verified. Confidentiality of all parties shall be maintained.

Staff/Student/Parent/Guardian Complaint Procedure:

Howard Gardner MI Charter School encourages all students and parents/guardians who become aware of any act of bullying/cyberbullying to immediately report that conduct. Students shall report acts of bullying/cyberbullying to their teachers, school counselor, principal or other school employees supervising school-sponsored activities. Parents/Guardians shall contact the principal to report acts of bullying/cyberbullying. Reports from parents/guardians and/or students of bullying/cyberbullying occurring outside of school-related hours shall be investigated.

Teachers should take appropriate steps to ensure students' safety.

Suggested teacher interventions are:

- Stop the behavior
- Review the rules
- Conference with the student
- Initiate a counselor referral
- Initiate an administrative referral

If staff cannot reasonably remediate acts of bullying/cyberbullying through their own intervention, they should report the bullying/cyberbullying to the principal. Other school employees who observe acts of bullying/cyber bullying shall report that conduct to the principal, who may also take appropriate steps to ensure safety.

Investigation Procedures:

The Principal is authorized to investigate reports of alleged bullying/cyberbullying brought to their attention by students, parents/guardians or school employees. Any investigation of a report may include meetings with students, parents/guardians or employees, a review of student records, and other reasonable efforts to better understand the facts surrounding a reported incident.

Consequences/Discipline

A student who violates this policy shall be subject to appropriate disciplinary action and all reported incidents of bullying/cyberbullying will be documented. In addition, consequences for

students who are found to have bullied others may include counseling, a parent/guardian conference, loss of school privileges, detention, suspension, expulsion, exclusion from school-sponsored activities, loss of school transportation; and/or referral to law enforcement officials. Referral to law enforcement officials may occur and legal charges may also be filed depending upon the incident.

HEALTH SERVICES

The Health Room of Howard Gardner MI Charter School is staffed by a certified school nurse. The goal is to attain optimum health for all children in a joint effort of home, school, and community.

Privacy of Student Health Information

The Family Education Rights and Privacy Act of 1974 (FERPA) and the Health Insurance Portability and Accountability Act of 1996 (HIPPA) govern all student health records in public schools. These acts allow for adequate security and privacy of all health records as well as allowing appropriate sharing of health information for legitimate educational purposes. There is certain information contained in a child's health record that may be shared with school personnel on a "need to know basis" in order for the optimal level of care to be given. Health information such as having a bee sting allergy; diabetes; asthma; and/or seizures is information that may be disclosed to certain staff. If you have any concerns or questions, please notify the school nurse as soon as possible.

Immunizations

Per the regulations of the Pennsylvania Department of Health and PA School Code (law), children may not be admitted or permitted to attend HGMIICS unless proof of the required immunizations is presented. Proof of immunizations is required upon registering/entering school.

A child who has not received all doses of the required immunizations or who has not been exempted from immunization but has received at least one dose of each of the required immunizations may be provisionally admitted and attend school for a period of 5 days.. At the end of the 5th day period if proof of the required immunizations cannot be presented the student will not be allowed to attend school until proof of immunization can be presented.

The following immunizations are required by all children in Grades K thru 8th:

- 4 DPT, DT, or Dtap (Diphtheria, Pertussis, and Tetanus) The 4th dose must be given after the child's 4th birthday
- 3 Polio
- 2 MMR (Measles, Mumps, and Rubella- German Measles)
- 3 Hepatitis B
- 2 Varicella- Chickenpox vaccine or documentation of the disease

Children in 7th grade are required to have the following additional immunizations:

- 1 Meningococcal vaccine (MCV)

- 1 DPT, DT, Dtap (if 5 years have elapsed since the last tetanus containing vaccine)

A child may be medically exempt from the above mentioned vaccines if the child's physician provides written proof that immunization of the child may be detrimental to the health of the child. When the physician determines that vaccination is no longer detrimental to the health of the child, the child will have to comply with the above stated immunization requirements. If a child must be medically exempt from receiving immunizations the child's physician (MD or DO) must sign the reverse side of the immunization certificate.

If a parent has a religious belief or strong moral or ethical conviction similar to a religious belief against immunization a parent must sign a "Certificate of Immunization" available at the school health room stating the reason for the exemption.

Please be advised that in the event of an outbreak of a vaccine preventable disease any child who has an exemption for immunizations will not be allowed to attend school for a specific period of time. The HGMICS follows the recommendations of the Pennsylvania Department of Health. In the event of an outbreak of a vaccine preventable disease, the Department of Health will be contacted and a specific number of days for exclusion from school will be given for students who are not vaccinated. The parents of these children will be contacted with the dates that these children must remain out of school. These absences will be counted as unexcused.

Physical Examinations

A current medical exam is required for all children upon original entry into school, either Kindergarten or 1st grade, and 6th grade. It is preferred that the medical exam be performed by the child's physician in order to maintain continuity of care.

Dental Examinations

A current dental exam is required for all children upon original entry into school, either Kindergarten or first grade, 3rd grade, and 7th grade. It is preferred that the dental exam be performed by the child's dentist in order to maintain continuity of care.

A letter notifying parents of the physical and dental examination requirements will be sent home at the end of the school year prior to which the form is due. For example, children in K and 5th grade will receive the letter and form for the physical examination at the end of that school year. The exam form would be due the following school year. If a parent chooses to have the physical and/or dental examination performed by the child's private physician and/or dentist the form would be due back no later than May 1st of the school year in which the examination is due. The physical and dental forms are available on the school website. Failure to return the completed private physical and/or dental form will result in the student being **excluded from school** until the completed form is received by the school nurse.

HGMICS will accept reports of physical examinations and dental examinations conducted by a

private physician and dentist completed within **4 months** prior to the start of the school year that the physical examination is required. Parents may contact the school nurse with any questions regarding the physical and dental examinations.

Medication Policy

It is the policy of the Howard Gardner Multiple Intelligence Charter School that both prescription and nonprescription medication be given before or after school hours whenever possible. If it is necessary that medication be given during school hours, the following procedure must be adhered to.

1. The school nurse must be contacted either by phone or a visit to the school to discuss the child's medication.
2. A consent form for medication administration must be completed by the parent or guardian/ and child's physician then returned to the school nurse.
3. **The above consents must be received prior to the nurse being able to administer any medications.**
4. Any medication **MUST** be delivered to the school by an adult. The medication must be in the original pharmacy container. A maximum of a 30 day supply of medication may be kept in the nurse's office at any one time for non-controlled substances. A maximum of a 14 day supply of medication may be kept in the nurse's office at any one time for controlled substances, for example certain ADHD medications. When a medication that is classified as a controlled substance is brought in the medication must be counted by the school nurse; principal; or his/her designee and the child's parent/guardian or parent designee prior to the parent/guardian or designee leaving the school building.
5. Non prescription medications (over the counter medications) also require a parent or guardian consent form along with an authorization form from the child's physician. Non-prescription medications must be brought to school in the original container and labeled with the child's name and dose.
6. All medication must be stored in the health room. Exceptions to this will be made for asthma inhalers and Epinephrine auto injectors (see below).
7. Any changes in type or dosage of medication must be reported, in written form, to the school nurse immediately.
8. Medication requests must be renewed yearly. This includes both the parent/guardian form and the physician form.
9. All medications must be picked up by an adult at the end of the school year.
10. Cough drops may be self administered with no physician order. A note from a parent/guardian is required in order for the child to use cough drops. The only acceptable cough drops with parental /guardian consent are those cough drops with "SUGAR" or "PECTIN" as the active ingredient listed on the package. Any cough drop or throat lozenge containing menthol, eucalyptus, cough suppressant, or herbal ingredient must be accompanied by a physician's order and parental consent. Examples of these types of cough drops include NICE, Sucrets, Halls, etc. The consent form for such cough

drops/lozenges is valid for only a two week period.

