

Independence Charter School



“Opening Worlds of Opportunity”

Parent and Student Handbook
Grades K-8

September 2009 – June 2010

Independence Charter School Board of Trustees

Updated 8/31/09
2009-2010 Board of Trustees

Rebecca Baehr

Eli Lesser

Pamela Prell, Vice President

Rona Buchalter, President

Rosina S. Miller, Treasurer

Pedro Rodriguez

John Eagen

Kristin Nocco, Secretary

Elsie Stern

The ICS Board of Trustees includes two parent seats. Parents from the school community may run for a parent seat. These seats have two-year terms and the elections are usually every other year unless a member resigns before the term is completed. .

Parents, ICS Staff, community members and the general public are welcome to come to any and all Board Meetings. There is a public comment period scheduled at each meeting. The meetings occur on the second Wednesday of each month at 7pm. Please make every attempt to arrive by 6:55pm so that we can easily admit you to the building. *The Board of Trustees is currently considering a change in the meeting time to an earlier time such as 5:30 or 6pm. Please look for these changes to be noted on the website, the listserv, and in notices home.* Please check the school website at www.independencecharter.org to monitor schedule changes. Attending the Board meetings are the Chief Executive Officer, the Principal, ICS teacher representatives, PTA representatives, our Business Manager and any other interested parties.

Schedule of Board of Trustees Meetings **2009-2010 School Year** **7p.m. at ICS** **1600 Lombard Street**

July 2009 - NO MEETING

August 19, 2009

September 9, 2009

October 14, 2009

November 4, 2009

December 9, 2009

January 13, 2010

February 10, 2010

March 10, 2010

April 14, 2010

May 12, 2010

June 9, 2010

Independence Charter School Board of Trustees

On behalf of the ICS Board of Trustees, welcome to the 2009-2010 school year. We are looking forward to many exciting moments this year in our home here on Lombard Street.

As you may know, the Board of Trustees is the governing body of ICS. It is composed of parents and community members who, together with the staff, make critical decisions about the school. These are the current members of this year's Board: Rebecca Baehr, Rona Buchalter, John Eagen, Eli Lesser, Rosina Miller, Kristin Nocco, Pam Prell, Pedro Rodriguez, and Elsie Stern. Feel free to email us if you have questions about the Board. You can email the ICS Board of Trustees feedback@independencecharter.org.

As you may also know, ICS is a parent-founded, family-based school, and our families are undoubtedly one of our real strengths (along with our terrific teachers and staff of course). We strongly encourage you to find ways to get involved that feel right for you. Here are some ideas:

- Attend monthly Board meetings (2nd Wednesday of every month) or read meeting minutes afterward on the ICS website;
- Participate in Board or CEO committees;
- Become involved with the PTA (1st Wednesday of each month);
- Become an active participant in your child's classroom, perhaps chaperoning trips or bringing a special skill into the classroom (contact the classroom teacher for ideas.);
- And of course, you can always make a donation to the school.

In whatever way you can, whether you are brand new to the ICS family or have been here many years, whether you have a lot of time (or money) to give or just a little, we warmly welcome your participation in building a stronger ICS community. I look forward to seeing you on Lombard Street.

Best,

Rona Buchalter
President, ICS Board of Trustees

Messages from the CEO and Principal

Dear Independence Charter Family,

As we enter our ninth year as a school of excellence, please accept my warmest greetings and best wishes for the new 2009-2010 school year. This handbook will serve as a guide that will help you and your child/ren have a successful school year.

This coming school year is full of interesting undertakings and of challenges. We will be undergoing renewal with the School District of Philadelphia. We will also be entering our Middle States Certification process which will provide us with a strategic view on where we are strong and where we can continue growing and improving and planning exactly how we can accomplish that. What is even more incredible is that we will begin to plan for our 10th anniversary as Independence Charter in 2010. And to make that just a little sweeter, will also celebrate the 100th birthday of this incredible building!

Just as your child/ren will benefit from your guidance and involvement in their learning experience...so also will we benefit from your help as we undergo renewal, strategic planning, and planning for a wonderful host of celebrations. Please know that you are welcome to help us in this process. I look forward to seeing you all again, and a big welcome to our new parents entering with their children in Kindergarten!

Best,
Jurate Krokys, Chief Executive Officer
administration@independencecharter.org

Dear ICS Community,

Welcome back to school for the 2009-2010 school year. We are eager to welcome the incoming class of 2018 as we nostalgically prepare the class of 2010 for the next phase of their lives. This promises to be an exciting year for both groups, as well as the seven grades in between. This year, we are continuing to implement global education principles across the curriculum, expanding our after-school program to include more opportunities for all students, and solidifying our use of the Responsive Classroom (grades K-4)/ Developmental Designs (grades 5-8) model to guide our interactions in school. Please review the K-8 Code of Conduct with your child so that you, as a family, are all familiar with this approach to creating a positive social environment, something which we believe is necessary to graduate responsible, globally-minded citizens.

In response to parent request, we are implementing a more streamlined home-school communication procedure. Wednesday will be **School Communication Day** for all families. Except in emergencies, we will send home school communication flyers (school and PTA announcements, trip permission slips, meal menus, reminders, etc.) on WEDNESDAYS ONLY. Students in grades K-3 will receive this information in their daily folders; but it will all come home on Wednesdays. Students in grades 4-8 will each receive a plastic, color-coded **Communication Folder** each Wednesday. They will fill their folders in class/advisory and bring them home to you on Wednesday afternoon. Please place any papers that need to be signed in the folder to return on Thursday. The folders will remain in school with the classroom/advisory teacher until the following Wednesday.

We are also moving dismissal time to end at 3:30 instead of 3:35. If you pick up your child (walker or driver), please plan to be here no later than 3:30. Be sure to read the arrival and dismissal information on page 39 for more details.

One procedure that will remain the same however is morning arrival. Students who are not arriving on school busses may be dropped off on Lombard Street or walked to the front gate entrance between 7:45 and 8:25. At 8:25 we lock the gate and students must enter through the Lombard Street main entrance. **Students arriving in the building at 8:30 or later will be marked late. Students who arrive to class later than 8:30 will be marked late even if they entered the building before 8:30.**

This school year promises to be fun-filled and academically challenging. ICS teachers and staff members are dedicated to providing kids a stimulating and safe environment in which to develop positive learning and social skills. We look forward to your involvement in this process; through your participation in conferences and school events, communication with teachers by phone or email, and willingness to volunteer in any way possible. As a member of the ICS family, your continued support is integral to our success.

Thank you and have a wonderful 2009-2010 school year!

Stephanie Bungard, Principal
principal@independencecharter.org

Independence Charter School Mission

The Independence Charter School (ICS) is a community-oriented educational institution for elementary school-age children located in historic Philadelphia—a city that from its very beginning has served as a magnet for peoples from around the globe. The primary mission of ICS is to provide an intellectually stimulating curriculum with an international focus, emphasizing the arts, languages, ideas, and histories, from an array of cultures from around the world. To meet its goals, the school draws heavily on the resources available in Philadelphia—the museums, historic landmarks, businesses, schools, parks, communities, and families.

In the past several decades, advances in technologies of communication and transportation have brought us all closer together. The earth is shrinking. Never before has the ability of our children to communicate and understand peoples from around the world been so crucial to the well being of our communities. In addition, recent discoveries in child development indicate that children are capable of far more at younger ages than had previously been recognized, and that children retain knowledge longer if they connect not only aurally, but emotionally and physically to the material.

In recognition of these changes and findings, ICS emphasizes multi-lingualism for even the youngest of students. It draws upon parents, families, community members, and senior citizens who can share their knowledge, experiences, and ideas. It takes full advantage of local cultural and educational institutions, museums, and businesses to further broaden the perspectives of the students. It incorporates modern communications and computer technology to facilitate dialogues with, and learning from, children around the world. In sum, ICS imbues all students with a greater appreciation for, and understanding of, a diverse array of cultures and ways of thinking and living through an active, hands-on, multidimensional approach to learning and development. And, it does so while reaffirming our commitment to the importance of the existence of vital, strong public education to the city and the nation,

While the focus at ICS is squarely on fostering knowledge of a diversity of cultures and countries, the school does not lose sight of two of the key traditional goals of public education: teaching young children the fundamental values of our pluralistic democracy, and the acquisition of the basic language, literacy, and computational skills necessary to function productively. It is never too early to begin the process of teaching children to become competent, thinking citizens.

The name of the school -- Independence -- is, therefore, not merely an empty reference to the famous Declaration penned by Thomas Jefferson less than two city blocks from the original school site. Rather, the name represents something fundamental about the mission of the school: to allow for the development of independence of thought and ideas, and to ground students in the values inherent in our democracy, while at the same time exposing them to cultures and ways of living different from their own.

Independence Charter School Vision

The global studies component of our curriculum is the defining feature of our school. The curriculum encompasses second language instruction, and the study of music, arts, history, geography, regions, and cultures, with a focus on integrating studies across the curriculum. Independence Charter strives to incorporate global studies across the curriculum to give students an appreciation for the rich diversity of world cultures, histories, and languages that contribute to the mosaic that is the world community. Exposure to and involvement with cultural, historical, and regional diversity beginning at an early age and extending throughout the elementary and middle school experience will contribute to an increasingly important intercultural competence. Please refer to page 17 for a more detailed explanation of our approach to global education. Exposure to and involvement with other cultures at an early age will contribute to an increasingly important intercultural competence.

A key element of our global studies curriculum is a commitment to second language acquisition. Because every indicator of population trends suggests that Spanish will become a more widely spoken language in this country during the lifetimes of our students, we have chosen to emphasize the instruction of Spanish at ICS. Each child in the school receives Spanish language instruction. As they progress through the grades, an increasing amount of this instruction is content-based, giving our students a proficiency in speaking, listening, reading, and writing in Spanish. Not only does this give them advanced communication skills, it underscores daily the reality that they live in a world comprised of languages other than English.

In addition, the school features an optional language immersion program providing some students with an opportunity to emerge bilingual. Students whose parents choose to enroll them in this program in Kindergarten will receive the vast majority of their instruction in Spanish. As they progress into higher grades, an increasing amount of the instruction will take place in English. By the fifth grade instruction will be nearly equally divided between English and Spanish. This ensures that the children will acquire important literacy skills in both languages. This content-based instructional program is designed for students to emerge functionally bilingual. Since the 2007-2008 school year, ICS has expanded the language experience of all students to include introductory courses in Swahili, Japanese, Arabic, and Mandarin Chinese in the middle school years in addition to Spanish language instruction.

ICS is situated in a neighborhood of broad diversity, rich cultural resources, and a significant place in our nation's history. We draw from these resources and incorporate a wide range of experiential opportunities into the curriculum. In addition to the relationships we have with these community resources, we actively encourage parents and other city residents to participate in the life of the school, forging for our students strong civic connections and a valuable sense of community built upon family involvement.

Counselor Services



Dear Parents and Guardians,

Often, children's mental health affects their level of success in school. If they are feeling anxious, angry, or upset, their ability to focus on academics is compromised. On the other hand, when a child is content and at ease, they are able to concentrate and participate in learning. Our job at Independence Charter School is to support your child's academic and mental health. In doing so, we are here to assist your family as well.

The following outlines the ways that we can serve your child and family, ICS will:

- Work with individual students as needed
- Provide small group guidance and counseling for students with similar concerns
- Conduct interesting and relevant classroom guidance lessons on an as-needed basis
- Conduct follow-up consultation with teachers, parents, guardians and staff
- Utilize and refer parents to outside services and agencies in the Philadelphia area
- Provide parent education through workshops
- Assist students in making the transition into and out of ICS
- Maintain a library of pertinent materials and information and make them available to students, staff, and parents
- Coordinate the Big Brothers/Big Sisters Partnership
- Begin the high school search and application process with seventh and eighth graders.

