Student-Parent Handbook
2026-2027

GILLINGHAM CHARTER SCHOOL
BOARD OF TRUSTEES MEMBERS
2026-2027

Scott Herbert, President
Jacqueline Zilliox, Vice President
Dan Kurtz, Secretary
Sharon Klinger, Treasurer
Marsha Chwastiak
Andre Grant
Heather Beam

CALENDAR OF MEETINGS FOR THE 2026-2027 SCHOOL YEAR ARE FOUND ON THE SCHOOL'S CALENDAR ON THE WEBSITE.

All meetings are held at 7 PM, unless otherwise specified.
Location: 915 Howard Avenue, Pottsville, PA 17901, in the Schoolhouse's Cafe

Contents

MISSION	6
Our Vision	
Educational Program	7
The Pact	7
Parent Rights and Responsibilities	8
Student Rights and Responsibilities	8
Admission & Registration Requirements	10
Transferring to another school	10
Change of Address/Contact Information	10
ATTENDANCE	10
Absences	10
Truancy	11
Schuylkill County Truancy Handbook for Parents and Youth	12
Revised May 2017	12
Additional services that can/will be offered and utilized in an attempt improve school attendance:	13
Penalties for Violation of Compulsory School Attendance:	13
Tardiness	13
Tardy and Unexcused Early Dismissal Policy	13
Requesting an Early Dismissal	14
Inclement Weather	14
Illness during School Hours	14
Educational Leave of Absence Policy	14
Homebound Instruction	15
Field Studies	15
RESTORATIVE PRACTICES AND CODE OF CONDUCT	15
REFLECTION LUNCH, HOUR, AND ROOM	15
NURTURED HEART AND CODE OF CONDUCT	16
CODE OF CONDUCT AND DISCIPLINE	16
Levels of Misconduct	17
SUSPENSION/EXPULSION PROCEDURES	20
Electronics	22
ANTI-HARASSMENT POLICY	22
Conflict Resolution	22

ANTI-BULLYING POLICY 23
SAFE 2 SAY PROGRAM 25
MCKINNEY-VENTO ACT FOR HOMELESS STUDENTS 26
ACADEMIC INTEGRITY POLICY 27
Responsibilities of Teachers, Students, Parents, and Administrators 27
Procedures and Consequences 27
Narrative Report Cards 29
Middle and Upper School Portfolio Assessment 29
Promotion 30
Notification Regarding Failure to Meet Expectations 31
Gillingham Charter School Diploma 31
Special Education 31
Summer School 31
CHILD FIND POLICY 31
HEALTH SERVICES PROTOCOLS 31
MEAL CHARGES 34
COMPUTER AND TECHNOLOGY ACCEPTABLE USE POLICY 35
INTERNET SAFETY POLICY PURSUANT TO THE CHILDREN'S INTERNET PROTECTION ACT (CIPA) 38
SECURITY 40
Student Pickup Protocol & Procedures
School Arrival
School Dismissal
End of Day Pickup
Pickup during School Hours
FIRE DRILLS 41
EMERGENCY PROCEDURES 41
Inclement Weather: Closings, Two/Three Hour Delays, and Early Release 41
PERSONAL PROPERTY 41
SEARCH AND SEIZURE 42
COMMUNICATION 42
EQUAL OPPORTUNITY/ANTI-DISCRIMINATION POLICY 42
PLEDGE OF ALLEGIANCE STATEMENT 43
RIGHT TO AMEND 43
NOTICE OF SMOKE-FREE SCHOOL 44
UNIFORM CODE 44

NOTICE OF PROCEDURE FOR STUDENTS IDENTIFYING AS TRANSGENDER 45
Sequence for Students & Parents 46
Annual Public Notice of Special Education Services and Programs and Rights for Students with Disabilities 46
Qualifying For Special Education and Related Services 47
Section 504 Services 46
Least Restrictive Environment (“LRE”) 47
Screening and Evaluation Procedures for Children to Determine Eligibility 49
ANNUAL NOTICE OF RIGHTS REGARDING STUDENT RECORDS 53
PROCEDURES FOR DISCIPLINARY EXCLUSION OF CHILDREN WITH DISABILITIES. 55
FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) 59
EXTRA-CURRICULAR CODE OF CONDUCT 62
Extra-Curricular Consent Form 65
ACCEPTABLE USE POLICY 66
ACKNOWLEDGMENT OF AGREEMENT 67
Parent/Student Handbook and Student Code of Conduct
Acknowledgement - Student & Parent/Guardian Copy 67
Parent/Student Handbook and Student Code of Conduct
Acknowledgement - Office Copy 68

MISSION STATEMENT
For the children's sake, Gillingham Charter School cultivates a respectful learning organization based upon the belief that children are, foremost, persons. The nourishment of relationships, habits, and ideas through a Relational Education not only prepares students for future education, but also fosters within them an avid desire for a life of learning, enabling them to author their own lives confidently and resiliently.

VISION
Our students will be proud of who they are, whence they came, and what they will contribute to the community and the world. Through Relational Education, we are a school where students come to feed their minds and souls, love to learn and have the opportunity to learn to live a full life, rich in relationships with self, others, nature, and ideas. Students will leave the school knowing how to live, not just exist, and be prepared for college and for whatever their heart desires for the future.

All persons of the learning organization respectfully and collaboratively practice discipline, empathy, synthesizing, ethical living, and creativity. As a result, children and adults increasingly discover the depth of their personhood, the satisfaction and joys of their heritage, and the heights they can reach in this community.

This learning environment is grounded in the following critical success factors:

- **The child is a person and must be respected.**
  The child reasons, compares, imagines, dreams and works. Academic excellence goes hand-in-hand with "how much he cares" to prepare the learner as a whole person, fit for any future vocation. Our teachers are masters of the "best practice" of respect, who depend upon the nurture of their relationship with each student for distinguishing effectiveness in small schools with intimate classes. Recognizing the learner as ultimately in charge of his own education, they seek to engage the child's whole self: body, mind and spirit, in the pursuit of knowledge, wisdom and virtue.

- **Children are educated through the restoration of Right Relationships.**
  Our school ethos is of primary concern. In humility we work to foster for each member of the community, board, staff, student, and families, the right relationship to ideas and each other.

  We recognize that all creativity and maturity proceeds from a foundation of discipline. Order and Beauty are cultivated by good habits and appropriate understanding of authority and responsibility.

  True education is a life devoted to examining ideas and growing in understanding. The whole community of Gillingham Charter School models and supports this openness to continuous learning in the broad realms of the arts, humanities, mathematics and sciences.

- **Children are part of families and wider communities and cultures that all have stories.**
  Hence, History is an organizing principle of Gillingham Charter School, integrating all that is good and true and beautiful in our past with discernment for the present and creative approaches and inspiration for the future. We serve families and do not undermine them. We are a school of "human scale" aware of our local, national and global community.

- **Children relate naturally to story and retelling.**
  As a learning community, we feed our minds with ideas through a rich, rigorous curriculum that drives us into a deep understanding of our subject matter. A child's natural propensity for language is enriched and developed with the use of the best literary works and artifacts of our traditions. Ultimately, we encourage each student to add his or her individual voice to "The Great Conversation," imaginative and hopeful about the future. To that end, our studies are ordered, diverse, integrated, chronological and delightfully diligent.

- **Children's futures are dependent on a healthy understanding of their natural environment and of themselves as persons.**
  An innovative discipline of nature study and science throughout the years inspiring "awe and wonder" supports our solid commitment to gathering learners who are committed to creative and imaginative approaches to local, national and global environmental concerns. Nourishing physical habits and training undergird our aspiration of engaging the whole child.

- **Children are assessed through organic and living means thereby allowing the teacher to see what a child knows.**
  In an intimate environment where learner and teacher relationships are highly valued, "kid watching" is a constant behavior of teachers. This daily assessment is combined with summative, end- of-term assessments designed for children to tell what they know rather than be caught in what they don't know. Our practice results in an atmosphere of supportive encouragement, joyful study and learners prepared to take risks.

- **Teachers are persons, too; therefore, professional growth is fostered by "living training" that is relational, transformative, doable, and ennobling.**
  Gillingham Charter School relies on the transforming power of ideas and an atmosphere of interactive personal discussion to foster teacher growth. Daily practice is examined, reviewed and challenged in a relational context that encourages and allows teachers to be ever more whole, thoughtful, and effective.

EDUCATIONAL PROGRAM

Relational Education Framework
A Relational Education, one based on Charlotte Mason's (1842-1923) framework, constitutes a learning community that relies on relationships, discipline and concepts to help students meet state learning standards while also preparing them for a full life in a changing world. Mason did not see students and adults as automatons but as born persons who needed to know material and information to better live life. The goal is to learn knowledge to learn how to live, not just to learn knowledge. This is what she hoped for students.

> *"The Full Human Life.—I think we should have a great educational revolution once we ceased to regard ourselves as assortments of so-called faculties and realized ourselves as persons whose great business it is to get in touch with other persons of all sorts and conditions, of all countries and climes, of all times, past and present. History would become entrancing, literature, a magic mirror for the discovery of other minds, the study of sociology, a duty and a delight. We should tend to become responsive and wise, humble and reverent, recognizing the duties and the joys of the full human life…. when our ideal for ourselves and for our children becomes limited to prosperity and comfort, we get these, very likely, for ourselves and for them, but we get no more."* (Mason)

EQUAL OPPORTUNITY
Gillingham Charter School will provide every child with equal educational opportunities regardless of race, color, sex, sexual orientation, gender identity, religion, national origin, ancestry, physical handicap or marital status. No child will be excluded on such basis from participating in, or having access to, any aspect of programming, student athletics, counseling services, extracurricular activities, or other school resources.

THE PACT

The school and community of Gillingham Charter School believe that it is only through the cooperation of the parents and school that children develop their full potential. In light of this, the school and parents will work cooperatively to provide for the successful education of their children as follows. Gillingham's Expectations & the Title I Parent & School Compact for Academic Achievement is also called **The Pact** by our school. The Pact is reviewed and signed each year by all students, parents/guardians, teachers, staff and board members of GCS. The Pact includes the following agreements:

The Student acknowledges, accepts responsibility, and agrees to:
- Respect self, others, things, my community, our learning community and ideas.
- Develop a growth mindset, refraining from whining while taking responsibility, being honest and building trust.
- Actively engage in my education.
- Actively participate in the methods of relational education which includes circles, all types of narration, the grand conversation, and read aloud.
- Read nightly and complete assigned work.
- Actively participate and follow the guidelines for restorative practices, instrument lessons, extra-curricular activities, service projects, internships, singing, and sports.
- Dress according to the uniform code; and when I can't, I seek out help at school to solve the issue.
- Store my phone in lockbox and my electronic devices in apparatus approved by teacher upon arrival.
- Properly use things and care for the school community and environment.
- Make choices so as to respect and to protect the safety, interests, and rights of all the individuals in our community.
- Be prepared with all materials.
- Only bring the following drinks for meals: water, 100% juice, white milk, (coffee/tea for 9-12 grade until noontime)
- Only carry clear water bottles with 100% water (not in Cirkuls or bottles w/additives).

Parent, Guardian acknowledges, accepts responsibility, and agrees to:
- Respect the school community and the relational educational philosophy and practices.
- Support a growth mindset while adhering to these commitments in this pact and understand that failure to do so can adversely affect my child's overall experience.
- First resolve any issues with the individuals directly involved and then find more support from administration if needed.
- Attend Student-Led Conferences, Evening Collaborations, and Saturday Service Projects.
- Ensure that my child completes his/her nightly reading and assignments.
- Ensure that my child follows/adheres to the Uniform Code; and when s/he can't, seek help at school to solve the issue.
- Support the school's electronic device and phone policy.
- Ensure my child arrives to school by 8:15am, attends school & is prepared with all materials needed.
- Support and encourage my child's participation and adherence to the guidelines for restorative practices, instrumental lessons, extra-curricular activities, service projects, internships, singing, and sports.
- Keep an open line of communication with the school by informing the school about absences, by asking questions, and by responding in a timely manner to school inquiries.

Teacher, Staff Member, Administrator, Board of Trustees acknowledges, accepts responsibility, and agrees to:
- Respect self, students, colleagues, others, things, my community, our learning community and ideas.
- Meet the needs of students, families and colleagues in ways true to who they are as persons.

- Study and implement the Relational Education approach as outlined by Charlotte Mason and the Charlotte Mason Institute Accreditation guidelines.
- Build a growth mindset in self and in students through reflective practices, feedback, and active engagement in my own education.
- Arrive by 8am or my designated time of arrival.
- Actively engage in restorative practices with students, families, and colleagues to build community and to restore relationships.
- Practice means of holding High Accountability while giving High Support to all.
- Practice energizing positive actions in students, while choosing not to energize the negativity and addressing it with resets.
- Model the use of technology as an educational tool in the presence of students.
- Foster a safe, risk-taking environment with students and colleagues.
- Develop and nurture healthy habits in self and students.

Parent Rights and Responsibilities

1. Enrollment
   a. **Right**: Parents have the right to enroll their children in the Charter School, regardless of their district of residence, within the enrollment guidelines established by the Board of Trustees. Enrollment may not be denied on the basis of race, color, sex, sexual orientation, gender identity, religion, national origin, ancestry, physical handicap or marital status.
   b. **Responsibility**: Parents have the responsibility to ensure that their children who are enrolled in the Charter School attend school regularly, on time, and for the entire school day in accordance with state law and the policies set forth by the Board of Trustees.

2. Progress
   a. **Right:** Parents have the right to receive regular official reports of their children's academic progress, through both written and oral communication.
   b. **Responsibility**: Parents have the responsibility to assist the School and their children in achieving their academic potential, including planning a time and place for completing homework, ensuring the completion of assignments that are missed, and providing the necessary supervision while their children complete assignments. In addition, parents have the responsibility to attend and participate in all parent-teacher conferences.

3. Language Preference
   a. **Right**: Parents have the right to receive any oral and written communication from the School in the language used by the family in the home. This right includes the right to have a translator present at any disciplinary proceedings commenced against their child.
   b. **Responsibility**: Parents have the responsibility to inform the School when they need to receive oral and written communications in a language other than English. This responsibility includes the responsibility to notify the School if a translator will be necessary at any disciplinary proceedings commenced against their child.

4. Enforcement
   a. **Right**: Parents have the right to ensure that the provisions of this Code are applied reasonably and fairly with respect to their children.
   b. **Responsibility**: Parents have the responsibility to understand the rules set forth in this Code and to discuss expected behavior with their children, as well as to inform the Administration and/or Board of Trustees of their concerns regarding the application of this Code to their children in a calm and reasoned manner.

5. Involvement
   a. It is the policy of Gillingham Charter School that all volunteers, including Parents/Guardians who have contact with the students and Parents/Guardians chaperoning school trips, are required to obtain, at their own expense, State and FBI Criminal History and Child Abuse Background Clearances. These clearances will be held in the school's main office and as otherwise required by law.

Student Rights and Responsibilities

1. Education
   a. **Right**: Students have the right to a public education, unimpaired on the basis of race, color, sex, sexual orientation, gender identity, religion, national origin, ancestry, physical handicap or marital status.
   b. **Responsibility**: Students have the responsibility to avoid actions or activities that interfere with other students' rights to an unimpaired public education.

2. Learning Environment
   a. **Right**: Students have the right to an orderly school and classroom environment that will promote learning for all students.
   b. **Responsibility**: Students have the responsibility to ensure that their actions do not disrupt the school of classroom environment, or school activities.

3. Expression
   a. **Right**: Students have the right to express themselves in speech, writing and/or expression within the boundaries defined by

federal and state law, and the policies established by the School. The right of public school students to freedom of speech is guaranteed by the Constitution of the United States and the Constitution of the Commonwealth of Pennsylvania. Students have the right to express themselves unless the expression materially and substantially interferes with the educational process, threatens serious harm to the school or community, encourages unlawful activity or interferes with another individual's rights.

b. **Responsibility**: Students have the responsibility to ensure that their expression does not disrupt the educational process, present health or safety hazards, damage public property, infringe on the rights of others, or violate federal or state law, or the policies established by the School.

4. Possession and Distribution of Literature

a. **Right**: Students may use publications, handbills, announcements, assemblies, group meetings, buttons, armbands, and any other means of common communication, provided that the use of public school communications facilities shall be in accordance with the policies established by the Board of Trustees.

b. **Responsibility**: Students have the responsibility to be aware of the feelings and opinions of others and to give others a fair opportunity to express their views. Students have the responsibility to obey laws governing libel and obscenity and to be aware of the full meaning of their expression. Students have the responsibility to ensure that the literature they possess or distribute does not infringe upon the rights of others, and does not contain offensive language of a religious, racial or ethnic nature, or language that may be construed as harassing or obscene. Identification of the individual student or at least one responsible person in a student group is required on posted or distributed materials. Students must submit to the DOE for approval, a copy of materials to be displayed, posted or distributed on school property prior to distributing them on school property.

i. Bulletin boards must conform to the following:

- The DOE may restrict the use of certain bulletin boards.
- Designated bulletin board space will be provided for the use of students or student organizations.
- The DOE requires that notices or other communications be officially dated before posting, and that the materials be removed after a prescribed reasonable time to assure full access to the bulletin boards.

ii. School newspapers and publications must conform to the following:

- Students have a right and are as free as editors of other newspapers to report the news and to editorialize within the provisions in paragraphs (4) and (5).
- The DOE or designee shall supervise student newspapers published with school equipment, remove obscene or libelous material and edit other material that would cause a substantial disruption or interference with school activities.
- School officials may not censor or restrict material simply because it is critical of the school or its administration.
- Prior approval procedures regarding copy for school newspapers must identify the individual to whom the material is to be submitted and establish a limitation on the time required to make a decision. If the prescribed time for approval lapses without a decision, the material shall be considered authorized for distribution.
- Students who are not members of the newspaper staff shall have access to its pages. Written criteria for submission of material by non-staff members shall be developed and distributed to all students.

iii. The wearing of buttons, badges or armbands shall be permitted as another form of expression within the restrictions of federal and state laws.

iv. The DOE or designee may set forth the time and place of distribution of materials so that distribution would not materially or substantially interfere with the requirements of appropriate discipline in the operation of the school.

v. A proper time and place set for distribution is one that would give the students the opportunity to reach fellow students. The place of the activity may be restricted to permit the normal flow of traffic within the school and exterior doors.

5. Religion

a. **Right**: Students have the right to their own beliefs and the exercise of those beliefs to the extent that the exercise of those beliefs is consistent with state and federal laws.

b. **Responsibility**: Students have the responsibility to ensure that the exercise of religious freedom does not infringe upon the Constitutional rights and freedom of religious expression of others.

6. Search and Seizure

a. **Right**: Students have the right to be free from unlawful searches and seizures of their personal property and possessions.

i. The DOE will adopt reasonable procedures regarding student searches.

ii. Illegal or prohibited materials seized during a student search may be used as evidence against the student in a school disciplinary proceeding.

b. When school authorities have reasonable suspicion that materials that pose a threat to the health, welfare or safety of students or the school community are in the possession of a student or contained within a student's belongings, school authorities may search the student's person and/or belongings to the extent that such a search is permitted by applicable state and federal laws.

c. **Responsibility**: Students have the responsibility to not possess materials, objects, implements and/or instruments that are prohibited by federal, state and/or local law or that may be disruptive or otherwise in violation of GCS policies.

7. Peaceful Assembly

a. **Right**: Students have the right to peaceful assembly.

b. **Responsibility**: Students have the responsibility to secure approval for use of school facilities for assembly; to discuss with the DOE or designee the appropriateness of the facility for the function; and to ensure that assembly does not disrupt the

educational process. Lack of adequate supervision shall be grounds for disapproval of the assembly

8. Transportation
   a. **Right**: Students have a right to safe and orderly transportation to and from school or a school activity when transportation is provided.
   b. **Responsibility**: Students have the responsibility to ensure that their conduct contributes to a safe and orderly atmosphere; to refrain from conduct which may cause a hazard to themselves, their fellow students, or to the public; and to refrain from violating federal, state and/or local laws, or school policy regarding transportation. Students who do not fulfill their responsibility may relinquish their right to transportation.
9. Student Guests
   Upper School students in good standing will be permitted to bring a guest from outside of Gillingham Charter School to school dances and other special events. Guests who are currently enrolled in a high school program must fill out a form and submit a picture. There is a portion of the form that must be completed by their school's principal verifying that the student is in good standing. Guests who have graduated cannot be over 21 years of age, and they are required to fill out a form and submit a picture ID that clearly shows their birthday date. All guests agree to adhere to Gillingham Charter School's policies and handbook. Violation of rules may lead to a ban from future events and further disciplinary action as deemed necessary. Gillingham students assume responsibility for their guests. If guests violate school policies during an event, the GCS student may face appropriate disciplinary action as deemed necessary.

Admission & Registration Requirements
Please also review the Enrollment Policy and Admissions Policy of GCS.
Parents must present the following information for registration:

1. Birth Certificate (any of the following may also be submitted: state issued birth certificate, notarized copy of birth certificate; baptismal certificate; a notarized or duly certified copy of the record of baptism showing the date of birth; notarized statement from the parents or another relative indicating the date of birth; a valid passport; a prior school record indicating the date of birth.)
2. Custody Papers (if applicable)
3. A copy of one of the following documents to use for residency verification
   a. Utility bill (electric or gas) or
   b. Property tax bill or
   c. PA Department of Transportation identification or driver's license or
   d. PA Department of Transportation vehicle registration or
   e. Copy of current State/Federal program enrollment
   f. Copy of current pay stub with name and address of employee and employer or
   g. Residency affidavit or
   h. Government agency identification card or
   i. Property Deed or
   j. Lease or
   k. Agreement of Sale
4. Parent Registration Statement regarding Suspensions/Expulsions
5. Complete immunization records.

Transferring to another school

- Parents of transferring students must notify the enrollment coordinator or school secretary of the date of transfer and the name and address of the new school.
- Parents must sign a release for the transfer of records, including disciplinary records.
- Parents must sign a Parental Registration Statement upon enrollment indicating previous or current suspensions or expulsions from any public or private school of this Commonwealth or any other state for an action or offense involving a weapon, alcohol, or drugs; or for the willful infliction of injury to another person or for any act of violence committed on school property.

Change of Address/Contact Information

- Parents must notify the school secretary in writing of any changes in contact information including: change of physical or mailing address, change of email address, change of any telephone numbers including home, mobile or work numbers.

ATTENDANCE

Absences
On any day that a student is going to be absent because of an illness or for any other reason, the parent/guardian must telephone the school office before 8:30 am with the child's name, grade and reason for the absence. Your call will be recorded on an answering machine or handled directly by a school secretary. Please call the school office each day the student is absent.

It is the responsibility of the parent/guardian to make arrangements with the teacher(s) for the completion of all missed school work. School assignments missed during the student's absence should be obtained from the teacher by notifying the school office.

Participation in class and in the school community as a whole is an essential component of a Gillingham Charter School education. Daily attendance is the foundation upon which students' successful mastery of class materials is based. Frequent absences from class affect the student's ability to learn and the teacher's opportunity to teach. As a result, the student's progress towards mastery of the content and skills as well as social interactions will suffer. Individual attendance and lateness figures are recorded on a student's official transcript, which is maintained in confidential office files. In the event that students graduate or transfer to another school, this information will be forwarded and may affect admission decisions.

Students with attendance issues (over 10 excused and unexcused) will get support from a team at the school that will partner with the family and student to determine the causes of the excessive absences and to develop and monitor an attendance habit plan to improve attendance.

Within three (3) school days upon returning to school after an absence, students are required to present a note to the school office containing the dates of absence, the reason for the absence, and a parent/guardian signature with a contact number, otherwise the absence will be counted as unexcused. Absences for reasons of illness, funeral, medical and dental appointments, religious observance or court appearances will be considered excused. Parent/Guardians are only allowed **ten (10) family notes per school year**, after which additional verification will be required.

Students who are absent due to illness more than 5 days in any given trimester or 3 consecutive days are required to bring a doctor's note for verification. Failure to do so may result in the absences becoming unexcused.

In order for family trips/vacations to be considered excused absences, a "Student Educational Trip Request Form" must be completed and turned into the administrative office **2 weeks in advance of the trip**. Excused educational trip days may not exceed 10 days per school year.

Ten unexcused days in any given trimester will result in loss of credit for the course missed.

If a student has three (3) or more unexcused absences or unexcused tardies in a trimester, the student will be placed on probation. Students on probation are ineligible for extra-curricular activities which include field studies, athletics and clubs for 30 school days.

A student arriving at school after 10:00 am or leaving school before 1:00 pm will be marked as a half day's absence. Senior students in good standing who have intact Sign Out privileges may be exempt from this policy.

Attendance shall be required of all students enrolled in the school during the days and hours that the school is in session. The Executive Director, or designee, may excuse a student for temporary absences when he/she receives satisfactory evidence of such mental, physical or other urgent conditions which may reasonably cause the student's absence.

Educational Trips
Families requesting excused absences for educational trips during the school year must meet all criteria in order to be approved:

-Trips must have educational value.

- Families submit the information and itinerary to demonstrate the educational value.

-Students must make up all missed classwork. It is the student/family's responsibility to get classwork from their teachers.

-Students must be in good standing with attendance and discipline to be approved.

-Students will not be approved if they are truant or have a suspension in the current school year.

-If the student is pre-approved and becomes truant or receives a consequence that involves a suspension, the student's pre-approved trip will be revoked.

-Students must be in good standing in the classroom.

-If a student is failing, not completing classwork, nor participating in their class, the student will not be approved for an Educational Trip, or the student's pre-approved trip will be revoked.

Truancy
Students are considered truant if they are not in school or class, unless their absence has been excused. Gillingham will follow the procedures indicated in its Compulsory School Attendance, Unlawful Absences, and School Attendance Improvement Conferences Policy.

The School Attendance Improvement Plan (SAIP) will be developed cooperatively with the student, parents, and any staff members the Student Coach deems necessary through a school-family conference, which is required upon the school's notice to the student's parent/guardian upon the fourth unexcused absence.

Pursuant to Chapter 11.24 of Title 22 of the Pennsylvania Code, students whose names are on the active membership roll, who are at any time in the school term absent from school for 10 consecutive school days, shall thereafter be removed from the active membership roll unless one of the following occurs:

1. The school has been provided with evidence that absence may be legally excused;
2. Compulsory attendance prosecution has been or is being pursued.

Missing field studies and school-sponsored activities are counted as an unexcused absence. If a student arrives late for a field study, he/she will be sent home, and this will be counted as an unexcused absence.

The following conditions are considered to constitute reasonable cause for absence from school:

1. **Serious Injury or Death in the Immediate Family:** The immediate family of a student includes, but is not necessarily limited to parents, grandparents, brothers and sisters.
2. **Medical or Dental Appointments:** A note from the medical professional is required to consider this absence as excused.
3. **Personal Illness or Injury:** A note from a medical professional is required.
4. **Quarantine:** An absence that is ordered by the local health office or State Board of Health.
5. **Court or Administrative Proceedings**
6. **Observance of a Religious Holiday:** If the religious tenets to which the student and/or his/her family adhere require observance of the holiday.
7. **Out of School Suspensions**
8. **Other Absences Approved by the ED, DOE, or designee.**

To the extent required by law, no student excused due to observance of a religious holiday shall be deprived of an award, eligibility to compete for an award or the opportunity to make up a test given on the religious holiday.