11. Non-compliance with this medical policy will result in non-administration of medication.

In the event that the school nurse is unavailable to administer the medication, the student, with approval of the parent will self-administer the medication under the observation of the principal or his/her designee. If the parent does not approve of self administration by the student, the parent or the parent's designee will need to administer the medication at school.

Use of Asthma Inhalers and Epinephrine Auto-Injectors

In certain instances a child who requires an asthma inhaler or epinephrine auto injector may be allowed to keep such medications with them for self administration. In order for this to occur the following conditions must be met.

1. The parent/guardian must complete a consent form for medication administration. Included in this consent form will be a statement relieving HGMICS and all employees of any responsibility for the benefits or consequences of the prescribed medication. The consent form will also acknowledge that HGMICS will bear no responsibility in ensuring that the medication is taken.
2. A consent form must be completed by the physician. This consent will also include a statement that the child is qualified and able to self administer the medication.
3. HGMICS reserves the right to request a statement from the physician for the medication to be continued if the need for the medication extends beyond the specified time period.
4. Request for asthma inhalers and epinephrine auto injectors use must be renewed on a yearly basis at the beginning of the school year. This includes both the physician and parent/guardian consent form.
5. Any child whose parent/guardian completes the written requirement for an asthma inhaler or epinephrine auto injector to be carried by the child and the medication to be self administered in the school setting shall demonstrate to the school nurse the competency for self administering the medication. The child must also demonstrate responsible behavior in the use of the medication. In determining competency for self administration the child's age; cognitive function; maturity; and the ability to demonstrate responsible behavior will all be taken into consideration.
6. A child who is allowed the privilege of carrying an asthma inhaler or epinephrine auto injector is prohibited from sharing, giving, selling, or using the asthma inhaler or epinephrine auto injector in any manner other than the way it was prescribed for use during school hours; at any time while on the school property; at any school sponsored event; and/or while in route to or from school.
7. For any child who has been granted the privilege of carrying an asthma inhaler or epinephrine auto injector for self administration the loss of this privilege will be enforced if the school policy pertaining to such self administration is abused and/or ignored.

Injuries

Any student who sustains an injury either at school or outside of school that requires some type of immobilization (i.e. cast, cane, walker, splint) or the use of crutches must submit a note to the school nurse from the physician upon returning to school. This note must state any restrictions the child is currently under (i.e. gym restrictions, recess restrictions) along with the specific date and length of time of restrictions. Once the student is cleared by the physician another note must be submitted to the school nurse stating if any restrictions remain or that all restrictions have been lifted.

Screenings

The following screenings are performed on a yearly basis for the specified grades

1. Physical examinations: Upon original entry into school, Kindergarten or 1st grade, and 6th grade.
2. Dental examinations: Upon original entry into school, Kindergarten or 1st grade; 3rd grade; and 7th grade.
3. Height, weight, and BMI (Basal metabolic index): All grades
4. Vision screening: All grades
5. Hearing screening: K, 1st, 2nd, 3rd, and 7th grade
6. Scoliosis screening: 6th and 7th grade. Sixth grade children will be screened during their physical exam by their private physician. 7th grade screening will be done by the Certified School Nurse.

**The above screenings are considered normal if the school nurse does not send home a referral for further follow-up.

Illnesses

Children who exhibit any of the following symptoms must be kept home from school:

1. Any child with a temperature of 100.4 or greater
2. Any child who has vomiting and/or diarrhea

In order to return to school a child must be fever free for at least 24 hours without the use of medications. A child must also be without episodes of vomiting and/or diarrhea for 24 hours before returning to school.

Rashes

Any child who develops a rash at home may not come to school that day. **Also any child sent to school with a rash or who develops a rash while in school will be sent home from school.** If a child develops a rash at home or is sent home from school with a rash that child will require a note from the child's physician stating the child is not contagious and may return to school.

Along with the above mentioned illnesses the Pennsylvania Department of Health requires a

child to be **excluded** from school for the following conditions. The following conditions also require a physician note to return to school.

<u>DISEASE</u>	<u>EXCLUSION PERIOD</u>
● Chicken pox	A minimum of seven days after the last vesicular eruption. All vesicles (blisters) must be crusted over to return to school.
● Measles and German measles	Four days after the rash appears.
● Mumps	Six days after the rash appears.
● Impetigo	All lesions must be dry.
● Pinkeye	Treatment for a full 24 hours prior to return.
● Ringworm	Must be under treatment
● Scabies	After completion of appropriate treatment.
● Streptococcal sore throat (Strep throat)	Must be on antibiotic treatment for full 24 hrs.

The school nurse must be notified if a child develops any of the above mentioned diseases. The above mentioned exclusion lengths are the minimum amount of time a student is required to be out of school. If a child is still exhibiting signs and/or symptoms of the disease that child should remain home until the illness is totally resolved.

Lice Policy

The school nurse will inspect any child for lice at any time throughout the school year as the need arises. Parents are required to contact the school nurse if they discover their child is infected with nits/lice.

Upon inspecting any child in the school, if nits or lice are found, the following procedures will be implemented:

- The child will be removed from the classroom and sent to the health room
- The parent/guardian will be contacted to pick the child up. The child will not be allowed to go home via school transportation (i.e. school bus, school van)
- The parent will be instructed by the school nurse on the proper treatment to rid the child of nits/lice. This includes instructing on (a) using specially medicated shampoos; (b) laundering of bedding and clothing; (c) inspecting all family members; (d) using fine tooth combs, tweezers, and/or fingernails to pull nits out of hair. Written information regarding treatment of nits/lice will also be provided.

To be readmitted to school the following protocol must be followed:

- The parent/guardian must accompany the child into school, sign in at the front desk, and

report directly to the health room. The child will be inspected for nits/lice. If either nits and/or lice are still present in the child's hair he or she will not be allowed to remain in school. The child will be sent home with the parent/guardian until all nits/lice are removed. **The school nurse is not responsible for removing nits and/or lice that are found.**

- Parents/guardians will be encouraged to reexamine the child's head on the 7th, 8th, 9th, and 10th days following the original application of shampoo. A second application of shampoo will be recommended to kill any newly hatched lice if all nits were not killed upon the first application of shampoo.

ALL NITS AND LICE MUST BE REMOVED BEFORE A CHILD IS READMITTED TO SCHOOL.

The Nurse's Office primary function is that of a screening area and thus will **not provide DAY LONG CARE** to a child who is ill or has been injured. After initial care is given, the parent or guardian of the child will be contacted in order to make arrangements to pick up the child. In addition, every attempt will be made to contact the parent or guardian of a child who has been hit in the head or abdomen even if that student demonstrates no serious problems from the injury.

HGMICS may disclose medical information to personnel who have a need to know.

Copies of medical forms are available on the Nurse's page of the school website:
<http://howardgardnerschool.com/academics/nurses-office/>

TITLE 1

Title 1 is a federally funded program that enables schools to provide resources designed to supplement the regular classroom instruction in the areas of math and reading. It's purpose is to improve the educational program, help students attain grade-level proficiency, and improve achievement in both basic and advanced skills.

Title 1 law requires that the selection of Title1 students be based on objective, uniformly applied criteria given to all students at each grade level. If a student meets the criteria, parents are notified and asked permission for their child to receive Title 1 services.

SPECIAL EDUCATION

Notice of Special Education Services and Programs

Child Find

Each school district along with other public agencies in the Commonwealth, must establish and implement procedures to identify, locate and evaluate all children who need special education programs and services because of the child's disability. This notice is to help identify these children, offer assistance to parents and describe parents' rights with regard to confidentiality of information that will be obtained during this process.