Please come see us or give us a call if you have any questions, needs, or concerns about your child at Independence Charter School. Your concerns might include changes in your family, stress in your home, a sudden shift in your child's behavior, your child's peer relationships, or support in parenting. Counselor Kristen's office is on the first floor, while Counselor Anne's office is on the third floor.

We'd love to see you!

Anne Hall*
215-238-8000 x2266
anneh@independencecharter.org

Kristen Denahan
215-238-8000x2315
kristend@independencecharter.org

*Anne Hall is at ICS four days per week: Mondays, Tuesdays, Wednesdays, and Fridays.

Counselor Services

IMPORTANT RESOURCES IN OUR COMMUNITY

Contact Counselor Anne (x2266) or Counselor Kristen (x2315) for additional resources in our community.

<i>After School Programs / Tutoring / Child Care / Search Engines</i>	<i>Phone Number / Website</i>
After School Activities Partnership (ASAP) (Search by neighborhood to find after school programs)	215-545-ASAP (2727) www.phillyasap.org
Attic Youth Center (Community center offering services to youth age 12-21)	215-545-4331 www.atticyouthcenter.org
Child Care Information Services of Philadelphia (Information on child care in the greater Philadelphia area)	1-888-461-KIDS (5437) www.phialdelphiachildcare.org
Classroom Plus (Pennsylvania's Math and Reading Tutor Program)	1-800-698-2720 www.classroomplus.k12.pa.us
Philadelphia Department of Recreation (Information on city run recreation and after school programs)	215-683-3600 www.phila.gov/recreation
Philadelphia Safe and Sound (Information on locating after school programs in Philadelphia)	215-568-0737 www.philasafesound.org
Philly SOS (Search by zip code, agency, etc. for mental health/counseling, basic needs, education (support services/programs), health care, individual & family life, legal services, income security, and other human service categories.)	www.phillysos.org
Police Athletic League of Philadelphia (Free youth program featuring sports, education and trips for children age 6 – 18)	215-291-9000 www.phillypal.com
Tutors Teach (Find qualified teacher and in-home tutors specializing in a wide range of subjects at every level)	1-888-20-TEACH www.tutorsteach.com
<i>Family and Mental Health / Human Services</i>	
Bureau of State Child Support Enforcement (For information about the child support process in Philadelphia)	1-800-932-0211
Childline (State Child Abuse Registry) (To report suspected child abuse or request child abuse history clearance)	1-800-932-0313
Children's Health Helpline (For information about free or low-cost health coverage)	1-800-986-KIDS
Community Behavioral Health (Help for funding drug & alcohol, counseling and other mental health services)	1-800-545-2500 www.phila-bha.org
Community Legal Services (Free legal services to low-income Philadelphia residents)	215-981-3700 www.clsphila.org
Department of Human Services (Works to protect children from abuse, neglect and delinquency; and to strengthen families by enhancing community-based prevention services)	215-683-4DHS www.phila.gov/dhs
Health Choices Hotline (For information about Medicaid managed care programs) Southeast-Philadelphia, Bucks, Chester, Delaware, and Montgomery Counties	1-800-440-3989 1-800-618-4225 (TTD/TTY)
Home & Community Based Services (For information about programs to help persons with disabilities)	1-800-757-5042
Office of Mental Health / Mental Retardation (Information on MH/MR services in Philadelphia for families in crisis)	215-685-6440 www.phila.gov/health/units
Parents Involvement network of Pennsylvania (PIN) (Network for families of children with emotional or behavioral disorders, receiving mental health system devices, receiving special education services or are in the juvenile justice system)	1-800-688-4226 215-751-1800 www.pinofpa.org
Statewide Adoption Network (For information about adoption in Pennsylvania)	1-800-585-SWAN
Welfare Helpline (For general information about Pennsylvania's public assistance programs – cash assistance, Medicaid, food stamps, Liheap, etc.)	1-800-692-7462 1-800-451-5996 (TDD)

Nondiscrimination in Services Information

SUBJECT: Nondiscrimination in Services

TO: Students and Parents of Independence Charter School

FROM: Jurate Krokys, CEO

Admissions, the provisions of services, and referrals of students shall be made without regard to race, color, religious creed, disability, ancestry, national origin (including limited English proficiency), age, or sex.

School services shall be made accessible to eligible persons with disabilities through the most practical and economically feasible methods available. These methods include, but are not limited to: Equipment redesign, the provision of aides, and the use of alternative service delivery locations. Structural modifications shall be considered only as a last resort among available methods.

Any student (and/or their guardian) who believes they have been discriminated against, may file a complaint of discrimination with:

Independence Charter School
1600 Lombard Street
Philadelphia, PA 19146

Department of Public Welfare
Bureau of Equal Opportunity
Room 223, Health and Welfare Building
P.O.Box 2675
Harrisburg, PA 17105

U.S. Department of Health and Human Services
Office for Civil Rights
Suite 372, Public Ledger Building
150 South Independence Mall West
Philadelphia, PA 19106-9111

PA Human Relations Commission
Philadelphia Regional Office
Room 711, Philadelphia SOB
1400 Spring Garden Street
Philadelphia, PA 19130

Bureau of Equal Opportunity
Southeastern Regional Office
Room 1105-B, Philadelphia. SOB
1400 Spring Garden Street
Philadelphia, PA 19130-4088

Special Education Services

In compliance with state and federal law, Independence Charter School will provide to each protected handicapped student and student with disabilities (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 extracurricular activities) to the maximum extent appropriate to the student's abilities. In order to qualify as a protected handicapped student the child must be of school age with a physical or mental disability which substantially limits or prohibits participation in or access to an aspect of the school program.

These services and protections for "protected handicapped students" are distinct from those applicable to all eligible or exceptional students enrolled (or seeking enrollment) in special education programs.

Independence Charter School also provides a full continuum of services to students with disabilities who qualify for Special Education or related services. These services include but are not limited to counseling, occupational therapy, speech therapy, Learning Support, and remedial reading instruction with a reading specialist.

If you are concerned about your child's academic, social or behavioral performance or their progress in school, please speak to your child's teacher about your concerns. As a school, we monitor our student's academic, social and behavioral progress closely. If you believe that your child may have special needs please contact our Special Education Coordinator to discuss the options that Independence Charter School can offer.

For further information on the evaluation procedures and provisions of services to protected handicapped students or students with disabilities, contact:

Barbara Zisk, Special Education Coordinator at 215-2384000 x 5038 or barbaraz@independencecharter.org

Special Education Services

Special Education is designed to meet the diverse learning needs of individuals with differing abilities. At Independence Charter School we offer a full continuum of services to meet the needs of all our students. Currently, we have three full-time special education teachers and one part-time teacher. In addition, we contract with Pediatric Therapeutic Services for speech, occupational and physical therapists. We also have a consulting school psychologist.

ICS has related services designed to assist children with specific delays. These related services include Speech and Language Therapy, Physical Therapy, and Occupational Therapy.

- Speech and Language Therapy is designed to assist children who have articulation or language delays.
- Occupational and Physical Therapy is designed for children who have delays in fine and/or gross motor function and who may have sensory motor integration challenges.

If you have specific concerns about Special Education, related services, and/or if your concerns of learning success coincide with a family history of learning disabilities, please call:

Barbara Zisk, Special Education Coordinator
barbaraz@independencecharter.org

What should you do if you have academic, social, or emotional concerns about your child, but your child does not qualify for special education?

- Speak to your child's teacher. In most cases those concerns may be handled with extra support within the classroom.
- You may also consider contacting the ICS Student and Family Support Counselor, Anne Hall.

Independence Charter School offers connections to Community Based Behavioral Health Systems. Our school counselors Anne Hall and Kristen Denahan can address various needs.

ICS also has a reading specialist and an English as a Second Language specialist, who works with students who need extra support with literacy development or with English language development.

If you have questions, please call the school at 215-238-8000.

Parent Teacher Association (PTA) Information



ICS PTA 2009-2010 Volunteer Opportunities & Schedule of Events

Welcome back ICS families!

The beginning of every new school year always comes with great anticipation, excitement and a little anxiety thrown in for good measure. And just like the returning and new students, we have high expectations about what we'd like to accomplish. This year, besides our traditional fundraisers, our goal is to actively engage as many ICS families as we can. We know from parent surveys that so many families want to get involved, but busy work and family lives often don't leave much time for additional commitments. However, we hope the PTA schedule below and on the next page offers a variety of activities to choose from to either get involved or just to come out and have fun. As a way to keep up on school & PTA activities and stay in touch, we will be launching a new web site come October: www.icspta.org. Stay tuned for more information.

A word about PTA fundraising: As the year progresses, ICS families often feel overwhelmed by the number "requests for funds" that come their way. We don't expect families to participate in every fundraiser that comes your way and that's why we try to offer a variety to choose from. Whether it's wrapping paper, solar flashlights, coupon books, cheesecakes, cookbooks or pizza, we hope there's something that fits your budget and your interests. Another option is to simply write a check towards the PTA to support a specific effort (like the 5th grade camping trip – which every 5th grade class gets to do).

We wish your children great success in the coming year and please feel free to contact any of the officers listed below with new ideas, questions, concerns, complaints and kudos.

September – December 2009

□ **Scholastic Book Fair: week of September 21st**

Twice a year (Fall & Spring), the PTA holds the Scholastic Book Fair. Help is needed manning the cash register, helping students select books, restocking shelves, setting up and breaking down, and creating the teacher wish list board. The book fair raises approximately \$1,500 in cash, books and vouchers. Feel free to contact Tr. Tracey (ICS parent & staff) at the front desk or email her at traceyh@independencecharter.org.

□ **Entertainment Coupon Book Sales: Kicks off Wednesday September 16th**

This is a new fundraiser this year that will primarily be organized by the middle school parents group (with assistance from the PTA). The monies raised will be dedicated to middle school class trips such as the 5th grade camping trip and 8th grade year-end trip. Help is needed distributing information flyers to all students and selling coupon books during back to school nights and book fair nights. Please contact ICS parent Barbara Kilmartin if you are interested in helping out (or want more information about the coupon books). She can be reached at bkhkilmartin@yahoo.com.

□ **Cherrydale Catalog Sales: Kicks off Wednesday, October 7th**

Cherrydale is a traditional catalog-based fundraiser, which we've had at ICS for about 5 years. Gourmet chocolates, wrapping papers, magazine subscriptions and various gift items are ordered during a two-week selling period, and then delivered at a later date. Last year, the PTA raised over \$12,000 through *Cherrydale* that will directly benefit the students and teachers with special projects and class trips. Help is always needed collating and counting orders and money, and distributing items to students. Contact Susan Burrows, sjeburrows@earthlink.net if interested.

□ **School photos: exact date TBD, week of October 11th**

Barksdale photography will spend the day at ICS taking individual, sibling and class pictures. Help is needed keeping students tidy, combing hair, straightening ties, and collecting payment envelopes for picture taking. Contact Susan Burrows, sjeburrows@earthlink.net if interested.

□ **Fall Friend Raiser Carnival: exact date TBD, either 3rd or 4th weekend in October**

This will be the 2nd Annual Carnival; a school-wide, family-wide event to be held in celebration of the new school year. Help is needed with planning, promoting, recruiting volunteers & coordinating the event as well as set-up, clean-up, cake baking, manning game tables, fortune telling, face painting, tattoo artistry, etc. Contact Susan Burrows, sjeburrows@earthlink.net if you'd like to be part of the Carnival Team.