*****Please be aware that calling your child out of school, or sending a note,*****
does not necessarily mean the absence is excused.

Schuylkill County Truancy Handbook for Parents and Youth

Revised May 2017

The following is information that every family should be aware of regarding truancy and how truant situations will be handled for the 2017/18 school term:

Initially it is important to know that by definition compulsory school attendance is from ages 8-17. However if a student under the age of 8 is enrolled and attending school, they are also bound to follow the truancy policy once they begin school.

A) Procedures when a student is **truant:** The law defines "truant" as a student subject to compulsory attendance who has three or more school days of unexcused absences during the current school year.

· Within 10 days of the student's third unexcused absence, the school will provide written notification that the student has been truant to the person in parental relation to the student. The school may offer an attendance improvement conference.
· If the student continues to accumulate unexcused absences after the written notice is provided, the school will convene a school attendance improvement conference. The school will invite the child, the person in parental relation to the child, other individuals identified by the person in parental relation who may be a resource, appropriate school personnel, and recommended service providers. The school will provide the parent with advance written notice of the meeting. The conference may occur if the parent declines to participate or fails to attend the scheduled conference after advanced written notice and attempts to communicate via telephone. The school will complete a written school attendance improvement plan to document the outcome of the conference.

B) Procedures when a student is **habitually truant**: The law defines "habitually truant" as six or more school days of unexcused absences during the current school year by a child subject to compulsory school attendance.

· When a child is habitually truant and under fifteen years of age at the time of the referral: The school will refer the child to a school-based or community-based attendance improvement program or to Schuylkill County Children and Youth Services for services or for possible disposition as a dependent child.
The school may file a citation in the office of the appropriate magisterial district judge against the person in parental relation of the student.

· When a child is habitually truant and fifteen years of age or older at the time of the referral: The school will refer the student to a school or community-based attendance improvement program or file a citation with a magisterial district judge. If the student continues to incur additional unexcused absences after being referred to a school attendance improvement program as recommended through the school attendance improvement conference, the school may refer the child to Schuylkill County Children and Youth Services.

C) Upon receiving a truancy referral, Children and Youth will review the student's attendance record and determine if an investigation is warranted based on the frequency of absences and the length of the time over which the absences occurred. If Children and Youth determines the student's absences do not warrant an investigation, the agency will notify the district of their decision.

D) Citations may not be filed if:

· A school attendance improvement conference has not occurred.
· A proceeding is already pending for violating compulsory school attendance.
· A referral has been made to Schuylkill County Children and Youth Services and the case is active with the Agency.
· A petition has been filed alleging the child is dependent due to being habitually truant and the case remains under the jurisdiction of the juvenile court.

Additional services that can/will be offered and utilized in an attempt improve school attendance:

Children and Youth programs:

· Family Group Decision Making (FGDM): FGDM is a conference bringing family members, friends, and social supports together in order to develop a working plan to improve school attendance

· Family Support Unit/Signature Family Services/JusticeWorks: These in-home services provide parenting education and supportive counseling to assist families in resolving the concerns that lead to truancy.

· Access Services, Inc.: The Access Rebound Program provides mentoring, life skills counseling, and advocacy to help students enhance their educational experiences. Access also offers a nine-week school attendance improvement group to teach participants how to overcome risk factors that lead to poor school attendance.

District programs

· Student Assistance Program (SAP): Each school district has a SAP team comprised of school personnel and community providers that can offer assistance to a youth in the school setting and refer to community resources.

Penalties for Violation of Compulsory School Attendance:

· Citations through the Magisterial District Justice Office can be issued to both the student and the parent. A person convicted of violating compulsory school attendance requirements may be sentenced to pay a fine not exceeding $300, together with court costs, for an initial offense, not to exceed $500, together with court costs, for a second offense and not to exceed $750, together with court costs, for a third or subsequent offense. In addition, if the parents are issued a fine and they fail to pay the fine, the Magistrate can impose a jail sentence, not to exceed three days.

· Community Service can be ordered by the District Magistrate for both the parent and the truant youth.

· Student may be required to complete a school attendance improvement program.

· At their discretion, district judges may send the Department of Transportation a certified record of a student's conviction for license suspension. Upon a first conviction the child's operating privilege for operating an automobile will be suspended for 90 days. Upon a second or subsequent conviction, the child's operating privileges will be suspended for six months. Children who do not yet have a driver's license will be ineligible to apply for a license for the time periods of 90 days for the first conviction and six months for the second and any subsequent conviction.

· If a student is adjudicated dependent and continues to incur unexcused absences, the agency can recommend to the Court a weekend placement program. This program can be utilized for one weekend or as many as needed in order to encourage the student to attend school regularly. Students who are court ordered into a weekend placement program will be required to complete assignments provided by the school. In addition the youth will complete chores and any physical requirements of the program.

Tardiness
The Board of Trustees and Administration of GCS embrace the philosophy that students are expected to be on time for school every day. Punctuality at school is an extremely important part of each student's education and has carry-over implications for later life. Tardiness is a major factor in a student's lack of progress in school. Once a student falls behind in class, because of tardiness, it is difficult to catch up and quite often a student will develop a dislike for school, develop problem behaviors, and a lower self-concept. Something important happens each period, each day. It is important that all students are at school on time.

Daily attendance will be taken by 8:15AM in the student's homeroom class.

- When late, the child must report to the administration building secretary's desk to sign in and to obtain a late slip, which s/he must present to his/her classroom teacher.
- Parents/guardians may not accompany students to their classrooms.
- A student will be considered tardy to school, unless he or she has a formal excuse (doctor's note, etc.).
- When the school is operating on a 1/2/3-hour delay schedule, students arriving at or after the adjusted time (9:30/10:30/11:30am)

will be subject to these same guidelines.

Tardy and Unexcused Early Dismissal Policy
To address tardiness and help students develop good habits, Gillingham has adopted the following Tardy Policy:

Three (3) unexcused tardies / early dismissals – if a student arrives to school after 8:30, the student is considered "tardy." If a student departs school before 3:30pm without a proper note, this is considered an unexcused dismissal. If a student has 3 unexcused tardies or unexcused early dismissals, the parent/guardian will receive a letter from the Student Coach.

If a student has three or more unexcused tardies or unexcused early dismissals in a trimester, the student will be placed on probation. Students on probation are ineligible for extra-curricular activities which include field studies, athletics and clubs for thirty (30) school days.

Five (5) unexcused tardies /early dismissals - If a student has five unexcused tardies or unexcused early dismissals in a year, the student will be placed on probation. Students on probation are ineligible for extra-curricular activities which include field studies, athletics and clubs for thirty (30) school days, during which any additional tardies will result in the probation extending an additional thirty (30) school days from the new infraction.

Seven (7) unexcused tardies/early dismissals – the parent/guardian will receive a letter from the Student Coach requiring the parent/guardian and student to meet with supporting persons of choice (friends, relatives, mentors) and the Student Coach to develop a School Attendance Improvement Plan (SAIP). The student will be placed on probation and will remain on probation for thirty (30) days, and the team will create an Academic Recovery Plan if necessary.

Twelve (12) unexcused tardies /early dismissals – the parent/guardian will receive a letter from the Student Coach requiring the parent/guardian and student to meet with supporting persons of choice (friends, relatives, mentors), the Student Coach, the Executive Director, and a member of the GCS Board of Trustees Truancy Committee to revise the SAIP. The student will be placed on probation and will remain on probation for thirty (30) days and be assigned an Academic Recovery Plan developed at the meeting by the supporting team. Further, Summer School will be considered by the team.

Requesting an Early Dismissal
Early dismissals may be requested for funerals, medical appointments, court appearances, and for other reasons as approved by the Executive Director or designee. Early dismissals are strongly discouraged.

- Such requests must be made no later than noon of the requested early dismissal.
- Students are to present a note to the school secretary listing the date, time and reason for dismissal, including a legal custodial signature with a phone number to confirm the early dismissal.
- A faxed dismissal or email will be permitted since it can be verified with a signature.
- If the school is unable to contact the parent in person or by telephone to confirm the early dismissal on the date of the dismissal, the student will not be permitted to leave the building.
- At the time of dismissal, the student must report to the reception desk to sign out of the building.
- The child must be signed in and out of school by the parent/guardian.
- No child is ever dismissed from school without the parent/guardian present. There is an exception for students with permission from the school to leave for sports activities.
- In the event that school is still in session after the appointment, the child is required to return to school.
- Students will be monitored on a case-by-case basis.
- When a pattern develops, parents will be contacted for a meeting before consequences are considered.

Inclement Weather
Parents should always have an emergency plan in place on record at school should there be an early dismissal. If school is dismissed early due to inclement weather or an emergency, ALL extracurricular activities will be CANCELLED.

Illness during School Hours

- It is the responsibility of the parent and/or guardian to ensure that a child attends school in good health and prepared to learn. Lingering illnesses should be treated by a doctor.
- If a child becomes ill during the course of the school day, he/she should report to the School Nurse.
- If the child must be sent home, the parent or guardian will be called and is expected to come to school to pick up the sick child as soon as they can. Only an authorized adult (parent, guardian, or an adult listed on the 'Authorized Pick Up List' submitted by a parent or guardian) may pick up the child.
- It is imperative that all health information and records are current. Please contact the School Nurse at (570) 955-3830 if there are any changes in your child's health that must be addressed immediately.
- It is imperative that emergency cards are kept up to date so that a responsible adult can be reached at all times.

Educational Leave of Absence Policy
A planned absence, which extends beyond three consecutive scheduled school days, requires a formal application process in advance according to Educational Leave of Absence Policy.

- A formal request must be made to the DOE, at least 15 days prior to leaving, and must include:
- The dates, destination, and purpose of the trip, a description of the educational value, specific plans for enrichment, and arrangements that have been made for making up missed classroom work.
- Failure to follow Educational Leave of Absence Policy procedures without just cause may result in removal from the rolls.
- Planned absences that shorten the school year by coinciding with either the beginning or the end of the GCS school year are not permitted.
- Educational Leave of Absence will only be approved for up to ten days.

Educational Leave of Absence will not be approved if:

- A student has been absent without excuse for 10% of the school year already completed
- If it would put a student in excess of an accumulated 19 days of unexcused absence for the school year.

Homebound Instruction

Students experiencing extended chronic illness may request homebound instruction. Home/hospital instruction is designed for students who, due to injury or other medical reason as certified by a licensed physician, and are homebound or hospitalized for a period of three (3) weeks or more. Homebound instruction may not exceed 3 months unless a re-evaluation and documentation from the student's treating medical provider determines a basis for continuing homebound instruction. When a student receives homebound instruction, the student may be counted for attendance purposes as if in school. Home/hospital instruction cannot replicate classroom instruction and should be of the shortest duration possible. For further information, please contact the School Nurse.

Field Studies

Field studies are essential to supplement and support the Relational Education Method, and are considered part of the regular school day.

- Parental permission slips are required for each student who participates in this instructional activity. Verbal permission is not allowed..
- The DOE will determine the appropriate dress code variation if necessary.
- Parents/Guardians are expected to support the academic program of GCS by making certain that students are well-prepared and attend all field studies as scheduled.
- A student's ability to attend field studies may be affected by the student's choices regarding conduct.
- If a student arrives late for a field study, he/she will be sent home, and this will be counted as an unexcused absence.

RESTORATIVE PRACTICES AND CODE OF CONDUCT

Student relationships have a significant impact on the school atmosphere. The question is: how do we help students create and sustain healthy relationships? Restorative Practices is one method.

Restorative Practices is about shaping the will and mind of both students and teachers so that they are focused on strengthening and repairing relationships in the classroom and across the school community. The focus is also on how we prevent problems from occurring in the first place and what we need to do to ensure that practice and policy support this effort.

These practices include high expectations and standards in a climate of high support and nurture. Students need to know the limits and need to know that someone will be with them to help solve problems when needed. The emphasis is on assisting the student to repair any harm they have done and helping them to take responsibility for their actions and putting into place strategies to avoid doing the same again. The student will be asked to work together with the person or persons harmed to fix the problem. In the end, students have greater chance to feel better about themselves and others and learn positive ways to resolve relationship problems. They also develop essential skills for life that, over time, ensure they grow into adults that are more likely to be socially responsible, better parents, team players, employees, and leaders.

Restorative Practices have been implemented in families, in schools, across school districts, and even throughout an entire town with dramatic results for over 30 years.

Central to Restorative Practices at GCS is the use of logical and natural consequences to help students learn responsibility. A consequence is a result of something a person does. A natural consequence means what happens because of something a student does. A logical consequence is a result arranged by the school but logically related to what the student did. Natural and logical consequences result from choices students make. In effect, they choose the consequence they experience. This is a powerful way of responding to children's challenging choices that not only is effective in developing good habits but is respectful of students.

The procedures and consequences described in the Code of Conduct are designed to incorporate both Restorative Practices and logical/natural consequences, with Restorative consequences being sought first if the author of harm is willing to accept responsibility.

REFLECTION LUNCH, HOUR, AND DAY

In response to violations of the Code of Conduct, students may be required to step out of the school community to prevent further disruption to the learning environment. This time is never in isolation. Rather the students given this assignment are given time to deescalate and when ready sit in a circle and answer some form of the following questions:

- What happened?
- What were you thinking at the time?
- What have you thought about since?

- Who has been affected by what you have done? In what way?
- What do you need to do to make things right?

These questions seek to elicit the story of the actions and events, the thoughts and feelings associated with those actions and events, and solutions for making things right, rather than assigning blame and seeking justifications for behavior. The questions create a feedback loop, so that students can hear how their actions have affected others, and encourage them to take responsibility for those actions. They also pave the way for solutions to problems to be found.

If a student is assigned a Reflection Day, they will listen to and participate in multiple circles throughout the day. This assignment is only given for repeated or serious violations. The intention being that given a day or multiple days away from the school community the student may reflect on their choices, understand who has been affected, and take responsibility to repair any harm they have caused.

Reflection Lunch and Hour

1. Reflection Lunches are served during lunch.
2. Reflection Hour refers to retaining a student at school after regular school hours with the parent and/or student responsible for transportation of the student at the end of the hour.
3. Parents will be notified at least 24 hours before their child is scheduled for a reflection hour/homework hour. Students who don't attend will serve an inschool "reflection day" in another classroom the following day, and will complete work independently and attend restorative circles.
4. If a student is unable to attend Reflection Hour because of transportation or other issues, two Reflection Lunches may be assigned, or all 3 homerooms with permission of the Student Coach.
5. Reflection Lunches and Hours are not optional and must be served.
6. A phone call home is made and the student is given a written notice when a Reflection Hour is assigned.
7. Students who fail to serve Reflection Lunches or Hours may be assigned these additional consequences. Consequences are assigned based on individual student record and include, but are not limited to:
    - Loss of privileges;
    - A day in reflection time;
    - Parent conference;
    - ISS.

Reflection Day

- A student may not be assigned to a Reflection Day or ISS unless the student has been informed of the reasons for the assignment and has been given an opportunity to respond before the assignment becomes effective.
- When the Reflection Day or ISS assignment exceeds 10 consecutive school days, an informal hearing with the Executive Director or designee shall be offered to the student and the student's parent or guardian prior to the 11th school day in accordance with the procedures in the Pennsylvania Code.
- GCS has the responsibility to make provision for the student's education during the period of the reflection day(s) or ISS.
- Students assigned a Reflection Day or ISS will be on probation for 15 days.

NURTURED HEART AND CODE OF CONDUCT

In addition to Restorative Practices, Gillingham Charter School uses the Nurtured Heart Approach, a method that focuses on building a person's inner-wealth. Too often in life we focus on our mistakes and leave out the myriad positive choices that are made. For our most intense children, our recognition of the positive must be relentless.

Nurtured Heart relies on its Three Stands, working in tandem, to create a cycle of positive reinforcement that aims to build strong relations. The Three Stands are:

1. Absolutely No
2. Absolutely Yes
3. Absolutely Clear

Stand one states "Absolutely No," meaning that when negative behaviors are observed, zero energy is given. This can be in the form of ignoring "junk behavior" that is not threatening, disrupting, or harmful, or using "resets." Resets are short moments in which the student resets his/herself and gets back on track. They are not intended to be embarrassing or demeaning, lasting a few seconds to (at most) a few minutes.

Stand two states "Absolutely Yes," requiring the teacher to relentlessly recognize positive choices. Using different forms of genuine recognition, the teacher is able to make "mountains out of molecules," giving all of the energy to the greatness the child demonstrates.

Stand three states "Absolutely Clear." The rules and expectations that are set in the school are absolutely clear and will be consistently and immediately enforced when violated. This allows students to feel comfortable in what is expected, feeling free to express themselves knowing exactly what the rules are.

CODE OF CONDUCT AND DISCIPLINE

The GCS Board has authorized the school administration to make reasonable and necessary rules and procedures for guiding student conduct. The intent of the rules, procedures, and consequences that follow is to explain how students will be held accountable for their behavior.

This Code applies to any conduct that occurs:

- On School Grounds at any time;
- Off School Grounds at any school activity, function or event;
- Off School Grounds when the conduct may reasonably be expected to
  - Undermine the proper disciplinary authority of the school;
  - Endanger the safety of members of the School Community;
  - Disrupt the school;
- While traveling to and from school, including but not limited to actions on any school bus, van or public transportation.

None of the consequences listed below will be applied in such a manner as to discriminate against any student based on race, sex, color, religion, sexual orientation, national origin or disability. The Administration of GCS will impose consequences for behavior that falls within the range of consequences for a particular violation of this Code. The severity and/or nature of the consequence imposed will be based on factors including, but not limited to, age of the student, number of prior offenses, disability, and/or severity of the violation.

GCS has the right to impose consequences for acts or behaviors that are not specifically delineated within this Code if those acts or behaviors threaten the health, safety and/or welfare of other members of the school community, or if those acts or behaviors disrupt the learning environment.

Various means may be used by school personnel to discourage or extinguish undesirable behaviors. Such means may include counseling the student; conferencing with the parent/guardian; assigning extra responsibilities at school; assigning community service; assigning a reflection lunch, a reflection hour, or reflection days/in-school suspensions; out-of-school suspension for up to ten (10) consecutive school days, expulsion for a period that may from one day up to and including permanent expulsion.

Corporal punishment is defined as physically punishing a student for an infraction of the discipline policy. Use of corporal punishment is strictly prohibited by law and school policy. Teachers and school authorities may only use reasonable force under the following circumstances:

- To quell a disturbance.
- To obtain possession of weapons or other dangerous objects.
- For the purpose of self-defense.
- For the protection of persons or property.

Levels of Misconduct
The following list of conduct categories represents a continuum of misbehavior based on the seriousness of the act and the frequency of occurrence.

Level I: The infractions classified at Level I are relatively minor and involve acts which only minimally interfere with the orderly conduct of the educational process.

Level II: At Level II, the seriousness of the misconduct remains a primary classification factor but the frequency of occurrence plays a significant role in determining the most appropriate disciplinary response.

Level III: At Level III, misconduct usually involves a serious action that shows disregard for the student, classmate, teacher, and/or the school.

Level IV: By contrast, Level IV misconduct involves extremely serious behavior or criminal acts that represent a direct and immediate threat to the welfare of individuals. Level IV misconducts may require interventions by law enforcement authorities.

A minor misconduct appropriately classified at Level I could move to Level II, and subsequently Level III, if the act persisted after several interventions had been attempted at a lower level. Although the seriousness of the infraction remains the same, the frequency of the occurrence requires it to be classified at a high level where a different set of disciplinary responses could be applied.

The following list of infractions and consequences/corrective action list serves as a general guideline for student conduct and discipline. GCS reserves the right to amend or modify any disciplinary consequences on a case-by-case basis as well as treat any infraction as a

higher-level infraction depending upon the circumstances, severity of the incident, and/or other factors deemed relevant by Administration. Repeated violations, regardless of whether they occurred in the same school year or in prior school years, may result in a violation being treated as a higher-level offense and may warrant suspension, expulsion and/or other disciplinary consequences connected with higher level offenses as reasonably determined by GCS on a case-by-case basis.

The School's Code of Conduct and Discipline is on the website and kept on file in the school's main office, available upon request.

The consequences/corrective action for any level infraction may include, but is not limited to, any one or more consequences/corrective actions listed:

Level I Infractions:

- Failure to obey directions from administrators, teachers or staff
- Violation of a specific classroom norm
- Violation of a specific teacher classroom rule
- Classroom/school disturbance/interruption/disruption
- Non-return or damage of school book(s)
- Hall violation or not having a hall pass
- Possession/eating/chewing of gum or candy
- Late to class
- Public Display of Affection
- Failure to comply with any policy stated in this handbook or school or classroom rule
- Uniform infraction

Possible Level I Consequences/Corrective Actions:

- Restorative conversation
- Class or small group circles may be used for problem solving
- Teachers may use a variety of in class consequences or redirection techniques
- A logical or natural consequence
- A discipline referral
- Restorative circle between the students involved
- Meeting with case worker or probation officer, where applicable and appropriate
- Assignment to reflection lunch, reflection hour, or reflection time

Level II Infractions:

Or repeated Level I Infractions (three or more)

- Disrespectful language/gesture
- Use of Profanity in word or gesture
- Possession of the following items during school hours:
  - iPod, mp3 player, or other personal listening device,
  - cell phone, smart watch
  - portable gaming device (psp, Nintendo DS, or similar)
  - AirPods or headphones
- Repeated violation of the Uniform Code
- Bathroom misconduct/procedure
- Disruptive bus behavior
- Failure to comply with any policy/procedure stated in this handbook

Possible Level II Consequences/Corrective Action:

- Restorative conversation
- Class or small group circles may be used for problem solving
- A discipline referral
- A logical or natural consequence
- SAP referral
- Meeting with caseworker or probation officer, where applicable and appropriate
- Assignment to reflection lunch, reflection hour, or reflection time
- Out-of-school suspension for up to ten consecutive days
- Placed on probation

Level III Infractions:

Or repeatedly having Level I and/or Level II Infractions (three or more)

- Falsifying teacher or parent/guardian signature
- Cheating/plagiarism
- Bullying including physical, verbal and cyber forms
- Use of racial slurs or other derogatory terms
- Threatening another student, adult or GCS staff member
- Misuse of the computer or internet

- Use of a cell phone, beeper, etc. or other electronic device during school hours without permission
- Skipping or "cutting" class
- Aggressive behaviors, including but not limited to hitting, pushing and shoving
- Insubordination to a teacher or other staff member
- Gambling or present at scene of gambling
- Lying/falsehood: including presentation of forged notes or passes
- Misuse of school property or property of others including computers, networks, web pages
- Threatening bodily harm or property damage
- Use of Obscene/Profane/Violent language or gestures
- Creation or Possession of Obscene/Violent writing, pictures or article
- Possession of electronic vaping device

Possible Level III Consequences/Corrective Action:

- Restorative conversation
- Class or small group circles may be used for problem solving
- A discipline referral
- Formal restorative conference
- A logical or natural consequence
- Meeting with caseworker or probation officer, where applicable and appropriate
- Assignment to reflection lunch, reflection hour, reflection time or in-school suspension
- SAP referral
- Meeting/conference between student, counselor, and parent/guardian
- Meeting/conference between student, teacher, DOE, Student Coach, and parent/guardian
- Out-of-school suspension from school for up to ten consecutive days
- Referral to Board of Trustees Discipline Committee for possible expulsion
- Placed on probation

Level IV Infractions:

Or repeatedly having Level I, II and/or III Infractions (three or more)

- Fighting
- Stealing/theft of school or private property
- Smoking/Using a vaping device
- Violation of Drug/Alcohol Policy including but not limited to possession, sale solicitation, use of illegal drugs or alcohol and transfer of legal medication or medical equipment to other students
- Possession and/or use and/or transfer of matches, lighters, laser pointers or any incendiary devices, dangerous weapons, alcohol, or illegal substances/drugs**
- Tampering with fire alarm/extinguishers
- Terroristic threats and/or threats of death whether written, verbal or cyber in nature
- Harassment of another student, teacher, administrator or staff member, verbally, physically or through cyber mediums
- Counterfeiting
- Sexual harassment of another student, teacher, administrator or staff member
- Failure to reasonably comply with any school policy/procedure
- Unlawful assembly and/or riot
- Sexual molestation
- Illegal conduct and/or attempted illegal conduct
- Attempted or actual Possession/ use/sale/ solicitation of/manufacture and/or distribution of prescription or over the counter drugs or counterfeit drugs
- Attempted or actual Possession/use/sale/manufacturing/solicitation of/ and/or distribution of non-prescription drugs or counterfeit non-prescription drugs
- Attempted or actual Possession/use/sale/manufacturing/solicitation of and/or distribution or alcohol
- Threats of death or serious bodily injury– either written, electronic or verbal
- Vandalism or defacing or destruction of school property or property of another (includes writing on walls, etc.)
- Leaving school grounds without proper authorization
- Harassment of any kind: verbal, written or gestures
- Attempted or actual possession/use/sale/ and/or distribution of Tobacco products
- Attempted or actual possession/use/sale/solicitation of and/or distribution of lighters, matches, laser pointers and/or look-alike weapons
- Arson or attempted arson
- Assault and/or battery of an employee or student
- Other criminal acts in violation of local, state, or federal laws and/or regulations
- Actual or attempted Possession, use, manufacturing, growing, distribution, solicitation of and/or sale of illegal drugs and/or counterfeit illegal drugs, and/or controlled substances and/or drug paraphernalia
- Extortion, attempted extortion, robbery, burglary and/or larceny
- Actual or attempted possession, distribution, sale, use or lighting of fireworks, stink bombs, or other explosives
- Sexual Harassment and/or Sexual Assault and/or Sexual Battery
- Inappropriate student actions which indicate the use of drugs, alcohol, or other behavior altering substances

- Student actions that present a danger to the safety and well-being of themselves or others
- Other criminal acts in violation of local, state, or federal laws
- Actual or attempted possession, use, distribution, solicitation or sale of a firearm or dangerous weapon. Weapons include, but are not limited to: any knife, cutting instrument, cutting tool, nunchaku, firearm, shotgun, rifle, and any other tool, instrument or implement capable of inflicting serious bodily injury**
- Hazing
- Possession, use, distribution, sale, lighting, or discharge of explosive or incendiary devices
- Possession of Dangerous articles, firearms, knives, metal pipes, sharpened implements, clubs, look-alike weapons, ammunition, etc.
- Molesting others
- Making unwanted sexual advances
- Forcing or attempting to force any other member of the school community to engage in any sexual act
- Engaging in any consensual sexual acts (for the purpose of this Code, sexual acts include, but are not limited to: intercourse, oral sex, groping, simulated sex) on school property, at a school function, on school transportation or at any school-related activity or trip;
- Trespassing
- Purposefully or recklessly endangering the health, welfare or safety of any member of the school community
- Threatening to endanger the health, welfare or safety of any member of the school community
- Causing or attempting to cause physical injury or pain to any member of the school community
- Causing or attempting to cause serious bodily injury to any member of the school community
- Engaging in any activity which can reasonably be expected to have the effect of harassing, threatening or damaging the safety or reputation of any member of the school community
- Actual or attempted Possession, Distribution, Sale or Use of Pornography (whether written or electronic)
- Violations of School Acceptable Use or Internet Safety Policy
- Repeated Violations of Attendance/Truancy Policies

Possible Level IV Consequences/Corrective Action:

- Restorative conversation
- Class or small group circles may be used for problem solving
- A discipline referral
- Formal restorative conference
- A logical or natural consequence
- Placed on probation
- Meeting with caseworker or probation officer, where applicable and appropriate
- Assignment to reflection lunch, reflection hour, reflection time, or in-school suspension
- Meeting/conference between student/school counselor, and parent/guardian
- Meeting/conference/informal hearing between student, teacher, Student Coach, DOE, Executive Director, and parent/guardian
- Out-of-school suspension from school for up to ten consecutive days
- Referral to the Board of Trustees Discipline Committee for possible expulsion from school, up to and including permanent expulsion

**Note: With regard to possession/use/transfer of devices/substances listed above, the Public School Code states:

> "A student shall not possess on their person, in their belongings, or in any storage space provided by the school, any tool, instrument, implement or weapon capable of causing serious injury or death. Such weapons, include, but are not limited to, firearms, knives, razors, stun guns, BB guns, starter pistols, harmful biological or toxic substances, explosives, or fireworks with the potential to injure or devices which may cause a fire."