Identification Activity

Child find refers to activities undertaken by public education agencies to identify, locate, and evaluate children residing in the United States, including children attending private schools, who are suspected of having disabilities, regardless of the severity of their disability, and determine the child's needs for special education and related services. The purpose is to locate these children so that a free appropriate public education (FAPE) can be made available. The types of disabilities to cause a child to need services are: autism, deaf-blindness, deafness, emotional disturbance, hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment due to chronic or acute health problems, specific learning disabilities, speech or language, traumatic brain injury and visual impairment including blindness.

The school is required to annually provide notice describing the identification activities and procedures followed to ensure confidentiality of personally identifiable information. This notice is intended to meet this requirement.

Identification activities are performed to find a child who is suspected as having a disability that would interfere with his or her learning unless special education programs and services are made available. These activities are sometimes called screening activities. The activities include: review of group data, conducting hearing and vision screening, assessment of student's academic functioning, observation of the student displaying difficulty in behavior and determining the student's response to attempt remediation. Input from parents are also an information source for identification. After a child is identified as potentially having a disability, he or she is evaluated, but is not evaluated before parents give permission for their child to be evaluated.

Confidentiality

If after a screening a disability is identified and upon parent/guardian permission, the child will be evaluated. A written record of the results is called an education record, which are directly related to the child and are maintained by the school. These records are personally identifiable to the child. Personally identifiable information includes the child's name, the name of the child's parents/guardians, the address of the child of family of the child, a personal identifier (such as social security number), a list of characteristics that would make the child's identity easily traceable or other information that would make the child's identity easily traceable.

The school will gather information regarding the child's physical, mental, emotional, and health functioning through testing and assessments, observation of the child, as well as through review of any records made available to the school through the physician and other providers of services.

The school protects the confidentiality of personally identifiable information by having one school official responsible for ensuring the confidentiality of the records; training provided to all persons using the information and; maintaining for public inspection a current list of employees and names who may have access to the information.

The school will inform the parent/guardian when this information is no longer needed to provide educational services to the child and will destroy the information at the request of the parent/guardian, except general information such as child's name, address, phone number, grades, attendance record, classes attended, grade level completed, which may be maintained without time limitation.

The parent/guardian has a number of rights regarding the confidentiality of the child's records. The right to respect and review any education records related to the child are collected, maintained, or used by the school. The school will comply with a request for the parent/guardian to review the records without necessary delay and before any meeting regarding planning for the child's special education program (IEP meeting), before a hearing should the parent/guardian and the school district disagree about how to educate the child who needs special education, and in no case, take more than 45 days to furnish the parent/guardian the opportunity to inspect and review the child's records.

The parent/guardian has the right to an explanation and interpretation of the records; to be provided copies of the records if failure to provide the copies would effectively prevent the parent/guardian from exercising their right to inspect and review the records; and, the right to have a representative inspect and review the records. Upon request, the school will provide a list of types and location of education records collected, maintained, or used by the agency.

The parent/guardian has the right to request the amendment of his/her child's education records that he/she believes are inaccurate or misleading, or violates the privacy or other rights of their child. The school will decide whether to amend the records within reasonable time of receipt of the request. If the school refuses to amend the records, notification will be issued and the right to a hearing. At that time additional information will be given regarding the hearing procedures and, upon request, the school will provide records for a hearing to challenge information in the child's educational files.

Parent consent is required before personally identifiable information contained in a child's education records is disclosed to anyone other than officials of the school collecting or using the information for the purpose of identifying the child, locating the child and evaluating the child, or for any other purposes of making available a free appropriate public education to the child. A school official needs to review any education record in order to fulfill his or her professional responsibility. Additionally, the school, upon request, discloses records without consent to officials of another school in which the child seeks or intends to enroll.

When a child reaches age 18, the rights of the parent with regard to confidentiality of personally identifiable information is transferred to the student. A parent may file a written complaint alleging that the rights in this notice were not provided:

Pennsylvania Department of Education
Bureau of Special Education
Division Compliance
333 Market Street
Harrisburg, PA 17126-0333

The Department of Education will investigate the matter and issue a report of findings and necessary corrective action within 60 days. The Department will take necessary action to ensure compliance is achieved.

Complaints alleging failures of the school district with regard to confidentiality of personally identifiable information may also be filed with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-4605

HGMICS will provide ongoing screening services. If you wish to learn more, have questions, or believe you child may need to be identified, please contact:

Howard Gardner Multiple Intelligence Charter School
Nicholas DeConzo,, Special Education
570-941-4100 x5

Early Intervention Identification

The PA Department of Education is responsible for providing EI programs and services to eligible young children under Act 212 of 1990, the EI Services System Act. An "eligible young child" is a child age 3 to age of beginners, who has an identified disability or a developmental delay in the areas of speech/language, learning, motor, adaptive, social and or/behavioral and is in need of special education.

Developmental screening for those children determined eligible is available through NEIU 19. To request screening call 1-800-228-1750, ext 219 or 570-876-9219, Monday through Friday between 8:30 a.m. and 4:00 p.m. All information gathered is confidential. There is no cost for programs and services. For additional information, contact NEIU 19.

Special Education Policy

Howard Gardner MI Charter School will offer each student with a disability the education programs and services that appropriately meet the student's needs for educational, instructional, transitional, and related services. A student who requires programs and services will receive those programs and services according to an individualized education program (IEP). The IEP will provide access to Howard Gardner's general curriculum and participation in state and local assessments, including supplementary aides and services that permit the student to be educated, to the maximum extent appropriate, with nondisabled peers. Howard Gardner MI Charter School will provide a continuum of placement options to appropriately meet the needs of the students with disabilities.

Students with Disabilities

School-aged students within Howard Gardner who have been evaluated and found to have one or more disabilities as defined by law, and who require, because of such disabilities, will be provided special education and related services. School-aged children who have been identified with disabilities but do not require special education services may be entitled to accommodations or services or to enroll in courses of study which serve students with disabilities pursuant to other law or School Reform Commission policy.

Individualized Education Program (IEP)

The written educational document for each student with a disability that is developed, reviewed, and revised in accordance with federal and state laws and regulations.

The school prohibits discrimination based on disability. Students with disabilities are entitled to receive services and accommodations, which will permit them to participate in school programs, services and activities as required by law.

HGMICS Special Education Plan shall comply with the requirements of state and federal law and regulations. The Principal or designee shall establish procedures to ensure the plan is updated and implemented as necessary, including:

1. Educational plans.
2. Core services.
3. Child find
4. Auxiliary services.
5. Provision of personnel and technical assistance.
6. Interagency coordination and transition services.
7. Staff and parent/guardian training.
8. Assessments.
9. Screening.
10. Criteria used to identify specific learning disabilities.
11. Evaluation.
12. Re-evaluation.
13. Individualized Education Programs (IEPs), including examples of supplementary aids and services provided.
14. Extended School Year services (ESY).

15. Behavior support.
16. A full continuum of educational placements and evidence that placements in other than regular education settings are not based on lack of resources, facilities, staff or for administrative convenience.
17. Disciplinary placements.
18. Facilities.
19. Early intervening services, if provided.
20. Procedural safeguards.
21. Confidentiality of information.
22. Highly qualified staff.
23. Maintenance of information concerning students with disabilities, services provided, performance and discipline data, and report information as required by the Secretary of the Department of Education.

If the school is identified with significant disproportionality, the Special Education Plan shall include prevention measures for inappropriate over identification and disproportionate representation by race or ethnicity of children with disabilities.

Child Find/Outreach

The Principal or designee shall ensure that the school annually conducts awareness and outreach programs and activities designed to reach school residents including parents/guardians of students with disabilities who are enrolled in the school.

The School's public awareness activities shall include annual publication of a written notice in newspapers and other media notifying residents about child identification activities; available special education services and programs and how to request them; and procedures used to ensure confidentiality of student information.