□ **Ice Skating at Rizzo Rink in South Philadelphia: exact date TBD, hopefully end of November, 2009**

Back by popular demand! This was a huge success and great fun last year (along with the spring Roller Skating event). The middle school parents group will take the lead on this with help from the PTA. Help is needed distributing information to students, processing ticket orders, and helping out the night of the event. Once a date is confirmed, more information will be distributed.

January – June 2010

□ **Corbi Pizza & Cookie Dough Sales: Kicks off Tuesday January 5, 2010**

This fundraiser traditionally raises approximately \$3,000 - \$5,000 and will take place if a grade has a specific need for funds (for example, the 7th grade wet-lands trip). Once a dedicated effort has been approved, a primary contact will be assigned.

□ **Chilli Cook-Off and Dinner: Friday night, February 5th**

Get your Super Bowl Chile recipe on Friday night, February 5th at the first-ever ICS Chile Cook-Off and dinner (the Super Bowl is Sunday, February 7th).

□ **Snow Tubing: Sunday February 21st**

This event is in the preliminary planning stages. Families will be notified if and when this event is confirmed.

□ **Spring Roller Skating: Wednesday night, March 24th**

Kick off your Spring Break in style by joining ICS families at JAMZ in the Northeast for the 2nd annual Roller Skating event. There is no school on Thursday March 25th (spring report card conference day). More information to follow once date is confirmed.

□ **Silent Auction: Saturday May 1, 2010, 6-10pm**

The PTAs annual Silent Auction every spring is the PTAs biggest fundraiser (made just over \$10,000 last year) and good fun for all (grownups only). Monies raised go towards the PTA's Fine Arts Fund for arts-related activities for students. Planning usually starts in January with an off site get together at a local watering hole. We always need help with the following: soliciting donations, working with teachers & students on art projects and classroom baskets for raffles, cataloging donations as they come in, writing thank you notes to those that make donations (as they come in), decorating room for event, set-up, clean up, registration, help with closeout at evenings end, make a dish or dessert to bring to event, make themed baskets of smaller/individual items, and write-up bid sheets.

Parent Teacher Association (PTA) Information

ICS Variety Show: early June, 2010

Move over American Idol and America's Got Talent...here come the musical & talented stylings of the students of ICS. Help is needed organizing the show especially generating excitement among the students. Last year we held the event outside and talents included piano playing, singing, dancing & hula hoop.

Other ongoing activities include:

General Mills Box Tops Collections

Help is needed in counting and submitting box top labels that are collected at school throughout the year. These box tops earn the PTA a couple hundred dollars a year.

Uniform Swap

ICS families often donate used school clothing back to the school for other families to use. The PTA makes school clothing available during back to school nights and PTA meeting nights. We could use a couple helping hands to sort out clothes, wash them and organize them by size.

Once In A Blue Moon

If your plate is too full, but you want to help out at least "once in a blue moon", let us know and we'll contact you for short-term projects that pop up and you can decide if it fits in your schedule (like counting & organizing a bag of box top labels one night, writing thank you notes, sealing invitations, etc.)

Other activities that we'd like to do but haven't scheduled just yet

Family Bingo Night (held last Spring and it was a hoot!)

Big Green Earth Store fundraiser for "greening" projects

Last year we experimented with a green fundraiser through a partnership with the Big Green Earth Store. We hope to provide a similar green service this year to raise money for specific greening projects around school – such as plantings around the play yard and tree care around the school.

Neighborhood Friends & Family Meetings

This neighborhood off-site meeting was piloted last winter in the Northeast section of the city. We hope to organize another meeting sometime this year in a different section of the city.

Ladies Night Clothing Swap

Start putting aside some of those clothes, shoes & accessories that you don't wear for various reasons and donate them to the ICS Ladies Night Clothing Swap. (Please don't drop off to school just yet until we have scheduled this event). The idea behind this is to pay a \$20 entrance fee and come shop at ICS. More information to follow once we know what we are doing. Contact Susan Burrows, sjeburrows@earthlink.net if interested in helping.

Pancakes with Parents or Breakfast with a Buddy

Parent Teacher Association (PTA) Information

2009/2010 PTA Officers

Conswelia McCourt, President, incoming Enhanced kindergartner & Enhanced 3rd grader, president@icspta.org
Luci Boone, Vice President, 6th grader, luciboone@aol.com
Nannette Johnson, Secretary, 4th grade Immersion twins, philnannette@comcast.net
Liz Reed, Treasurer, 3rd grade Immersion and 8th grader, earead@yahoo.com
Stephanie Kindt, Membership, (incoming kindergartner and 3 boys scattered about the school), stephanie.kindt@verizon.net
Cristina Vea, Liaison to the Board, 4th grade Immersion, cristinamvea@gmail.com
Susan Burrows, Communications, 4th grade Immersion, sjeburrows@earthlink.net

2009 Fall PTA Schedule

(*Please note that dates are subject to change given that some events don't have specific dates yet)

Thursday September 10th : “Boo Hoo” Breakfast for new ICS families, 8:30 – 9:30

Week of September 21st : Scholastic Book Fair

Wednesday September 16th: Entertainment Book Sales kick-off

Wednesday October 7th: First PTA Meeting at 6:30
-www.icspta.org introduction
-Budget details for the coming year
-Sign up for events
-Cherrydale Fundraiser kick-off

*Week of October 11th: School photos

*3rd or 4th Saturday of October: ICS Fall Friend Raiser Carnival

Wednesday November 4th: PTA Workshop for parents & students: How To Study
Guest Speaker: Dr. Richard Gallagher

*End of November: Ice Skating at Rizzo Rink

Wednesday December 2nd: December PTA Family Fun Night

2010 Winter PTA Schedule (No PTA meeting in January)

Tuesday January 5, 2010: Corbi Pizza & Cookie Dough kick-off (pending need for funding)

Wednesday February 3rd: PTA Meeting Night at 6:30

Friday February 5th: Chile Cook-Off and dinner at 6:30

*Sunday February 21st: Snow-tubing

Wednesday March 3rd: PTA Workshop – subject matter TBD

Development – A Culture of Giving

Independence Charter School (like other Philadelphia charter schools) receives only 75% of the funding of a traditional public school. While we receive additional support through grants and corporate contributions, we rely on the volunteer activities and financial donations of our families to deliver an excellent world class education for our students.

Fundraising efforts help Independence Charter to expand its programs, including:

- Curriculum enhancements
 - Additional tutoring and enrichment programs
 - Expanded access to technology
 - Increased experiential and applied learning
- Professional development opportunities for teachers
- Capital needs

Our family support continues to grow:

- In 2008-2009 more than 40% of families made a financial donation or participated in a fundraising activity.

There are many ways for you to support Independence Charter:

- Attend or volunteer for “Independence Charter 365” – the annual fundraising event premiering the World Holidays Calendar showcasing the artwork of Independence Charter’s students
- Make a gift to annual winter and spring appeals
- Donate to ICS via JustGive.org
- Provide a matching gift from your employer
- Participate in PTA fundraising initiatives, including Cherrydale and the Silent Auction
- Volunteer for the Development Office (flexible project schedules)

For more information contact:

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A Learning Journey at ICS – 2009-2010

Independence Charter School (ICS) has developed a world-class curriculum. The Board of Trustees and staff have selected rigorous educational standards that complement those provided by the Pennsylvania Department of Education while supporting the global studies Mission and Vision of Independence Charter

Charter Schools, by law, have the freedom to determine the philosophical and curricular framework that will guide teaching and learning at their school. Charter School Boards of Trustees are responsible for making decisions regarding this framework, selecting curriculum which compliments the Mission and Vision of the School as written in the charter school application.

Independence Charter School recognizes that students come to school with varying levels of experience and readiness. Furthermore, ICS understands that students need a rich and varied learning environment that recognizes the multiple learning modalities of students. The curriculum and curricular approaches adopted by ICS address learners diversity while promoting a high level of excellence.

Global Citizenship:

“Education for Global Citizenship gives children and young people the opportunity to develop critical thinking about complex global issues in the safe space of the classroom... (It) encourages children and young people to explore, develop and express their own values and opinions whilst listening to and respecting other people’s points of view. (It aims to teach them how to make)... informed choices as to how they exercise their own rights and their responsibilities to others...(and) learn how decisions made by people in other parts of the world affect our lives, just as our decisions affect the lives of others.

“Education for Global Citizenship uses a multitude of participatory teaching and learning methodologies...and is relevant to all areas of the curriculum, all abilities and all ages. Ideally it encompasses the whole school, and is explicit not only in what is taught and learned in the classroom, but in the school’s ethos. It would be apparent, for example, in decision-making processes, estate management, purchasing policies, and in relationships between pupils, teachers, parents and the wider community.” (*Education for Global Citizenship: A Guide for Schools*, p.2 Oxfam, 2006)

During the 2008-2009 academic year, ICS staff, parents and Board members met to research and discuss the future of global education at our school. This initiative grew out of *the Independence Charter School Strategic Plan: 2007-2009* which reiterated our commitment to continually reevaluating, revising and strengthening our curriculum. In addition, the plan outlines the importance of teaching critical thinking and problem-solving skills so that our students become life-long learners. Finally, the plan requires that we “revise, develop, and improve our international/world cultures curriculum so that it is a model program.” The Global Education Task Force (initially the World Cultures and Languages Task Force), a subcommittee of the Curriculum Committee, embarked on its work by investigating broader trends in the field, and quickly agreed that our goals should be focused on formally integrating global education principles into our current design.

As a result of our research of the most progressive and relevant resources, in February 2009, the ICS Board of Trustees, upon the committee’s recommendation, approved the adoption of the *Oxfam Curriculum for Global Citizenship* as “a foundational and guiding philosophy (though not a limiting one) for the school” (from the *Curriculum Committee Report to the Board of Trustees*, February 2009). These guidelines outline the Knowledge and Understandings; Skills; and Values and Dispositions students need so that they are enabled to develop into global citizens. To learn more about the Oxfam principles, please logon to Oxfam.org or, for a specific explanation of the Oxfam principles, go directly to http://www.oxfam.org.uk/education/gc/files/education_for_global_citizenship_a_guide_for_schools.pdf Beginning with the 2009-2010 academic year, all school planning considers these guidelines when planning units of study and student experiences at ICS.

A Learning Journey at ICS – 2009-2010

Fine Arts

ICS students emerge as sophisticated, critical consumers and producers of art. Grades K-8 students attend weekly art classes where they begin to understand art through the artist and his or her work.

Students learn the language of art and the techniques for producing various styles of art. Students also discuss the influence of culture and historical events on the artist. Where possible, possible, the fine arts program integrates aspects of ongoing global studies, thereby reinforcing the study of global diversity. In the past, students have studied the Impressionists, Frida Kahlo, Peter Sibanda, and many others. Students spend an average of six weeks studying one artist. Students in Grade 7, who plan to apply to high schools which require art portfolios, meet with the art teacher to prepare such portfolios.

Music

Grades K-5 students attend weekly music classes where music instruction is coordinated to integrate with global studies. Students learn songs in the original language of the countries they're studying. In the earliest grades, students actively participate in music as a continuum of movement and expression. First graders begin to learn through solfege—the “do-re-mi” acquaintance with notes and their own singing voices. By grade 4, students are able to read notes and are introduced to the recorder. By grade 5, students begin to study guitar.

Students in grades 6-8 participate in special short-term seminars that feature music and music making from various cultures. In all grades, students learn songs from many countries in the original language. The PTA supports bringing guest musicians to ICS, and student attendance of concerts in the community.