As a result, the Pennsylvania Public School Code requires the school to refer for expulsion "any student who is determined to have brought onto or is in possession of a weapon on any school property, any school-sponsored activity or any public conveyance providing transportation to school or school-sponsored activity."

Accordingly, GCS administration shall do the following:

- The student shall be detained
- Any Safe Schools violation shall be reported to the police immediately
- The parents/guardians shall be reasonably notified
- The student shall be suspended
- A report to PDE and/or Pottsville Area School District will be filed to the extent required by applicable laws/regulations.
- The student will be recommended to the Board of Trustees for expulsion.
- The Board of Trustees may decide to expel the student or impose some lesser penalty after a hearing held in accordance with the due process procedures below.

SUSPENSION/EXPULSION PROCEDURES

Out of School Suspension and Expulsion

Exclusion from school the school community may take the form of suspension or expulsion.

1. Suspension is exclusion from school for a period of 1 to 10 consecutive school days.
    a. Suspensions may be given by the Executive Director or designee
    b. A student may not be suspended until the student has been informed of the reasons for the suspension and given an opportunity to respond. Prior notice of the intended suspension need not be given when it is clear that the health, safety or welfare of the school community is threatened.
    c. The parents or guardians shall be notified immediately in writing when the student is suspended.
    d. When the suspension exceeds 3 school days, the student and parent shall be given the opportunity for an informal hearing consistent with the requirements of the Pennsylvania Code.
    e. Suspensions may not be made to run consecutively beyond the 10-school-day period.
    f. Students shall have the responsibility to make up exams and work missed while being disciplined by suspension and shall be permitted to complete these assignments within guidelines established by the governing board.
    g. Students on out of school suspension will face a 30 day probationary period. Students assigned in-school suspension will be assigned 15 day probationary period.
2. Expulsion is exclusion from the school community by the governing board for a period exceeding 10 school days and may be permanent expulsion from the school rolls. Expulsions require a prior formal hearing pursuant to the Pennsylvania Code.
    a. During the period prior to the hearing and decision of the board in an expulsion case, the student shall be placed in his normal class except as set forth in subsection (d).
    b. If it is determined after an informal hearing that a student's presence in his normal class would constitute a threat to the health, safety or welfare of others and it is not possible to hold a formal hearing within the period of a suspension, the student may be excluded from school for more than 10 school days. A student may not be excluded from school for longer than 15 school days without a formal hearing unless mutually agreed upon by both parties. Any student so excluded shall be provided with alternative education, which may include home study.
    c. Students who are under 18 years of age are still subject to the compulsory school attendance law even though expelled and shall be provided an education.
    d. The initial responsibility for providing the required education rests with the student's parents or guardian, through placement in another school, tutorial or correspondence study, or another educational program approved by the DOE or designee.
    e. Within 30 days of action by the board, the parents or guardians shall submit to the school written evidence that the required education is being provided as described in paragraph (1) or that they are unable to do so. If the parents or guardians are unable to provide the required education, the school entity shall, within 10 days of receipt of the notification, make provision for the student's education. A student with a disability shall be provided educational services as required by the Individuals with Disabilities Education Act 2004.
    f. If the approved educational program is not complied with, the school entity may take action in accordance with 42 Pa.C.S. Chapter 63 (relating to the Juvenile Act) to ensure that the child will receive a proper education. See § 12.1(b) (relating to free education and attendance).

Expulsion Hearings

1. General: Education is a statutory right, and students shall be afforded due process if they are to be excluded from the school community. In a case involving a possible expulsion, the student is entitled to a formal hearing.
2. Formal Hearings: A formal hearing is required in all expulsion actions. This hearing may be held before the board or an authorized committee of the board, or a qualified hearing examiner appointed by the board. When a committee of the board or a hearing examiner conducts the hearing, a majority vote of the entire board is required to expel a student. The following due process requirements shall be observed with regard to the formal hearing:
    a. Notification of the charges shall be sent to the student's parents or guardians by certified mail.
    b. At least 3 days' notice of the time and place of the hearing shall be given. A copy of the expulsion policy, notice that legal counsel may represent the student and hearing procedures shall be included with the hearing notice. A student may request the rescheduling of the hearing when the student demonstrates good cause for an extension.
    c. The hearing shall be held in private unless the student or parent requests a public hearing.
    d. The student may be represented by counsel, at the expense of the parents or guardians, and may have a parent or guardian attend the hearing.
    e. The student has the right to be presented with the names of witnesses against the student, and copies of the statements and affidavits of those witnesses.
    f. The student has the right to request that the witnesses appear in person and answer questions or be cross-examined.
    g. The student has the right to testify and present witnesses on his own behalf.
    h. A written or audio record shall be kept of the hearing. The student is entitled, at the student's expense, to a copy. A copy shall be provided at no cost to a student who is indigent.
    i. The proceeding shall be held within 15 school days of the notification of charges, unless mutually agreed to by both parties. A hearing may be delayed for any of the following reasons, in which case the hearing shall be held as soon as reasonably possible:
        - Laboratory reports are needed from law enforcement agencies.

- Evaluations or other court or administrative proceedings are pending due to a student invoking his rights under the Individuals with Disabilities Education Act 2004 (20 U.S.C.A. § § 1400—1482).
- In cases in juvenile or criminal court involving sexual assault or serious bodily injury, delay is necessary due to the condition or best interests of the victim.

j. Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decision.

3. Informal Hearings: The purpose of the informal hearing is to enable the student to meet with the appropriate school official to explain the circumstances surrounding the event for which the student is being suspended or to show why the student should not be suspended.
   a. The informal hearing is held to bring forth all relevant information regarding the event for which the student may be suspended and for students, their parents or guardians and school officials to discuss ways by which future offenses might be avoided.
   b. The following due process requirements shall be observed in regard to the informal hearing:
      - Notification of the reasons for the suspension shall be given in writing to the parents or guardians and to the student.
      - Sufficient notice of the time and place of the informal hearing shall be given.
      - A student has the right to question any witnesses present at the hearing.
      - A student has the right to speak and produce witnesses on his own behalf.
      - The school entity shall offer to hold the informal hearing within the first 5 days of the suspension.

All hearings will take place before a qualified hearing examiner or authorized committee of the Board who will consider the evidence presented by Administration and the student in connection with a formal hearing and will make a recommendation to the Board of Trustees.

Electronics

K-6th grade students may bring one electronic device to school - including, but not limited to: cell phones, smartwatches, tablets, gaming devices, etc. The device must be checked in, turned off, and locked in a cabinet when the student arrives to school and may be picked up upon leaving school.

7th-12th grade students new cell phone policy;

1. During morning homeroom, cell phones and electronic devices - including, but not limited to: cell phones, smartwatches, tablets, gaming devices, etc - are locked in the storage box (and other apparatus for larger items) upon arrival for the day;
2. If a student needs to call home, we can make arrangements for that student and the student phone is available..
3. Students who turn in their phones and follow the cell phone policy, will be recognized, and will be allowed to use their cell phones at the end of the day after chores and check-out is completed.
4. Students that chooses not to follow the policy will receive a reflection hour after school, and have their phone confiscated until a parent picks up the cell phone.

Students are not permitted to use any electronic devices during school hours, including after morning drop off at the school and before afternoon pickup for home transportation, without permission. All other rules apply regarding cell phones, as indicated in this Student Handbook. As always, students may use the schoolhouse phone for emergency calls after first obtaining permission from school personnel.

RESOLVING CONFLICT & ISSUES

(Board approved 3.17.20)

At times, persons will come into conflict and issues will arise that take extra effort to resolve. As a Restorative Practices school, our goal is to

a) build community to mitigate conflict and
b) fix relationships when they are broken.

There are steps to follow if a student, parent, guardian, teacher, employee or member of the community has a conflict with another person, has issues with instruction or curriculum, has a complaint that cannot be resolved with the person after steps were taken to do so, or is concerned about any non-compliance with applicable state and federal laws and regulation governing education programs.

Step 1. To resolve conflict and issues, please speak directly to the person involved. You may contact that person or the school to set up a meeting or phone conference.
(If students are in conflict, they speak to one another directly. If the conflict is not resolved, they move to Step 2.)

Step 2. If you and that person cannot come to a resolution, please seek assistance from someone at Gillingham. You can speak with that person's teacher, supervisor or director. Different directors and supervisors oversee different types of issues, so use this as your guide or call the office for directions:

- Discipline: Student Coach
- Instruction: Director of Education
- Curriculum: Director of Education
- Operations: Director of Organizational Development
- Leadership: Executive Director
- Special Education: Lead Special Education Teacher or Director of Education

Step 3. If any discipline issue is still unresolved after speaking with the Student Coach, refer your concerns to the Director of Education before going to the Executive Director.
If any other issue listed above is still unresolved after speaking with the correct person listed above in Step 2, refer your concern to the Executive Director in writing via mail or email.

Step 4. If the concern still persists, refer your concern to the Board of Trustees in writing, and the Board will request a report from the Executive Director.
The Board may uphold the Executive Director's report and decision or conduct a hearing in accordance with the law. The Board's decision will be final.
Please contact the school office if you need information on appeals, civil law remedies, other public agency assistance, and conditions under which a complaint may be taken directly to the PA Department of Education.

ANTI-HARASSMENT POLICY

GCS will not tolerate or condone the existence of a hostile or offensive school environment in which sexual harassment and/or harassment based on race, color, national origin, religion, age, disability or sexual orientation are present. GCS is committed to ensuring that the school environment is free of all forms of harassment. Harassment and sexual harassment are offenses subject to disciplinary consequences as outlined in the Code of Conduct and Discipline section.

Definitions
Harassment includes offensive verbal or physical conduct based on an individual's race, gender, color, national origin, religion, age, disability, gender identity or sexual orientation where such conduct has the purpose or effect of interfering with an individual's academic performance or creates an intimidating, hostile or offensive school environment. Includes, but is not limited to: ethnic intimidation, threats, jokes, visual representatives, dissemination of materials, graffiti, use of derogatory language or actions about any race, religion, culture, disability, color, national origin, age, or sexual orientation.

Sexual harassment includes sexually oriented verbal "kidding"; pressure for sexual activity; remarks to an individual with sexual or demeaning implications; unwelcome sexual touching or advances; gestures; suggestions; requests or demands for sexual favor or activity; verbal or physical conduct of a sexual nature when submission to such conduct is made either explicitly or implicitly a term or condition of an individual's school experience; submission to or rejection of such conduct by an individual is used as the basis for academic decisions affecting the individual; or such conduct has the purpose or effect of unreasonably interfering with an individual's academic performance or creating an intimidating, hostile or offensive school environment. Sexual activity between Gillingham Charter School employees (permanent or temporary, including contract service providers) and students is strictly prohibited. Any sexual activity between an employee and a student constitutes prohibited sexual harassment under this policy.

Faculty and staff participate in Title IX workshops, and content of the Title IX workshops is posted on the school's website for you to peruse.

Reporting:
- Any individual who believes he or she has been subject to sexual harassment and/or unlawful harassment must report the matter immediately to the Title IX Coordinator, or the DOE if the harasser is the Title IX Coordinator. Reports may be provided in writing or verbally.
- There shall be no retaliation against any person who has, in good faith, complained of sexual harassment or other unlawful harassment or discrimination, reported a grievance, assisted in the reporting of a grievance, served as a witness or representative of the grievant, rejected sexual advances or harassment by others or who has otherwise taken any reasonable action to stop sexual harassment or other unlawful harassment.
- Any individual who believes he or she has been subjected to retaliation must report the matter immediately to the Title IX Coordinator, or the DOE if the harasser is the Title IX Coordinator.
- The reporting of an alleged incident shall remain strictly confidential within the bounds of any legal and investigative requirements. The confidentiality and rights of the accused shall be similarly respected.

REPORT SEXUAL HARASSMENT:
Nicolle Hutchinson
Title IX Coordinator
915 Howard Avenue
Pottsville, PA 17901
TELEPHONE: 570.955.3830
FAX: 570.955.3831
EMAIL: nhutchinson@gillingham.school

REPORT OTHER HARASSMENT:
Nicolle Hutchinson
Executive Director and Director of Education
915 Howard Avenue

Pottsville, PA 17901
TELEPHONE: 570.955.3830
FAX: 570.955.3831
EMAIL: nhutchinson@gillingham.school

ANTI-BULLYING POLICY

Purpose

The Board of Trustees recognizes the importance of a safe school environment to the educational process of Gillingham Charter School. The Board has determined that a safe and civil environment in school is necessary for students to learn and to achieve high academic standards. Bullying, like other disruptive or violent behaviors that disrupt both a student's ability to learn and a school's ability to educate its students in a safe environment, is prohibited at GCS. Because students learn by example, school administrators, faculty, staff, students and volunteers are directed to demonstrate appropriate behavior, treat others with civility and respect, and refuse to tolerate bullying.

Definitions

Bullying is defined as an intentional electronic, written, verbal or physical series of acts directed at another student or students, which occurs in a "school setting" or occurs outside of school.

1. conduct materially and substantially interferes with the educational process or program in the school, as allowed by law;
2. that is severe, persistent or pervasive;
3. and has the effect of doing any of the following:
    a. substantially interfering with a student's education;
    b. creating a threatening environment; or
    c. substantially disrupting the orderly operation of the school.

School setting shall mean:

1. in the school, on school grounds, on school property, at any school testing sites or other sites used by the school, including remote schooling,
2. on the school's server or school's electronic, web-based, Internet or on-line programs,
3. in school vehicles, at designated bus stops
4. any activity sponsored, supervised or sanctioned by the school
5. any time spent necessarily traveling to and from these locations

Additionally, any student whose out-of-school conduct interferes materially and substantially with the educational process in the school is also subject to this Policy.

Authority

The Board prohibits all forms of bullying by Gillingham students. The Board encourages students who have been bullied to promptly report such incidents to the Student Coach or Director of Education.

The Board directs that complaints of bullying shall be investigated promptly, and corrective action shall be taken when allegations are verified. Confidentiality of all parties shall be maintained, consistent with Gillingham's legal and investigative obligations. No reprisals or retaliation shall occur as a result of good faith reports of bullying.

Delegation of Responsibility

Each student shall be responsible to respect the rights of others and to ensure an atmosphere free from bullying.
The DOE/Student Coach shall ensure that this policy and administrative regulations are reviewed annually with students.
The Board directs the DOE/Student Coach or designee to develop:

1. procedures and administrative regulations necessary to implement this Policy
2. procedures for investigating reports of bullying incidents
3. prevention, intervention and education strategies related to bullying.

Guidelines

Standards for Student Behavior

The Board believes that standards for student behavior must be set cooperatively through interaction among the students, parents and guardians, staff and community members of the school, producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for school and community property on the part of students, staff and community members.

Students shall conduct themselves in a manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students, school staff, volunteers, and contractors.

Bystander Inaction

Because bystander support of bullying can bolster these behaviors, the school prohibits both active and passive support for acts of bullying.

1. The staff should encourage all students to refuse to engage in these acts and to report them immediately to an Administrator of the school.
2. All acts of bullying will be addressed by the Student Coach and an incident report shall be provided, documenting the occurrence and outcome.

Consequences of Bullying

Consequences and appropriate remedial actions for a student who commits an act of bullying:

1. shall be unique to the individual incident and will vary in method and severity according to:
    a. the nature of the behavior
    b. the developmental age of the student
    c. the student's history of problem behaviors and performance
2. may range from:
    a. Restorative Practices and other positive behavioral interventions
    b. assignment to reflection time or ISS for Restorative Work
    c. in-school or out-of-school suspension from the charter school
    d. and/or expulsion or other disciplinary removal from the charter school
3. must be consistent with the school's approved code of student conduct
4. remedial measures shall:
    a. be designed to correct the poor choice
    b. prevent another occurrence of the behavior
    c. protect the victim of the act
    d. restore relationship

Employee Bullying

In the case of an employee who commits one or more acts of bullying, consequences and appropriate remedial actions may range from Restorative Practices and other interventions, up to and including suspension, and/or termination, as set forth in the school's approved code of conduct in the employee handbook. Any alleged act committed by an employee will be handled by the DOD.

Reporting Bullying Incidents

The Board requires the DOE or Student Coach to be responsible for receiving complaints alleging violations of this Policy.

1. All school employees are required to report alleged violations of this Policy to the DOE or Student Coach.
2. All other members of the school community, including students, parents, volunteers, and visitors are encouraged to report any act that may be a violation of this Policy.
3. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report without further investigation.

Determination of Violation

The Board requires the Student Coach/designee to be responsible for determining whether an alleged act constitutes a violation of this Policy.

1. The SC/designee shall conduct a prompt, thorough, and complete investigation of each alleged incident.
2. An investigation is to be conducted within three school days after a report or complaint is made known to the SC.
3. The SC/designee shall make a report to the DOE regarding the incident and subsequent consequences.

Retaliation Prohibited

The Board prohibits reprisal or retaliation against any person who reports an act of bullying. The consequences and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the SC after consideration of the nature, severity, and circumstances of the act.

1. The consequences and appropriate remedial action for a person found to have falsely accused another of bullying may range from Restorative Practices and other positive behavioral interventions up to and including suspension and/or expulsion.
2. Consequences and appropriate remedial action for a school employee found to have falsely accused another of bullying shall be disciplined in accordance with school policies, procedures and agreements.

Annual Dissemination and Review of Policy

1. The Board requires GCS to annually disseminate this Policy to all school staff, students and parents, along with a statement explaining that it applies to all applicable acts of bullying that occur in school, on school property, at school-sponsored functions, or in a school vehicle.
2. The Board further requires school officials to ensure that this Policy and procedures for reporting bullying incidents are reviewed with the students within ninety (90) days after the Policy is adopted, and at least once each school year thereafter.

Compliance with State and Federal Statutes

1. Gillingham Charter School will comply with applicable federal and state laws relating to bullying, including but not limited to those requirements delineated in the Charter School Law, Chapter 12 of Title 22 of the Pennsylvania Code and the applicable House Bill 1067 Public School Code amendments relating to bullying.
2. Gillingham Charter School will comply with applicable federal and state laws, including Chapter 711 of Title 22 of the Pennsylvania Code and applicable provisions of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) and its applicable implementing regulations regarding the discipline of special education students and thought-to-be eligible students who engage in an act of bullying.
3. Gillingham Charter School will further comply with applicable federal and state laws, regarding protected handicapped students and applicable sections of Section 504 of the Rehabilitation Act and its applicable implementing regulations.

TO REPORT AN ACT OF BULLYING

Heather Nelson, Student Coach
915 Howard Avenue
Pottsville, PA 17901.
TELEPHONE: 570.955.3830, ext. 125
FAX: 570.955.3831
EMAIL: hnelson@gillingham.school

Written Policies
Charter School's written policy on Anti-Bullying is public record and shall be posted to the GCS website.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

SAFE 2 SAY PROGRAM

Gillingham Charter School participates in Pennsylvania's Safe 2 Say Something program, which is enforced and operated by the Pennsylvania Office of the Attorney General. S2SS is a program that provides a simple to use and confidential way for youth (students in grades 5-12) to report safety concerns to help prevent school violence, suicide, abuse, and other tragedies. More information regarding the program can be obtained from Gillingham's Administration or by visiting www.safe2saypa.org.

McKINNEY-VENTO ACT FOR HOMELESS STUDENTS

The McKinney-Veto Act was originally authorized in 1987 and most recently reauthorized in December 2015 by the Every Student Succeeds Act (ESSA). It was designed to address the challenges that homeless children and youths have faced in enrolling, attending and succeeding in school. Gillingham attempts to identify homeless students during the initial enrollment process and on an ongoing basis. If a student or family has indicated they are homeless, or if a staff member has reasonable suspicion that a student or family is homeless, they are required to alert the Homeless Liaison. All procedures in place are designed to ensure this identification does not create or exacerbate educational barriers. Under the McKinney-Vento Act, state educational agencies must ensure that each homeless child and youth has timely and equal access to the educational and related services that they need to enable them to meet the same challenging state academic standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment. State and local educational agencies are required to review and undertake steps to revise laws, regulations, enrollment, attendance, or success in school of homeless children and youths. Challenges of physical health are also addressed with referrals for medical, dental, and other health services, as needed. Coordination of transportation to and from school and school related events will be coordinated with the appropriate district to ensure the student is able to continue to attend Gillingham if they choose to do so.

All students at Gillingham Charter School receive free breakfast and lunch through the Community Eligibility Provision of the National School Lunch Program.

Who is considered homeless? Under McKinney Vento Act, the term "homeless children and youths" means individuals who lack a fixed, regular, and adequate nighttime residence that includes children and youths who are:

· Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;

· Living in motels, hotels, trailer parks or camping grounds due to lack of adequate alternative accommodations;

· Living in emergency, transitional or domestic violence shelters;

· Abandoned in hospitals;

· Awaiting Foster Care placement;

· Living in public or private places not designated for or ordinarily used as regular sleeping accommodations for human beings;

· Living in cars parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings;

· Living as migratory children in conditions described in previous examples;

· Living as run-away children;

· Living as school age unwed mothers in houses for unwed mothers if they have no other living accommodations.

Unaccompanied youth are afforded the same immediate enrollment, academic support, and can initiate their own school placement decisions and sign paperwork and/or other forms.

Students shall not be discriminated against, segregated nor stigmatized based on their status as homeless. To the extent feasible, and in accordance with the student's best interest, a

homeless student shall continue to be enrolled in their school or origin while they remain homeless or until the end of the academic year in which they obtain permanent housing. Parents/Guardians of a homeless student may request enrollment in the school in the attendance area where the student is actually living or other schools. If a student is unaccompanied by a parent/guardian, The Gillingham Homeless Liaison will consider the views of the student in determining where they will be enrolled. The selected school shall immediately enroll the student and begin instruction, even if the student is unable to produce records normally required for enrollment pursuant to Gillingham policies.

Homeless families will also have access to all district-wide parent involvement activities and initiatives.

Gillingham has staff members who work with local community agencies to coordinate services in the student's community. The staff includes liaison, counselor, SAP members etc. Gillingham Website also has an extensive list of community resources/supports which can be found under the McKinney Vento Act on the Gillingham Homepage.

Placement/Dispute/Complaints: If Gillingham is unable to determine the student's grade level due to missing or incomplete records, the school shall administer tests or utilize appropriate means to determine the student's placement.

If a dispute arises over school selection or enrollment, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent/guardian/student will be provided with a written explanation of the school's decision on the dispute, including the right to appeal. The parent/guardian/student will be referred to the Homeless Liaison who will carry out the state's grievance procedure as expeditiously as possible after receiving notice of the dispute. In the case of an unaccompanied student, the Homeless Liaison shall ensure that the student is immediately enrolled in school pending resolution of the dispute. If disputes or complaints on noncompliance arise regarding the education of homeless students, the following steps may be taken:

-The person filing the complaint shall first contact the school's Homeless Liaison to present their concerns to the people closest to the situation and most likely to be able to resolve it quickly.

-If Step 1 is not successful or is not possible under the circumstances, contact should be made with the Homeless Project Education Liaison, or the Pennsylvania Department of Education (PDE) will accept complaints directly through the Education for Homeless Children and Youth Program.

-Individual cases may be referred to PDE's Office of Chief Counsel and the Office of the Deputy Secretary for Elementary and Secondary Education, as needed, by the State Homeless Coordinator.

PDE will deliver a response within fifteen (15) business days of the receipt of the complaint. The complaint may arrive in the form of a copy of the school/district letter or on the Dispute Letter Form if given directly to a Liaison of the Homeless Initiative.

Gillingham Charter School is committed to help your child receive a consistent quality education. If you or someone you know would benefit from the McKinney-Vento Act, please contact the Homeless Liaison:

Nurse Allen

(570) 955-3830 ext. 112

jallen@gillingham.school

ACADEMIC INTEGRITY POLICY

Gillingham Charter School seeks to prepare students to develop magnanimous character. Magnanimity is defined as:

MAGNANIMITY, n. [L. magnanimitas; magnus, great, and animus, mind.] Greatness of mind; that elevation or dignity of soul, which encounters danger and trouble with tranquility and firmness, which raises the possessor above revenge, and makes him delight in acts of benevolence, which makes him disdain injustice and meanness, and prompts him to sacrifice personal ease, interest and safety for the accomplishment of useful and noble objects.

At school such a character seeks to be honorable, thoughtful and to show kindness to persons. Students are encouraged to develop relationships with persons, places and things that are introduced to them through their curriculum and through relationships at school. It is through these relationships of caring and knowing that children should view the world. Cheating and poor academic integrity is not part of a magnanimous character and destroys these relationships which, in turn, destroys the culture of the school by destroying trust among students and between students and teachers. Academic dishonesty destroys a nobleness of character and causes a person to be less than they are intended, and therefore must be stopped. Trust must be restored so that relationships are restored.

Academic integrity is part of a magnanimous character that seeks to care and to be truthful. A magnanimous person identities a problem he

or she might have and asks for help to solve them. But, to cheat in school is to show academic dishonesty. It is a habit that cannot go unnoticed or undealt with. It is harmful to the community and it is particularly harmful to the individual who does not exercise academic integrity. Developing the habit of cheating is harmful to the individual and is an insidious habit that destroys the cheater and those around them. It creates an unfair, unintellectual and uncaring environment. Therefore it cannot be allowed to continue. A culture of any sort and particularly a school culture would suffer tremendously if the habit of cheating is allowed to go unnoticed or unchallenged.

The magnanimous person takes credit for their own work and when it is less than hoped for such work becomes a learning and growing experience. The magnanimous person always acknowledges the work of others and never tries to give themselves credit for work someone else has done. The magnanimous person collaborates with others as specifically directed and authorized to do so by the supervising adult.

Because academic dishonesty is so egregious, students are encouraged to report academic dishonesty to a teacher, counselor or administrator.

Therefore at Gillingham Charter School we value knowledge for its own sake, intellectual honesty, artistic honesty, creative honesty, personal truthfulness, and the opinions and creations of others.