Screening

The school shall establish a system of screening, including hearing and vision screenings. Screenings shall be conducted at reasonable intervals to determine whether all students are performing based on grade appropriate standards in core academic subjects.

Confidentiality

The school shall maintain a system of safeguards to protect the confidentiality of students' educational records and personally identifiable information when collecting, storing, disclosing and destroying student records.

School staff shall maintain the confidentiality of student records and personally identifiable information, as required by law and regulations.

The school may release, without parent/guardian consent, educational records that the school has designated as directory information.

The school shall obtain written parent/guardian consent prior to releasing a student's educational record when law, regulations or Board Policy requires prior consent.

The school shall notify parent/guardians prior to destroying personally identifiable information in a student's record that is no longer relevant or necessary for providing educational services to the student.

Recording of Meetings

Except as specifically provided for within this policy, the school prohibits audio, video and electronic recording of meetings between parents/guardians and school teachers, paraprofessionals, program specialists, consultants or administrators.

An attempt to record a meeting by a parent/guardian after a verbal prohibition by school staff shall result in immediate termination of the meeting and may result in ejection from school property and possible prosecution. The school shall permit audio recording of a meeting when a participant submits, at least five (5) days prior to the meeting, documentation that substantiates:

1. Participant has a disability or limited English proficiency that significantly limits his/her ability to meaningfully understand or participate in the meeting's intended decision-making and recording is the only feasible means of accommodating the limitation.
2. Individual has a legitimate interest in attending the meeting but for good cause is unable to do so, and recording is the only feasible means by which s/he can meaningfully understand and participate in the decision-making.

The school may permit videotaping of a meeting when all participants at the meeting give written consent.

When an exception to recording a meeting is granted, the school employee responsible for the meeting shall arrange to record the meeting by similar means. Such recording shall be considered part of the student's educational record and be subject to relevant law and regulations.

Parent/Guardian

For purposes of this policy, the parent/guardian will have the definition of **parent** in the IDEA statute and regulations, which includes a biological or adoptive parent of a child; foster parent, unless prohibited by state laws or regulations; a guardian authorized to act as the child's parent, in accordance with law or regulations; an individual acting in the place of a parent, including a grandparent or other relative, with whom the child lives or an individual legally responsible for the child's welfare; or an appointed surrogate parent, in accordance with law and regulations.

All students will be identified, evaluated, and provided, with appropriate educational programs and services, in accordance with federal and state laws and regulations. HGMICS will establish and implement a system of procedural safeguards and parent/ guardian notification as part of the Special Education Plan. HGMICS's Special Education Plan will include procedures for identifying any education students with disabilities.

The School will determine the facilities, programs, services, and staff that will be provided by HGMICS for the instruction of students with disabilities, based upon the identified needs of HGMICS's special education population.

In order to maintain an effective Special Education Plan, the school may participate in special education programs of the Northeastern Educational Intermediate Unit No. 19. The Principal along with the Board will develop procedures for evaluations of the effectiveness of HGMICS's Special Education Plan and will periodically report the criteria and results of such evaluations.

Each student with a disability will be educated pursuant to an IEP, which will provide an appropriate education in the least restrictive environment, in accordance with federal and state regulations. HGMICS prohibits discrimination based on disability. Students with disabilities are entitled to receive services and accommodations which will permit them to participate in the school's programs, services, and activities as required by law.

Fiscal and Program Compliances

The principal or designee will establish procedures to ensure that HGMICS complies with all federal and state law and regulations and program requirements for special education related funding and reimbursement. HGMICS may coordinate with Northeastern Educational Intermediate Unit No. 19 to establish procedures, fulfill reporting requirements, and participate in applicable programs.

References:

School Code - 24 P.S. Sec 502, 1371, 1372

State Board of Education Regulations - 22 PA Code Sec. 4.13, 4.28, 12.1, 12.4, 12.41, 14.101, et seq., 15.9

Individuals with Disabilities Education Act- 20 U.S.C. Sec. 1400 et seq.

Section 504 of the Rehabilitation Act - 29 U.S.C. Sec. 794

Americans with Disabilities Act - 42 U.S.C. Sec. 12101 et seq.

Individuals with Disabilities Education, Title 34, Code of Federal Regulations - 34 CFR Part 300

Pennsylvania Training and Technical Assistance Network - www.pattnan.net

Positive Behavior Support Policy for Students with Disabilities

Students with disabilities shall be educated in the least restrictive environment and shall only be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily. The IEP team for a student with disabilities shall develop a positive behavior support plan if the student requires specific intervention to address behavior that interferes with learning. The identification, evaluation, and plan or program shall be conducted and implemented in accordance with state and federal law and regulations.

The Board directs that the school's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive

measures, including de-escalation techniques. Behavior support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment.

The following terms shall have these meanings, unless the context clearly indicates otherwise:

Aversive techniques

Deliberate activities designed to establish a negative association with a specific behavior.

Behavior support

Development, change and maintenance of selected behaviors through the systematic application of behavior change techniques.

Behavior Support Plan or Behavior Intervention Plan

The specific plan for students with disabilities who require specific intervention to address behavior that interferes with learning will be established on an as needed basis. A positive Behavior Support Plan shall be developed by the IEP team, be based on a functional behavioral assessment, and become part of the individual student's IEP. These plans must include methods that use positive reinforcements, other positive techniques and related services required to assist a student with a disability to benefit from special education.

Positive techniques

Methods that utilize positive reinforcement to shape a student's behavior, ranging from the use of positive verbal statements as a reward for good behaviors, to specific tangible rewards.

Seclusion

Confinement of a student in a room, with or without staff supervision, in order to provide a safe environment to allow the student to regain self-control.

Students with disabilities

School-aged children within the jurisdiction of the school who have been evaluated and found to have one or more disabilities as defined by law, and who require, because of such disabilities, special education and related services.

Restraints

Application of physical force, with or without the use of any device, designed to restrain free movement of a student's body, excluding the following:

1. Briefly holding a student, without force, to calm or comfort him/her.
2. Guiding a student to an appropriate activity.
3. Holding a student's hand to escort him/her safely from one area to another.
4. Hand-over-hand assistance with feeding or task completion.
5. Techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's parents/guardians and specified in the IEP.

6. Mechanical restraints governed by this policy, such as devices used for physical or occupational therapy, seatbelts in wheelchairs or on toilets used for balance and safety, safety harnesses in buses, and functional positioning devices.

The Principal or designee shall ensure that this Board policy is implemented in accordance with federal and state laws and regulations.

The Principal or designee shall provide regular training, and retraining as needed, of staff in the use of specific procedures, methods and techniques, including restraints and seclusions, that will be used to implement positive behavior supports or interventions in accordance with students' IEPs and Board policy.

The Principal or designee shall maintain and report data on the use of restraints, as required. The report shall be readily available for review during the state's Cyclical Compliance Monitoring.

Procedures shall be established requiring reports be made to the School by entities educating students with disabilities who attend programs or classes outside the School including private schools, agencies intermediate units and vocational schools.

Development of a separate Behavior Support Plan is not required when appropriate positive behavioral interventions, strategies and supports can be incorporated into a student's IEP.

When an intervention is necessary to address problem behavior, the types of intervention chosen for a student shall be the least intrusive necessary.

Physical Restraints - Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that presents a clear and present danger to the student, other students or employees, and only when less restrictive measures and techniques have proven to be or are less effective.

The Special Education Coordinator or designee shall notify the parent/guardian as soon as practicable of the use of restraints to control the aggressive behavior of the student and shall convene a meeting of the IEP team within ten (10) school days of the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, re-evaluation, a new or revised positive Behavior Support Plan, or a change of placement to address the inappropriate behavior.

The use of restraints shall not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. Restraints may be included in an IEP only if:

1. The restraint is used with specific component elements of a positive Behavior Support Plan.
2. The restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors.
3. Staff are authorized to use the restraint and have received appropriate training.