Dance/Movement and Fitness

Our dance and movement program allows students in grades K-5 to develop aerobic and muscular strength, expand their cultural studies with ethnic and period dances, and develop a better kinesthetic awareness of their bodies. Research shows that about 85% of school-aged children are predominantly kinesthetic, or physical, learners. Using movement in the learning process helps many students retain and retrieve information more efficiently. Students in grades 6-8 participate in fitness programming which includes introductions to various team sports and individual health education.

The Spanish Enhanced Program

The Spanish Enhanced program at ICS includes all classes where English is the primary language of instruction. Typically, parents have chosen this program for their children with the knowledge that their children will also receive an intense daily infusion of Spanish instruction. These daily Spanish FLES classes are taught by teachers who have a native or near native fluency. Primary instruction goals are to build conversational Spanish utilizing TPR (total physical response) including singing, dancing, acting and the like. Students also learn to read and write in Spanish using the *Nuevo Bravo! Bravo!* program. In the upper grades, they begin to use middle-school-oriented textbooks and focus more intensely on grammar. Students graduating from ICS in the FL ES program should take entrance exams for Spanish in high school because many may qualify for mid-level entry in Spanish II or Spanish III. Lower grade FLES students will receive daily Spanish instruction of 30 minutes per day for a total of 150 minutes weekly. Upper grade student schedules include four 50-minute Spanish classes for a total of 200 minutes per week of Spanish instruction. Research has shown that second language acquisition is beneficial for elementary and middle school students affecting all subject areas including math, science, and language arts.

A Learning Journey at ICS – 2009-2010

Spanish Immersion Program

Students enrolled in the Spanish Immersion program usually enter Immersion in K or first grades. Most students do not speak any Spanish upon entry. The goal of the program is to facilitate successful learning using Spanish as the medium of instruction. This immediate and intense immersion into the language produces students who are fully bilingual (speaking) and biliterate (reading and writing). Homework, outdoor walks, celebrations, discussions, mathematics: all are conducted in Spanish. Parents are sometimes concerned regarding the development of reading skills in English. Parents are expected to read to their children in English at home for 15 to 30 minutes daily, sitting side-by-side. Most students in Immersion absorb English from the dominant culture and media and are reading in English by second grade without any direct instruction. This is in large part due to the ease of transition from a Spanish alphabet/sound system to English. English is formally introduced in Kindergarten as a bi-weekly 30-minute class. By fifth grade, about 50% of an Immersion student's classes are in English. Spanish immersion is maintained through eighth grade. K-4 studies ALL subjects in Spanish. In grade 5, students study social studies and language arts in English, and math and science in Spanish (along with a 45-minute daily Spanish language arts class), and students in grades 6-8 have social studies, computer (World Through Technology), and Spanish language arts in Spanish, with math and science in English (along with an English language arts class).

Other World Languages

Starting in grade 6, students are introduced to other languages in addition to Spanish. In gr. 6, students study Kiswahili, in grade 7, Arabic and in Grade 8, Mandarin Chinese. The purpose of this weekly study in grades 6-8 is to allow students to compare and contrast linguistic similarities and differences and to delve in to cultural traditions in greater depth.

English and Spanish Language Arts

Reading - English, K-1 - Independence Charter's K-1 teachers in the Spanish Enhanced program will use the *Treasures* Program from Macmillan/McGraw-Hill. The *Treasures* program uses high-quality literature, coupled with explicit instruction to arm students with the tools necessary to become lifelong readers and writers. Students read and write in leveled small groups, as a whole group, and independently to reinforce reading and writing skills.

Reading - English 2-8

The English language arts program in grades 2-8 employs authentic literature to reinforce those reading skills and habits learned in grades K-1. We do this by exposing our students to a variety of genres. In addition, in order to reach the variety of skill levels present in each classroom, students in grades 2-5 are assigned to reading groups at their appropriate reading levels thereby allowing students to progress at their own pace. Students in grades 6 and 7 read books at their reading levels independently through the *100 Book Challenge* program. Students must read, read, read to reach their reading goals! Students in 8th become playwrights by participating in the *Young Playwrights* program. In grades 3-8, the curriculum has been coordinated in such a way such that, wherever possible, a theme or country being studied in social studies is paired with a language arts reading book. For example, the fifth grade study of Afghanistan is enhanced by their reading of *The Breadwinner* by Deborah Ellis. In addition, teachers in grades 2-3 use supplemental phonics resources to enhance their guided reading program (grade 2 uses *SIPPS* from the *Developmental Studies Center* and grade 3 uses *Open Court* from Macmillan/McGraw-Hill). Another component of the grades 3-8 reading curriculum is the reading of core books, which are books to which we believe all children in grades 3-8 should be exposed. These books provoke discussion, provide a vehicle through which a life lesson or a fundamental/foundational skill can be taught, are of high interest—those that almost all kids of this age love, and serve as an experience that unifies a class and

A Learning Journey at ICS – 2009-2010

Language Arts Continued

contributes to class culture. Students read between three and five core books per grade level. At least one book ties into that grade's country studies to offer an additional way of learning. K-2 Students in the Spanish Immersion program are exposed to English literature and basic English reading fundamentals through a 30-minute English class two times per week. The main purpose of this class is to introduce students to English reading and writing principles. Students more formally engage in English language arts instruction in grade 3 with a 60-minute daily English class. Grade 4 students have a daily 75-minute English class, grade 5 students have a 90-120 minute daily English class, grade 6 students have a 50-minute English class three times per week, and grades 7 and 8 students have a 50-minute English class 4 times per week.

Reading - Spanish K-3 - The main K-3 language arts program in the Spanish Immersion classroom is *Lectura*. The learning plan includes skills and strategies that provide a literacy foundation in Spanish through reading, comprehension, vocabulary, phonics, word study, spelling, oral language, writing, grammar, literary basics, research, and study skills. This program is aligned with national and state requirements. We complement this program with reading and writing activities from different resources and literature published for native speakers.

Reading - Spanish 4-8 - Grades 4-8 Immersion students continue the Spanish language arts program using a variety of Spanish language resources. Some of the resources used by teachers are Santillana's *Nuevo Siglo*, chapter books, and, in grade 4, the *Junior Greats Books* program. Students practice Spanish through writing, reading, and oral communication in literature and across the curriculum.

Writing - K-8 - We believe that writing is an integral part of learning in all content areas. Therefore, ICS teachers support their students' writing efforts across the curriculum. From free writing in journals, to writing explanations in math, to structured essays that undergo revision and editing, students are constantly developing their writing skills. Students compile writing folders that follow them from one grade to the next. The writing program is primarily guided by the belief that all children can learn to write, that teachers can help students become better writers by creating a supportive, risk-taking environment in the classroom, and that frequent writing is the key to writing development. Teachers use a variety of resources to guide their teaching of writing, including, but not limited to, *Being a Writer*, *Step-Up-To-Writing*, and the *6 + 1 Traits of Writing*.

Mathematics

K-5 - ICS has chosen a grades K-5 curriculum that provides a spiraling approach (the material builds upon previously learned skills and concepts) to mathematics learning. Hands-on manipulatives, along with opportunities for drill, complement "problem of the day" and other kid-friendly practices. The primary resource for the K-5 math curriculum is the Scott Foresman elementary series. The pilot addition of the *Investigations* curriculum in select 3rd-5th grade classrooms allows students to apply math skills to word problems. It encourages student use of those skills to explore and solve problems.

6-8 - The middle school math program at ICS includes two rigorous courses for students: Math Problem Solving and Math Procedures. The Math Problem Solving class uses the *Connected Mathematics 2* program, among other supplemental problem-solving materials, with a heterogeneous group of students. *Connected Mathematics 2* is a problem-centered curriculum in which important mathematical concepts are embedded in engaging problems. Students develop understanding as they explore the problems individually, in a small group, or with the class. Students hone their problem-solving ability, conceptual understanding, and proportional reasoning.

In order to meet the diverse needs of our students, the Math Procedures class is used with the instructional approach of flexible-ability grouping. This class uses the *Prentice Hall Mathematics* curriculum (courses 1, 2, 3

A Learning Journey at ICS – 2009-2010

Mathematics Continued

and algebra); the grades 6-12 companion to the Scott Foresman elementary series used in our K-5 program. This allows for continuity in programming for ICS students. The *Prentice Hall Mathematics* program is organized around the major strands and specific objectives in the *National Assessment of Educational Progress (NAEP) 2005 Assessment Specifications* and the *NCTM Principles and Standards for School Mathematics 2000*. It teaches these standards through real-world connections, ongoing assessment, constant review within instruction, support for reading and writing in math, and test prep for high-stakes testing.

Science

ICS has a dedicated science teacher for grades K-5, and science/math subject teachers for grades 6-8. Because the Commonwealth of Pennsylvania has an extensive list of goals in science set for public school students, we have adopted an approach that combines text-based learning with hands-on experimentation. ICS uses *Delta Science Modules* and *Pearson* textbooks to form the foundation. *Scott Foresman* textbooks provide additional curriculum for content based learning.

Grades K-5 - Our K-5 science curriculum uses an exploratory based curriculum to cover earth, life, physical, and space sciences. To achieve this goal, ICS implements the Delta Science program. Students not only learn scientific concepts and theories, but experience them through exciting, hands-on, age-appropriate experiments and activities. As students mature, the program employs traditional textbook materials as well to stress the scientific concept being instructed, while also providing additional information not included in the experiments. Students in grade 5 also participate in the Science Fair (read paragraph below).

Grades 6-8 The Pennsylvania State Standards and PSSA Assessment Anchors provide the foundation for the scope and sequence of the ICS Middle School science curriculum. ICS Middle School science teachers primarily use the *Prentice Hall Science Explorer* program to teach this content. This program offers labs and activity options that provide inquiry opportunities throughout the study of earth, life, and physical sciences. Through these opportunities, students think like scientists, constantly asking why and searching for answers. Other activities focus on content acquisition. ICS's focus on student scientific inquiry is manifested in its Science Fair. During the Science Fair, students begin with a question, design an investigation, gather evidence, formulate an answer to the original question, and communicate the investigative process and results.

Social Studies

Grades K-5 - We believe students are ready for studying the world—locally and globally—at a much earlier age than is typical in most public elementary schools. Our grades K-5 social studies curriculum is divided into three units: one which is locally or US-based and two in-depth country studies. The foci of the country studies are determined according to our global education goals. Students in grades K-5 study the local or US based unit from September through December, and then embark on their country studies beginning in January and running through June. Students are required to examine all areas of our world with the initial goal of becoming aware of the wider world and gaining a sense of their own roles as world citizens. The table on the next page outlines the major global citizenship understandings we expect each student to have at the end of each year of study.