The following actions may be considered as acts of cheating:

- Plagiarism
- Talking during an examination or any type of assessment
- Copying another's assignments, tests, examinations, or allowing others to copy your work
- Roving eyes
- Open books or notebooks during an assessment
- Crib or cheat sheets
- Passing notes during an assessment
- Copying discs or files from computers that is not your work and printing it out or turning it in as your own work when it was produced by another person
- Having someone do your work for you such as homework, projects, etc
- Stealing examination questions, selling examination questions or any type of assignment to another person
- Altering a grade whether it is on a report card, a computer or a grade book
- Taking an examination for someone else
- Using bribery, blackmail or threats to intimidate in the pursuit of a better grade
- Possession of a cell phone during an examination or class work

Responsibilities of Teachers, Students, Parents, and Administrators
Student Responsibilities:

- Read, understand and know the GCS Academic Integrity Policy.
- Ask clarifying questions of your teachers or the Student Coach or DOE.
- Be sure to consult with each of your teachers to make sure you are following any and all academic integrity policies.
- Report to your teacher privately if cheating is taking place and explain how it is done.
- Do not copy the work of others on paper or in digital format.
- Do not use any kind of aids to accomplish an assignment other than those approved by your teacher.
- Do not work with others unless instructed to do so.
- Do not use crib or cheat sheets at any time.
- Keep your eyes on your own paper during any work you are assigned to do.
- Be sure to clarify with your teacher what aids you are allowed to use.
- Do not talk during any kind of an assessment unless specifically given permission by your teacher.
- Do not copy tests or any kind of assessment and do not give them to others.
- If you take an examination, do not tell others the questions that are on the examinations, especially those who take the examination after you.
- When doing work with others, do your fair share.

Teacher Responsibilities:

- Review the GCS Academic Integrity Policy with each class each term.
- Review with students the range of possible consequences for violations of the academic integrity policy.
- Address the use of study aids, if they are used, crib sheets, etc.
- Be clear about when and how students are to collaborate.
- Be watchful of students when they are working. Do not sit at your desk assuming all is right.
- Watch for differences in students' work to determine if it is caused by cheating.
- Immediately deal with any kind of academic integrity violation.
- Report immediately to other teachers any communication you receive about cheating in their classrooms.
- Report any academic integrity violations in your own classroom to the Student Coach.
- Be sure to review with students when they are allowed to discuss an examination or any other type of assessment.
- Complete a discipline referral for all violations of the Academic Integrity Policy.

Parent Responsibilities:

- Read, understand and know the GCS Academic Integrity Policy.
- Review the policy with your child(ren).
- Remind your child(ren) that compliance with the GCS Academic Integrity Policy is required
- Support the consequences imposed by the Teacher, Student Coach, or DOE.
- Remind and require your child(ren) to do their own work.
- When you help students complete a work assignment, ensure that the work remains their own.

Student Coach / Administrator Responsibilities:

- Make available to all members of the school community a copy of the GCS Academic Integrity Policy located in the Student Handbook.
- Encourage and facilitate discussions about the GCS Academic Integrity Policy.
- Administer fair and consistent consequences for offenses of the Academic Integrity Policy.
- Maintain record of Academic Integrity Policy offenses

Procedures and Consequences

Procedures

All parties concerned --students, parents, teachers, and administrators--are to understand that the teacher's professional judgement will determine whether a violation of the Academic Integrity Policy has occurred.

When a student has violated the Academic Integrity Policy or a clearly stated policy of the classroom teacher these procedures are to be followed:

1. The teacher is to complete a discipline referral and consult with the Student Coach.
2. The teacher will then meet with the student who is charged with academic dishonesty. They will review the Academic Integrity Policy together and the teacher will help the student understand how they have violated the policy.
3. The teacher will inform the parent or guardian.
4. The Student Coach will make sure the incident is recorded on the student's permanent record.
5. The Student Coach will determine if this is the student's first or subsequent offense.
6. The Student Coach will apply the appropriate consequences to the student based on the consequences listed below.

Consequences

- Restorative conversation
- A discipline referral
- The violation is noted on the student's permanent record.
- Contact the parent or guardian
- Assignment to reflection hour or reflection time.
- Placed on academic recovery
- Formal restorative conference.
- Affected feedback by the teacher on narrative report cards.
- Teachers and administrators may decline to write a letter of recommendation for the student for any purposes such as college, awards, scholarships, etc.
- Meeting with caseworker or probation officer, where applicable and appropriate.
- Parents may request the involvement of the school counselor.

Consequences for Second or More Violations

May include any of the above as well as any of the following:

- Placed on probation
- Possible placement of a letter of the cheating event will be placed in the student's academic file and sent off with any requests by schools, colleges, or other organizations.
- Affected narrative for the content area in which the cheating occurred and comments on the report card related to citizenship.
- Exclusion from participating in any extracurricular activities including clubs, athletics, etc.
- Out-of-school suspension from school for up to ten consecutive days
- Referral to the Board of Trustees Discipline Committee for possible expulsion from school, up to and including permanent expulsion.

Narrative Report Cards

Gillingham Charter School's K-12th grade narrative report cards inform the student and parents about the growth, mastery, effort and achievement of each student during each trimester, focusing on mastery of PA and Relational Ed Standards.

- The student shares his/her portfolio with the parents during the Student Led Conferences after the completion of terms 1 and 2.
- Third term's narrative report cards are mailed home.

Middle and Upper School Portfolio Assessment

Gillingham practices Portfolio Assessment to demonstrate student growth and to evaluate final progress. If a student demonstrates mastery of concepts, content and skills, then s/he passes the course and receives credit toward graduation. If the student does not demonstrate mastery, then s/he will be placed on academic recovery until mastery is accomplished.

To measure mastery, students do not earn and receive a traditional grade. Instead, they develop a portfolio in each class that has evidence of growth and progress. It is full of student work, rubrics, reflection sheets, videos of performances, exams, etc. At the end of the term, the student presents the portfolio and narrative report card to the parents, and then the student develops goals for future growth.

Though Gillingham uses this practice, not all schools nor colleges and trade schools do. Thus, Gillingham uses a system to translate the narratives and the rubrics into grades when they are required by a scholarship, college, trade school or other school of higher education. In such cases, students and families should see our career counselor.

We are willing to take these steps for many reasons, but the primary reason rests on the idea that children are persons and don't need marks and prizes to learn. They have insatiable learning, and marks can diminish their love for knowledge while fostering other desires. Charlotte Mason stated in her book, Towards a Philosophy of Education:

> I inferred that one of these, the Desire of Knowledge (Curiosity) was the chief instrument of education; that this desire might be paralysed or made powerless like an unused limb by encouraging other desires to intervene between a child and the knowledge proper for him; the desire for place,—emulation; for prizes,—avarice; for power,—ambition; for praise,—vanity, might each be a stumbling block to him. It seemed to me that we teachers had unconsciously elaborated a system which should secure the discipline of the schools and the eagerness of the scholars,—by means of marks, prizes, and the like,—and yet eliminate that knowledge-hunger, itself the quite sufficient incentive to education. (Mason, 1923, p.11)

Research supports Mason's conclusions and offers other reasons to use authentic portfolio assessment rather than traditional grades or "marks." The following information was gathered by the Missouri Department of Elementary and Secondary Education:

> "Students at all levels see [traditional] assessment as something that is done to them by someone else—out of their control or circle of influence. Most often, they do not acknowledge knowing any evaluation criteria beyond the letter grade or percent correct recorded on their work. Portfolios bridge this gap by providing a structure for involving students in developing and understanding criteria for good work and through the use of critical thinking and self-reflection, enable students to apply these criteria to their own work efforts and that of other students'. Through the use of Portfolios, students are regularly asked to examine how they succeeded or failed or improved on a task or set goals for future work. No longer is the learning just about the final product, evaluation or grade but becomes more focused on students developing metacognitive skills that will enable them to reflect upon and make adjustments in their learning in school and beyond."

Research has found that students in classes that emphasize improvement, progress, effort and the process of learning rather than grades and normative performance, are more likely to use a variety of learning strategies and have a more positive attitude toward learning. Ames, Carole and Archer, Jennifer. "Achievement Goals in the Classroom: Students' Learning Strategies and Motivation Processes Journal of Educational Psychology," 1988. American Psychological Association, Inc.

What is a Student Portfolio? A portfolio is best described as **a purposeful collection of student work that tells the story of the student's efforts, progress, or achievement in a content area.**[ii] "Purposeful" describes the way that student work is selected and is indicative of the story you want the portfolio to tell.

A portfolio serves many purposes:

- It highlights or celebrates the progress a student has made;
- it captures the process of learning and growth;
- it helps place students academically; or,
- it can also showcase the final products or best work of a student.

Ultimately, a portfolio is not just the pile of student work that accumulates over a quarter, semester or year.

A portfolio is different from a folder in that it includes:

- Explicit guidelines for selection
- Comprehensible criteria
- Clear objectives
- Selective and significant pieces
- Students' self-reflection pieces
- Evidence of student participation in selection of content
- Students' self-evaluation

Instead, it is a very intentional process: both teacher and student must be clear about the story the portfolio will be telling, and both must believe that the selection of and reflection upon their work serves one or more meaningful purposes. Although approaches to portfolio development may vary, in an effective portfolio the student must be an active participant involved in constructing the story of his or her journey academically through the portfolio process of selecting, organizing and reflecting. (from "Guidance for Using Student Portfolios in Educator Evaluation" retrieved August 15, 2018)

Promotion

- Attendance affects promotion.
- Upper School students must earn the minimum credits per year to be promoted to the next grade level.
- Lower and Middle school students must meet expectations in the majority of their subjects to be promoted.

Notification Regarding Failure to Meet Expectations

Parents can expect the following if a student is in danger of failing:

- Teachers are expected to communicate with parents regarding any issue of non-performance.
- Parents are also responsible for checking on student progress.

Gillingham Charter School Diploma

Upper School students who have earned 21 credits, have completed Gillingham's graduation requirements and have scored at the proficient (or higher) level on the PA Keystone Exams will receive a GCS diploma. Students with IEPs and/or Section 504 Plans will be required to meet the goals and/or conditions therein to receive a diploma and graduate. Students not meeting Gillingham Charter School and/or state requirements will NOT receive a diploma. Please refer to the Graduation Requirements of GCS.

Special Education

Special Education is the individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials, accessible settings, and other interventions designed to help learners with special needs achieve the greatest possible personal self-sufficiency and success in school and community.

The GCS Special Education program provides a full continuum of services to students with special needs who require specially designed instruction. What that means is that, depending on the needs of your child, he/she may receive support within the general education classes, receive additional resource support outside of the general education classes, or receive their instruction in the learning support classes for all or some of their academic subjects. A certified special education teacher supports students within the general education classes by collaborating and/or co-teaching with the general education teachers.

Summer School

Successful completion of all work is required for promotion to the next grade level. Students who need a course or need extra support in a certain subject area may be required to take summer school to be promoted.

CHILD FIND POLICY

The Executive Director and DOE, or designee shall ensure that children with disabilities, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services.
The Child Find duty includes children who are suspected of being a child with a disability under Section 300.111 of the federal regulations that implement IDEA 2004 and in need of special education, even though they are advancing from grade to grade; and highly mobile children, including migrant children, wards of the state and parentally placed private students, as appropriate.

Public Outreach Awareness System

The Executive Director or designee shall ensure that the following public awareness activities occur concerning programs and services for children with disabilities who are applying for enrollment at GCS or who attend GCS:

- GCS shall publish annually a written notice in means accessible to the GCS families, including: in this Handbook and on the GCS website.
    - The Notice must also be made available in means accessible to the public, such as:
        - GCS Administrative office, in the GCS special education office, in a newspaper of general circulation, through local Intermediate Units and/or through other generally accessible print and electronic media;
        - With the board meeting minutes a description of: child identification activities, of GCS special education services and programs, of the manner in which to request services and programs, and of the procedures followed by GCS to ensure the confidentiality of student information pertaining to students with disabilities pursuant to state and federal law.

A copy of the Annual Public Notice of Special Education Services and Programs and Rights for Students with Disabilities and Notification of Rights under the Family Educational Rights and Privacy Act are attached to this Handbook and are also available on the GCS website.

HEALTH SERVICES PROTOCOL

School Nurse services are provided throughout the school year. The school nurse provides health care in the nurse's office located in the

administration building, for acute illnesses/injuries occurring in school. The school nurse is not licensed to diagnose illness or injury, If you have a medical concern regarding your child, contact the child's health care provider directly.

Throughout the year all students are required by the Department of Health to have their height and weight checked. Pennsylvania requires all students to have their Body Mass Index (BMI) calculated. BMI is a screening tool used to determine whether a child is normal, over or under weight. This screening will take place early in the year. You will receive a letter with the results to be shared with your healthcare provider.

Hearing screening will be completed in grades K-4, 7 and 11.

Vision screening is completed in grade K-12

Scoliosis screening is completed in grades 6 and 7.

The school nurse will maintain your child's health record and notify parents/guardians if there are any documents needed.

The school nurse will maintain a record of your child immunizations and notify you if your child does not meet the Department of Health requirements. If your child is not compliant with the immunization requirements, the school nurse will assist you in creating a plan to have your child's immunizations meet the requirements for attending school.

Any student that becomes ill or is injured during the course of the school day should report to the health room with a signed pass from the teacher. The student will be assessed and treated as necessary. If the school nurse feels that it is necessary to send the student home the parent will be called and make arrangements for the student to be transported home. If the school nurse is unable to reach the parent the emergency contact will be notified. If the school nurse feels that the injury requires emergency treatment the parent/guardian will be notified and EMS will be called.

Health Office / School Nurse Sick Student Protocol

If your child presents to the school nurse with the following symptoms, the parent/guardian will be contacted to transport the child home:

- A temperature of 100 degrees or greater
- Vomiting
- Communicable diseases such as pink eye, chicken pox, measles, mumps, impetigo, ringworm,etc.
- Diarrhea
- Head lice
- Consistent hygiene issues (parent will be contacted by the nurse to collaboratively determine a course of action)
- Allergic reaction
- Severe injuries
- Any medical condition that requires further attention
- Possible concussion with symptoms
- Severe asthma attacks
- Severe sore throat with fever
- Diabetic reactions
- Seizures (parent will be notified and make decision with collaboration of nurse and parent/guardian)
- Rash with persistent itching
- Severe persistent coughing
- In any situation that the school nurse deems it necessary to send the student home

If your child presents to the school nurse with the following symptoms, the parent/guardian will not be contacted and the child will be returned to class:

- Minor playground injuries requiring no more than a bandaid such as scrapes, scratches
- Band-aid applications or changes
- Temperature of less than 100 degrees with no other symptoms
- Headache with no additional symptoms
- Upset stomach with no additional symptoms
- Menstrual cramps
- Splinter removal

The school nurse will contact parents/guardians by phone, note or both if your child has an injury that may require monitoring or follow-up by your healthcare provider.

Medication Administration

Whenever possible medication should be administered before and after school hours. If a medication is to be given three (3) times a day the recommended schedule of administration should be, before school, after school and at bedtime.

Prescription and over the counter medication will only be administered during school hours if the parent/guardian provides the following. These must be completed prior to medication administration:

- A written order from a physician for the prescribed medication and/or over the counter medication.
- A completed medication consent form, signed by parent/guardian and health care provider.

The medication must be in its original, unopened container properly labeled with the student's name, medication name, dosage, route and frequency to be given.

A parent/guardian or designated adult must bring the medication to the health office to be signed in by the school nurse.

All medication is to be maintained in the school nurse office. Medications will be administered by authorized personnel only. Parents/Guardians are responsible to notify the school nurse for any changes or discontinuation of medications.

No student is to carry medication of any kind, prescription or over the counter, to school with them, except students that have had the appropriate forms completed and signed to self-carry emergency medications.

Self-Carry Medications

Prior to allowing students to self-carry medications, the student must demonstrate the following and the parent/guardian must provide the following:

- An order from a licensed prescriber for the medication, including a statement that it is necessary for the student to carry the medication and the student is capable of administering the medication.
- A completed authorization for self-carry by student's emergency medications form.
- The student shall demonstrate administration skills and responsible behavior to the nurse.
- The student shall tell the nurse if the medication is used.

Emergency medications include epinephrine (EPI-PENS), Asthma inhalers and glucagon

Immunization Requirements

On the first day of school, unless the child has a medical or religious/philosophical exemption, a child must have had at least one dose of the following vaccines or risk exclusion:

For attendance in all grades children will need the following:
- 4 doses of tetanus, diphtheria and acellular pertussis (1 dose on or after the 4th birthday)
- 4 doses of polio (4th dose on or after 4th birthday and at least 6 months after previous dose)
- 2 doses of measles, rubella and mumps
- 3 doses of hepatitis B
- 2 doses of varicella (chickenpox) or evidence of immunity

For attendance in 7th grade:
- 1 dose of tetanus, diphtheria, acellular pertussis on the first day of 7th grade(tdap)
- 1 dose of meningococcal conjugate vaccine on the first day of 7th grade (MCV)

For attendance in 12th grade:
- 1 dose of MCV on the first day of 12th grade. If one dose is given at 16 years of age or older, that shall count as the 12th grade dose.

If a child does not have all the doses listed above, needs additional doses and the next dose is not medically appropriate, the child must provide a medical plan within the first week of school or risk exclusion.

The school nurse's role is to support student learning. The nurse accomplishes this by implementing strategies that promote student and staff health and safety. The nurse plays an integral role in the following programs:

- Health education
- Healthy environment
- Nutritional services
- Physical education/activity
- Counseling/mental health
- Staff wellness

To assist in the health of your child please be sure to check the following:
- Check your child every day before school to see if he/she is feeling well.
- If your child has a fever, is vomiting, has diarrhea please keep him/her home for 24 hrs.

- Encourage your child to report symptoms of not feeling well to teachers or to report to the nurse's office.
- Be sure to provide your child with adequate amounts of fresh air, sleep and a well-balanced diet.
- Teach your child to cover his/her mouth if coughing and to use hand sanitizer after he/she sneezes or coughs.
- Teach your child to wash their hands after using the restroom, before meals, and if they are soiled.
- Be sure that your child is properly dressed for the weather. At GCS, students go outside regardless of the various conditions. Students should plan school and PE uniforms accordingly.

Although the primary responsibility rests on the parent/guardian for the health of the child, the school nurse is here to assist you and your child. For any health related questions or concerns please feel free to contact the school nurse.

These guidelines are designed for the safety of your child and are strictly enforced. If you have any questions/concerns please contact, the school nurse.

Pink Eye Protocol
Students who appear to have pink eye will be sent home after their parents are called. The child will only be readmitted once it has been confirmed in writing through a doctor's note to the School that the child has been seen by a physician and is receiving appropriate treatment.

MEAL CHARGE POLICY

1. **Purpose**:
    a. The goal of the Gillingham Charter School Food Service Program is to provide students access to nutritious no- or low-cost meals each school day.
    b. However, unpaid charges place a large financial burden on our school. The purpose of this policy is to ensure compliance with federal requirements for the USDA Child Nutrition Program, and to provide oversight and accountability for the collection of outstanding student meal balances.
    c. The intent of this policy is to establish procedures to address unpaid meal charges at Gillingham Charter School. Gillingham Charter School provides this policy as a courtesy to those students in the event that they forget or lose their meal money. Charging of items outside of the reimbursable meals (i.e. requesting a second meal or a la carte milk without an existing positive account balance or the ability to pay on the day of service) is expressly prohibited.

2. **Policy**:
    a. Free Meal Benefit – Free eligible students will be allowed to receive a single free lunch each day. Any purchase of a second lunch on the same day must be prepaid or paid for the day of service at the paid meal price and may not be charged. Free eligible students will be allowed to receive a single free breakfast each day. Any purchase of a second breakfast on the same day must be prepaid or paid for the day of service at the paid meal price and may not be charged.
    b. Reduced Meal Benefit – Reduced eligible students will be allowed a single lunch and a single breakfast each day at the published reduced price. A student will be allowed to charge meals. The charge meals offered to students will be the same reimbursable meals that are available to all students. Any purchase of a second breakfast or a second lunch on the same day must prepaid or paid for the day of service at the paid meal price and may not be charged. Parents/Guardians are responsible for payment of all charged meals.
    c. Full Pay Students – Students will pay for meals at the school's published paid meal rate each day. If a student is without meal money on a consistent basis, the administration will investigate the situation more closely and take further action as needed. If financial hardship exists, parents and families are encouraged to apply for free or reduced price lunches for their child(ren) if applicable. A student will be allowed to 1 lunch and 1 breakfast per day. The charge meals offered to students will be the same reimbursable meals that are available to all students. Parents/Guardians are responsible for payment of all charged meals.
    d. Parents/Guardians are responsible for meal payment to the food service program. Discreet notices of low or deficit balances will be given parents/guardians at regular intervals during the school year.
    e. Students/Parents/Guardians may pay for meals in advance via the school office by check or cash. Funds will be maintained in a student account. Any remaining funds for a particular student will be carried over to the next school year. Payment may be made through the new e-funds system by credit or debit card. The link for such payments is available through the Family Access Portal.
    f. Refunds for withdrawn and graduating students: A written or emailed request for a refund of any money remaining in their account must be submitted. Students who are graduating at the end of the year will be given the option to transfer remaining funds to a sibling's account with a written request.
    g. Unclaimed Funds must be requested within one school year. Unclaimed funds will then be deposited into the Gillingham Charter School Food Service Program account.
    h. Balances Owed: Collection of owed balances will follow the procedures set forth in the Administration section.
    i. Special note regarding the purchase of a la carte milk: Milk is currently the only item that the Gillingham Charter School Food Service Program currently provides a la carte. **This is for students who bring a meal from home**. Please note that milk purchased to complement a meal from home is not part of the Free and Reduced Lunch Program or the School Breakfast Program and, as such, is NOT free for any student regardless of Free and Reduced status and payment is required. Students are required to prepay or have cash in hand to receive a la carte milk.
    j. A la carte items: The Gillingham Charter School Food Service Program currently serves no other a la carte items. If in

the future the Program chooses to add a la carte items, these would be not be chargeable. A student would be required to prepay or have cash in hand to receive a la carte items.

k. Any outstanding charge balances at the time of implementation of this policy are considered delinquent debts.

3. **Scope of Responsibility**:
    a. Program staff is responsible for maintaining charge records and notifying the student's parent/guardian.
    b. The Parent/Guardian is responsible for immediate payment or working out a payment plan with the Programs Coordinator or Business Manager.
4. **Administration**:
    a. Families are encouraged to apply for free and reduced price meal benefits. Any family that falls into a negative balance will receive a written notification to encourage them to apply for free or reduced price meal benefits.
    b. Families are encouraged to pre-pay for meals and check/cash is accepted in the school office daily. Payment on the day of service by check or cash is also accepted. Written notification of prepayment options occurs at the beginning of each school year, is given to each new transfer student, and is posted on the school website.
    c. Families will be notified of the school Meal Charge Policy in writing before the school year begins and with each new transfer student. This policy will also be posted on the school website.
    d. Families will also be notified immediately regarding any revisions made to the Meal Charge Policy.
    e. A letter of notification will be sent when a student has charged $10 or more. A Free and Reduced lunch application will accompany this initial notification.
    f. Robocalls will be made weekly after a student has charged $3 or more.
    g. If a child has money to purchase a reduced price or paid meal at the time of the meal service, the child must be provided a meal. The Gillingham Charter School Food Service Program may not use the child's money to repay previously unpaid charges if the child intended to use the money to purchase that day's meal.
    h. Long-term payment plans for households struggling to pay back a negative balance may be established. Unpaid meal charges may be carried over at the end of the school year as a delinquent debt and collection efforts may continue into the new school year. When local officials determine further collection efforts for delinquent debt are useless or too costly, the debt must be reclassified as "bad debt".
    i. Debts more than 90 days old and over $50 will be forwarded to a collections agency.

Written Policies

Charter School's written policy on Meal Charges is public record.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

COMPUTER AND TECHNOLOGY ACCEPTABLE USE POLICY

Purpose

Gillingham Charter School relies on its computer network to conduct business and student learning. To ensure appropriate use of the school's Computer Resources, Gillingham Charter School has created this Computer Usage Policy (the "Policy").
It is every computer User's (as defined below) duty to use the Computer Resources responsibly, professionally, ethically and lawfully. Access to these resources may be designated a privilege, not a right.

Definitions

From time to time in this Policy, we refer to terms that require definitions:

The term "Computer Resources" refers to the GCS computer network. Specifically, computer resources, whether owned or leased, including, but not limited to: host computers, file servers, application servers, communication servers, mail servers, fax servers, web servers, workstations, stand-alone computers, laptops, tablets software, data files, and all internal and external computer and communications networks (for example: Internet commercial online services, value-added networks, e-mail systems) that may be accessed directly or indirectly from our computer network.

The term "Users" refers to all employees, independent contractors, consultants, temporary workers, students, family members and other persons or entities that use our computer resources.

Policy

The Computer Resources are the property of Gillingham Charter School. Users are permitted access to the computer system to assist them in the performance of their jobs and academic purposes. Occasional, limited, and appropriate personal use of the computer system is permitted when the use does not: (1) interfere with the User's work performance or academic performance; (2) interfere with any other User's work performance or academic performance; (3) have undue impact on the operation of the computer system; (4) violate any other provision of this policy or any other policy, guideline, or standard of GCS. At all times, Users have the responsibility to use Computer Resources in a professional, ethical, and lawful manner.

Use of the computer system is a privilege that may be revoked at any time. In using or accessing our Computer Resources, Users must comply with the following provisions:

No Expectation of Privacy
The computers and computer accounts given to Users are to assist them in the performance of their jobs and for academic purposes. Users do not have an expectation of privacy in anything they create, store, send, or receive on the computer system. The computer system belongs to Gillingham Charter School and should be used primarily for Gillingham Charter School's business and academic purposes.

Online Activities Are Monitored
Network monitoring tools are used to "police" Computer Resources of all Users. (Examples: VNC, PC Anyware, Remote Control and Hyena). Teachers are required to monitor their student's activities while using the Computer Resources in all learning environments.

Waiver of Privacy Rights
Users expressly waive any right of privacy in anything they create, store, send, or receive on the computer or through the Internet or any other computer network. Users consent to allowing personnel of Gillingham Charter School to access and review all materials Users create, store, send, or receive on the computer or through the Internet or any other computer network. Users understand that Gillingham Charter School may use human or automated means to monitor use of their Computer Resources.

Prohibited Uses
Without prior written permission from GCS, Computer Resources may not be used for dissemination or storage of commercial or personal advertisements, mass mailings, solicitations, promotions, destructive programs (that is, viruses or self-replicating code), political material, downloading nonacademic related media, plagiarism, hacking or any other unauthorized or illegal use.

Inappropriate or Unlawful Material
Material that is fraudulent, harassing, sexually explicit, pornographic, violent or advocates violence, profane, obscene, intimidating, threatening, defamatory, discriminatory, or otherwise unlawful or inappropriate may not be sent by e-mail or other forms of electronic communication (such as bulletin board systems, newsgroups, chat groups) or accessed, reviewed, displayed on or stored in GCS Computer Resources. Users encountering or receiving this kind of material have the responsibility to immediately report the incident to their teacher or direct supervisor.

Spoofing and Spamming
Users may not, under any circumstances, use "spoofing" or other means to disguise their identities in sending e-mail or other electronic communication via bulletin boards, newsgroups, or chat groups. Without expressed permission from Gillingham Charter School, Users may not send unsolicited ("spamming") e-mails to persons with whom they do not have a prior relationship or bona fide Gillingham Charter School business purpose.