4. Behavior Support Plan includes efforts to eliminate the use of restraints.

Mechanical Restraints-Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents/guardians.

Mechanical restraints shall prevent a student from injuring him/herself or others or promote normative body positioning and physical functioning.

Seclusion

The school permits involuntary seclusion of a student in accordance with the student's IEP or in an emergency to prevent immediate or imminent injury to the student or others, but the seclusion must be the least restrictive alternative.

The school prohibits the seclusion of students in locked rooms, locked boxes and other structures or spaces from which the student cannot readily exit.

Aversive Techniques

The following aversive techniques of handling behavior are considered inappropriate and shall not be used in educational programs:

1. Corporal punishment.
2. Punishment for a manifestation of a student's disability.
3. Locked rooms, locked boxes, other locked structures or spaces from which the student cannot readily exit.
4. Noxious substances.
5. Deprivation of basic human rights, such as withholding meals, water or fresh air.
6. Suspensions constituting a pattern as defined in state regulations.
7. Treatment of a demeaning nature.
8. Electric shock.
9. Methods implemented by untrained personnel.
10. Prone restraints, which are restraints by which a student is held face down on the floor.

Referral To Law Enforcement

Subsequent to a referral to law enforcement, an updated functional behavioral assessment and Behavior Support Plan shall be required for students with disabilities who have Behavior Support Plans at the time of such referral.

If, as a result of such referral, the student is detained or otherwise placed in a residential setting located outside the school, the Director of Special Education or designee shall ensure that the responsible school or intermediate unit is informed of the need to update the student's functional behavioral assessment and Behavior Support Plan.

Confidential Communications of Students Policy

The Board of Trustees directs school personnel to comply with all federal and state laws, regulations and Board policy concerning confidential communications of students.

Information received in confidence from a student may be revealed to the student's parent/guardian, building principal or other appropriate authority by the staff member who received the information when the health, welfare or safety of the student or other persons clearly is in jeopardy.

Use of a student's confidential communications to school personnel in legal proceedings is governed by laws and regulations appropriate to the proceedings.

In qualifying circumstances, a staff member may reveal confidential information to a student's parent/guardian and other appropriate authorities, including law enforcement personnel.

Questions relating to the policy should be directed to the Principal or designee.

Student Records Policy

The educational interests of students require the collection, retention, and use of data and information about individuals and groups of students while ensuring the individual's right to privacy. Howard Gardner Multiple Intelligence Charter School will maintain educational records for students for legitimate educational purposes.

The Board recognizes its responsibility for the collection, retention, disclosure and protection of student records. The Board also recognizes the legal requirement to maintain the confidentiality of student records and prohibits the unauthorized access, reproduction, and/or disclosure of student education records and personally identifiable information from such records.

School Administrators shall adopt a comprehensive plan for the collection, maintenance and dissemination of student education records that complies with federal and state laws and regulations and state guidelines. Copies of the adopted student records plan shall be maintained by the School and revised as required by changes in federal or state law and regulations.

The Principal or designee shall be responsible for implementing and monitoring the procedures to ensure they meet all legal requirements.

The Principal shall establish safeguards to protect the student and his/her family from an invasion of privacy when collecting, retaining and disseminating student information and providing access to authorized persons.

Howard Gardner Multiple Intelligence Charter School staff shall compile educational records in accordance with federal and state laws and regulations.

In accordance with law, each teacher shall prepare and maintain a record of the work and progress of each student, including the final grade and recommendation for promotion or retention.

The school's procedures for compilation, retention, disclosure and security of student records shall provide the following:

1. Informing parents/guardians of their rights and procedures to implement those rights, annually and upon enrollment;
2. Permitting appropriate access by authorized persons and officials, describing procedures for access, and listing copying fees.
3. Enumerating and defining the types, locations and persons responsible for student records maintained by the school.
4. Establishing guidelines for disclosure of information and data in student records;
5. Maintaining a record of access and release of information for each student's records;
6. Assuring appropriate retention and security of student records;
7. Transferring education records and appropriate disciplinary records to other school districts.

Procedures for disclosure of student records shall apply equally to all school district, military recruiters and postsecondary institutions.

Upon request of the Secretary of Education, a copy of the student records plan shall be submitted to the Department of Education.

Homebound Instruction Policy

Howard Gardner Multiple Intelligence Charter School (LEA)

A school district may provide homebound instruction for a total of three months without consulting or notifying the Pennsylvania Department of Education (PDE).

The reasons for allowing a student to receive homebound instruction in lieu of being physically present at school are defined by regulation as mental, physical, or other urgent reasons. However, the term "urgent reasons" shall be strictly construed and not permit irregular attendance. See 22 Pa Code § 11.25(a).

It is the responsibility of the family to ensure adequate proof is provided or the request may be denied.

Following the initial three months, the district must request an extension from PDE in order to continue to allow a student to be excused from school attendance and to provide homebound instruction for a longer period of time. See 22 Pa Code § 11.25(b).

PDE will not act on any request for an extension until the initial three months has expired. When an extension is requested, PDE requires that a licensed practitioner submit to the school district

an updated examination and extension request within two weeks of the impending extension. If an extension is not granted by either the school district or PDE, the student must return to school. Since the goal is to rehabilitate a student so that they can return to school, the district's policy may define what is acceptable as an appropriately licensed professional for a specific type of excusal. For example, if a student suffers emotional/mental illness, the district may require that medical information submitted to substantiate homebound instruction be prepared by a psychologist or psychiatrist. The student's treatment and progress should be monitored by an appropriately licensed professional. School districts may require frequent updates on the student's progress, from an appropriately licensed professional, as a condition of continued excusal.

It is not necessary to send to PDE the licensed professional's documentation with the extension request; the district simply must ensure the excuse is reasonable for absence from school and that the student is being treated actively for the condition necessitating the absence.

A student receiving homebound instruction is counted in both membership and attendance. If a student does not receive homebound instruction during the first three months, then the student is counted in membership but not in attendance. This becomes a factor in Adequate Yearly Progress (AYP) and No Child Left Behind (NCLB) calculations. PDE's Child Accounting counts an hour of weekly instruction as equivalent to a day of school attendance. Therefore, five hours of weekly instruction are equivalent to five days of school attendance. However, for every hour less than the total of five hours of homebound instruction provided (or 2.5 hours for half-day attendees), the student is marked as absent – one day for each hour missed. Hours are counted on a weekly basis; a student cannot be counted as present by combining hours from consecutive weeks. For example, three hours of homebound instruction one week and seven hours the next week cannot count as full time for the two weeks. The district may, at their discretion, provide more than five hours of instruction per week without requesting special permission from PDE.

A school district may structure homebound instruction for a student such that the student attends school part-time, as his or her condition allows; homebound instruction requests need not be restricted to students who are unable to attend school at all. This is a local decision. If a student attends school for partial days, then homebound instruction would be prorated. For example, if a student attends school half-days, only 2.5 hours of homebound instruction is required for the equivalent of five days of instruction.

A homebound student is required to participate in the Pennsylvania System of School Assessment (PSSA). If the student is incapable of participating at the school, the individual who is providing the homebound instruction should be trained to administer the assessment and then administer the test to the student in his/her home. The Board shall provide, pursuant to rules of the State Board of Education and where all required criteria contained in this policy are met, individual instruction to students confined to home or hospital for physical disability, illness or injury; or when such confinement is recommended for psychological or psychiatric reasons. Applications for individual instruction shall include a medical doctor's statement certifying the nature of the illness or disability, explaining specifically why the illness or disability prevents the student from attending school, and the probable duration of the confinement. Teachers, counselors, and administrators shall bring cases appropriate for homebound instruction to the attention of the principal. The parent's request shall be made to the principal.