A Learning Journey at ICS – 2009-2010

Social Studies Continued

Kindergarten – All About Me, Mexico, China
<ul style="list-style-type: none">▪ <i>The students will understand that they are part of a wider world.</i>▪ <i>The students will gain a greater awareness of the similarities and differences between people.</i>▪ <i>The students will understand the connections between different places.</i>▪ <i>The students will understand how individuals are unique.</i>
First Grade (Families and Neighborhoods, Japan, France)
<ul style="list-style-type: none">▪ <i>The students will understand that we can have a positive impact in our community and in our world.</i>▪ <i>The students will understand that there are links and connections among different communities in the world</i>
Second Grade (Democracy in Action - Philadelphia, India, Chile)
<ul style="list-style-type: none">▪ <i>Through the study of trade, students will understand the interdependence of countries.</i>▪ <i>The students will understand the relationship between people and their environment.</i>▪ <i>The students will understand their potential to change things.</i>
Third Grade (State Studies - Pennsylvania, Russia, Kenya)
<ul style="list-style-type: none">▪ <i>The students will understand that things can be better and that individuals can make a difference.</i>▪ <i>The students will understand the relationship between people and their environment.</i>▪ <i>The students will understand that many resources are finite.</i>▪ <i>The students will understand their potential to change things.</i>
Fourth Grade (US Unit - Native Americans, 13 Colonies, Independence), Ghana, Australia
<ul style="list-style-type: none">• <i>The students will understand how power contributes to conflict.</i>• <i>The students will learn strategies for tackling conflict and for conflict prevention.</i>• <i>The students will understand what Independence means for a country.</i>
Fifth Grade (US Unit - Slavery, Civil War, Civil Rights), Afghanistan, South Africa
<ul style="list-style-type: none">▪ <i>The students will develop a concern for civil rights.</i>▪ <i>The students will identify minority and majority groups and recognize how this might lead to inequalities.</i>▪ <i>Students will identify strategies for tackling conflict and for conflict prevention.</i>

Grades 6-8 - Our middle school curriculum engages students in developing social studies and literacy skills, as well as understanding the big ideas of the past and the present. Students see themselves as decision makers and actors in the curriculum and in history. Students publicly demonstrate their ideas and skills through participation in the National History Day competition. This competition enables students to hone their research, reading, writing, and speaking skills while engaging in primary source-based research.

All grades use components of the *History Alive!* program; however, this program is supplemented by the curriculum written by ICS staff and professionals in the field. The curriculum is largely focused on global citizenship objectives. For example, each grade focuses on a different theme which will be integrated throughout all subject areas in those grades. The themes are as follows:

Grade 6 – *How do peace and conflict lead to change?*

Grade 7 – *What role does diversity play in the story of our world?*

Grade 8 – *How do different understandings of justice affect our world?*

Courses –The course titles have been changed to reflect our continued modification of the program to align with global education principles as well as examine history through a modern lens.

Gr. 6: *Classical History, Cultures, and Geography* (formerly titled *The Ancient World*)

Gr. 7: *History, Culture and Geography of the Common Era from 1000 – 1600* (formerly titled *The Medieval World and Beyond*)

Gr. 8: *U.S. and Western Hemisphere History and Geography* (formerly titled *The U.S. and the Americas*)

A Learning Journey at ICS – 2009-2010

Social Studies Continued

Through the study of history, there is an ongoing integration of the study of people and cultures around the world that have impacted and influenced the world. For example, when studying the American Revolution, our students will study other revolutions past and present to compare and contrast the ideas and events that precipitate revolt.

The grade 6 and 7 multicultural curricula are chronological and global. They introduce students to the **GREATS** of civilizations—**government, religion, economics, the arts, architecture, technology, society**—as well as ethical decision making. Students have to grapple with the rise and fall of civilizations and consider the legacy of civilizations and their influence on current values and understandings. The 8th grade course, *U.S. and Western Hemisphere History and Geography*, consists of a multicultural curriculum that is thematic while maintaining a chronology. It is unique because it places the study of U.S. history within the context of the western hemisphere. Each unit's theme includes a *U.S. Connection*, *Americas (North, Central and South) Connection*, and a *Philadelphia/Pennsylvania Connection*. It focuses on social and political movements and how all people may bring about change. Each unit in the three curricula ends with *Real World Connection* ideas to help students relate what they've studied with current issues/ideas.

Technology

Through grants from the Brook J. Lenfest Foundation and a donation from SmithKline, ICS has two mobile computer labs that may be used for math tutoring, second language acquisition practice, and reserved by teachers for in-class research. We also have a stationary computer lab with 28 desktops where students receive weekly computer instruction. In 2009-2010, there will be up to 4 computers in every classroom in grades 3-5 and 4 computers in each middle school *World Through Technology* classroom. Computer instruction begins in Kindergarten and continues through grade 8. Our computer instruction follows guidelines from the Commonwealth of Pennsylvania.

In keeping with the mission of our school, the computer science curriculum incorporates the lessons that students are learning in their social studies classes. Our computer science teacher works closely with classroom teachers to create lessons that build on the instruction these teachers are providing, as well as to help students make real-world connections to their social studies content. In addition to the technology lessons conducted by their classroom teachers, students in grades K-2 and grade 5 participate in a weekly computer class taught by the computer science teacher. Classroom teachers in grades 3-4 conduct at least one weekly computer class with the mobile lab. Older students learn to use the Internet responsibly and for effective research. Teachers integrate the use of LCD projectors, document cameras, and utilize a host of educational websites to support the curricula. Students in grades 3-8 have access to their own accounts with Study Island to help them prepare for PSSA testing.

Special Education

Our team of special education teachers works closely with grade-level teachers and specialists to provide identified students with specialized instruction in the classroom (push-in) or in a resource room setting (pull-out). ICS practices full inclusion and provides support within that model to benefit the individual student. ICS special education students participate in all classes and school events. Parents who are wondering if their child may need special education services should contact the Special Education Coordinator, Barb Zisk. Parents may also speak with the classroom teacher about such concerns.

A Learning Journey at ICS – 2009-2010

Gifted Education

ICS realizes that all students are unique and bring with them a variety of talents and skills; we also realize that some students perform beyond the given standard for a given grade. These exceptional students can be identified as “gifted students” or students whose performance, by state standards and in a standardized formal test, falls around and beyond a high IQ level. ICS also recognizes that “gifted” identification is a measure that is useful as one indicator of performance in a student’s portfolio. Beginning in first grade, ICS tests students for gifted status. Our school psychologist performs the testing and identifies students as gifted based on defined standards. This information remains in those children’s records and they qualify for gifted services if they transfer to another school and as they move on to high school. Based on research into current practice regarding gifted education and labeling, and following a transition year without gifted pull-out for most labeled students, in 2009-2010 ICS will move to a school-wide after-school enrichment program which will be **OPEN TO ALL ICS STUDENTS**. This recommendation comes from our Curriculum Committee, made up of ICS staff, parents and board members. We encourage all students to participate in our after-school program, which will include opportunities for enrichment in various modalities. In addition, we will continue to compete in the annual *Odyssey of the Mind* competition, a wonderful opportunity for students to develop problem-solving skills.

We will also continue to have a half-time staff member designated as a gifted teacher, who will be responsible for providing support to K-8 teachers in differentiating the curriculum for gifted students. This differentiation may include, but is not limited to, modifying existing materials, creating individual contracts for special programs, providing accelerated learning opportunities, or coordinating independent study for designated students. There will be a handful of students whose needs are not met by in-class differentiation. These students, identified through the use of a rubric measuring the students’ strengths in various areas, may have either exceptionally high IQs or may exhibit other signs that they truly need highly individualized enrichment in order to perform well. These students will participate in additional individualized activities with the gifted teacher. The activities will be structured to meet their needs, and the teacher will guide them either by “pushing in” to the classroom or “pulling out” the students for individualized or small group work.

Experiential Learning

Students at ICS, from Kindergarten through eighth grade, are provided with various opportunities to enrich learning experientially. ICS partners with various community members such as the International Visitors Council, The South Asian, African, and Middle East Centers at the University of Pennsylvania, Drexel University, The Science and Clay Mobile, Outward Bound, Need in Deed, *Odyssey of the Mind* and similar other programs. All students at ICS attend at least one theatre production.

Tutoring

Sometimes students need extra support outside of the classroom to best meet their learning objectives. Students may be recommended for after-school tutoring in reading, math, or Spanish language. Tutoring runs throughout the year based on student need.

Clubs and Special Projects

Please pay attention to ***Wednesday Communication*** for a specific announcement regarding club opportunities. Clubs will begin the first week in October and run through the last week of May. Clubs will be designated for certain grade levels, and will be filled on a first-come, first-served basis.

Homework Guidelines

The Curriculum Committee of the Independence Charter School Board of Trustees, working with teachers and parents of ICS, has developed Homework Guidelines in order to:

- * provide specific guidelines on homework for teachers, parents, and students
- * promote continuity and consistency with homework practices throughout the school
- * foster positive attitudes about and experiences with homework
- * help new teachers, parents, and students adjust to homework practices at this school
- * facilitate communication between home and school

ICS teachers assign homework to promote good study habits. The amount of homework given, as well as the responsibility given to students to complete the homework, increases as students move up in grade level and prepare for high school. Homework also provides parents an opportunity to see what their children are working on in class. Homework is not intended to be a burden on families.

ICS expects that students are reading at home with a family member or independently for at least 20 minutes each night.

In addition, the following total maximum minutes per school night (Monday - Thursday) should be spent on homework. Teachers are not obligated to assign this much homework every night; rather, they should strive to assign meaningful work for students to do at home as a complement to the learning that is taking place in the classroom. At times, more minutes may be needed to study for tests or prepare for special projects.

Kindergarten: 15 minutes maximum
(Kindergarten homework may begin later in the fall.)
Grade 1: 15 minutes maximum
Grade 2: 20 minutes maximum
Grade 3: 20 minutes maximum
Grade 4: 30 minutes maximum
Grade 5: 40 minutes maximum
Grade 6: 40 minutes maximum
Grade 7: 70 minutes maximum
Grade 8: 80 minutes maximum

The time limits established are in agreement with the amounts of homework recommended by the National PTA and the National Education Association (NEA).

Parents and teachers should work together to meet the individual needs of each student through homework. For example, students who need or want more homework should have other projects to choose from. Some students may be assigned more or less "drill" homework depending on their mastery of the topic.

Teachers at ICS also realize the uniqueness of each child in the school and his/her needs. Whereas these guidelines are based on the "average" child, individual differences among children must be taken into consideration by parents and teachers. Exceptions to these guidelines, therefore, must be expected with children with special needs. The importance of clear and concise communication between home and school cannot be over-emphasized, especially in these situations.

Other Information – Some News You Can Use

Absences

If your child is sick with a fever, is vomiting, or demonstrates other symptoms that would prevent him or her from learning please do not send your child to school, Please call Teachers Nancy or Tracey at the front desk after 9am to notify the school (ext. 2221 or 2222) or voicemail. Please follow that up with a note to the teacher when your child returns to school. This note is necessary to officially mark the absence as excused. In addition, **if your child is absent for more than three consecutive days, you must submit a doctor's note indicating the illness.** Parents should not plan vacations during school time. On occasion, parents may have the opportunity to take children on an international or other unique trip that may contribute to the student's wealth of experiences. In such a case, please note that parents will be asked to do daily work with their children and to make up all missed work upon their return. Excessive absences are a concern to ICS and may affect a student's ability to be accepted to a good high school.

Birthdays

Birthdays are acknowledged in the classroom unless a family requests otherwise but formal parties are not given. If you wish to send in a birthday cake or other treat, please contact your teacher to arrange a time. Please note that we have several students and staff members who are allergic to peanuts. **Never send in treats made with any kinds of nuts or peanut butter.** In addition, our meals provider Linton's Managed Services also offers a generic party option which parents can purchase. To avoid hurt feelings, invitations to private parties will not be given out at school.

Calendar

Please note that our school calendar is NOT exactly like that of the School District of Philadelphia. See the calendar included in this handbook. Please also note that every Wednesday is an early dismissal Wednesday with students dismissing one hour earlier.

Cell Phones

Cell phones may not be used on school property or during school hours. Students may bring cell phones to school, but they are to be turned OFF (not to vibrate) while in the school building. Students may carry cell phones in book bags or store cell phones in their lockers. A student found using a cell phone for any purpose will have the cell phone confiscated. The student's parent/guardian will be contacted and asked to come to school to pick up the cell phone. The student will be subject to disciplinary action.