Misuse of Software
Without prior written authorization from the Gillingham Charter School, Users may not do any of the following: (1) copy software for use on their home computers; (2) provide copies of software to any independent contractors or clients of Gillingham Charter School or to any third person; (3) modify, revise, transform, recast or adapt any software or (4) reverse-engineer, disassemble, or decompile any software. Users who become aware of any misuse of software or violation of copyright law have the responsibility to immediately report the incident to their teacher or direct supervisor.

Communication of Trade Secrets
Unless expressly authorized by GCS, sending, transmitting, or otherwise disseminating proprietary data, trade secrets, or other confidential information of GCS is strictly prohibited. Unauthorized dissemination of this information may result in substantial civil liability as well as severe criminal penalties.

Other Unacceptable Uses:
Unless expressly authorized by GCS, the following are also unacceptable uses of Computer Resources, as defined herein:

- Users may not use Computer Resources to access material that is profane or obscene (pornography of any kind), that advocates illegal acts, or that advocates violence or discrimination towards other people (hate literature).
- Users may not post personal information on the Internet about themselves or other people. Personal contact information includes address, telephone, school address, work address, pictures or video bites, clips, blogs, social networking information, etc.
- Students may not agree to meet with someone they have met on the Internet without their parent's approval and participation.
- Users may not attempt to gain unauthorized access to any other computer system. This includes attempting to log in through another person's account or access another person's files. These actions are illegal, even if only for the purposes of "browsing," "snooping" or "electronic discovery."
- Users may not deliberately disrupt or harm hardware or systems, interfere with computer performance, interfere with another's ability to use equipment and systems, or destroy data.
- Users may not use Computer Resources to engage in illegal acts, such as arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, threatening the safety of person, etc.
- Users may not use the Computer Resources to solicit information with the intent of using such information to cause personal harm or bodily injury to another or others.
- Users may not post information that could endanger an individual, cause personal damage or a danger of service disruption.
- Users may not knowingly or recklessly post false or defamatory information about a person or organization.
- Users may not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to other Users.

- Users may not indirectly or directly make connections that create "backdoors" to GCS, other organizations, community groups, etc. that allow unauthorized access to the Computer Resources or GCS.
- Users may not use obscene, profane, lewd, vulgar, rude, inflammatory, hateful, threatening, or disrespectful language.
- Users may not engage in personal attacks, including prejudicial or discriminatory attacks.
- Users may not bully or harass another person. Harassment is persistently acting in a manner that distresses or annoys another person.
- Users may not re-post a message that was sent to them privately without permission of the person who sent them the message.
- Users may not forward or post chain letters or engage in "spamming." Spamming is sending an annoying or unnecessary message to a large number of people.
- Users will not install or reproduce unauthorized or unlicensed software on Computer Resources.
- Users may not plagiarize works that they find on the Internet or other resources.
- Users may not use Computer Resources for private business activities or unreasonable personal use.
- Users may not use Computer Resources for political lobbying except to the extent allowed by applicable state or federal laws.
- Students will not download files unless approved by their teacher.
- Students will follow the directions of their teachers and administrators when using Computer Resources and will obey all school rules regarding Computer Resource and Internet usage.

Student Code of Conduct Applies
Student behavior on Computer Resources is also governed by the behavioral expectations which appear in Gillingham Charter School's Student Code of Conduct.

Teachers and other staff members will make every attempt to monitor and guide students toward appropriate materials and the use of the system. It is understood that access to the Computer Resources is a privilege, not a right. Failure to abide by the rules in this document could result in the revocation of access privileges, disciplinary action (including suspension or expulsion from GCS), or legal action, as deemed appropriate. Parents/guardians or perpetrators may be billed for damages to equipment. Illegal activities will be referred to the appropriate law enforcement agency. Actions warranting suspension or expulsion will be subject to the due process procedures outlined in the Student Code of Conduct.

Lost or Damaged School Provided Materials
Loss and both intentional/unintentional damage caused to computer resources provided by GCS will require the parent or legal guardian to pay for the cost of replacement. In any instance of damage/loss incurred, a written letter will be sent to the parent/guardian outlining the cost of replacement. Students are responsible for caring properly for computer resources, avoiding having food or drink near them, storing resources appropriately when finished using them, and transporting them safely (laptops/chromebooks closed, turned off, etc.)

Passwords

Responsibility for Passwords
Users are responsible for safeguarding their passwords for access to the computer system. Individual passwords should not be printed, stored online, or given to others. Users are responsible for all transactions made using their passwords. No User may access the computer system with another User's password or account.

Passwords Do Not Imply Privacy
Use of passwords to gain access to the computer system or to encode particular files or messages does not imply that Users have an expectation of privacy in the material they create or receive on the computer system. Gillingham Charter School has global passwords that permit access to all material stored on their computer system regardless of whether that material has been encoded with a particular User's password.

Security

Accessing Other User's Files
Users may not alter or copy a file belonging to another User without first obtaining permission from the owner of the file. Ability to read, alter, or copy a file belonging to another User does not imply permission to read, alter, or copy that file. Users may not use the computer system to "snoop" or pry into the affairs of other Users by unnecessarily reviewing the files and e-mail.

Accessing Other Computers and Networks
A User's ability to connect to other computer systems through the network or by a modem does not imply a right to connect to those systems or to make use of those systems unless specifically authorized by the administrators of those systems.

Computer Security
Users may not attempt to circumvent GCS data protection measures or uncover security loopholes or bugs. Users may not gain or attempt to gain unauthorized access to restricted areas or files on the computer system. Users should not tamper with any software protections or restrictions placed on computer applications, files, or directories. Users who engage in this type of activity may be subject to loss of computer privileges, disciplinary action up to and including expulsion from GCS or termination of employment as well as civil and criminal liability.

Internet Filtering Technology
GCS employs firewall solutions. At a minimum it is meant to block visual depictions that are obscene, child pornography, and harmful to minors. If a User finds a website deemed inappropriate it must be reported to the User's teacher, the DOD or immediate supervisor. After review of the site appropriate steps will be taken to shield the site from Users. For purposes of bona fide research or other lawful purposes

certain blocked sites may be made available for those purposes only after approval of the request by the ED/DOD. GCS does not warrant the effectiveness of Internet filtering.

Viruses

Virus Detection
Viruses can cause substantial damage to computer systems. Each User is responsible for taking reasonable precautions to ensure he or she does not introduce viruses to the GCS network. To that end, all material received on CDs, flash drives or memory cards or other magnetic or optical medium and all materials downloaded from the Internet or from computers or networks that do not belong to GCS MUST be scanned for viruses and other destructive programs before being placed onto the computer system. Users should understand that their home computers and laptops might contain viruses. All flash drives or similar media transferred from home computers and laptops to the GCS network MUST be scanned for viruses.

Accessing the Internet
To ensure security and avoid the spread of viruses, Users accessing the Internet through a computer attached to Gillingham Charter School's network must do so through an approved Internet firewall.

Use of Encryption Software
Users may not install or use encryption software on any of Gillingham Charter School computers without first obtaining written permission from the IT Specialist. Users may not use passwords or encryption keys that are unknown to the IT Specialist.

Export Restrictions
The federal government has imposed restrictions on export of programs or files containing encryption technology (such as e-mail programs that permit encryption of messages and electronic commerce software that encodes transactions). Software containing encryption technology is not to be placed on the Internet or transmitted in any way outside the United States.

Unauthorized Disclosure of Information of Minors
It is a violation of state laws, including, but not limited to, Title 22 of the Pennsylvania Code and federal laws, including but not limited, to the Family Education Rights and Privacy Act ("FERPA"), to access data of a student you do not directly instruct or to disclose information about a student without parental permission or absent an exception to the disclosure requirements. All access and distribution of student data is recorded. Questions regarding the disclosure of student information must be directed to the Executive Director or designee prior to disclosure and must conform to the GCS student records/confidentiality policies.

Privileged Attorney-Client Communications
Confidential e-mail sent from or to in-house counsel or an attorney representing GCS should include this warning header on each page "ATTORNEY-CLIENT PRIVILEGED: DO NOT FORWARD WITHOUT PERMISSION."

Compliance with Applicable Laws and Licenses
In their use of Computer Resources, Users must comply with all software licenses/copyrights and all other state, federal, and international laws governing intellectual property and online activities. You may not copy and distribute copyrighted material (e.g., software, database files, documentation, articles, graphics files, and downloaded information) through the e-mail system or by any other means unless you have confirmed in advance from appropriate sources that GCS has the right to copy or distribute the material. Failure to observe a copyright may result in disciplinary action by GCS as well as legal action by the copyright owner. Any questions concerning these rights should be directed to your teacher, the Executive Director or designee, or your direct supervisor.

Cessation of Access
Upon termination or ending of employment, expulsion from GCS, withdrawal from GCS, etc., no further access to or use of Computer Resources is permitted without express authorization from the Executive Director or designee.

No Additional Rights
This Policy is not intended for and does not grant Users any contractual rights.

INTERNET SAFETY POLICY PURSUANT TO THE CHILDREN'S INTERNET PROTECTION ACT (CIPA)

Background
According to the Pennsylvania Department of Education ("PDE"), the Federal Children's Internet Protection Act ("CIPA"), Pub. L. No. 106-554 and 47 USC 254(h), mandates that schools that receive federal technology funds must develop and implement measures and policies to prevent access to "visual depictions" that are determined to be "obscene," "child pornography," or "harmful to minors" as defined herein.

PDE has further stated that schools receiving certain E-rate discounts are also mandated by the Neighborhood Children's Internet Protection Act (N-CIPA) to adopt and enforce an Internet Safety Policy (ISP) that addresses harmful or inappropriate online activities. N–CIPA was passed as part of CIPA.

The Board of Trustees of GCS has adopted this Policy in order to establish specific standards to comply with CIPA and N-CIPA requirements.

This Policy is to be read in conjunction with the GCS Acceptable Use of Computer Resources Policy and shall supplement, not supplant, the GCS Acceptable Use of Computer Resources Policy.

The Executive Director or designee is directed to include this Policy in the Parent and Student Handbook and the Employee Handbook. Failure to comply with this Policy and/or Internet safety requirements of GCS shall result in consequences as set forth in the school's Parent and Student Handbook, Code of Conduct or Employee Handbook and/or as allowed by applicable law. Consequences may include, but are not limited to: denial of or restriction to access to technology, suspension, expulsion, notification of authorities, termination, commencement of civil and/or criminal proceedings and/or other consequences available under school policy and/or applicable state and/or federal laws.

This Policy has been adopted after reasonable public notice and at a meeting held open to the public to address this Policy.

Purpose
Gillingham Charter School uses computer resources to facilitate the education of students and to aid in matters related to the operations of GCS. GCS further places student Internet safety as a primary concern.

It is every computer user's duty to use computer resources, including the Internet, responsibly, professionally, ethically and lawfully. Access to these resources shall be designated a privilege, not a right.

This policy applies to aspects of both adult and student compliance with Internet safety at GCS.

CIPA/N-CIPA Compliance/Internet Safety
It is the policy of GCS to:

- Prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, and all other forms of direct electronic communications;
- Prevent unauthorized access and other unlawful online activity;
- Prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and
- Comply with the Children's Internet Protection Act, Pub. L. No. 106-554 and 47 USC 254(h).
- To the extent consistent with applicable state and federal laws and reasonably practical, technology protection measures (or "Internet filters") shall be used at GCS to block or filter Internet, and other forms of electronic communications, and access to inappropriate information.

The form and type of technology protection measures used during the school year are identified by the computer consultant and any questions may be directed to the Executive Director or designee.

The term "technology protection measure" means a specific technology that blocks or filters Internet access to visual depictions that are:

- Obscene, as that term is defined in section 1460 of title 18, United States Code;
- Child Pornography, as that term is defined in section 2256 of Title 18, United States Code;
- Harmful to minors. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:
    - Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
    - Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
    - Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

The terms "sexual act" and "sexual contact" have the meanings given such terms in section 2246 of title 18, United States Code.

As required by the Children's Internet Protection Act (CIPA), blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Technology protection measures shall only be disabled pursuant to the direction of the Executive Director or designee to the extent allowed by applicable law and regulation, for bona fide research or other lawful purposes of an adult as determined by the Executive Director or designee. The development of procedures for the disabling or otherwise modifying of any technology protection measures shall be the responsibility of the Executive Director or designee.

The Executive Director or designee shall take reasonable steps to promote the safety and security of users of the online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

As required by the CIPA, prevention of inappropriate network usage at GCS shall include:

- Unauthorized access, including so-called 'hacking,' and other unlawful activities; and
- Unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

It shall be the responsibility of all members of the GCS staff to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and applicable laws, including the CIPA as well as in accordance with any administrative procedures developed by the Executive Director or designee in furtherance of this Policy.

In accordance with the "Protecting Children in the 21st Century Act" and its requirement to certify to the Schools and Library Division ("SLD") that the school's Internet Safety Policy includes educating minors about appropriate online behavior, students shall be educated about appropriate online behavior, including cyber-bullying awareness and response and interacting with other individuals on social networking sites and in chat rooms.

With regard to educating minors about appropriate online behavior, the Executive Director or designee is directed to:

- Make such educational opportunities available to students during the school year;
- Notify students and their parents about these educational opportunities in advance; and
- Maintain documentation of:
    - educational programs offered;
    - the dates and locations of such opportunities;
    - how online safety was taught and what was covered in the programs offered; and
    - those in attendance at the programs offered.

The Executive Director or designee is directed to file and/or provide the appropriate certifications evidencing compliance with CIPA and N-CIPA as required by applicable state and/or federal laws and regulations.

The Executive Director or designee is directed to maintain documentation of compliance with CIPA and N-CIPA certification requirements including the annual filing of FCC Form 486.

The Executive Director or designee is directed to ensure that GCS employs necessary technology protection measures in accordance with this Policy and shall report to the Board when modifications are needed to technology protection measures at GCS.

The online activities of students shall be monitored and minors' access to harmful materials shall be restricted to the extent required by applicable laws and regulations.

To the extent not inconsistent with applicable laws and regulations, the following disclaimers apply:

- There shall be no expectation of privacy by users of GCS Computer Resources;
- GCS does not guarantee the effectiveness of technology protection measures or internet filtering; and
- GCS does not guarantee network functionality or accuracy of online information.

The ED or designee is directed to implement any procedures that may be necessary to implement this policy as well as to timely submit any forms and paperwork as required by CIPA and N-CIPA and/or applicable state and federal Internet safety laws and regulations.

SECURITY

- Our school building is equipped with security cameras to ensure the safety of all.
- All parents/guardians/visitors are required to sign in and out at the Administration Building. No parent/guardian/visitor is permitted in the building without prior approval.
- No parent/guardian/visitor will be entering the Schoolhouse at any time without an escort or permission from the Administration Building, after they sign-in and receive their Visitor's pass.
- All volunteers/visitors are required to get a visitor's pass to be worn at all times while in the building.
- According to this new protocol, there should be NO parents or visitors entering or in the Schoolhouse at any time without an escort. This is to increase the safety and security of the schoolhouse and students.

Student Pickup Protocol & Procedures

School Arrival

To ensure the safety of students, GCS staff members are assigned specific bus duty during the arrival of students, including but not limited to: crossing guard, escorting students to or from busses, supervision of waiting areas, hall monitor, etc.

- Parent Drop-Offs/Walkers: The parent drop-off location is at the back of the building. Students should arrive no earlier than 8:00 am and no later than 8:15 am during a normal school day. If there is a two-hour delay, students should arrive no earlier than 10:00 am and no later than 10:15 am. If there is a three-hour delay, students should arrive no earlier than 11:00 am and no later than 11:15 am.
- Bus Riders: Children riding school buses arrive at different times based on the home district schedules. Typically, students arrive by bus between 8:00 and 8:30 am. If there is a two-hour delay, students typically arrive between 10:00 am and 10:30 am. If there is a three-hour delay, students typically arrive between 11:00 am and 11:30 a.m.

Students will report to their classroom upon arrival.

School Dismissal

To ensure the safety of students, GCS staff members are assigned specific Bus Duty during the dismissal of students, including but not limited to crossing guard, escorting students to or from buses, supervision of waiting areas, hall monitor, etc.

On a normal full school day, all students begin preparing for dismissal at 2:40pm. The School Secretary announces over the intercom the dismissal of student pickups, walkers, and the arrival of each home district bus. Children being picked up by parents/guardians and walkers

are usually dismissed first, starting at approximately 3:00pm. Walkers and pickups are never dismissed together, at the exact same time. Dismissal for buses is called as the buses arrive. The order in which the students are called for dismissal can vary, depending on the order the buses arrive in. The classroom teachers dismiss students from their classrooms when the appropriate method of dismissal is called for that student.

- Pickups: Students being picked up line up in the East Hall on the first floor of the schoolhouse to wait release. A staff member assigned to this Busing Duty will release the students to parents, following GCS Release of Student protocols.
- Walkers: Students who are walkers are dismissed from their classrooms by their classroom teachers after the School Secretary announces Walker Dismissal.
- Bus Riders: Students taking the bus will line up in the West Hall on the first floor of the schoolhouse after their bus is called over the intercom. A staff member assigned to this Busing Duty escorts the students to the bus.
- Clubs/After school activities: Students need written permission slips for clubs and sports. Any student staying after school for an activity or club must report to the activity or club location after all buses have been called.

Any parents wishing to visit or speak to someone must report first to the Administration Building, as per protocol. Due to busing being a busy time, parents/guardians will not be permitted to enter the school during dismissal without prior permission.

Release of Student
In order to ensure the children's safety, the Administration Office maintains a list of individuals who are authorized to pick up a student in attendance at GCS.

- Students will only be released to an authorized adult (parent, guardian, or an adult listed on the 'Authorized Pick-Up Form' submitted by a parent or guardian), at all times.
- Any adult seeking the release of a child must report to the Administration Building.
- All adults must show appropriate picture identification before a child will be released from Gillingham Charter School.
- Verbal permission or written permission, when the parent or guardian is not present to show identification, to allow an adult who is not on the Authorized Pick-Up Form to pick up a child is not allowed.

Authorized Pick-Up Forms are handed out at the beginning of the year and are available in the Administration Building if updates are needed. If changes need to be made to the Authorized Pick-Up Form, a parent or guardian must complete and date a new form.

Certified copies of any court orders or divorce decrees, which restrict a parent's ability to seek the release of a child, shall be maintained in the office. The custodial parent has the obligation of providing the school with this information. If the person seeking release of a child shows an out-of-state custody order, s/he must report to the Director of Education (DOE) or Director of Organizational Development (DOD).

End of Day Pickup
Please review the above 'Release of Student' section regarding the school policy and requirements for student release.

- For parents who pick up students regularly at end of day, parents wait in the car line that is behind the schoolhouse on the alley leading to the Russell Building. Students are released to each car.
- If a student normally rides the bus, the student must submit a note upon arrival to the Schoolhouse to be picked up that day..
    - The note should indicate the student will not be taking the bus, but instead of picked up at end of day dismissal.
    - The note must be written by the custodial parent or guardian.
- All adults must show appropriate picture identification, each time, to the GCS employee releasing students for Parent Pickup.
- Students will only be released to an authorized adult (parent, guardian, or an adult listed on the 'Authorized Pick-Up Form' submitted by a parent or guardian), at all times.
- Students must be picked up no later than 3:30 PM from the schoolhouse. Students that are repeatedly picked up late by their Parent/Guardian will be referred to the Board of Trustees for possible disciplinary action.

Pickup during School Hours
Please review the above 'Release of Student' section regarding the school policy and requirements for student release during school hours.

- Any adult seeking the release of a child must report to the Administration Building, not the Schoolhouse.
- All adults must show appropriate picture identification before a child will be released from Gillingham Charter School.
- Students will only be released to an authorized adult (parent, guardian, or an adult listed on the 'Authorized Pick-Up Form' submitted by a parent or guardian), at all times.
- All adults wait in the Administration seating area while their child is being retrieved.
- Any child being picked up during school hours, or at the end of day pickup if the child is normally a bus rider, will submit a note upon arrival to the Schoolhouse.
    - The note should include the reasons for early dismissal of the student and be written by the custodial parent or guardian.
- The parent, guardian or authorized adult must sign the child out of school at the Administration Building.

FIRE DRILLS

By law, fire drills are required and are important to ensure the safety of students and staff.

- It is essential that when the signal is given, everyone responds promptly and clears the building as quickly as possible by the

prescribed route which is posted in each classroom and office.
- Silence is always observed during the fire drill.
- Classes assemble at the predetermined location.
- Students who are not in the classroom when the alarm is sounded will leave by the nearest exit and report to their homeroom teacher at the designated location.

Noncompliance with these regulations is a serious infraction and will result in disciplinary action.

EMERGENCY PROCEDURES

Inclement Weather: Closings, Two/Three Hour Delays, and Early Release

Parents should always have an emergency plan in place that they discuss with their children in the event of an early dismissal. It is important that parents are sure that their authorized pick-up list is up to date.

When GCS is closed, is delayed 2/3 hours or releases early:
- An announcement will be broadcasted on WNEP, WFMZ, WBRE, and T102 with specific information.
- An automatic robo-call and text message alert will be sent to the current phone numbers on file for parents/guardians, teachers, school staff, etc.

ALSO:

- Two-hour delay: students should arrive no earlier than 10:00 am and no later than 10:25 am.
- Three-hour delay: students should arrive no earlier than 11:00 am and no later than 11:25 am.
- When Pottsville Area School District is closed due to weather, GCS will also be closed.
- Whenever school is dismissed early, ALL extracurricular activities will be CANCELLED.

Please remember that, due to inclement weather, schedules for district transportation and the GCS school schedule may be different. Please review below:

Inclement Weather: Transportation Conflicts with District and GCS
Busing is provided by the district of residence and, therefore, transportation follows the district of residence schedule in regards to weather related delays, closings, and early releases. When there is inclement weather or when inclement weather is anticipated, please check WNEP, WFMZ, WBRE, and T102 for your child's district of residence schedule.
- CLOSED: When the child's district of residence is closed due to weather, transportation from that district will not be provided even if GCS is open. It is the responsibility of the parents to transport their child to/from school. If the roads are not safe, please do not drive! In this type of situation, absences will be excused.
- TWO/THREE HOUR DELAY: When a child's district of residence is on a two hour delay due to weather, transportation from that district will reflect that two hour delay schedule, even if GCS opens at the normal time. It is the responsibility of the parents to ensure their child arrives to school no later than 10:30 am/11:30 am. If the roads are not safe, please do not drive to transport the children earlier than your district's delayed schedule. In this type of situation, a tardy will be excused.
- EARLY RELEASE: When a child's district of residence is performing an early release due to weather, transportation for the students will reflect that early release schedule, even if GCS does not have an early release. Therefore, when it is inclement or when inclement weather is anticipated, please check WNEP, WFMZ, WBRE and T102 for your child's district of residence and then, if needed, call the Administration Office for the specific time district transportation will be picking up the children. Robo-calls and texts may also be sent out by GCS staff once Administration learns of any early releases that may affect GCS students.

Non-Weather-Related Emergencies/Closings
In the event that the school has a non-weather-related emergency, the following guidelines will be followed and parents will be alerted:

Lock Down and Stay Down
- A signal notifying staff of a "Lock Down and Stay Down" will be given.
- The students will be held in their classrooms or other secured places with doors and windows secured.
- An all-clear signal will be given when the building has been cleared.

Shelter-In-Place
- A signal notifying staff of a Shelter-In-Place will be given.
- All students and staff will be brought indoors and will remain indoors.
- An "all clear signal" will be given when the outdoor area is secured.

An Evacuation Emergency
- A signal notifying all staff and students will be given to evacuate the building.
- The staff and students will follow their fire drill procedures.
- In the event that further evacuation needs to take place, parents will be alerted and the school will use the closing

announcements on WNEP, WFMZ, WBRE, & T102 with the pickup location and information.

PERSONAL PROPERTY

Parents are requested to place the name of their child clearly inside on all personal items such as coats, jackets, book bags, etc. Please encourage your children to be responsible for looking for and finding lost items. The Lost and Found box will be located in the Schoolhouse. Caution should be taken when you approve of your child bringing valuable or irreplaceable items to school. The school cannot be responsible for items that are lost, damaged or otherwise missing. Toys are not permitted in school unless requested for special projects or activities. Electronic games, pagers, radios, CD players, iPods, mp3 players, headphones and other electronic devices are not permitted to be used in school. Students must keep their bookbags/bags/purses in their assigned area during the school day.

SEARCH AND SEIZURE

The Board of Trustees acknowledges the need for safe in-school storage of books, clothing, school materials and other personal property. Lockers, shelves, hooks or cabinets may be provided. The Board of Trustees reserves the right to authorize the Executive Director or designee to inspect a student's storage space when such has a reasonable suspicion to believe that the storage space is improperly used for the storage of contraband, a substance or object the possession of which is illegal or any material which poses a hazard to the safety, sanitation and/or good order of the school.

A student's person and possessions may be searched by the Executive Director and/or designee provided that the individual has reasonable grounds to suspect that the search will yield evidence that the student violated or is violating either the law or the rules of the school. Any illegal or prohibited materials seized during a student search may be used as evidence against the student in a school disciplinary hearing or proceeding and may be turned over to law enforcement authorities.

COMMUNICATION

Good communication is a vital element of public relations. GCS endeavors to keep students and parents fully and regularly informed of the events and activities of the school.

Changes to Your Child's Daily Schedule

- Any change to your child's normal daily routine (after school / before school, etc.) needs to be put in writing and given to the secretary or your child's teacher no later than the day of the change. Phone calls to the office for emergency situations and transportation changes must be received by 12:00pm to ensure proper communication with all school parties.

Appointments with Faculty Members

- Parents are required to make an appointment to see their child's teacher.
- A note sent with the child requesting a certain day or time for a conference will suffice.
- The teacher will respond to the parent as soon as possible to confirm or reschedule the appointment.
- No meetings can be held during school hours, except at the request of the school.
- Teachers do not regularly check emails throughout

the day. Appointments with the ED, DOE, and DOD

- The Executive Director, DOE, and DOD are available before or during the school day to meet with parents who request an appointment.
- Appointments may be made through the office.
- The Executive Director, DOE, and DOD will respond to the parent as soon as possible to confirm or reschedule the appointment.

EQUAL OPPORTUNITY/ANTI-DISCRIMINATION POLICY

Gillingham Charter School shall not discriminate against any person on the basis of race, sex, color, religion, sexual orientation, national origin, disability, genetic information or any other classification otherwise protected by applicable state and/or federal laws.

The Board of Trustees recognizes school administrators' and employees' obligations to comply with all applicable federal, state and local laws in providing equal opportunity to all students.

Pursuant to 22 Pa. Code §12.4 and consistent with the Pennsylvania Human Relations Act (43 P.S. §§ 951 - 963), GCS does not discriminate on the basis of race, sex, color, religion, sexual orientation, national origin, disability, or any other classification otherwise protected by law in the administration of its educational policies, admission policies, hiring policies, and other school administered programs and operations.

No student will not be denied access to a free and full public education, nor may a student be subject to disciplinary action on account of race, sex, color, religion, sexual orientation, national origin, genetic information or disability.

PLEDGE OF ALLEGIANCE STATEMENT

The Pennsylvania Code provides:

It is the responsibility of every citizen to show proper respect for his country and its flag.

- Students may decline to recite the Pledge of Allegiance and may refrain from saluting the Flag/standing on the basis of personal belief or religious convictions.
- Students who choose to refrain from such participation shall respect the rights and interests of classmates who do wish to participate.