The District reserves the right to require a medical examination by a physician of its own selection in order to make determinations for initial or continued eligibility for homebound instruction. The principal shall be permitted to require updated medical information as to the student's progress during the period of homebound instruction.

The principal shall forward the request for homebound instruction to the Director of Pupil Services, who shall have authority to grant the request for instruction or to deny it if the request does not conform to the required criteria contained herein. If the request for homebound instruction is approved, the Director of Pupil Services will make arrangements for a certified teacher or teachers to instruct the student while the student is at home or in the hospital. Homebound instruction shall commence within seven (7) calendar days of approval. Any student receiving homebound instruction shall be carried on the attendance records of the school to which the student is assigned.

Program

The program of individual instruction given each student shall be in accordance with the standards established by the Secretary of Education. Students who are receiving homebound instruction and are transitioning back to school, provided that the medical doctor's statement supports the student's participation in the activity, shall participate in extracurricular activities sponsored by the District. Moreover, a student's participation in employment outside of the home shall disqualify a student from eligibility for homebound instruction. Upon written recommendation of a physician and approval of the Director of Pupil Services, students making a transition into full-time school attendance will be permitted to participate in extracurricular activities sponsored by the District.

Exception

The Board reserves the right to withhold individual instruction when the instructor's presence in the place of a student's confinement presents a hazard to the health of the teacher or a parent or other adult in authority is not at home with the student during the hours of instruction.

Assistive Technology Policy

Howard Gardner Multiple Intelligence Charter School follows all federal and state requirements relating to the implementation of assistive technology (AT). Devices or services that are required, in accordance with the students' IEPs are provided promptly to ensure the provision of FAPE.

IDEA 2004 and PA Chapters 14 and 711 define AT as both devices and services. The law makes it clear that the purpose of AT is to improve the functional capabilities of the child with a disability.

It is the responsibility of the local educational agency (LEA) to provide AT as identified within the IEP. IDEA states that, "Each public agency must ensure that assistive technology devices or assistive technology services, or both, as those terms are defined in §§ 300.5 and 300.6,

respectively, are made available to a child with a disability if required as a part of the child's special education, related services, or supplementary aids and services."

State and federal law do not require that the LEA purchase AT as needed in the IEP. It is appropriate for LEAs to purchase, rent or borrow AT, or to utilize AT that is acquired through the student's insurance. However, the LEA may not require the family to utilize insurance or any other funding source. In the event that no alternative funding is available, the LEA remains responsible for the timely provision of AT needed as specified in the IEP. If an assistive technology device fails within the school setting Howard Gardner Multiple Intelligence Charter School has an IT person in school who will be notified immediately following the breakdown of a device. If an IT is not able to fix the IEP team would work collaboratively to make sure the device is sent out to be properly cared for.

When AT is provided for a student through a funding source other than the LEA, the LEA remains responsible for any costs related to repair, maintenance, or replacement of AT that is specified in the IEP.

On a case-by-case basis, the use of school-purchased AT devices in a child's home or in other settings is required if the child's IEP team determines that the child needs access to those devices in order to receive FAPE (34 CFR 300.105). This may include providing AT devices or software when needed for homework, or for functional skills that are necessary across environments, such as communication using an augmentative/alternative communication (AAC) device.

When considering AT, the IEP team will examine available data and observations about the student, and ask whether the student may need assistive technology:

- to be in the least restrictive environment (LRE).
- to meaningfully participate in the general curriculum.
- to participate in activities.
- to access educational/print materials, including textbooks.
- to access auditory information.
- for written communication/computer access.
- for augmentative communication.
- to participate in state and local assessments.

Dispute Resolution Policy

In the event of a disagreement or dispute, parents are encouraged to bring their concerns to their child's special education and regular education teachers. If the issue is not resolved and the parent continues to have concerns, an IEP team meeting will be offered to discuss the parent's questions and perceived issues. At this time, the Special Education Coordinator and the Principal will be involved in a collaborative process to seek a resolution to the issue(s) at the building level. The Procedural Safeguards Notice provides information about parents' rights including the process for disagreeing with the IEP. A copy of the Procedural Safeguards must be given by the LEA at least one time per year for students or can be accessed online at www.pattan.net.

An alternate to a due process hearing is mediation. Mediation is a process in which parents and agencies involved in a dispute regarding special education for students agree to obtain the assistance of an impartial mediator in attempting to reach a mutually agreeable settlement.

The Bureau for Special Education has established Consult Line for your questions and concerns: 1-800-879-2301.

IEE Policy

An independent educational evaluation (IEE) is an evaluation conducted by a qualified examiner who is not an employee of Howard Gardner Multiple Intelligence Charter School. A parent has a right to an IEE at public expense if the parent disagrees with an evaluation that the school conducted. For purposes of this policy, "evaluation" means the procedures used to determine whether a child has a disability and the nature and extent of the special education and related services the child needs. In the HGMICS receives a parent request for an IEE,

HGMICS must either provide the IEE at school expense pursuant to this policy or request a due process hearing to show that its evaluation is appropriate. The IEE must meet the school's criteria for IEEs, which is the same criteria that the school uses when it conducts its own evaluations. If HGMICS requests a due process hearing and the hearing officer determines that the HGMICS' evaluation is appropriate, the parent still has a right to an IEE, but not at public expense. Parents may only request one publicly funded IEE for each evaluation completed by HGMICS.

Procedure to Obtain an IEE at Public Expense

1. The parents should submit to the school a written request for an IEE, and should include in such request an explanation of their reasons for objecting to the evaluation obtained by the school. However, the school will not deny parents a publicly funded IEE because they fail to provide the school with such a written request or fail to provide reasons for requesting an IEE.
2. If a parent requests an IEE, the school will provide the following information:
 - a. A list of the names and addresses of IEE Examiners located in the area. The list will consist of IEE Examiners who, in the school's judgment, are qualified to perform the evaluation requested by the parents. If a qualified examiner is not located in the area, the school will identify a qualified examiner located elsewhere in the State of Pennsylvania.
 - b. A description of the school's criteria for selection of IEE Examiners.
3. Minimum Qualifications for IEE Examiners. The school will not pay for an IEE unless the IEE complies with the following criteria or the parents can show unique circumstances that justify a publicly funded IEE that does not meet the criteria.
 - a. The prospective IEE Examiner (the "Examiner") must hold a valid license from the State of Pennsylvania in the field related to the known or suspected disability. The Examiner must have extensive training in evaluation of the area(s) of concern and be able to interpret instructional implications of the evaluation

- results. In instances where no "applicable license" exists, the evaluator must provide documentation of extensive and recent training and experience related to the known or suspected disability
- b. The Examiner must be located within 50 miles of the school, and must conduct the evaluation within school boundaries.
 - c. The Examiner may only charge fees for educational evaluation services that, in the sole judgment of the school, are reasonable.
 - d. The Examiner shall have no employment, ownership interest or association with private schools or private instructional service agencies who are in the business of educating pre-school to high school-age students.
 - e. The Examiner shall have no history of consistent bias against public schools.
 - f. The Examiner must be permitted to directly communicate and share information with members of the IEP Team. The Examiner must also agree to release the assessment and results, including parent and teacher surveys, prior to receipt of payment for services.
 - g. If the school evaluation included an observation of the child in one or more educational settings, the IEE shall include at least one observation in that setting. Evaluators shall make at least one contact with the child's general education teacher for the purpose of determining how the student is progressing in the general curriculum. In addition evaluators are encouraged to make additional contacts with other involved general or special education teachers. If the purpose of the evaluation is to address a learning disability, an observation of the child is a required evaluation component.
4. The maximum allowable cost for an Examiner will be the average cost per day or per hour for a similarly qualified staff member employed by the school during the current school year, as determined by the Director of Special Education (not to exceed \$400). In the unusual event the Examiner is one not typically employed by the school, such as a medical doctor, psychiatrist, clinical psychologist, or other similar professional, reimbursement of costs will be limited to reasonable and customary charges as determined by the school and its insurance carrier. The school shall not be responsible for reimbursement of travel costs or other related costs incurred by the parents in connection with their arrangement of, or their attendance at the IEE, unless the parents can demonstrate that necessary services are not available in the community.
 5. The school will permit parents to show that unique circumstances justify an IEE that exceeds the maximum allowable .