Dress Down Fridays

The last Friday of the month (not necessarily the last day) will be a dress down (or up) day for students. Students must wear clothing that is still conducive to learning. Exposed belly buttons, shoulders or bra straps, high heels, flip-flops, or clothing with inappropriate slogans are prohibited.

Electronics

Students are allowed to bring electronic devices (PSP, DS, iPod, etc) to school. These devices may NOT be used on school property, during after school or on school trips. Students may use these devices on the way to and from school, including the bus ride. These devices are to be stored in lockers or book bags. Devices may NOT be on the student during school hours. The school is not responsible for loss of these items.

Use of the Computer at Home and in School

ICS provides an appropriate "firewall" that protects students from accessing inappropriate sites while at computers in school. Students may not circumvent firewalls to access inappropriate sites during school hours and while using school computers. Such action on the part of a student will result in disciplinary action. Parents are asked to discuss with their children the importance of Internet safety. This includes the use of *Facebook* and other such sites which may put them in harm's way. Parents must discuss the appropriate use of the Internet and that cyber-bullying of fellow students will also bring serious consequences to students as well as the importance of not "posing" as other people to gain access to various sites including *Facebook*- type social networking sites. This type of action on the part of an ICS student is inappropriate, dangerous and depending on the circumstance, may necessitate disciplinary consequences. The ICS Board of Trustees Policy Committee is working on a social networking policy to be submitted this fall.

Other Information – Some News You Can Use

Emergency early dismissals

Whenever possible, appointments with specialists should be scheduled after school hours. These appointments are MEDICAL (including mental health) or DENTAL appointments only. When you must pick up your child for such an appointment, you will be asked if it is for a medical or dental appointment. You will help the pickup process by doing the following:

- Write a note and send in with your child to give to the teacher regarding dismissal
- Sign your child out at the office (between 9:00 – 2:45, dismissals will not be made between 2:45- 3:30)
- If your child must leave early or one day per week for religious, music or other instruction, please provide a letter from the instructor.

Healthy Food Reminder

Please remember that Independence Charter School has adopted a wellness policy. We are asking all parents to send children to school with a healthy lunch and healthy snacks. These might include:

Sandwich	Soup (in thermos)	Granola	Rice/Popcorn Cakes
Fruit	Juice or Water	Cheese and Crackers	Yogurt
Veggies / Dip	Pretzels	Salad	Applesauce
Pistachios	Jell-o	Pudding	Hot food (in thermos)
Chips (acceptable with a healthy lunch, such as sandwich or salad)			

If your child arrives to school with unhealthy foods such as soda and/or candy you will receive a note reminding you of this wellness policy. If they continue to come to school with unhealthy foods, you will be contacted.

While soda and candy are not acceptable, a small snack is acceptable (cookie, brownie)

Pretzel Fridays

Every Friday, the PTA sponsors a pretzel sale with one pretzel at 35 cents. Students should bring the money in an envelope or securely stowed and give the money to the teacher.

Recess

Students will be expected to have clothing appropriate for the weather. Students will go outside in all weather (except heavy rain, temperatures above 95° and temperatures below 15°). Rain coats or ponchos are recommended for rainy weather. Every student is required to have a hat, gloves and a winter coat for weather between 15° - 40° (neck warmers preferred).

Religious Holidays

Students observing religious holidays will have their absences noted as excused, however a note from a parent is necessary. Students observing fasting may inform their teachers—arrangements can be made for the student to spend lunchtime in a quiet reading area instead of the lunchroom.

Trip permission slips

Please be aware that whenever your child goes with the class on a trip that requires lengthy walking to a site such as a museum, or will be taking a bus or other transportation on a field trip, you will be required to sign a permission slip for your child to participate. Please note that a **verbal permission will not be accepted**. Your child's teacher will send the permission slip home on Wednesdays for your signature. Note that the trip permission slip will include information about lunch options, usually asking if your child will be opting for the school "bag lunch" for that day.

Visiting/observing in class

There are many opportunities for parents to participate in projects during class time. You can look forward to special invitations from teachers and administration. Under special circumstances, parents may ask the counselor or Dean to arrange an observation visit to the classroom. Parents visiting the school must obtain a visitor's pass.

DRESS CODE

	LOWER SCHOOL, Kindergarten – 4 th Grade	UPPER SCHOOL, 5 th – 8 th Grade
Bottoms	Navy blue pants such as relaxed fit “Docker-type” pants and navy blue shorts. Pants should not have excessive zippers, pockets, or any name brands boldly written, and may not be torn, ripped or cut. <u>Jeans, of any color, may not be worn.</u> Navy blue skorts, jumpers and skirts are also allowed. These must be no shorter than 3” above the knee.	Boys: Navy blue pants must be worn at the waist with a black, brown or blue belt.
Tops	Short or long-sleeved shirts with collars (button-down or polo/golf style). Also, sweatshirts, turtlenecks and sweaters in any of the following solid colors: navy blue, pink, red, light blue, white. No tank tops, no tube tops, NO T-SHIRTS (unless they are ICS LOGO t-shirts, which may be purchased through the PTA).	Light blue, navy blue or white button down dress shirts with long or short sleeves Logo shirts or Polo style shirts with a collar. These may be worn out, but may not be longer than the student’s fingertips. Students may NOT wear colored shirts under their dress code shirts. Boys: Button-down shirts must be tucked in. These shirts must be accompanied by a tie. The tie may be of any kind of design which is appropriate for school. Girls: Ties are optional, shirts must be long enough to cover the stomach and back when the student bends at the waist.
Outerwear	Children may not wear jackets, coats or “hoodies” in the classroom. Your child may wear a SOLID NAVY BLUE sweater (long-sleeved, vest or cardigan without a hood), sweatshirt (K-4 only) or blazer in the classroom. * Please note that only SOLID color outerwear is acceptable. These items should have no patterns, logos or advertisements.	
Shoes and Socks	Socks must be worn by all children. However, there is no color, design, or length restriction for socks. Closed shoes and sneakers are acceptable. No legwarmers. The following are not allowed: sandals, crocs, slip-on’s, flip-flops, platform shoes, shoes with more than a one inch heel. There are no color restrictions on shoes.	
Jewelry	Students may only wear stud earrings (not extending below or wrapping around the ear lobe). For safety reasons, no hoop or dangling earrings are permitted. Students will also be able to wear one watch, one simple necklace or chain, one bracelet and one simple ring as long as they do not pose a hazard or create a distraction to learning. Children may wear religious symbols. No chains or medals may be worn.	
Hair	There are no restrictions regarding hair styles. Decorative hats or head scarves are not permitted in the classroom. Hair accessories are not restricted as long as they do not pose a hazard. No chopsticks as hair holders.	
Dance and Movement / Fitness	Students will be expected to come to school in appropriate dress code that might consist of the following: Navy Blue pants, sweatpants, shorts or skorts (skirts are not allowed); ICS t-shirt or a collared shirt in any of the approved dress code colors. Students will not be allowed to change in the bathroom prior to Dance and Movement. Students will not be allowed to wear undershirts for dance and movement. Sneakers are best.	Students may wear solid navy blue sweat pants on Dance/Fitness and Movement days ONLY. Students must wear an appropriate dress code shirt (see above). Students may take off the shirt during sports if they are wearing a sleeved t-shirt underneath. Please note that students will not have time to change clothes before or after Dance and Movement or Fitness and Movement.
Field Trips	Students will be expected to come to school in approved dress code. If your student is not in dress code he or she may not be able to attend the field trip. The only exceptions to this will come in writing from the class room teacher. If you are not sure, please send your student in dress code.	
Exceptions	Dress requirements that are a part of family’s religious beliefs are acceptable with Principal’s approval following a written request.	
Enforcement	<u>There will be a dress code check each morning as students enter their homeroom.</u> Students who arrive to school out of dress code will be taken directly to the Dean’s office. Violations will be tracked by the Dean of Students.	
Out of Dress Code	Your child will be loaned the appropriate clothing. If ICS does not have clothing available you will be contacted to bring the needed item to the school. The clothing will need to be washed and returned within the week.	A meeting will be held with the student. The parent will be contacted and asked to bring their student appropriate clothing. If this is not possible the parent <u>will be called to pick up the student.</u> NO violations of the dress code will be accepted.
Recess	Students will go outside in all weather (except heavy rain, temperatures above 95° and temperatures below 15°). Rain coats or ponchos are recommended for rainy weather. Students will be <u>required</u> to have hat, gloves and a winter coat for weather between 15° - 40° (neck warmers preferred).	

All Students will have a dress down day on the last Friday of every month. If your child arrives to school in dress down on the wrong day they will lose their privilege of dress down the next Friday. All students in Kindergarten, 1st and 2nd grades will be expected to bring an extra change of appropriate dress code clothing (including underwear and socks) in case of emergency. Please label all clothing items with your child’s first and last name.

We know that a child’s educational experiences help to lay a foundation for future successes. We also understand that an effective instructional program requires an orderly environment in which students and faculty know and abide by reasonable standards of socially acceptable behavior while respecting the rights, person and property of others. This kind of framework also helps parents and guardians support their own child’s success. Therefore, ICS will focus on building communities within each classroom, each grade level and school wide. ICS believes that students learn best in a positive social environment. ICS has created an environment that will foster Cooperation, Assertion, Responsibility, Empathy and Self-Control (CARES).

- Students will begin each day with a Morning Meeting (K-4) or Circle of Power and Respect (CPR, 5-8). Morning meeting and CPR help to foster CARES through a greeting, activity, sharing and daily message. This will quickly build community within each classroom.
- Students will have weekly (and sometimes daily) behavior curriculum lessons. All lower school students will use ***Second Step: A Violence Prevention Program*** where children learn ways to understand and manage their feelings, discover ways to make friends and be a friend, and ways to solve social problems. In grades 6-8, students participate in an ***SEI (Social/Emotional/Instructional)*** course which focuses on developing and strengthening students’ interpersonal and organizational skills.
- Teachers will focus on fostering classroom organization and creating clear expectations about daily routines. Teachers will model and practice all expectations with students. The entire ICS Staff will focus on consistent follow through with the understanding that responding to the “small” issues will help students better understand daily procedures and expectations, preventing larger issues from occurring.

As a part of the ICS community, all students will be integral partners in creating classroom ***guidelines***. The classroom ***guidelines*** will be used to help create school-wide ***community guidelines***. The guidelines are informed by two basic themes. First, is the understanding that all individuals in the ICS community will treat others with dignity, respect, kindness, and understanding. This is consistent with ICS’s mission to learn from and about peoples and cultures throughout the world. It is also consistent with a child’s right to receive an education in a safe environment free of conflict. The second is the idea that behavior, whether appropriate or inappropriate, involves making a choice, and all members of the ICS community will be responsible for their choice of behavior.

Independence Charter School Community Principles

An “ICS” Citizen...

- RESPECTS self**
- RESPECTS others**
- RESPECTS community**

As a community we will define **RESPECT** during daily Morning Meetings/CPR and classroom discussions. Students will learn what respect looks like, what respect sounds like and what respect feels like. These concepts will be taught and discussed consistently throughout the year. Students will learn how to be respected and be respectful.

The above principles will guide our yearly **Constitutional Convention**. Students will be integral partners in creating school-wide community guidelines.

*Students will start the year by brainstorming and creating their **hopes and dreams (grades K-4)** or **goals and declarations (grades 5-8)** for the year. Students will then share their **hopes and dream/goals and declarations** with classmates and teachers will discuss the connection between these **hopes and dreams/goals and declarations** and **classroom rules**. As a group, each class will create classroom rules that will help them all achieve the **hopes and dreams/goals and declarations** they have shared. Representatives will be chosen from each room to come together and create **community guidelines** from the classroom rules. Once the community guidelines are created*

*and agreed upon, the entire school will hold a **celebration** of their hard work and commitment to the new community guidelines. This process of coming to consensus on community guidelines is also referred to as the **Constitutional Convention**.*

Once established, all students will be responsible for upholding these guidelines. If a student breaks the community guidelines he or she will be expected to discuss and solve the situation (often referred to as “fix-it”), with the help of a supervising adult. Depending on the severity of the infraction the student may also serve a consequence (please see the tables on the following pages).