RIGHT TO AMEND

The school retains the right to amend the handbook for just cause. Parents will be given prompt notification if changes are made.

NOTICE OF SMOKE-FREE SCHOOL

To promote a healthier environment GCS is a smoke-free school. As a matter of policy, smoking/vaping IS NOT permitted in the school building or on school grounds at any time. Please cooperate by extinguishing and disposing of smoking/vaping materials prior to entering upon school grounds.

UNIFORM CODE

Gillingham Charter School is a relational Charlotte Mason public school; thus, Gillingham implements a simple uniform code to support the atmosphere, discipline and life of our relational school since a uniform supports the following:

- Fosters a safe, orderly environment
- Helps students to "code switch" to our rich, rigorous learning environment
- Nurtures professionalism, preparing students for the workplace
- Reduces distractions
- Reduces the stress of wearing the "right clothes" or name brands to fit in
- Fosters a sense of "team" and inspires school pride and identity, uniting the student body through dress just like a team

Infractions: Parents will be contacted when their child is out of uniform to amend the situation immediately by bringing in the correct clothes so that the child can go back to class. The code of conduct's consequences will be followed concerning uniform infractions.

TOPS

All tops, except sweaters, must be tucked in. All tops must be free of non-GCS logos and appropriately fitted per discretion of GCS Faculty/Staff. Students may wear black tops or black pants but not black on black.

Uniform code shirts w/GCS embroidery can be purchased from our school store, the GCS Wolfpack Rack. Directions are at the bottom.

- **Plain Polo Shirt** *(short & long sleeve)*

(no logos, patterns/prints except for GCS embroidered patch; black, gray, or white; short or long sleeve)

- **Plain White, Gray or Black Oxford or Peter Pan Collar Shirt** *(short & long sleeve)*
- **Plain Gray or Black Sweater/Sweater Vest/Fleece or the Gillingham Crew Neck Sweatshirt**

(no logos, no hoodies, no Gillingham hoodie for daily uniform, no crew neck sweatshirts unless Gillingham crew neck, all properly fitted)

- **White, Black or Gray Undershirts** *(worn under sweaters as well)*
- **Black Blazer** *(worn with oxford/peter pan shirts or polos)*
- **Gillingham Athletic Wear or School Crewneck Sweatshirt (not the G hoodie)**

(*needs to be approved by Student Coach; shirts tucked in; no black on black)*

- **Black, Silver, Gray &/or White Tie**

(this is optional…plain or combos of black, silver, gray &/or white tie; to be worn with the shirts, not polos)

BOTTOMS

All pants and shorts should be appropriately fitted; no jeans, cargo, jegging/yoga pant material, side zippers/loops/strings. All bottoms are no shorter than 3 inches from the knee. All bottoms must be free of logos.

- **Tan, Khaki, Black Pants & Bermuda Shorts w/Belt Loops**

(No jeans; no shorter than 3 inches from the knee, black tops are not allowed with black bottoms.)

- **Tan or Black Khaki Skirt K-12th**

(no shorter than 3 inches from the knee; wear w/black or gray shorts or leggings underneath; uniform pants material, appropriately fitted)
****Black tops are not allowed with black bottoms.*

- **Tan, Black, Gray Khaki Knee Length Jumper or Polo Knee Length Dress**

(no shorter than 3 inches from the knee; wear w/black or gray shorts or leggings underneath)

- **Black, Brown, or Gray Belt**

(required - plain w/small buckle for pants, shorts and skirts with belt loops, K-2 don't have to have a belt if it's too difficult for them)

FOOTWEAR

- **Shoes**
  - Must be all black or mostly black. ***If this proves too difficult, simply notify the Student Coach to find solutions.***
  - If the shoe is not primarily black, the student will be required to wear different shoes.
  - Rubber soles are best because children play outside A LOT at Gillingham.
  - Recommended styles are as follows: black oxfords, penny loafers, Mary Janes, t-straps, sneakers
  - These are not allowed: crocs, boots, flip flops, slippers, moccasins, high heels, soles over 2", colored studs/buckles
  - Winter boots may be worn to and from school to be worn outside, but they are not worn inside. Students change into their black uniform shoes.
- **White or Black Socks/Tights** (plain/solid; short & knee highs)

PHYSICAL EDUCATION

K-2nd: They wear black or mostly black sneakers on PE days. They do **not have** required gym clothes. They wear their uniform during PE.

3rd-12th: They are required to come to school wearing the required gym uniform (below) on PE days.

REQUIRED for P.E. classes (grades 3-12)

- **Gillingham Gym T-Shirt** *Purchase from the school's store. No plain T-shirts.*

Must be all black or mostly black. ***If this proves too difficult, simply notify the Student Coach to find solutions.***

- **Gillingham Gym Shorts** *Purchase from the school's store. No plain shorts.*
- **Tennis Shoes, Sneakers, High Tops** *Athletic shoe of any color and style is permitted.*
- **White or Black Socks** *Solid and plain*

OPTIONAL for P.E. classes (grades 3-12)

- **Any "G-Wear" Shirt/Hoodie/Sweatshirt/Sweatpants**
- **Plain Gray Sweatshirt/Hoodie/Sweatshirt** *(no logo)*
- **Plain Black or Gray Sweatpants/Joggers** *(no logo, no yoga pants, tight pants, leggings or tights)*

ACCESSORIES

To help promote professionalism to prepare students for the workplace and life after school, students are not allowed to wear facial piercings, show tattoos, dye hair in unnatural hair colors, and keep their hair in their eyes. Jewelry must be minimal & kept small for safety reasons. Dime size or smaller piercings allowed. Inside, students may not wear hats, scarves, gloves, fishnet, lace, or legwarmers. No buttons, bandanas, chains, or anything that can be misconstrued as gang-related or detrimental for outdoor living and play. Simple headbands only to maintain professionalism (no animal ears, costume headbands, etc., which are distractions). For student and school safety, 7-12 students are not allowed to wear hoodies on their heads outside while under GCS supervision.

FACE MASKS

When the school mandates masks or if a child chooses to wear a mask, the following rules for wearing face masks are in accordance with the school's Health and Safety Plan and keep distractions to a minimum. Students must wear masks correctly, covering both mouth and nose.

Students choose from the Gillingham Mask or these options:

- PLAIN MASK – in one of the following colors: black, silver, gray, white
- MEDICAL MASK – which is typically blue

RECITAL WEAR

A dress code for recitals/performances will be sent home prior to each event held at Gillingham if special attire is required. If the dress code is not followed at the event, it may affect the student's ability to participate, and a uniform violation will be assigned.

FIRST FRIDAYS & DRESS DOWN DAYS

The entire Gillingham community (students, faculty, staff) will DRESS DOWN on the 1st Friday of every month, and sometimes special dress down days occur for various reasons. Dress down attire needs to be respectful & modest, representing the values of the Gillingham name in such ways as follows: *no vulgar, rude, defamatory messages; no rips; no visible undies; no spaghetti straps; no pajamas; no undue attention to one's body; no shorts/skirts/dresses shorter than 3 inches from the knees; hats taken off during class/presentations, no hoods worn on head, etc.*

HEALTH & HYGIENE

Students at Gillingham are required to maintain healthy habits of living and hygiene. We require the following:

- Students are not allowed to write on themselves. It is a uniform code violation.
- Students who demonstrate a lack of personal cleanliness (body, hair, odor, clothes) that constitutes a health hazard or learning distraction will be referred to the social worker. The social worker will follow protocol by calling the parents and by *discussing hygiene with students, providing hygienic products and instructions on proper use, and creating a plan for student hygiene success.* If the problem persists, the student will then be referred to the Student Coach.

RELIGIOUS EXEMPTIONS

For religious exemptions to the uniform code, submit a written request and explanation to the Director of Education.

Infractions:

Parents will be contacted this year when their child is out of uniform to amend the situation immediately by bringing in the correct clothes so that the child can go back to class. And the code of conduct will be followed concerning uniform infractions.

NOTICE OF PROCEDURE FOR STUDENTS IDENTIFYING AS TRANSGENDER

As a relational school, respecting all individuals as persons is foundational to who we are as a school and community. Thus, the following procedures will be carried out relationally to help students navigate through transgender identification.

A student expressing the desire to be called by a name different than their legal name - beyond what could be reasonably accepted as a simple "nickname" - must take the following steps as outlined and explained in the sequence below. The purpose of this sequence is to relieve stress and pressure on the school community (students, staff, and parents) and to proactively address requests relationally and restoratively.

The student must understand that parents and the Student Coach will be involved in the discussion. If a student reaches out to a teacher or member of staff for support and expresses the wish to be called by another name, then the parents and the Student Coach will be notified.

Furthermore, if at any time a student's parents cannot or do not want to be involved with this discussion, the process stops, and the student must adhere to names/pronouns according to their student record.

Sequence for Students & Parents

1. The student schedules a time to meet with the Student Coach.
2. During the meeting, the Student Coach explains what the process looks like and the reasoning for it. The following questions that must be answered to proceed are as follows:
    a. Does the students' parents/guardians know?
        i. If they don't know, is the student willing to tell them?
            1. *GCS employees cannot do this for the student or be present when they tell their parents.*
        ii. If they don't know, when is the student going to tell them?
        iii. If not, what support do they need to tell them?
    b. Are the parents/guardians supportive of this?
        i. If they aren't supportive, how does the student know?
        ii. If they aren't supportive, what reasons did they give?
        iii. If they aren't supportive, is the student willing to talk with the Social Worker for help coping and managing the stress?
    c. Are the parents/guardians willing to talk with the Student Coach about this?
        i. Are they going to email or call the Student Coach to set-up a meeting time?
3. If the questions under step two are answered "yes," then the Student Coach and the parents/guardian will set up a time to meet to discuss the requests and how to proceed.
    a. During the meeting with the parents/guardians, the logistics and extent of the accommodations will be discussed. This includes, but is not limited to: changing for gym class, bathroom use, etc.
4. The parents/guardians need to put in writing that they give permission for the names/pronouns to be changed. This can take the form of a letter addressed to the Student Coach or an email.
    a. ******Parents/Students should note that this does **not** change the students name legally in our system or in their student's records. To change them in the records, the parent/guardian must follow steps outlined in the Family Educational Rights and Privacy Act.*
5. After talking with the parents, the student must meet again with the Student Coach to develop a plan for implementation. Answers to the questions below will vary on a case-by-case basis. The following will be discussed and planned out:
    a. How are the teachers going to be informed?
    b. As human beings, peers and teachers need time to develop the habit of using the new name/pronoun. If they use the old name/pronouns, how are you going to maturely respond?
    c. What kind of supports, such as counseling, are you receiving to support you through this momentous life change? How can our counselor support you?
    d. What steps will you take if your parents/guardians suddenly decide to revoke this? With whom will you discuss it?
    e. On notes to the school, your legal name will be used, unless a records change takes place.

f. In emergency situations, first responders will most likely be given your legal name/call you by your name listed in our rosters.

6. The plan of action will be carried out, and others in the community will be informed per the plan.
7. During implementation of the plan, if any issues arise, they are discussed with the student and the Student Coach and others who support the student, such as the parents.

Annual Public Notice of Special Education Services and Programs and Rights for Students with Disabilities
and
Notification of Rights under the Family Educational Rights and Privacy Act

Gillingham Charter School
915 Howard Avenue
Pottsville, PA 17901

2025-2026 School Year

All children with disabilities residing in the Commonwealth, regardless of the severity of their disabilities, and who are in need of special education and related services, are to be located, identified and evaluated. This responsibility is required by a federal law called the Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C. 1400 et. seq. ("IDEA 2004").

Chapter 711 of Title 22 of the Pennsylvania Code requires the publication of a notice to parents regarding public awareness activities sufficient to inform parents of Gillingham Charter School children of available special education services and programs and how to request those services and programs, and of systematic screening activities that lead to the identification, location and evaluation of children with disabilities enrolled in Gillingham Charter School.

In addition, the federal Family Educational Rights and Privacy Act of 1974 ("FERPA"), which protects confidentiality, requires educational agencies to notify parents annually of their confidentiality rights.

Gillingham Charter School fulfills its duties with this Annual Notice and has incorporated several sections of the PaTTAN Procedural Safeguards Notice and other applicable guidelines from the Pennsylvania Department of Education into the Board-approved Child Find Notice and Policies and Procedures described below. GCS also directs parents to the procedural safeguards notice from PaTTAN available at the School's admin office for additional information regarding rights and services. Parents may contact the GCS Director of Special Education, at Gillingham Charter School, 915 Howard Avenue Pottsville, PA 17901, 570.955.3830, at any time to request a copy of the Procedural Safeguards Notice or with any other questions about special education services, screenings, policies, or procedures.

The Procedural Safeguards Notice is provided to parents of special education students by GCS once per school year or:

- upon initial referral or parent request for evaluation;
- upon filing by parents of their first State complaint under 34 CFR §§300.151 through 300.153 and/or upon filing by parents of their first due process complaint under §300.507 in a school year;
- when a decision is made to take a disciplinary action that constitutes a change of placement; and
- upon parent request. [34 CFR §300.504(a)].

The purpose of this Annual Notice is to comply with the GCS obligations under Chapter 711 of Title 22 of the Pennsylvania Code and to describe:

- the types of disabilities that might qualify the child for special education;
- the special education programs and related services that are available;
- the process by which Gillingham Charter School screens and evaluates such students to determine eligibility;
- the special rights that pertain to such children and their parents or legal guardians;
- the confidentiality rights that pertain to student information.

A copy of this Annual Notice is also available on the School's website at: http://gillinghamcharterschool.org.

Qualifying For Special Education and Related Services
Under the federal Individuals with Disabilities Education Improvement Act of 2004, or "IDEA 2004," children qualify for special education and related services if they have one or more of the following disabilities and, as a result, need special education and related services: mental retardation; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; emotional disturbance; orthopedic impairment; autism; traumatic brain injury; other health impairment; specific learning disability;
deaf-blindness; or multiple disabilities.

IDEA 2004 provides legal definitions of the disabilities that qualify a student for special education and related services, which may differ from those terms used in medical or clinical practice or common usage.

Section 504 Services
Under Section 504 of the federal Rehabilitation Act of 1973 ("Section 504"), some school-age children with disabilities who do not meet the eligibility criteria outlined above might be eligible for special protections and for adaptations and accommodations in instruction, facilities, and activities. Children are entitled to such protections, adaptations, and accommodations if they have a mental or physical disability that substantially limits or prohibits participation in or access to an aspect of the school program and otherwise qualify under the applicable state and federal laws, including Chapter 711 of Title 22 of the Pennsylvania Code and Section 504.

GCS must ensure that qualified handicapped students have equal opportunity to participate in the School program and activities to the maximum extent appropriate for each individual student. In compliance with applicable state and federal laws, GCS provides to each qualifying protected handicapped student without discrimination or cost to the student or family, those related aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and activities to the maximum extent appropriate to the student's abilities and to the extent required by the laws.

These services and protections for "protected handicapped students" may be distinct from those applicable to eligible or thought-to-be eligible students. GCS or the parent may initiate an evaluation if they believe a student is a protected handicapped student. For further information on the evaluation procedures and provision of services to protected handicapped students, parents should contact the school.

Least Restrictive Environment ("LRE")
Gillingham Charter School ensures that children with disabilities are educated to the maximum extent possible in the regular education environment or "least restrictive environment." To the maximum extent appropriate, students with disabilities are educated with students who are not disabled. Special classes, separate schooling, or other removal of students with disabilities from the general educational environment occurs only when the nature or severity of the disability is such that education in general education classes, even with the use of supplementary aids and services, cannot be achieved satisfactorily.

Programs and services available to students with disabilities might include:
- regular class placement with supplementary aides and services provided as needed in that environment;
- regular class placement for most of the school day with itinerant services by a special education teacher either in or out of the regular classroom;
- regular class placement for most of the school day with instruction provided by a special education teacher in a resource classroom;
- part-time special education class placement in a regular public school or alternative setting;
- special education class placement or special education services provided outside the regular class for most or all of the school day, either in a regular public school or alternative setting.

This is a team decision.

Depending on the nature and severity of the disability and least restrictive environment consideration, Gillingham Charter School could provide special education programs and services as determined appropriate by the IEP team, in locations such as:
- the classroom/building the child would attend if not disabled;
- an alternative regular class either in or outside the school;
- a special education center operated by an Intermediate Unit ("IU");
- an approved private school or other private facility licensed to serve children with disabilities;
- a residential school;
- approved out-of-state program; or
- the home.

This is a team decision.

Special education services are provided according to the educational needs of the child, not the category of disability. Types of services that may be available, depending upon the child's disability and needs might include, but are not limited to:
- learning support;
- life skills support;
- emotional support;
- deaf or hearing-impaired support;
- blind or visually-impaired support;
- physical support;
- autistic support;
- multiple disabilities support;
- speech and language support;
- extended school year support;
- vision support.

This is a team decision.

Related services are designed to enable the child to participate in or access his or her program of special education. Examples of related services that a child may require include, but are not limited to: speech and language therapy; transportation; occupational therapy; physical therapy; school nursing services; audiology counseling services; parent counseling or training; certain medical services for diagnostic or evaluation purposes; social work; recreation; and transition. Some students may also be eligible for extended school year services if determined needed by their IEP teams in accordance with Chapter 711 regulations.

GCS, in conjunction with parents, determines the type and intensity of special education and related services that a particular child needs based on the unique program of special education and related services that the School develops for that child. The child's program is described in writing in an individualized education program, or "IEP," which is developed by an IEP team. The participants in the IEP team are dictated by IDEA 2004. The parents of the child have the right to be notified of and to be offered participation in all meetings of their child's IEP team. The IEP is revised as often as circumstances warrant but reviewed at least annually. The law requires that the program and placement of the child, as described in the IEP, be reasonably calculated to ensure meaningful educational benefit to the student. In accordance with IDEA 2004, there may be situations in which Gillingham Charter School may hold an IEP team meeting if the parents refuse or fail to attend the IEP team meeting.

IEPs generally contain:

- a statement of the student's present levels;
- a statement of measurable annual goals established for the child;
- a statement of how the child's progress toward meeting the annual goals will be measured and when periodic reports will be provided;
- a statement of the special education and related services and supplementary aids and services, and a statement of the program modifications or supports for School personnel that will be provided, if any;
- an explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in activities;
- a statement of any individual appropriate accommodations that are necessary to measure the performance of the child on State and School assessments;
- the projected date for the beginning of the services and modifications, and the anticipated frequency, location, and duration of those services or modifications.

Beginning no later than the first IEP to be in effect when the child turns 14, or younger if determined to be appropriate by the IEP Team, and updated annually, thereafter, the IEP must include appropriate measurable postsecondary goals and transition services needed to assist in reaching those goals. GCS must invite the child to the IEP team meeting at which the transition plan is developed.

Beginning no later than one year before the child reaches the age of majority under State law, the IEP must include a statement that the child has been informed of the child's rights, if any, that will transfer to the child on reaching the age of majority.

Screening and Evaluation Procedures for Children to Determine Eligibility

Screening

GCS has established a system of screening which may include pre-referral intervention services to accomplish the following:

- Identification and provision of initial screening for students prior to referral for a special education evaluation.
- Provision of peer support for teachers and other staff members to assist them in working effectively with students in the general education curriculum and special education curriculum.
- Identification of students who may need special education services and programs.

The screening process includes:

- Hearing and vision screening in accordance with Section 1402 of the Public School Code of 1949 (24 P. S. § 14-1402) for the purpose of identifying students with hearing or vision difficulty so that they can be referred for assistance or recommended for evaluation for special education.
- Screening at reasonable intervals to determine whether all students are performing based on grade-appropriate standards in core academic subjects.
- GCS has established, and implements procedures to locate, identify, and evaluate children suspected of being eligible for special education. These procedures involve screening activities which may also include, but are not limited to: review of data and student records; motor screening; and speech and language screening. The School assesses the current achievement and performance of the child, designs school-based interventions, and assesses the effectiveness of interventions. If the concern can be addressed without special education services, or is the result of limited English proficiency or appropriate instruction, a recommendation may be made for interventions other than a multidisciplinary team evaluation. Parents have the right to request a multidisciplinary team evaluation at any time, regardless of the outcome of the screening process.
- Except as indicated above or otherwise announced publicly, screening activities take place on-going at periods throughout the school year. Screening is conducted at the School, unless other arrangements are necessary or arranged.
- The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation is not to be considered an evaluation for eligibility for special education and related services.

If parents need additional information regarding the purpose, time, and location of screening activities, they should call or write the Lead Special Education Teacher of Gillingham Charter School at:

Gillingham Charter School, 915 Howard Avenue, Pottsville, PA 17901 (570) 955-3830

Screening or pre-referral intervention activities may not serve as a bar to the right of a parent to request an evaluation, at any time, including prior to or during the conduct of screening or pre-referral intervention activities.

Disproportionality
In accordance with Chapter 711, in the event that Gillingham Charter School would ever meet the criteria in 34 CFR § 300.646 (relating to disproportionality), as established by the State Department of Education, the services that would be required would then include:

- A verification that the student was provided with appropriate instruction in reading, including the essential components of reading instruction (as defined in section 1208(3) of the Elementary and Secondary Education Act (ESEA) (20 U.S.C.A. § 6368(3)), and appropriate instruction in math.
- For students with academic concerns, an assessment of the student's performance in relation to State-approved grade-level standards.
- For students with behavioral concerns, a systematic observation of the student's behavior in the school environment where the student is displaying difficulty.
- A research-based intervention to increase the student's rate of learning or behavior change based on the results of the assessments under paragraph (2) or (3), or both.
- Repeated assessments of achievement or behavior, or both, conducted at reasonable intervals, reflecting formal monitoring of student progress during the interventions.
- A determination as to whether the student's assessed difficulties are the result of a lack of instruction or limited English proficiency.
- A determination as to whether the student's needs exceed the functional ability of the regular education program to maintain the student at an appropriate instructional level.
- Documentation that information about the student's progress as identified in paragraph (5) was periodically provided to the student's parents.

Evaluation
An evaluation under IDEA 2004 involves the use of a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent that may assist in determining whether the child is a child with a disability and the content of the child's IEP. Gillingham Charter School does not use any single measure or assessment as a sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child. Technically sound instruments are used to assess the relative contribution of cognitive and behavioral factors in addition to physical or developmental factors.

Parental consent must be obtained by Gillingham Charter School prior to conducting an initial evaluation to determine if the child qualifies as a child with a disability, and before providing special education and related services to the child. Parental consent for an evaluation shall not be construed as consent for their child to receive special education and related services. The screening of a child by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation is not considered to be an evaluation for eligibility for special education and related services; therefore, parental consent is not required in this instance.

The law contains additional provisions and due process protections regarding situations in which parental consent for an initial evaluation is absent or refused discussed more fully below and in the PaTTAN Procedural Safeguards Notice. If you have any questions about where to obtain a copy of the PaTTAN Procedural Safeguards Notice, kindly contact the Lead Special Education Teacher or DOE: **Gillingham Charter School, 915 Howard Avenue Pottsville, PA 17901, (570) 955-3830**.

The evaluation process is conducted by a Multidisciplinary Team ("MDT"), which includes a teacher, other qualified professionals who work with the child, the parents and other members as required by law. The Multi-Disciplinary Evaluation ("MDE") process must be conducted in accordance with specific timelines and must include protective procedures. For example, tests and procedures used as part of the Multidisciplinary Evaluation may not be racially or culturally biased.

The MDE process culminates with a written report called an Evaluation Report ("ER"). This report makes recommendations about a student's eligibility for special education based on the presence of a disability and the need for specially designed instruction.

Parents who think their child is eligible for special education may request, at any time, that Gillingham Charter School conduct a Multi-Disciplinary Evaluation. Requests for a Multi-Disciplinary Evaluation must be made in writing to the Lead Special Education Teacher: Gillingham Charter School, 915 Howard Avenue Pottsville, PA 17901, (570) 955-3830.

If a parent makes an oral request for a Multi-Disciplinary Evaluation, Gillingham Charter School shall provide the parent with form(s) for that purpose. If Gillingham Charter School denies the parents' request for an evaluation, the parents have the right to challenge the denial through an impartial hearing or through voluntary alternative dispute resolution such as mediation.

Reevaluations are conducted if the School determines that the educational or related service's needs, including improved academic achievement and functional performance, of the child warrant a reevaluation; or if the child's parent or teacher requests a reevaluation. A reevaluation may occur not more than once a year, unless the parent and Gillingham Charter School agree; and must occur once every three (3) years, unless the parent and Gillingham Charter School agree that a reevaluation is unnecessary. Students with mental retardation/intellectual disability must be reevaluated every two (2) years under State law.

Educational Placement
The determination of whether a student is eligible for special education is made by an Individualized Education Program (IEP) team. The IEP team includes: the parents of a child with a disability; not less than one regular education teacher, if the child is, or may be, participating in the regular education environment; not less than one special education teacher, or when appropriate, not less than one special education

provider; a representative of the School who is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of children with disabilities, is knowledgeable about the general education curriculum, and is knowledgeable about the availability of resources of Gillingham Charter School; an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described above; other individuals, at the discretion of the parent or the agency, who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and whenever appropriate, a child with a disability. IEP team participation is directly addressed by the regulations. If the student is determined to be eligible for special education, the IEP team develops a written education plan called an IEP. The IEP shall be based in part on the results of the Multidisciplinary Evaluation. When the IEP team decides that a student is not eligible for special education, recommendations for educational programming in regular education may be developed from the ER.

Placement must be made in the "least restrictive environment," as described more fully above, in which the student's needs can be met with special education and related services. All students with disabilities must be educated to the maximum extent appropriate with children who are not disabled.

Parents and Surrogate Parents
For purposes of this Notice, the School considers parents to be biological or adoptive parents of a child; a foster parent; a guardian generally authorized to act as the child's parent, or authorized to make educational decisions for the child; an individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child's welfare; or a surrogate parent.

A surrogate parent must be appointed when no parent can be identified; a public agency, after reasonable efforts, cannot locate a parent; the child is a ward of the State under the laws of Pennsylvania, or the child is an unaccompanied homeless youth as defined by the McKinney-Vento Homeless Assistance Act, 42 U.S.C. Sec. 11434a(6). A person selected as a surrogate parent must not be an employee of the SEA, Gillingham Charter School, or any other agency that is involved in the education or care of the child; has no personal or professional interest that conflicts with the interest of the child the surrogate parent represents; and has knowledge and skills that ensure adequate representation of the child. The surrogate parent may represent the child in all matters relating to the identification, evaluation, and educational placement of the child and the provision of FAPE to the child. Reasonable efforts must be made to ensure the assignment of a surrogate parent not more than 30 days after it is determined that the child needs a surrogate parent.

Prior Written Notice
Gillingham Charter School will notify the parent whenever Gillingham Charter School:
- Proposes to initiate or to change the identification, evaluation, or educational placement of the child, or the provision of a free appropriate public education ("FAPE") to the child; or
- Refuses to initiate or to change the identification, evaluation, or educational placement of your child, or the provision of FAPE to the child.
- Change of placement for disciplinary reasons.
- Due process hearing, or an expedited due process hearing, initiated by Gillingham Charter School.
- Refusal of Gillingham Charter School to agree to an independent educational evaluation ("IEE") at public expense.

In Pennsylvania, prior written notice is provided by means of a Prior Written Notice Form/Notice of Recommended Educational Placement ("NOREP"). You should be given reasonable notice of this proposal or refusal so that if you do not agree with Gillingham Charter School you may take appropriate action. Reasonable Notice means ten (10) days.