Extended School Year Policy (ESY)

Howard Gardner Multiple Intelligence Charter School does not have an ESY program. However, in the event a student, who receives special education services, qualifies for ESY, arrangements would be made by collaborating with the student's district of residence.

All students with IEPs are progress monitored weekly when getting academic supports. Data provides information relating to regression and recoupment over short and long term breaks in the school year. A review of these data and other factors by the IEP team is used if a determination arises regarding eligibility for ESY.

1. In addition to the requirements incorporated by reference in 34 CFR 300.106 (relating to extended school year services), school entities shall use the following standards for determining whether a student with disabilities requires ESY as part of the student's program:
 - a. At each IEP meeting for a student with disabilities, the school entity shall determine whether the student is eligible for ESY services and, if so, make subsequent determinations about the services to be provided.
 - b. In considering whether a student is eligible for ESY services, the IEP team shall consider the following factors; however, no single factor will be considered determinative:
 - i. Whether the student reverts to a lower level of functioning as evidenced by a measurable decrease in skills or behaviors which occurs as a result of an interruption in educational programming (Regression).
 - ii. Whether the student has the capacity to recover the skills or behavior patterns in which regression occurred to a level demonstrated prior to the interruption of educational programming (Recoupment).
 1. Whether the student's difficulties with regression and recoupment make it unlikely that the student will maintain the skills and behaviors relevant to IEP goals and objectives.
 2. The extent to which the student has mastered and consolidated an important skill or behavior at the point when educational programming would be interrupted.
 3. The extent to which a skill or behavior is particularly crucial for the student to meet the IEP goals of self-sufficiency and independence from caretakers.
 4. The extent to which successive interruptions in educational programming result in a student's withdrawal from the learning process.
 5. Whether the student's disability is severe, such as autism/pervasive developmental disorder, serious emotional disturbance, severe mental retardation, degenerative impairments with mental involvement and severe multiple disabilities.
2. Reliable sources of information regarding a student's educational needs, propensity to progress, recoupment potential and year-to-year progress may include the following:
 - a. Progress on goals in consecutive IEPs.
 - b. Progress reports maintained by educators, therapists and others having direct contact with the student before and after interruptions in the education program.
 - c. Reports by parents of negative changes in adaptive behaviors or in other skill areas.

- d. Medical or other agency reports indicating degenerative-type difficulties, which become exacerbated during breaks in educational services.
 - e. Observations and opinions by educators, parents and others.
 - f. Results of tests, including criterion-referenced tests, curriculum-based assessments, ecological life skills assessments and other equivalent measures.
3. The need for ESY services will not be based on any of the following:
- a. The desire or need for daycare or respite care services.
 - b. The desire or need for a summer recreation program.
 - c. The desire or need for other programs or services that, while they may provide educational benefit, are not required to ensure the provision of a free appropriate public education.
4. Students with severe disabilities such as autism/pervasive developmental disorder, serious emotional disturbance; severe mental retardation; degenerative impairments with mental involvement; and severe multiple disabilities require expeditious determinations of eligibility for ESY services to be provided as follows:
- a. Parents of students with severe disabilities shall be notified by the school entity of the annual review meeting to encourage their participation.
 - b. The IEP review meeting must occur no later than February 28 of each school year for students with severe disabilities.
 - c. The Notice of Recommended Educational Placement shall be issued to the parent no later than March 31 of the school year for students with severe disabilities.
 - d. If a student with a severe disability transfers into a school entity after the dates in paragraphs (2) and (3), and the ESY eligibility decision has not been made, the eligibility and program content must be determined at the IEP meeting.
5. School entities shall consider the eligibility for ESY services of all students with disabilities at the IEP meeting. ESY determinations for students other than those described in subsection (d) are not subject to the timelines in subsection (d). However, these determinations shall still be made in a timely manner. If the parents disagree with the school entity's recommendation on ESY, the parents will be afforded an expedited due process hearing.

Surrogate Parent Policy

Surrogate parents act on behalf of the designated student in all manners relating to identification, evaluation, and placement in Special Education. Typically students enroll at Howard Gardner Multiple Intelligence Charter School at the request of the parent/legal guardian; however, if a student is enrolled with no known parent/legal guardian, the school will attempt to contact the entity with legal custody (i.e., Children & Youth) to determine if the need to locate a surrogate parent is warranted. If this student is a student with an IEP, the Special Education Coordinator would collaborate with the Guidance Counselor to make the necessary contacts. Howard Gardner Multiple Intelligence Charter School follows the procedure provided by the Northeast Intermediate Unit 19 with regards to determining the need of a surrogate parent.

Howard Gardner Multiple Intelligence Charter School, would collaborate with the Northeast Intermediate Unit 19, to provide surrogate parents to students who meet the criteria/requirements. The NEIU 19 is responsible for the training provided to the surrogate parents that they secure.

Howard Gardner Multiple Intelligence Charter School would make every possible attempt to secure a surrogate parent within the 30 day time limit. The Northeast Intermediate Unit 19 would be contacted to assist in this endeavor.

ACCEPTABLE USE POLICY FOR TECHNOLOGY & NETWORK RESOURCES

Howard Gardner MI Charter School (HGMICS) supports the use of the Internet and other computer networks in its instructional program in order to facilitate learning and teaching through interpersonal communications, access to information, research, and collaboration. The use of network and technology resources shall be consistent with and enhance the curriculum adopted by HGMICS and shall support classroom and workplace assignments and goals. HGMICS does not guarantee the accuracy of information received on the Internet or endorse specific content, though the professional staff will instruct students in appropriate instructional use including the fostering of comprehensive internet research skills. Recognizing that network errors do sometimes occur, HGMICS likewise assumes no responsibility for lost data.

HGMICS establishes that use of network and technology resources is a privilege; inappropriate, unauthorized, and/or illegal use may result in the suspension or cancellation of those privileges and appropriate disciplinary action. When applicable, HGMICS will cooperate with local or state officials in the event that there is an allegation that a student or employee has violated the Acceptable Use Policy. The Director and his/her designees will determine what is considered inappropriate use. Content deemed inappropriate will be confiscated and, if appropriate, turned over to the proper authorities. HGMICS reserves the right to log network use and communications, and to monitor fileserver space utilization by users. Users are also reminded that communications over the Internet are often public in nature. Network use, communications, and electronic storage may be reviewed by school administrators at any time to assure that users are making responsible use of said systems.

Parent must agree to the terms and conditions of the *The Acceptable Use Policy for Technology and Network Resources* and annually sign the required acknowledgement form, located on our website. Listed below are the terms and conditions of network and technology use.

Terms and Conditions

Successful network and technology operation requires that each account holder view said resources as shared. All users are expected to conduct themselves in a responsible, ethical, and polite manner while utilizing network and technology resources.

- Students have the responsibility to use network and technology resources according to the direction of their teachers and parents, and this policy
- Teachers have the responsibility to provide clear guidelines, direction, and supervision for the use of network and technology resources with their students.
- Administrators, teachers, and staff have the responsibility to collaborate in order to help students develop the intellectual skills necessary to discriminate between information sources, to identify information appropriate to their age and developmental levels, and to evaluate and use the information to meet their educational goals.