PARENT INVOLVEMENT

The ICS community consists of teachers, administration, students and parents/guardians. Parents and guardians are integral to the success of each child’s education. Teachers and administrative staff welcome your participation in the classroom and the school community. Students take pride in a school when they see parents, guardians and teachers working side by side to create an optimal learning environment. We look forward to working with you at community service events, parent-teacher conferences, field trips and PTA meetings. Please contact your child’s teacher for information on volunteering or visiting the classroom.

As ICS is a school of choice, it is expected that parents/guardians will attend all scheduled parent/teacher conferences and school requested meetings (academic or behavioral).

POSITIVE RECOGNITION, REDIRECTION AND REINFORCEMENT

We believe that students learn best through positive recognition, redirection and reinforcement. ***Independence Charter School administrators, teachers and staff will use language that is clear, simple and direct in recognition, redirection and reinforcement: language that is genuine and respectful to all members of the ICS community, showing faith in an individual’s abilities and potential.***

Students will celebrate their academic and social achievements throughout the year. Celebrations will occur frequently and in various settings. These celebrations may be as a school, a grade, a class, with a bus or as individuals. All students will have the privilege of participating in these celebrations by upholding their responsibilities as students.

COMMUNITY RESPONSIBILITY AND SERVICE

“Independence Charter School (ICS) is a community-oriented...school (that) draws heavily on the resources available in Philadelphia – the museums, historic landmarks, businesses, schools, parks, communities, and families.” We are dedicated to teaching students how to give back to these institutions and to our community.

Throughout the year there will be opportunities to learn about community service. These opportunities may present themselves in the following ways:

- All students, teachers and administrators will be responsible for the ICS physical community. ICS feels strongly that we must teach responsibility for our immediate surroundings, picking up after ourselves and one another, beautifying our surroundings and fixing those things that need repair (within our means), fostering a greater respect for that which we already have.
- Grades and classrooms, as part of their curriculum, will run grade- or school-wide community service and/or outreach programs.

DISCIPLINARY SANCTIONS

While the following procedures outline ICS’s process of progressive discipline, ICS will consider the facts of each incident in determining whether suspension or expulsion may be an option.

Independence Charter School has developed the following rules to guide the conduct of students, school employees/volunteers, and parents/guardians. These rules expand upon the community-created guidelines and will apply at all times that school is in session, during any school program or function, either in the building or at any other location, as well as during arrival and dismissal, and traveling to and from school.

LATENESS

Punctuality is directly linked to a child’s success in school. *Please remember that Pennsylvania law states that it is the parents’/guardians’ responsibility to ensure their children attend school on time, every day.*

Student is late three or more times	Teacher will call the parent/guardian. If the lateness is due to student behavior, the guardian will be notified that any more student-caused lateness will result in a student consequence.
Student is late five or more times	Warning letter is sent home by Dean of Students. If the lateness is because of student behavior, a student consequence is assigned.
Student is late seven or more times	Letter is sent home, followed by a phone call, to schedule a meeting with the primary guardian and the Dean of Students. At the meeting, a plan is put into place to correct the problem leading to the lateness. The plan will be signed by all parties.
Student is late ten or more times	Letter is sent home, followed by a phone call, to schedule a meeting with the primary guardian, the Principal and a member of the Board of Trustees. At the meeting, an agreement is signed that states that if the student has any further lateness, they will be asked to investigate enrollment into a school closer to home that will facilitate timely arrival.
Student continues to be late.	Principal will contact the primary guardian to notify them that the agreement has been broken. This will jeopardize the student’s enrollment status.

ABSENCE/TRUANCY

Attendance is directly linked to a child’s success in school. *Please remember that Pennsylvania law state that it is the parents’/guardians’ responsibility to ensure their children attend school on time, every day.* Following each absence, a student is required to bring a note to the teacher explaining the absence. The Dean of Students will determine whether this absence is excused or unexcused. Please note that a phone call to the front office is not sufficient.

ICS requests that families plan vacations coordinating absences with holidays or vacations in the school calendar. If your child must be absent for a period exceeding three consecutive school days you must inform your child’s Dean of Students in writing no less than two weeks before the expected absence. The Dean of Students will respond in writing as to whether or not your child’s absences will be listed as excused.

Student is absent three or more <u>consecutive</u> days without a note from a doctor or prior approval from the Dean	If the student is absent for <i>three days in a row</i> , the student will not be allowed into class until the parent/guardian provides a doctor’s note. The teacher will give the doctor’s note to the Dean of Students who will place it in student’s file.
Student is absent three or more non-consecutive days without a written, valid excuse.	Classroom or advisory teacher will call the parent/guardian.
Student is absent five or more non-consecutive days without a written, valid excuse.	Classroom or advisory teacher contacts Dean of Students. Warning letter is sent home by Dean of Students.
Student is absent seven or more non-consecutive days without a written, valid excuse.	Letter is sent home, followed by a phone call, to schedule a meeting with the primary guardian and the Dean of Students. At the meeting, a plan is put into place to correct the problem leading to the truancy. The plan will be signed by all parties.
Student is absent ten or more times	Letter is sent home, followed by a phone call, to schedule a meeting with the primary guardian, the Principal and members of the Board of Trustees. At the meeting, the previous agreement is reviewed, modified and signed stating that if the student has any further absences, he or she will be asked to investigate enrollment into a school closer to home that will facilitate consistent attendance
Student continues to be absent.	Principal will contact the primary guardian to notify them that the agreement has been broken. This will jeopardize the student’s enrollment status.

CLASS INCIDENTS

When a student violates the Rules of Expected Student Conduct, or exhibits other inappropriate behavior including, but not limited to:

Behavior	Possible Consequences
<p><i>Cheating</i> <i>Chewing gum, eating candy</i> <i>Destruction of Property (minor)</i> <i>Deliberately Pushing/Kicking/Bumping Furniture or Objects (K-2)</i> <i>Disrespectful tone and/or body language toward school employee</i> <i>Disruptive</i> <i>Hurtful words / actions</i> <i>Inappropriate Language</i> <i>Lying</i> <i>Not following directions</i> <i>Play Fighting</i> <i>Student Arguments</i> <i>Student late to class because of wandering or socializing (*6-8)</i> <i>Taking Other People’s belongings (K-2)</i> <i>Talking Back</i> <i>Tantrums (K-2)</i> <i>Teasing</i> <i>Unkind toward other students</i> <i>Wandering Halls</i></p>	<p>The following may apply to all behaviors listed in the column to the left:</p> <ul style="list-style-type: none"> • Student may <i>Take a Break</i>. • Student may go to the <i>Buddy Room</i>. • Student may complete a <i>Fix-it Plan</i>. • Student may discuss and practice expected behavior with teacher and/or peer(s). • Mediation between all participants. This will include a chance to <i>fix</i> relationships or objects. • Teacher may contact parent by note in take-home folder or by e-mail. • Student may lose a privilege. • Teacher may contact parent by phone. Parent may be asked to speak to the student on the phone about the behavior and expectations. • Student may be given an assignment to be done at home with a guardian. • Student may be given in-school community service to <i>fix</i> relationships or objects. • Parent meeting may be requested. • Student may be assigned after-school community service. • Student may be assigned after-school detention. • Student may be assigned Saturday School (3rd – 8th grade, 2nd grade beginning January) <p><i>*6th – 8th grade students will not be permitted to class late. If a student is late to class, he or she will be sent to the Middle School NTA. The lateness will be logged and a pass will be given to return to class. Students late 2 or more times will receive a parent phone call and a disciplinary consequence.</i></p>

<p>If the behavior continues, one or more of the following may occur:</p>
<ul style="list-style-type: none"> • A behavior chart/plan may be put into place. This is a temporary plan and will include an initial guardian meetings and/or daily or weekly teacher/guardian contact. • A parent conference may be requested by the classroom teacher -- the Dean of Students may be present. • Parent conference may be requested, other ICS team members (teachers, counselors, administration) may be present. • Parent/Guardian may be asked to volunteer in the classroom, lunchroom or special (place where behavior occurs) during the week(s) following the behavior(s). • The student may be sent home.
<p> </p>

If the behavior continues the student may be sent out of class to the Dean of Students.

DEAN INCIDENTS

When a student demonstrates inappropriate behavior, including but not limited to:

Behavior	Possible Consequences <i>(more than one consequence may be assigned)</i>
<p><i>Aggressive Language (including cursing)</i> <i>Bullying</i> <i>Defiance</i> <i>Deliberately Pushing/Kicking/Bumping Furniture or Objects (3-8)</i> <i>Deliberately throwing chairs, furniture, school property</i> <i>Deliberately walking away from school group when on a field trip or at the park</i> <i>Destruction of Property (major)</i> <i>Endangering self or others</i> <i>Extortion</i> <i>Fighting</i> <i>Harassing or instigating the harassment of another student</i> <i>Inappropriate Touching</i> <i>Instigating a Fight or Assault</i> <i>Making threats</i> <i>Making threats that refer to the use of a weapon to cause harm</i> <i>Physical Violence</i> <i>Spitting on another person intentionally</i> <i>Stealing (K-8)</i> <i>Taking other People's Belongings (3-8)</i> <i>Tantrums that disrupt learning and/or make the class feel unsafe</i> <i>Vandalism</i> <i>Walking out of class</i> <i>Walking out of the school building</i></p>	<p>The following may apply to all behaviors listed in the column to the left:</p> <ul style="list-style-type: none"> • The student will be immediately removed from the classroom and sent to the Dean's Office. • Student will Take a Break and reflect on the incident. • Student will discuss and practice expected behavior with Dean of Students. • Mediation between all participants. This will include a chance to fix relationships or objects. • Parent may be called by the Dean of Students. Parent may be asked to speak with student at the time of the call to discuss behavior and expectations. • A letter, documenting the incident, will be given to the parent. Parent is expected to sign and return this letter on the next school day. • Student may lose a privilege. • Student may be given an assignment to be done at home and signed by a guardian. • Parent meeting may be requested. • Student may be given in-school community service to fix relationships or objects. • Student may be assigned <i>after- school</i> community service. • Student may be assigned <i>after- school</i> detention. • Student may be assigned Saturday School. • Student may be sent home. Parent will be asked to come to school and pick up student within one-and-a-half hours. • Student may be suspended out of school between 1 and 3 days, not including the day of the incident. • Parent will be required to attend a meeting (reinstatement meeting if student was suspended) with the Dean of Students on the day the student is allowed back into school. • Student may be placed on 30-day probation.

If the behavior continues the student may be brought to the Board of Trustees for an expulsion hearing.

Independence Charter School will consider the facts of each case in determining whether such a hearing should be an option.