The prior written notice must:
1. Describe the action that Gillingham Charter School proposes or refuses to take:
    a. Explain why Gillingham Charter School is proposing or refusing to take the action;
    b. Describe each evaluation procedure, assessment, record, or report Gillingham Charter School used in deciding to propose or refuse the action;
    c. Include a statement that you have protections under the procedural safeguards provisions in Part B of IDEA;
    d. Tell how you can obtain a description of the procedural safeguards if the action that Gillingham Charter School is proposing or refusing is not an initial referral for evaluation;
    e. Include resources for you to contact for help in understanding Part B of the IDEA;
    f. Describe any other choices that your child's IEP Team considered and the reasons why those choices were rejected; and
    g. Provide a description of other reasons why Gillingham Charter School proposed or refused the action.

The notice must be:
1. Written in language understandable to the general public; and
2. Provided in your native language or other mode of communication you use, unless it is clearly not feasible to do so.
3. If your native language or other mode of communication is not a written language, Gillingham Charter School will ensure that:
    a. The notice is translated for you orally or by other means in your native language or other mode of communication;
    b. You understand the content of the notice; and
    c. There is written evidence that 1 and 2 have been met.

Native language, when used with an individual who has limited English proficiency, means the following:
- The language normally used by that person, or, in the case of a child, the language normally used by the child's parents;
- In all direct contact with a child (including evaluation of a child), the language normally used by the child in the home or

learning environment.

For a person with deafness or blindness, or for a person with no written language, the mode of communication is what the person normally uses (such as sign language, Braille, or oral communication).

Parental Consent

WHEN IS PARENTAL CONSENT NEEDED?

Initial Evaluations (34 CFR §300.300)
GCS cannot conduct an initial evaluation of your child to determine whether your child is eligible under Part B of the IDEA to receive special education and related services without first providing you with prior written notice of the proposed action and without obtaining your consent as described under the heading Parental Consent.

We will make reasonable efforts to obtain your informed consent for an initial evaluation to decide whether your child is a child with a disability. Your consent for initial evaluation does not mean that you have also given your consent to start providing special education and related services to your child. If you have refused to provide consent or failed to respond to a request to provide consent for an initial evaluation, we may, but are not required to, seek to conduct an initial evaluation of your child by utilizing mediation or due process complaint, resolution meeting, and impartial due process hearing procedures. We will not violate our obligations to locate, identify and evaluate your child if we do not pursue an evaluation of your child in these circumstances.

Special rules for initial evaluation of wards of the State
Under Pennsylvania law, if a child is designated a ward of the state, the whereabouts of the parent are not known or the rights of the parent have been terminated in accordance with State law. Therefore, someone other than the parent has been designated to make educational decisions for the child.

For initial evaluations only, if the child is a ward of the State and is not residing with the child's parent, the public agency is not required to obtain informed consent from the parent for an initial evaluation to determine whether the child is a child with a disability if:

- Despite reasonable efforts to do so, the public agency cannot discover the whereabouts of the parent of the child;
- The rights of the parents of the child have been terminated in accordance with State law; or
- The rights of the parent to make educational decisions have been subrogated by a judge in accordance with State law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child.

Consent for an initial evaluation should, therefore, be obtained from the individual so designated to make educational decisions for the child. Ward of the State, as used in the IDEA, encompasses two other categories, so as to include a child who is:

- A foster child who does not have a foster parent;
- Considered a ward of the State under State law; or
- In the custody of a public child welfare agency.

Consent for Initial Placement in Special Education (34 CFR §300.300)
We must obtain your informed consent before providing special education and related services to your child for the first time. We must make reasonable efforts to obtain your informed consent before providing special education and related services to your child for the first time.

If you do not respond to a request to provide your consent for your child to receive special education and related services for the first time, or if you refuse to give such consent, we may not use the procedural safeguards (i.e. mediation, due process complaint, resolution meeting, or an impartial due process hearing) in order to obtain agreement or a ruling that the special education and related services as recommended by your child's IEP Team may be provided to your child without your consent.

If you refuse to give your consent for your child to start receiving special education and related services, or if you do not respond to a request to provide such consent and we do not provide your child with the special education and related services for which consent is sought, Gillingham Charter School:

- Is not in violation of the requirement to make FAPE available to your child for its failure to provide those services to your child; and
- Is not required to have an IEP meeting or develop an IEP for your child for the special education and related services for which your consent was requested.

Consent for Reevaluations (34 CFR §300.300)
We must obtain your informed consent before your child is reevaluated, unless:

- Gillingham Charter School took reasonable steps to obtain your consent for your child's reevaluation; and
- You did not respond.

What is Documentation of Reasonable Efforts to Obtain Parental Consent? (34 CFR §300.300, §300.322)
We will maintain documentation of reasonable efforts to obtain parental consent for initial evaluations, to provide special education and related services for the first time, to reevaluate and to locate parents of wards of the State for initial evaluations. The documentation will include a record of attempts in these areas, such as:

- Detailed records of telephone calls made or attempted and the results of those calls;
- Copies of correspondence sent to the parents and any responses received; and
- Detailed records of visits made to the parent's home or place of employment and the results of those visits.

When is Consent not Required Related to Evaluate?

- Review existing data as part of your child's evaluation or a reevaluation; or
- Give your child a test or other evaluation that is given to all children unless, before that test or evaluation, consent is required from all parents of all children.

Refusal to Consent to a Reevaluation
If you refuse to consent to your child's reevaluation, we may, but are not required to, pursue your child's reevaluation by using the mediation, due process complaint, resolution meeting, and impartial due process hearing procedures to seek to override your refusal to consent to your child's reevaluation. As with initial evaluations, we do not violate obligations under Part B of the IDEA if we decline to pursue the reevaluation in this manner.

We may not use your refusal to consent to one service or activity to deny you or your child any other service, benefit, or activity.

Disagreements with an Evaluation

1. **Independent Educational Evaluations (34 CFR §300.502)**
   a. **General:** As described below, you have the right to obtain an independent educational evaluation (IEE) of your child if you disagree with the evaluation of your child that was obtained by Gillingham Charter School. If you request an IEE, Gillingham Charter School must provide you with information about where you may obtain an IEE and about Gillingham Charter School's criteria that apply to IEEs.
   b. **Definitions**
      i. Independent educational evaluation means an evaluation conducted by a qualified examiner who is not employed by Gillingham Charter School and responsible for the education of your child.
      ii. Public expense means that Gillingham Charter School either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to you, consistent with the provisions of Part B of the IDEA, which allow each State to use whatever State, local, Federal and private sources of support are available in the State to meet the requirements of Part B of the Act.
   c. **Parent right to evaluation at public expense**: You have the right to an IEE of your child at public expense if you disagree with an evaluation of your child obtained by Gillingham Charter School, subject to the following conditions:
      i. If you request an IEE of your child at public expense, Gillingham Charter School must, without unnecessary delay, either: (a) File a due process complaint to request a hearing to show that its evaluation of your child is appropriate; or (b) Provide an IEE at public expense, unless Gillingham Charter School demonstrates in a hearing that the evaluation of your child that you obtained did not meet Gillingham Charter School's criteria.
      ii. If Gillingham Charter School requests a hearing and the final decision is that Gillingham Charter School's evaluation of your child is appropriate, you still have the right to an IEE, but not at public expense.
      iii. If you request an IEE of your child, Gillingham Charter School may ask why you object to the evaluation of your child obtained by Gillingham Charter School. However, Gillingham Charter School may not require an explanation and may not unreasonably delay either providing the IEE of your child at public expense or filing a due process complaint to request a due process hearing to defend Gillingham Charter School's evaluation of your child.
      iv. You are entitled to only one IEE of your child at public expense each time Gillingham Charter School conducts an evaluation of your child with which you disagree.
      v. Gillingham Charter School criteria**:**
         - If an IEE is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that Gillingham Charter School uses when it initiates an evaluation (to the extent those criteria are consistent with your right to an IEE).
         - Except for the criteria described above, Gillingham Charter School may not impose conditions or timelines related to obtaining an IEE at public expense.
2. Parent-initiated evaluations
   a. If you obtain an IEE of your child at public expense or you share with Gillingham Charter School an evaluation of your child that you obtained at private expense:
   b. Gillingham Charter School must consider the results of the evaluation of your child, if it meets GCS criteria for IEEs, in any decision made with respect to the provision of FAPE to your child; and
   c. You or Gillingham Charter School may present the evaluation as evidence at a due process hearing regarding your child.
3. Requests for evaluations by hearing officers
   a. If a hearing officer requests an IEE of your child as part of a due process hearing, the cost of the evaluation must be at public expense.

ANNUAL NOTICE OF RIGHTS REGARDING STUDENT RECORDS:

CONSENT FOR DISCLOSURE OF PERSONALLY IDENTIFIABLE INFORMATION
(34 CFR §300.622)

Unless the information is contained in education records, and the disclosure is authorized without parental consent under FERPA, your consent must be obtained before personally identifiable information is disclosed to parties other than officials of participating agencies. Except under the circumstances specified below, your consent is not required before personally identifiable information is released to officials of participating agencies for purposes of meeting a requirement of Part B of the IDEA.

Your consent, or consent of an eligible child who has reached the age of majority under State law, must be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services.

ACCESS TO CONFIDENTIAL INFORMATION RELATED TO STUDENT (34 CFR §300.611)

1. Related to the confidentiality of information, the following definitions apply:
   - **a.** *Destruction* means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.
   - **b.** *Education records* means the type of records covered under the definition of "education records" in 34 CFR Part 99 (the regulations implementing the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g (FERPA)).
   - **c.** *Participating agency* means any Charter School, agency or institution that collects, maintains, or uses personally identifiable information, or from which information is obtained, under Part B of the IDEA.
   - **d.** *Personally identifiable* (34 CFR § 300.32) means information that has:
     - **i.** Your child's name, your name as the parent, or the name of another family member;
     - **ii.** Your child's address;
     - **iii.** A personal identifier, such as your child's social security number or student number; or
     - **iv.** A list of personal characteristics or other information that would make it possible to identify your child with reasonable certainty.

2. **Access Rights (34 CFR §300.613)**
   - **a. Parent Access**: Gillingham Charter School must permit you to inspect and review any education records relating to your child that are collected, maintained, or used by Gillingham Charter School under Part B of the IDEA. Gillingham Charter School must comply with your request to inspect and review any education records on your child without unnecessary delay and before any meeting regarding an IEP, or any impartial due process hearing (including a resolution meeting or a hearing regarding discipline), and in no case more than 45 calendar days after you have made a request.
     - **i.** Your right to inspect and review education records includes:
     - **ii.** Your right to a response from Gillingham Charter School to your reasonable requests for explanations and interpretations of the records;
     - **iii.** Your right to request that Gillingham Charter School provide copies of the records if you cannot effectively inspect and review the records unless you receive those copies; **and**
     - **iv.** Your right to have your representative inspect and review the records.
       - Gillingham Charter School may presume that you have authority to inspect and review records relating to your child unless advised that you do not have the authority under applicable State law governing such matters as guardianship, or separation and divorce.
       - If any education **record includes information on more than one child**, the parents of those children have the right to inspect and review only the information relating to their child or to be informed of that specific information.
       - On request, each Gillingham Charter School must provide you with a **list of the types and locations of education records** collected, maintained, or used by Gillingham Charter School.
   - **b. Other Authorized Access** (34 CFR §300.614): Gillingham Charter School must keep a record of parties obtaining access to education records collected, maintained, or used under Part B of the IDEA (except access by parents and authorized employees of the participating agency), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

3. **Fees**
   - **a.** Gillingham Charter School may charge a fee or copies of records (34 CFR §300.617) that are made for you under Part B of the IDEA, if the fee does not effectively prevent you from exercising your right to inspect and review those records. Gillingham Charter School may not charge a fee to search for or to retrieve information under Part B of the IDEA.

4. **Amendment of Records at Parent's Request** (34 CFR §300.618):
   - **a.** If you believe that information in the education records regarding your child collected, maintained, or used under Part B of the IDEA is inaccurate, misleading, or violates the privacy or other rights of your child, you may request Gillingham Charter School to change the information. Gillingham Charter School must decide whether to change the information in accordance

with your request within a reasonable period of time of receipt of your request.

b. If Gillingham Charter School refuses to change the information in accordance with your request, it must inform you of the refusal and advise you of the right to a hearing for this purpose.

5. Opportunity for a Records Hearing (34 CFR §300.619): Gillingham Charter School must, on request, provide you an opportunity for a hearing to challenge information in education records regarding your child to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of your child.

a. Hearing Procedures (34 CFR §300.621): A hearing to challenge information in education records must be conducted according to the following procedures for such hearings under the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. Section 1233g ("FERPA"), 34 CFR § 99.22:

i. The educational agency or institution shall hold the hearing within a reasonable time after it has received the request for the hearing from the parent or eligible student.

ii. The educational agency or institution shall give the parent or eligible student notice of the date, time, and place, reasonably in advance of the hearing.

iii. The hearing may be conducted by any individual, including an official of the educational agency or institution, who does not have a direct interest in the outcome of the hearing.

iv. The educational agency or institution shall give the parent or eligible student a full and fair opportunity to present evidence to challenge the content of the student's education records on the grounds that the information contained in the education records is inaccurate, misleading, or in violation of the privacy rights of the student. The parent or eligible student may, at their own expense, be assisted or represented by one or more individuals of his or her own choice, including an attorney.

v. The educational agency or institution shall make its decision in writing within a reasonable period of time after the hearing.

vi. The decision must be based solely on the evidence presented at the hearing, and must include a summary of the evidence and the reasons for the decision.

b. Result of Hearing (34 CFR §300.620):

i. If, as a result of the hearing, Gillingham Charter School decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, it must amend the information accordingly and inform you in writing.

ii. If, as a result of the hearing, Gillingham Charter School decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of your child, Gillingham Charter School must inform you of the right to place in the records that Gillingham Charter School maintains on your child a statement commenting on the information or providing any reasons you disagree with the decision of the participating agency. Such an explanation placed in the records of your child must:

- Be maintained by Gillingham Charter School as part of the records of your child as long as the record or contested portion is maintained by Gillingham Charter School; and
- If Gillingham Charter School discloses the records of your child or the challenged portion to any party, the explanation must also be disclosed to that party.

c. Safeguards (34 CFR §300.623): **Gillingham Charter School must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages**.

i. One official at Gillingham Charter School must assume responsibility for ensuring the confidentiality of any personally identifiable information.

ii. All persons collecting or using personally identifiable information must receive training or instruction regarding State policies and procedures regarding confidentiality under Part B of the IDEA and FERPA.

iii. Gillingham Charter School must maintain, for public inspection, a current listing of the names and positions of those employees within Gillingham Charter School who have access to personally identifiable information.

6. Destruction of Information (34 CFR §300.624)

a. Gillingham Charter School must inform you when personally identifiable information collected, maintained, or used is no longer needed to provide educational services to your child, and the information must be destroyed at your request.

b. However, a permanent record of your child's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

PROCEDURES FOR DISCIPLINARY EXCLUSION OF CHILDREN WITH DISABILITIES.

There are special rules in Pennsylvania for excluding children with disabilities for disciplinary reasons:

AUTHORITY OF SCHOOL PERSONNEL (34 CFR §300.530)

1. Case-by-case determination

School personnel may consider any unique circumstances on a case-by-case basis, when determining whether a change of placement, made in accordance with the following requirements related to discipline, is appropriate for a child with a disability who violates a school code of student conduct.

2. General

To the extent that they also take such action for children without disabilities, school personnel may, for not more than 10 consecutive school days, remove a child with a disability (other than a child with mental retardation) who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension. School personnel may also impose additional removals of the child of not more than 10 consecutive school days in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement (see Change of Placement Because of Disciplinary Removals for the definition, below) or exceed 15 cumulative school days in a school year. Once a child with a disability has been removed from his or her current placement for a total of 15 school days in the same school year, Gillingham Charter School must, during any subsequent days of removal in that school year, provide services to the extent required below under the sub-heading Services.

3. Additional authority

If the behavior that violated the student code of conduct was not a manifestation of the child's disability (see Manifestation determination, below) and the disciplinary change of placement would exceed 10 consecutive school days, Gillingham Charter School may apply the disciplinary procedures to that child with a disability in the same manner and for the same duration as it would to children without disabilities, except that the school must provide services to that child as described below under Services. The child's IEP Team determines the interim alternative educational setting for such services. Under PA special education regulations, a disciplinary exclusion of a student with a disability for more than 15 cumulative school days in a school year can be considered a pattern so as to be deemed a change in educational placement (explained under Change of Placement Because of Disciplinary Removals). Gillingham Charter School is required to issue a NOREP/Prior Written Notice to parents prior to a removal that constitutes a change in placement (removal for more than 10 consecutive days or more than 15 cumulative days).

4. Services

The services that must be provided to a child with a disability who has been removed from the child's current placement may be provided to an interim alternative educational setting. A Charter School is only required to provide services to a child with a disability who has been removed from his or her current placement for 15 school days or less in that school year, if it provides services to a child without disabilities who has been similarly removed. Students may have the responsibility to make up exams and work missed while being disciplined by suspension and may be permitted to complete these assignments within guidelines established by their Charter School.

A child with a disability who is removed from the child's current placement for more than 10 consecutive school days must:

- Continue to receive educational services, so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and
- Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not happen again.

After a child with a disability has been removed from his or her current placement for more than 15 school days during one school year, or if current removal is for 10 consecutive school days or less, and if the removal is not a change of placement (see definition below), then school personnel, in consultation with at least one of the child's teachers, determine the extent to which services are needed to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

If the removal is a change of placement (see definition below), the child's IEP Team determines the appropriate services to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

5. Manifestation Determination

Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Gillingham Charter School, the parent, and relevant members of the IEP Team (as determined by the parent and Gillingham Charter School) must review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- If the conduct in question was the direct result of Gillingham Charter School's failure to implement the child's IEP.

If Gillingham Charter School, the parent, and relevant members of the child's IEP Team determine that either of those conditions was met, the conduct must be determined to be a manifestation of the child's disability.

If Gillingham Charter School, the parent, and relevant members of the child's IEP Team determine that the conduct in question was the direct result of Gillingham Charter School's failure to implement the IEP, Gillingham Charter School must take immediate action to remedy those deficiencies.

6. Determination that behavior was a manifestation of the child's disability

If Gillingham Charter School, the parent, and relevant members of the IEP Team determine that the conduct was a manifestation of the child's disability, the IEP Team must either:

- Conduct a functional behavioral assessment, unless Gillingham Charter School had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; or
- If a behavioral intervention plan has already been developed, review the behavioral intervention plan, and modify it, as

necessary, to address the behavior.

Except as described below under the sub-heading Special circumstances, Gillingham Charter School must return the child to the placement from which the child was removed, unless the parent and Gillingham Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

7. Special circumstances

Whether or not the behavior was a manifestation of the child's disability, School personnel may remove a student to an interim alternative educational setting (determined by the child's IEP Team) for up to 45 school days, if the child:

- Carries a weapon (see the Definitions below) to school or has a weapon at school, on school premises, or at a school function under the jurisdiction of Gillingham Charter School;
- Knowingly has or uses illegal drugs (see the Definitions below), or sells or solicits the sale of a controlled substance, (see the Definitions below), while at school, on school premises, or at a school function under the jurisdiction of Gillingham Charter School; or
- Has inflicted serious bodily injury (see the Definitions below) upon another person while at school, on school premises, or at a school function under the jurisdiction of Gillingham Charter School.

8. Definitions

a. *Controlled substance* means a drug or other substance identified under schedules I, II, III, IV, or V in section 202 (c) of the Controlled Substances Act (21 U.S.C. 812(c).

b. *Illegal drug* means a controlled substance; but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under that Act or under any other provision of Federal law.

c. *Serious bodily injury* has the meaning given the term "serious bodily injury" under paragraph (3) of subsection (h) of section 1365 of title 18, United States Code.

d. *Weapon* has the meaning given the term "dangerous weapon" under paragraph (2) of the first subsection (g) of section 930 of title 18, United States Code.

9. Notification

On the date it makes the decision to make a removal that is a change of placement of the child with a disability because of a violation of a code of student conduct, Gillingham Charter School must notify the parents of that decision, and provide the parents with a Procedural Safeguards Notice.

Change of Placement Because Of Disciplinary Removals (34 CFR §300.536)

A removal of a child with a disability from the child's current educational placement is a change of placement requiring a NOREP/prior written notice if:

1. The removal is for more than 10 consecutive school days; or

2. The removal is for more than 15 cumulative school days; or

3. The child has been subjected to a series of removals that constitute a pattern because:

a. The series of removals total more than 15 school days in a school year;

b. The child's behavior is substantially similar to the child's behavior in previous incidents that resulted in a series of removals; and

c. Because of such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another.

Whether a pattern of removals constitutes a change of placement is determined on a case-by-case basis by Gillingham Charter School and, if challenged, is subject to review through due process and judicial proceedings.

Determination of Setting (34 CFR §300.531)

The IEP must determine the interim alternative educational setting for removals that are changes of placement, and removals under the headings Additional authority and Special circumstances, above.

1. General

The parent of a child with a disability may file a due process complaint (see above) to request a due process hearing if he or she disagrees with:

a. Any decision regarding placement made under these discipline provisions; or

b. The manifestation determination described above.

Gillingham Charter School may file a due process complaint (see above) to request a due process hearing if it believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others.

2. Authority of hearing officer

A hearing officer that meets the requirements described under the sub-heading Impartial Hearing Officer must conduct the due process hearing and make a decision. The hearing officer may:

- Return the child with a disability to the placement from which the child was removed if the hearing officer determines that the removal was a violation of the requirements described under the heading Authority of School Personnel, or that the

child's behavior was a manifestation of the child's disability; or

- Order a change of placement of the child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of the child is substantially likely to result in injury to the child or to others.

These hearing procedures may be repeated, if Gillingham Charter School believes that returning the child to the original placement is substantially likely to result in injury to the child or to others.

Whenever a parent or a Charter School files a due process complaint to request such a hearing, a hearing must be held in accordance with the following:

- Gillingham Charter School must arrange for an expedited due process hearing, which must occur within 20 school days of the date the hearing is filed and must result in a determination within 10 school days after the hearing.
- Unless the parents and Gillingham Charter School agree in writing to waive the resolution meeting, or agree to use mediation, a resolution meeting must occur within 7 calendar days of receiving notice of the due process complaint. The hearing may proceed unless the matter has been resolved to the satisfaction of both parties within 15 calendar days of receipt of the due process complaint.

A party may appeal the decision in an expedited due process hearing in the same way as they may for decisions in other due process hearings.

When, as described above, the parent or Gillingham Charter School has filed a due process complaint related to disciplinary matters, the child must (unless the parent and Gillingham Charter School agree otherwise) remain in the interim alternative educational setting pending the decision of the hearing officer, or until the expiration of the time period of removal as provided for and described under the heading Authority of School Personnel, whichever occurs first.

Special Rules for Students with Mental Retardation/Intellectual Disability

The disciplinary removal of a child with mental retardation/intellectual disability attending either Gillingham Charter School for any amount of time is considered a change in placement and requires NOREP/prior written notice (if the disciplinary event does not involve drugs, weapons and/or serious bodily injury). A removal from school is not a change in placement for a child who is identified with mental retardation when the disciplinary event involves weapons, drugs, and/or serious bodily injury.

According to certain assurances the Commonwealth entered into related to the PARC consent decree, Gillingham Charter School may suspend on a limited basis a student with mental retardation/intellectual disability who presents a danger to himself or others upon application and approval by the Bureau of Special Education and only to the extent that a student with a disability other than mental retardation could be suspended.

Protections for Children Not Yet Eligible For Special Education and Related Services (34 CFR §300.534)

1. General

If a child has not been determined eligible for special education and related services and violates a code of student conduct, but Gillingham Charter School had knowledge (as determined below) before the behavior that brought about the disciplinary action occurred, that the child was a child with a disability, then the child may assert any of the protections described in this notice.

2. Basis of knowledge for disciplinary matters

Charter School must be deemed to have knowledge that a child is a child with a disability if, before the behavior that brought about the disciplinary action occurred:

- **a.** The parent of the child expressed concern in writing that the child is in need of special education and related services to supervisory or administrative personnel of Gillingham Charter School, or a teacher of the child;
- **b.** The parent requested an evaluation related to eligibility for special education and related services under Part B of the IDEA; or
- **c.** The child's teacher, or other Gillingham Charter School personnel expressed specific concerns about a pattern of behavior demonstrated by the child directly to Gillingham Charter School's Director of Special Education or to other supervisory personnel of Gillingham Charter School.

3. Exception

Gillingham Charter School would not be deemed to have such knowledge if:

- **a.** The child's parent has not allowed an evaluation of the child or refused special education services; or
- **b.** The child has been evaluated and determined to not be a child with a disability under Part B of the IDEA.

4. Conditions that apply if there is no basis of knowledge

If prior to taking disciplinary measures against the child, Gillingham Charter School does not have knowledge that a child is a child with a disability, as described above under the sub-headings Basis of knowledge for disciplinary matters and Exception, the child may be subjected to the disciplinary measures that are applied to children without disabilities who engaged in comparable behaviors. However, if a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner. Until the evaluation is completed, the child remains in the educational placement determined by School authorities, which can include suspension or expulsion without educational services. If the child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by Gillingham Charter School and information provided by the parents, Gillingham Charter School must provide special education and related

services in accordance with Part B of the IDEA, including the disciplinary requirements described above.

REFERRAL TO AND ACTION BY LAW ENFORCEMENT AND JUDICIAL AUTHORITIES (34 CFR §300.535)

1. The state and federal regulations do not:
   a. Prohibit an agency from reporting a crime committed by a child with a disability to appropriate authorities; or
   b. Prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability.

Subsequent to a referral to law enforcement, an updated functional behavior assessment and positive behavior support plan are required.

2. Transmittal of records

If Gillingham Charter School reports a crime committed by a child with a disability, Gillingham Charter School must ensure that copies of the child's special education and disciplinary records are transmitted for consideration by the authorities to whom Gillingham Charter School reports the crime and may transmit copies of the child's special education and disciplinary records only to the extent permitted by FERPA.

THIS ANNUAL NOTICE AND STATEMENT OF POLICY AND PROCEDURES HAS BEEN WRITTEN IN ACCORDANCE WITH CHAPTER 711 OF TITLE 22 OF THE PA CODE AND INCORPORATED INFORMATION FROM APPLICABLE PDE AND STATE FORMS AND SOURCES INCLUDING THE PATTAN PROCEDURAL SAFEGUARDS NOTICE.

THE CONTENT OF THIS NOTICE HAS BEEN WRITTEN IN STRAIGHTFORWARD, SIMPLE ENGLISH LANGUAGE. IF A PERSON DOES NOT UNDERSTAND ANY OF THIS NOTICE, HE OR SHE SHOULD ASK THE DIRECTOR OF SPECIAL EDUCATION OF GILLINGHAM CHARTER SCHOOL FOR AN EXPLANATION. GILLINGHAM CHARTER SCHOOL WILL ARRANGE FOR AN INTERPRETER FOR PARENTS WITH LIMITED ENGLISH PROFICIENCY. IF A PARENT IS DEAF OR BLIND OR HAS NO WRITTEN LANGUAGE, THE SCHOOL WILL ARRANGE FOR COMMUNICATION OF THIS NOTICE IN THE MODE NORMALLY USED BY THE PARENT (E.G., SIGN LANGUAGE, BRAILLE, OR ORAL COMMUNICATION).