- All users have the responsibility to respect and protect the rights of all other users, both locally and on the Internet. All users must recognize that all data is the property of HGMICS and there is no expectation of privacy.
- All users are expected to follow HGMICS' policies, as well as all local, state, and federal laws.
- Any user who experiences threatening or unwelcome communications is expected to bring it to the immediate attention of a teacher or administrator.
- All users are required to notify the administration of any potential and identifiable security problems. Users shall not inform or demonstrate security problems to anyone other than an administrator. All users identified as a security risk may be denied access to network and technology resources.

Accounts & Access

The HGMICS IT Manager will assign network accounts to be used only by the authorized owner of the account for its authorized purpose. Users shall not share their account information, including passwords, with others. Temporary network access may be granted to visitors, contractors, and the like at the administration's discretion.

Unacceptable Uses and Illegal Activities

This policy strictly prohibits the following activities, as well as any others determined by the HGMICS administration to be unacceptable uses of network and technology resources. These prohibitions are in effect any time HGMICS resources are accessed whether on school property, directly from outside school, or indirectly through another network resource.

Copyright Violation: use of network and technology resources for the fraudulent copying, modification, or transmission of materials in violation of copyright laws is strictly prohibited, as is the unauthorized or illegal installation, distribution, reproduction, or use of copyrighted materials.

Excessive Use: All users are prohibited from deliberately performing acts which are wasteful of network, technology, or printing resources, or which unfairly monopolize resources to the exclusion of others. Users are prohibited from excessively using system resources in an attempt to cause a system failure. Users are prohibited from utilizing computers or the network for gaming, unless specifically assigned by a teacher for educational purposes.

Harassing, Offensive, and Illegal Uses: Illegal use of any kind is prohibited on all HGMICS network and technology systems. All users are prohibited from harassing others or infringing upon the rights of others by transmitting material likely to be abusive, profane, obscene, threatening, libelous, or discriminatory in nature.

Personal, Financial, or Political Gain: All users are prohibited from using network and technology resources for commercial advertising or for-profit purposes. Users are likewise prohibited from using network and technology resources for non-school related activities.

Unauthorized Use: All users are prohibited from using, or trying to use, a network account, storage area, or files that were not assigned to them. Users are likewise prohibited from trying in any way to obtain the password for another user's account, or from disclosing to an unauthorized person any password for any network or technology account or resource. Users are prohibited from attempting to disguise the identity of an account or computer.

Vandalism: All users are prohibited from making unauthorized changes to any network or technology resource. This includes, but is not limited to, downloading and installing any unauthorized software from any source. Users are prohibited from attempting to harm or destroy the data of another user or to harm or destroy network and technology hardware, software, or configurations.

Other Rules: All users are subject to acceptable use policies of all external networks through which communications are transmitted. Students may have additional rules that govern technology use in individual classrooms; these rules are in addition to, but do not override, the rules in this policy. malware-free.

Safety

To the greatest extent possible, users of the network will be protected from harassment or unwanted or unsolicited communication. Any network user who receives threatening or unwelcome communications shall immediately bring them to the attention of a teacher or administrator. Network users shall not reveal personal details, including but not limited to addresses or telephone numbers, to other users on the network.

Personal Laptops and Other Network-capable Devices

Students may utilize personal laptops and other network-capable devices (such as iPads and tablets) for classroom use with teacher and parental permission. In-class uses of said devices is at the discretion of the classroom teacher and is governed by this policy.

All personal laptops and devices for students, faculty, or staff who wish to use them on the HGMICS network must be registered with the IT Manager and are subject to access, at any time, by school personnel should it be deemed necessary by the Director or his/her designees to ensure the safety and security of the HGMICS network.

Operating system updates and viable anti-virus protection software must be installed on personal devices. Devices with out-of-date or insufficient software may be restricted from use on the HGMICS network.

Access to all network features, including printers, file servers, and data storage, is not guaranteed from personal devices and may be disallowed at the administration's discretion. Installation and/or use of software or applications licensed to HGMICS will not be extended to

personal devices.

Students, faculty, and staff who choose to bring personal devices to school are solely responsible for the safety and security of those items; HGMICS assumes no responsibility, implied or otherwise, for personal devices or their operation on the HGMICS network.

ELECTRONICS & GAMES POLICY

The following policy will be in effect beginning September 6, 2011 regarding the student use of all computers, computer compatible devices (including iPods, smartphones, chromebooks, etc.), and handheld games:

- Computers, Chromebooks, and iPad type devices are for use in the classroom as described in the Acceptable Use Policy.
- Computer games such as the Nintendo DS are not appropriate for school and should be left at home. The school will not be responsible for gaming devices lost or stolen.
- Use of cameras for still or video recording from any device is prohibited during school.
- Confiscated devices will be held in the office and will be released only to a parent or guardian; they will not be returned directly to students.

We ask that parents understand potential danger regarding privacy and safety that electronic devices present. Monitoring these devices that students have access to at home can be difficult in the classroom setting. Students should be focused on their studies and on building appropriate relationships with peers while at school. Texting, cellular photography, phone distractions, and the related inattention and distractions they pose are as inappropriate in the school setting as they are in movie theaters. We thank you for your cooperation and understanding.

Cell Phone Use

The use of cellphones during the school day is expressly prohibited. Students can neither make nor accept phone calls or text/IM communications on personal cell phones; cell phones must be turned off and stored in backpacks during the school day. Student use of cellular devices will not be allowed at any time during the day including lunch and recess. Phones will be confiscated if found in the on position and/or in use during the school day. Parents that need to contact a student during the school day are advised to call the main office, which will call student to the office phone or distribute parental messages.

Social Media/Networks

Use of social media sites is relegated to home and parental restrictions. However, students will not be allowed to visit such sites (Facebook, etc.) using school computers. Parents will be asked to be mindful of students' privacy and the right of any student not to be displayed in pictures or print on another student's page or "wall." Cyberbullying will not be tolerated and students who use electronic media or otherwise intimidate, ridicule, or inappropriately cite another student will be subject to school discipline that could include suspension or expulsion

depending on the seriousness of the infraction. Parents are asked to carefully monitor their child's use of these sites if, in fact, they approve of their use.

PHONE CALLS & ELECTRONIC COMMUNICATIONS

Please attempt to communicate with staff members between 8:15 a.m. and 3:15 p.m. during the school day. You may also leave a message for a staff member during the school day and it will be returned when the staff member has an opportunity to return your call.

Students may not receive phone calls, text messages, emails, or other electronic communications during the school day.

If you need to reach your child for any reason during the school day, please call the Main Office; the office staff will be happy to help you speak to your child, or can deliver a message for you. As is stated in the Cell Phone Use policy, students are not allowed to use cell phones during the school day.

GIFTS

Howard Gardner MI Charter School is a 501(c)3 non-profit organization. Therefore, gifts and contributions made to the *Howard Gardner MI Charter School* are tax deductible - and always greatly appreciated!

We invite anyone looking to make a gift to contact us, as we sometimes have particular projects or goals that can be supported.

PARENT FORUM

The Parent Forum has many roles that tend to be divided into two main functions: first, to build community and encourage school spirit; and second, to run specific fundraising projects with specific goals in mind which directly benefit the school. The Parent Forum sponsors school activities throughout the year, including dinners and fundraisers.

Additionally, the Parent Forum enhances the communication process between the school and the member families. The Parent Forum is also an important source of information for the administration of the school in terms of identifying weaknesses in the overall program and improving upon them. Our philosophy is built upon the concept of teamwork, mutual respect and recognition of others' ideas and talents so that all of our students and children can achieve the best education possible.

The Parent Forum invites all interested parents, grandparents, etc. to join and be actively involved. Parents play an unusually active role in the planning and functioning of the school. This involvement is channeled through the Parent Forum. Upcoming meetings are announced at each meeting as well as in occasional newsletters.