THIS NOTICE IS ONLY A SUMMARY OF THE SPECIAL EDUCATION SERVICES, EVALUATION AND SCREENING ACTIVITIES, AND RIGHTS AND PROTECTIONS PERTAINING TO CHILDREN WITH DISABILITIES, CHILDREN THOUGHT TO BE DISABLED, AND THEIR PARENTS AND IS ONLY A SUMMARY OF THE CONFIDENTIALITY RIGHTS REGARDING STUDENT INFORMATION.

FOR MORE INFORMATION OR TO REQUEST EVALUATION OR SCREENING OF A GILLINGHAM CHARTER SCHOOL STUDENT CONTACT THE SPECIAL EDUCATION COORDINATOR OF CHARTER SCHOOL AT 915 HOWARD AVENUE POTTSVILLE, PA 17901, 570.955.3830.

NOTHING IN THIS NOTICE IS INTENDED TO CONFLICT WITH OR SUPPLANT THE INFORMATION CONTAINED IN THE PENNSYLVANIA DEPARTMENT OF EDUCATION'S CURRENT "PROCEDURAL SAFEGUARDS NOTICE" WHICH IS AVAILABLE THROUGH THE SCHOOL FOR YOUR REVIEW OR WITH APPLICABLE STATE AND/OR FEDERAL LAWS.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)
Gillingham Charter School
2022-2023 School Year

Annual Notification of Rights under Family Educational Rights and Privacy Act (FERPA) for the 2022-2023 School Year /Notice to Parents and Guardians Regarding the Disclosure of Student "Directory Information"

The Family Educational Rights and Privacy Act (FERPA), a federal law, affords parents, legally emancipated students, and students over eighteen (18) years of age ("eligible students") certain rights with respect to the student's educational records.

These rights are briefly summarized below and are explained more fully in the Board's Student Records Policy, which is on file at the School and is available upon request:

1. The right to inspect and review the student's educational records within forty-five (45) days of the day Gillingham Charter School receives a request for access. Parents or eligible students should submit to Gillingham Charter School's Executive Director ("ED") a written request that identifies the record(s) they wish to inspect. Gillingham Charter School officials will make arrangements for access and notify the parent or eligible student of the time and place where the record(s) may be inspected.

2. The right to request the amendment of the student's educational record(s) the parent or eligible student believes is inaccurate or misleading. Parents or eligible students may ask Gillingham Charter School to amend a record that they believe is inaccurate or misleading. Parents or eligible students should write to Gillingham Charter School's ED, clearly identifying the part of the record(s) they want amended, and specify why the record(s) is inaccurate or misleading. If Gillingham Charter School decides not to amend the record(s) as requested by the parent or eligible student, Gillingham Charter School will notify the parent or eligible student of the decision in writing and advise of the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's educational record(s) except to the extent that FERPA authorizes disclosure without consent, as discussed below.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Gillingham Charter School to

comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue SW
Washington, D.C. 20202-5920

Release of Records without Consent
Generally, Gillingham Charter School must have written permission from parents or eligible students in order to release any information from a student's education records. However, FERPA allows Gillingham Charter School to disclose that information without consent, to the following parties or under the following conditions:

- School officials with legitimate educational interests. A School Official may include a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law unit personnel); a person serving on the Board; a person or company with whom Gillingham Charter School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); contractors, consultants, volunteers, and other outside service providers used by Gillingham Charter School; or a parent or student serving on official committee, such as a disciplinary or grievance committee, or assisting another Charter School official in performing his/her tasks. A School Official has a legitimate educational interest if the official needs to review an educational record(s) in order to fulfill his or her professional responsibility;
- Other schools, school systems, or institutions of postsecondary education to which a student is transferring;
- Authorized representatives of the U.S. Comptroller General, U.S. Attorney General, U.S. Secretary of Education, or State and local educational authorities. Disclosures may be made in connection with an audit or evaluation of Federal or State supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. The entities and officials identified here may re-disclose student information to outside entities and/or individuals that are designated as "authorized representatives" to conduct an audit or evaluation, or enforcement or compliance activity on their behalf. A designation of an "authorized representative," other than an employee, shall be memorialized in a written agreement. The same agreement shall contain provisions intended to guard the privacy of student information. Student records for children seven (7) years or older is exempt from the use of authorized representatives for agencies running programs to improve social, emotional and physical development;
- Appropriate parties in connection with financial aid for which a student has applied or has received, if the information is necessary to determine eligibility for aid, determine the amount of aid, determine the conditions of aid, or enforce the terms and conditions of aid;
- Organizations conducting certain studies for or on behalf of the school, to develop, validate or administer predictive tests; administer student aid programs; or improve instruction. The U.S. Comptroller General, U.S. Attorney General, U.S. Secretary of Education, or State and local educational authorities may re-disclose student information to organizations conducting studies identified here. Any re-disclosure of student information, whether by schools or the entities and officials identified here, requires a written agreement. The written agreement shall contain provisions intended to guard the privacy of student information;
- Accrediting organizations;
- To parents of dependent students for IRS tax purposes;
- 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.

Gillingham Charter School must maintain records of each request for access and disclosure of information from a student's education record(s), except for disclosures to school officials with legitimate educational interests, disclosures to parties with written consent from parents or eligible students, disclosures of Directory Information (discussed below), disclosures under select judicial orders or lawfully issued subpoenas, and disclosures to parents or eligible students. Parents and eligible students have a right to inspect and review the records of requests for access and disclosures.

Release of Directory Information
Directory Information includes information contained in the educational record(s) of a student, which is not considered harmful or an invasion of privacy if disclosed, so that it may be disclosed without prior parental consent, unless parents or eligible students have advised Gillingham Charter School to the contrary in accordance with Gillingham Charter School procedures. The primary purpose of Directory Information is to allow Gillingham Charter School to include this type of information from the student's educational records in certain school-related publications or notices.

As part of Gillingham Charter School's annual notification under FERPA, Gillingham Charter School designates for the 2022-2023 School Year the following types or categories of information as "Directory Information":

- Student Name
- Participation in officially recognized activities, clubs, and sports
- Naming of student to the Honor Roll, National Honor Society or as Valedictorian
- Address
- Telephone listing
- Weight and height of members of athletic teams
- Electronic Mail Address
- Photograph
- Degrees, honors, awards received

- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- The most recent educational agency or institution attended

Examples of how and where Gillingham Charter School may disclose Directory Information include:

- Newsletters
- A playbill showing student's role in a drama production
- The annual yearbook
- Honor Roll or other recognition lists
- Graduation programs
- Sports activity sheets
- Companies or outside organizations that manufacture yearbooks
- Newspapers or other news sources
- Class Lists
- Staff and/or Student Directories and/or listings
- Charter School Website
- Charter School Bulletin Boards

These examples are for illustration only and are not an exclusive list of the manner in which Directory Information may be disclosed. This Notice provides parents and eligible students with an opportunity to object in writing to any or all of those types of information that Gillingham Charter School has designated as Directory Information. Parents and eligible students have the right to refuse to permit the release by notifying the Charter School in writing that they do not want any or all of those types of information to be designated as Directory Information.

Please note that an opt out of Directory Information disclosures does not prevent Gillingham Charter School from identifying a student by name or from disclosing a student's name, identifier or institutional e-mail address in class in which the student is enrolled. The right to opt out of Directory Information disclosures does not include a right to remain anonymous in class, and may not be used to impede routine classroom communications and interactions, whether class is held in a specified physical location or on-line through electronic communications. Likewise, an opt out of Directory Information disclosures does not prevent the Charter School from requiring a student to wear, to display publicly, or to disclose a student ID card or badge that exhibits information that the Charter School designated as "Directory Information" above.

YOUR ACTION IS REQUIRED IF YOU WISH "DIRECTORY INFORMATION" NOT TO BE PUBLISHED. Please submit any refusal with the types of information you wish removed from the list of Directory Information and mail your written objections on or before September 13th or two weeks after enrollment and receipt of this document, to the Executive Director of the Charter School at:

Executive Director
Gillingham Charter School
915 Howard Avenue
Pottsville, PA 17901

If you have any questions regarding this Notice, please call or write the Executive Director at Gillingham Charter School at: 915 Howard Avenue Pottsville, PA 17901. <u>If you do not submit a written refusal on or before September 13th, or two weeks after enrollment and receipt of this document, then Gillingham Charter School may disclose directory information without your prior consent.</u>

THE CONTENT OF THIS NOTICE HAS BEEN WRITTEN IN STRAIGHTFORWARD, SIMPLE ENGLISH. IF A PERSON DOES NOT UNDERSTAND ANY OF THIS NOTICE, HE OR SHE SHOULD ASK THE ED OF GILLINGHAM CHARTER SCHOOL FOR AN EXPLANATION. GILLINGHAM CHARTER SCHOOL WILL ARRANGE FOR AN INTERPRETER FOR PARENTS WITH LIMITED ENGLISH PROFICIENCY. IF A PARENT IS DEAF OR BLIND OR HAS NO WRITTEN LANGUAGE, GILLINGHAM CHARTER SCHOOL WILL ARRANGE FOR COMMUNICATION OF THIS NOTICE IN THE MODE NORMALLY USED BY THE PARENT (E.G., SIGN LANGUAGE, BRAILLE, OR ORAL COMMUNICATION). IF A STUDENT HAS A DISABILITY, ADDITIONAL INFORMATION IS AVAILABLE IN GILLINGHAM CHARTER SCHOOL'S ANNUAL PUBLIC NOTICE OF SPECIAL EDUCATION SERVICES AND PROGRAMS AND RIGHTS FOR STUDENTS WITH DISABILITIES.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

EXTRA-CURRICULAR CODE OF CONDUCT

The purpose of the extra-curricular activity programming at Gillingham Charter School (GCS) is to provide students with an opportunity to participate in sports and clubs, but more importantly, to develop sportsmanship, character, commitment and competitiveness in the young men and women who participate.

Participation in extra-curricular activities is a privilege, not a right. As a student at GCS, your conduct and choices in the classroom, on the field, and in the community should be in accordance with code of conduct set forth by GCS.

Club participation requires a signed written parent permission slip. Verbal permission is not allowed.

This code of conduct must be read and signed by all students of GCS, along with his/her parent or guardian before participating in any extra-curricular activity. Students who choose to participate in extra-curricular activities will also be held to the same standard of behavior and discipline that is reserved for students who do not participate in extra-curricular activities.
Coaches and/or activity advisors may also distribute a separate policy for each activity, which must also be acknowledged by your signature. Those policies must meet the minimum standards contained here.

- **I.** Academic Eligibility
  - **1.** To be eligible for interscholastic competition, a GCS student must be mastering the content of all of their subjects on a weekly basis. This will be measured by completing all assignments and participating in the Narration and Grand Conversation in all classes.
  - **2.** At the end of each trimester, upper school students must maintain mastery in all of their classes in order to participate in any extra-curricular activity.
  - **3.** Eligibility refers to a student's ability to participate in off-campus field studies (field trips, special walks), after-school activities (such as clubs or dances), competitive sports, and special Gillingham events (such as end-of-year celebrations, guest presenters or other special programs). A student maintains eligibility in three ways – attendance, classroom participation, and discipline. Eligibility is assessed on the 30 calendar school days before the event.
    - **a.** Attendance: If a student has an excessive amount of late arrivals or unexcused absences, this will affect eligibility.
    - **b.** Classroom Participation: Students who do not actively participate in class, complete class work, complete homework, or reading logs will not be able to participate at the teacher's discretion.
    - **c.** Discipline: If a student makes a choice that results in 3 or more disciplinary actions or any suspensions, this will affect their eligibility, per the discretion of administration
- **II.** Academic Ineligibility
  - **1.** If a student is ineligible, parents will receive an Eligibility Referral Form (ERF) for the student. This form outlines what has been expected of the student, the interventions and help that the school has offered the student, and finally how the student has chosen not to correct the actions or complete the work.
  - **2.** A student with a current ERF is not eligible to participate in the aforementioned field studies, after-school activities, competitive sports, and special events.
  - **3.** An ERF expires when the initiating staff member signs the form stating that the student has made up all work and is clearly back on track.
- **III.** Attendance Ineligibility
  - **1.** In order to participate in any activity, a student must be in attendance at school before 8:30 AM.
    - **a.** The exceptions to this rule are a doctor's appointment/note, a family or medical emergency, or extenuating circumstances.
    - **b.** These exceptions require a note from the student's parent/guardian to be reviewed by the Student Coach and the Athletic Director.
  - **2.** The student may not have more than three (3) unexcused absences and/or ten (10) excused absences during the previous year as per Truancy Guidelines and the discretion of the Student Coach and Athletic Director
  - **3.** Absences that are foreseen should be mentioned to the coach or club advisor two weeks in advance.
- **IV.** Required Health Screenings, Physicals, and Other Paperwork
  - **1.** In order to participate in any athletic activity, students must have a complete physical by a certified doctor and must have the required PIAA Physical Forms returned to the coach or Athletic Director before being allowed to participate.
  - **2.** Other required paperwork must also be submitted prior to participation. This includes, but is not limited to, Concussion Recognition and Management Forms, Recognizing Cardiac Arrest Forms, and any other Permission Slips that may go along with that extra-curricular activity.
- **V.** Discipline Code of Conduct for Extra-Curricular Activities
  - **1.** All participants are subject to the Gillingham Charter School's Code of Conduct, as stated in the Student Handbook, and the Sports Code of Conduct (see Section VII) when involved in activities and/or athletic programs.
  - **2.** All students will show proper decorum and courtesy to fellow participants and good sportsmanship to coaches, referees and

members of the opposing teams.

3. A student is required to abide by the rules of the Gillingham Charter School Discipline Code. Any infraction by the student while participating in an athletic event or school activity will be treated as if it occurred during the school day and in school – it will be handled by the coach and administration.
4. Suspensions: If the violation involves an exclusion from school (suspension):
   - **a.** In-school suspension (ISS) or Out-of-School suspension (OSS) - the student will be suspended from athletic activities for the same calendar days.
   - **b.** Students who receive In-School Suspension will be scheduled the first available day.
   - **c.** Scheduled events do not take precedent over assignment of suspension.
   - **d.** Students who have In-School Suspension, may not attend any school activities that evening.
   - **e.** Any suspension (ISS or OSS) will result in a 30 day suspension from extra-curricular activities.
   - **f.** Three or more reflection hours will also result in a 30 day suspension from extra-curricular activities.
5. Consequences prior to the third reflection hour are up to the coach or club advisor's discretion.
6. Reflection Hour
   - **a.** If the student has a Reflection Hour, he/she must report directly to the coach and inform him/her of the date that the Reflection Hour will be served.
   - **b.** The Student Coach contacts the Athletic Director, coach and/or club advisor about the student who is serving a Reflection Hour.
7. A student who represents GCS must be a team player and avoid any actions that are detrimental to the unity of those involved with him/her in any sports or activities.

VI. Sports Program Code

1. Ejection for misconduct during an athletic contest:
   - **a.** Mandatory Disqualification. Any Coach and/or contestant who, while Coaching or competing for a PIAA member school, is ejected from a Contest by a state high school association recognized and/or registered official in that sport for unsportsmanlike conduct or flagrant misconduct shall be disqualified from Coaching and/or participating for the remainder of the day and in all Contests on the next Contest day of the same level (varsity, junior varsity, or otherwise) of competition from which the Coach and/or contestant was previously disqualified.
   - **b.** For a Coach, participation in the next Contest includes any contact by the Coach with members of the Team, including other Coaches, between the time that the Team arrives at the Contest site and the conclusion of the last Contest of the day.
   - **c.** All ejections will also be forwarded to administration for review.
2. Use of Profanity
   - **a.** Use of Profanity is prohibited. All offenses will be addressed by the team coach. The coach must contact the Student Coach and inform him in a timely manner to enact a disciplinary consequence.
3. Conduct unbecoming a student
   - **a.** Conduct unbecoming a student representing GCS during an activity will be addressed by the team coach and may result in:
     - 1st offense – 1 game and/or 1 day suspension from sport or activity
     - 2nd offense – 2 games and/or 2 days suspension from sport or activity
     - 3rd offense – suspension from the team/club
2. Tobacco, Alcohol and other Drugs
   - **a.** Our goal is to ensure the safety of all participants and because of this, the following violations are taken seriously:
     - assault and/battery of any kind,
     - bullying
     - fighting
     - weapons possession
     - gambling,
     - possession/use of narcotics, stimulant drugs, alcoholic beverages, cigarettes or any type tobacco products, and e-cigarettes or vaping paraphernalia
   - **b.** All alleged violations are to be reported immediately to a teacher, the Student Coach or the DOE. Appropriate corrective action up to and including discharge of an employee or suspension or expulsion of a student may be taken. The corrective process will align with GCS's by-laws and policy regarding conflict resolution and in full accordance with due process rights.
     - First Offense:
       - dismissal from team and/or club(s)
       - 30-day suspension from all extra-curricular activities
       - Referral to GCS Board of Trustees (BOT) for a disciplinary hearing
       - Possible referral to Law Enforcement Officials
3. Criminal Activity
   - **a.** Any student who has been convicted, pleads guilty, or pleads nolo contendere (as a juvenile or adult) to a crime committed off school property that constitutes a misdemeanor or felony related to the use, possession or distribution of alcohol, drugs, controlled substances, look-alikes and drug paraphernalia shall be:
     - expelled from team and/or club(s).

- referred to GCS Board for a disciplinary hearing.

4. Incidents Occurring Off School Property
   a. Except as otherwise provided under section E, for all incidents occurring off school property where there exists a reasonable suspicion that inappropriate behavior as defined in this Sports Program Code has occurred, the coach and Student Coach may take one or more of the following steps:
      - Conference with parent, student, coach/advisor, Athletic Director, and the Student Coach
      - Possible suspension/expulsion from team after investigation
      - Possible referral to Student Assistance Program
      - Notify the Director of Education
5. Non-Compliance Consequences
   a. If the student does not follow the procedure and recommendation in any of the sections above, he/she will not be permitted to participate in any future GCS extra-curricular programs until the student comes into compliance.
6. Students With a Drug and Alcohol Problem:
   a. may voluntarily come forward to request assistance
   b. will receive a referral to Student Assistance Program
   c. possible consequences will be determined after a case review has taken place and will be in keeping with our school code of conduct policy.
7. Transportation:
   a. All members of GCS sports program/club/activity will ride school provided vehicles to travel to and from facilities. Exceptions may be made with written parental permission and the approval of the Student Coach and/or Athletic Director in advance of the athletic competition/program.
   b. If parents cannot pick up students at the specified pick up time after practice, game or activity nor can make arrangements to carpool, students will not be permitted to participate.
8. Parental Involvement:
   a. All Parents and guardians will be expected to demonstrate good sportsmanship and regard while attending programs, events, practices at both home and away games and/or competitions.
   b. All parents and guardians are expected to respect the decisions made by game officials.
   c. All parents and guardians are expected to respect the decisions made by the coaching staff/advisor regarding their child's role in extra-curricular activities/sports.
   d. All parents and guardians are expected to resolve potential misunderstandings and disagreements with coaches and/or administration as follows:
      - Student should ask the advisor/coach for a face to face meeting to address the misunderstanding or problem.
      - If the issue is not resolved, parent or guardian may then contact the Student Coach and Athletic Director to request a meeting with his/her child and the coach/advisor.
      - Call (570) 955-3830 to schedule an appointment.
   e. Parents and guardians are expected to refrain from seeking a conference with a coach after practice, event, or a game.
   f. Parents and guardians are asked to respect the private family lives of all the coaches/advisors and not call them at their private residences unless it is an emergency.
9. Equipment and Uniform Care
   a. Uniforms should be treated with care and maintained with respect, including keeping them clean and intact.
   b. Uniforms should not be worn for any other reason than on game/event days. If a student is being disciplined or will not attending the game that day, uniform may not to be worn to school.
   c. Uniforms must be turned in at the end of the season clean and in good repair. Consequences may include a fee to clean, repair, and/or replace the item.
   d. Equipment should be treated with care and maintained with respect. If equipment is misused or broken due to neglect, consequences may include a fee to repair and/or replace the item.
   e. Some sports and activities may require students to purchase their own equipment. We do our best to provide as much equipment as possible; however, some sports require precise fitting to an athlete's needs.
10. Participation in Alternate School Extra-Curricular Activities
    a. If GCS does not offer a sport or a club similar to one in their home district, GCS students may participate in the home district school's extra-curricular activities.
    b. Students must continue to abide by GCS Code of Conduct and Handbook as well as that school district's policies and procedures
    c. Students from other schools that participate in GCS Extra-Curricular Activities must also abide by GCS Code of Conduct and Handbook as well as their home school district's policies and procedures
    d. Students who will be leaving GCS early to attend practices, games and events at other schools:
       - must seek permission two weeks prior to the start date
       - are responsible for making up any work missed
       - must submit an Athletic Release Form
       - must maintain academic eligibility
11. Commitment
    a. Definition: "the state or quality of being dedicated to a cause, activity, etc."

b. Commitment to two teams and/or clubs:
- If days and times do not conflict, you may participate in more than one sport or club.
- Coaches may need to conference to ensure that this will be possible.

c. If you have completed all paperwork and tried out for a team and attended a practice or have attended a club meeting, you are now committed to that sport or activity.

d. Once committed, if you decide to quit the team or club, you may not rejoin that team or club until the following school year. The coach or club advisor shall determine whether or not you may participate the following school year.

e. Practice and participation is mandatory. Recurring absence from practices, games, and/or club activities may result in expulsion from club or sport at the coach or advisor's discretion. If you miss ten percent of practice days or club days without valid excuse, you will no longer be permitted to participate. Students may also lose the privilege of participating in other sports and clubs throughout the school year, as well.

12. Parent/Guardian Signed Consent:

a. A parent or legal guardian and the student athlete must sign the Gillingham Charter School Extra-Curricular Code of Conduct consent form and return it to the coach/advisor before participating in any event, program or practice of the season. This will assure the coach/advisor that the student and parent/guardian have read this Code and agree to abide by it

Est. 2011
GILLINGHAM
CHARTER SCHOOL
A Charlotte Mason Public Education

EXTRA-CURRICULAR CODE OF CONDUCT
CONSENT FORM

I HAVE READ THE GILLINGHAM CHARTER SCHOOL EXTRA-CURRICULAR CODE OF CONDUCT AND AGREE TO ABIDE BY IT.

STUDENT NAME (PRINT)_____

SIGNATURE_____

DATE_____

SPORT/ACTIVITY _____

……

PARENT/GUARDIAN NAME (PRINT)_____

SIGNATURE_____

DATE_____

RELATIONSHIP (CIRCLE) **MOTHER** **FATHER** **GUARDIAN**

[PLEASE RETURN THIS FORM TO THE SCHOOL]

ACCEPTABLE USE POLICY
ACKNOWLEDGMENT OF AGREEMENT

Name (Please Print) _____
(Last) (First) (Middle Initial)

Signature _____ Date _____

As a User of GILLINGHAM CHARTER SCHOOL Computer Resources, I have read the entire Acceptable Use Policy, which consists of 7 pages, understand and agree to comply with the guidelines contained in the Policy as explained by GILLINGHAM CHARTER SCHOOL and the Director of Technology. In addition to complying with all terms of the Policy, when using any GILLINGHAM CHARTER SCHOOL Computer Resources, as defined above, I accept the following basic rules:

1. I will treat all Computer Resources with care and will leave them in good working condition when I am finished.
2. I will use appropriate language on all Computer Resources. If the language is obscene, defamatory, harassing, sexually explicit, threatening, violent, insulting, demeaning or otherwise inappropriate as deemed by a teacher, the Director of Technology or the Executive Director, I will not access it, use it, or disseminate it.
3. I will always treat people on-line with respect. I will not use any GILLINGHAM CHARTER SCHOOL Computer Resource to insult or threaten other Users. I assume responsibility for the content of messages I send to others.
4. I will respect the privacy of other Users and will not make any attempts to gain access into the private mailboxes of those Users. I will not allow other Users access to my mailbox and will keep my password private.
5. I understand that Computer Resources are to be used for educational use. I will not use Computer Resources to access materials or media that is inappropriate, obscene, or illegal. I understand that the system administrator or Director of Technology can access and read my messages.
6. I understand that all Computer Resources belong to the School and I will treat them with respect.
7. I will not install or download any applications (games), programs or materials at school from the Internet or from any Computer Resources unless the Director of Technology gives me permission in writing.
8. I will not add any software to the school's Computer Resources unless the Director of Technology gives me permission in writing.
9. I understand that the software provided to me for use is protected under copyright law. I agree not to copy this software unlawfully and/or distribute any materials provided for our use. I will model and encourage ethical use of the software among my friends, family members, and the community.

By signing the Parent/Student Acknowledgement Form, you agree to abide by the Acceptable Use Policy and understand that failure to follow all rules as explained in this document may result in the loss of your privileges to Computer Resources; disciplinary action, including suspension or expulsion from GILLINGHAM CHARTER SCHOOL; termination of employment; charges for damages; and civil or criminal penalties. You are subject to the punishment determined by GILLINGHAM CHARTER SCHOOL.

[PLEASE RETURN THIS FORM TO THE SCHOOL]

Parent/Student Handbook and Student Code of Conduct Acknowledgement - Student & Parent/Guardian Copy

To verify that you have received and reviewed the Gillingham Charter School Parent/Student Handbook and Student Code of Conduct and this checklist, please sign the following statements:

STUDENT:
I have reviewed the Parent/Student Handbook, including the Student Code of Conduct, with my parent or guardian and understand my responsibilities and agree to abide by school rules.

Student Name: (please print) _____ Grade: _____

Student Signature: _____ Date: _____

PARENT/GUARDIAN:
I have reviewed the Parent/Student Handbook, including the Student Code of Conduct, with my child and understand my child's responsibilities.

Parent/Guardian Name: (please print) _____

Parent/Guardian Signature: _____ Date: _____

PARENT/GUARDIAN:
I understand that my responsibilities to the school and my positive participation are vital to my child's success at the school.

Parent/Guardian Name: (please print) _____

Parent/Guardian Signature: _____ Date: _____

Please keep this page for your records and return the next page to the school.

Parent/Student Handbook and Student Code of Conduct Acknowledgement - Office Copy

To verify that you have received and reviewed the Gillingham Charter School Parent/Student Handbook and Student Code of Conduct and this checklist, please sign the following statements on this page and the following:

STUDENT:
I have reviewed the Parent/Student Handbook, including the Student Code of Conduct, with my parent or guardian and understand my responsibilities and agree to abide by school rules.

Student Name: (please print) _____ Grade: _____

Student Signature: _____ Date: _____

PARENT/GUARDIAN:
I have reviewed the Parent/Student Handbook, including the Student Code of Conduct, with my child and understand my child's responsibilities.

Parent/Guardian Name: (please print) _____

Parent/Guardian Signature: _____ Date: _____

PARENT/GUARDIAN:
I understand that my responsibilities to the school and my positive participation are vital to my child's success at the school.

Parent/Guardian Name: (please print) _____

Parent/Guardian Signature: _____ Date: _____

[PLEASE RETURN THIS FORM TO THE SCHOOL]