INCIDENTS THAT MAY LEAD TO EXPULSION FROM ICS

When a student displays inappropriate behavior, including but not limited to:

Behavior	Possible Consequences
<p><i>Any criminal conduct as defined by Pennsylvania law.</i></p> <p><i>Assaulting any person, as an individual or as a group</i></p> <p><i>Attempting to engage or engaging in any conduct that threatens the health, welfare or safety of any member of the school community</i></p> <p><i>Possession of any weapon, but not limited to, any knife, cutting instrument, cutting tool, nanchaku, firearm, shotgun, rifle and any other tool, instrument or implement capable of inflicting serious bodily injury. (as specified by Act 26)</i></p> <p><i>Student is under the influence of drugs or alcohol</i></p> <p><i>Possession of tobacco or alcohol product</i></p> <p><i>Possession of over the counter medication, look alike drugs and/or drug paraphernalia</i></p>	<ul style="list-style-type: none"> • Student will be escorted to the Dean’s Office. • Parent/Guardian will be notified immediately. • Parent/Guardian will be asked to pick up child IMMEDIATELY. • Student will be suspended from Independence Charter School for three days. An informal hearing will be conducted with those three days. At this hearing, the school administration will decide whether or not to proceed toward an expulsion hearing. • If Independence Charter School decides to proceed with an expulsion hearing, the student will be suspended for up to an additional 7 days. During this time a full evidentiary hearing on the expulsion of the student will be held before the Board of Trustees • Independence Charter School may call the Department of Human Services.

Definitions for terms found within the ICS Code of Conduct

Term	Definition
<i>30-Day Probation</i>	<p>30 calendar days that will be dedicated to modifying behavior. It is expected that student behavior will improve significantly and with consistency. If there are any more incidents during this period, the student may be brought to the Board of Trustees for an expulsion hearing.</p> <p>Student behavior will be tracked daily with a chart that will be sent home daily. Parent will sign and return to school. There will be at least two scheduled meetings during this time: two-week check-in meeting and the 30-day meeting. During this last meeting, the school administration will decide whether or not the student will continue to attend ICS, attend ICS on an extended probation or recommend an expulsion hearing.</p> <p>Please note: Any student who is placed on 30-Day Probation more than one time will be brought before the Board of Trustees for a review of his or her behavior record. This may result in expulsion.</p>
<i>Assault</i>	<p>Simple: an unlawful attempt or threat to do physical harm to another. Assault is one sided. The victim does not or is not able to defend themselves with enough force to prevent harm.</p> <p>Aggravated: assault with a weapon. Independence Charter School has zero tolerance for assault, simple or aggravated.</p>
<i>Buddy Room</i>	<p>If a student continues to be disruptive or is agitated in a classroom <i>take a break</i> he or she will go to the <i>buddy room</i>. This is a classroom where the student will <i>take a break</i> without the distraction of his or her regular classroom peers. This will be a silent <i>take a break</i>. The student will be expected to quietly sit in the <i>take-a-break</i> spot without disrupting the class. <u>If the student continues to be disruptive, he or she will be sent to the Dean’s office and will likely be sent home.</u> Students in grades 3 – 8 who use the buddy room twice in one day will receive a phone call home from the teacher. If the student returns to the Buddy Room (for a 3rd time) he or she will be sent home.</p>
<i>Bullying</i>	<p>To hurt or intimidate other people in a repeating and patterned manner. Bullying includes: physical or verbal aggression toward a person and/or their belongings causing social alienation and intimidation. ICS has zero tolerance for bullying.</p>
<i>Community Service (as a consequence)</i>	<p>Will relate directly to the behavior in question. For example: if a student begins a food fight, that student will help clean the cafeteria. This may be assigned in-school or after school, depending on the behavior and the amount of time assigned.</p>

Detention	An <i>after- school</i> consequence. This consequence is a time for students to make up unfinished class work and/or homework. Detention may also be assigned for behaviors that made others lose out on learning time. In this case there will be a behavioral assignment. Students who do not attend their assigned detentions will be held at school the following day and a parent meeting will be held when the parent picks-up the student.
Expulsion	Student is dismissed from the school permanently, unless otherwise stated, due to severe or repeated behaviors. <i>The student and parent have the right to be informed of the reasons for the movement toward expulsion and to respond to them prior to the suspension taking effect.</i> Parents and guardians of children who have been recommended for expulsion shall have the right to a full evidentiary hearing before the Board of Trustees of the Independence Charter School, at which time they may present their argument and evidence for not expelling the student. The expulsion hearing shall take place at the next regularly scheduled meeting of the Board of Trustees (BOT). If the next meeting of the BOT is more than three weeks from the date of the incident, the CEO or Principal shall call a special meeting of the BOT. The BOT shall take a roll call vote immediately at the close of the hearing. The decision of the BOT shall be final. The parent/guardian shall be notified in writing of the upcoming hearing date.
Extortion	To obtain something by using threat or intimidation.
Fight	Taking part in a physical struggle. Both parties involved will receive consequences. ICS does not approve of “hitting back”. All students are taught that walking away and telling a teacher is the appropriate response to being hit. ICS has zero tolerance for fighting.
Fix-It Plan	This is an <i>in-school</i> reflection. Students are expected to write or draw what happened, what guideline they broke and how they will <i>fix</i> the problem. This will include brainstorming other ways to handle the situation as well as how to <i>repair</i> relationships that were affected by the current problem.
Harassing	To exhaust, annoy or disturb persistently with the result of making any ICS school community member feel unwelcome or threatened.
ICS Behavioral Team	Comprised of the Principal, Upper School Dean, Lower School Dean, Counselor, Special Education Coordinator and Nurse. This team will meet, as the need arises, with the classroom teacher and specialists to discuss the behavioral issues presented by a student. At times this team will attend parent conferences.
In-School Suspension	Student will remain in the Dean of Student’s office for the duration of the suspension. During this time the student will complete all classroom work, work on additional behavioral assignments given by the Dean of Students and receive all homework. Please Note: The Dean of Students shall decide suspension for Special Education students as stated in IDEA laws and regulations, on a case-by-case basis.
Logical Consequence	Defined as “reasonable and respectful, neither punishment nor permission. The consequence will help students assume responsibility through structured learning opportunities and the opportunity to try again” (Ruth Charney, <i>Teaching Children to Care</i>).

Out-of-School Suspension	Student will remain in the Dean of Student’s office on the day of the incident until the parent or guardian is able to pick him or her up from school. ICS expects that the parent or guardian will arrive to the school within one and a half hours of the original phone call. Students will not be sent home on SEPTA or on the yellow school bus. Parent pick-up is mandatory. The day of pick up does NOT count as a day of suspension. The student is responsible for completing all classwork and homework for the day(s) missed due to suspension. The student may also be responsible for completing any assignments given by the Dean of Students. <i>ALL PARENTS OR GUARDIANS MUST ATTEND A REINSTATEMENT MEETING AS SCHEDULED WITHOUT WHICH THE STUDENT WILL NOT BE ALLOWED TO REENTER THE CLASSROOM. If the meeting is scheduled for the day of return, the student must arrive to school with the parent or guardian and will NOT be allowed into the classroom until the reinstatement meeting is finished.</i> <i>The student and parent have the right to be informed of the reasons for the suspension and to respond to them prior to the suspension taking effect. The parent has the right to immediate written notice of the suspension and when it exceeds three (3) school days, the school must offer to hold an informal hearing within the first five school days.</i> Please Note: The Dean of Students shall decide suspension for Special Education students as stated in IDEA laws and regulations, on a case-by-case basis.

<i>Play fighting</i>	Taking part in aggressive physical play that simulates a fight. Play fighting is considered to be dangerous as students often become injured or the play fighting turns to a real fight. Please understand that for the safety of all students play fighting is not allowed under any circumstances.
<i>Saturday School</i>	Is held every Saturday from 9 am – 12 noon and is assigned to students in the 3 rd – 8 th grades (2 nd grade students may be assigned beginning January). Students must be on time as this time will be used to complete a learning activity regarding their behavior. For safety reasons, parents must pick up and drop off students. Parents of students in grades 6-8 may contact the Dean of Students to arrange for their children to arrive or dismiss on their own. The Dean of students may require that the parent attend a meeting to discuss the behavior at an alternate time. Saturday School, when assigned, is a mandatory consequence. Parents will be able to re-schedule the assigned date (within two weeks) if necessary. Parent must contact the Dean <u>before</u> the assigned date. Students who do not attend Saturday School may be suspended. A MANDATORY parent meeting will be called the following Monday.
<i>Self Defense</i>	Self defense applies only to those situations where a student could not walk away and/or get help from a teacher. <i>Self defense is NOT reacting to being hit or kicked. ICS does NOT condone “hitting back”. Students are taught to walk away and get help from a teacher.</i>
<i>Take a Break</i>	Every classroom has a designated <i>take a break</i> spot. The students are all made aware of this spot at the beginning of the school year. Students learn that they may ask to go to this spot in order to calm down or think about a situation. In some cases a teacher may ask the student to go to the <i>take a break</i> spot. The student is expected to comply. If a student does not comply, he or she will be sent to <i>take a break</i> in a <i>buddy room</i> .
<i>Teasing</i>	To upset or annoy by taunting or making fun of another student. Teasing is a one time occurrence. Teasing that occurs on more than one occasion and/or becomes a patterned behavior is considered bullying.
<i>Under the influence</i>	Having any detectible amount of alcohol or a controlled substance in your system and/or showing physical manifestations of being under the influence of such substances.
<i>Zero tolerance</i>	Refers to behaviors that are not acceptable at ICS. Students who exhibit such behaviors will immediately be removed from the setting. The classroom teacher and/or Dean of Students will contact the student’s parent and a conference will be held to discuss the logical consequences for the behavior. These consequences will be unique to each student and may include suspension and possible expulsion.

K-8 Code of Conduct – Bathroom Policy

Lower School (K-4)

- *Each K-4th grade teacher will schedule a classroom bathroom time. This is a time where the teacher and/or assistant will escort the class in groups or as a whole to the basement bathrooms.*
- *Kindergarten students will use the in-class bathrooms whenever possible.*
- *Students on the 1st floor (K-2) will be sent with a same gender partner to the floor bathrooms between 9:00 – 2:00. Students may use the floor bathrooms twice per day. Students will be reminded that they must use the basement bathroom before they come to class in the morning and during lunch (not recess).*
- *Students on the 2nd floor (3-5) will be sent to the bathroom individually. No more than one student will be sent to the floor bathrooms at a time. Students may use the floor bathrooms once per day. (Staff will provide for emergency situations.)*
- *Between 2:00 and 3:00, students needing to use the bathroom will be sent in pairs (no more than two) to the basement bathroom: no more than one boy pair and one girl pair at a time.*
- *ALL STUDENTS may use (and should be encouraged to use) the basement bathrooms during arrival, during their lunch (not recess) and between 2:00 – 3:00.*
- *Students should not use the bathroom at dismissal. ALL bathrooms will be locked during dismissal.*

Middle School (5 – 8)

- *5th – 8th grade students may use the floor bathrooms twice per day. They must sign out each time with the NTA on the 3rd Floor.*
- *Students may not use the bathrooms during the first 10 minutes of class.*
- *Students may not use the bathrooms during the last 10 minutes of class.*
- *No more than one student may be sent to the floor bathrooms at a time.*
- *ALL STUDENTS may use (and should be reminded to use) the basement bathrooms during arrival and during their lunch (not recess).*
- *Students may not use the bathroom at dismissal time. ALL bathrooms will be locked during dismissal.*

****Some students may have a note from their physician stating that they be allowed to use the bathroom whenever necessary. This note must be delivered by parents to the nurse. These students will be allowed to use the bathroom as necessary. If this becomes an issue, parents should speak to the nurse about their concerns.****

ARRIVAL & DISMISSAL POLICY

**If you have any questions, contact our Transportation Coordinator, Teacher LaVeta Meaux at x2226
***Please note that dismissal now ends promptly at 3:30pm and parents who pick up students after
3:30pm will be expected to pay a \$15.00 late fee*****

ARRIVAL:

NO CHILDREN ARE TO ARRIVE BEFORE 7:45am. Children are only to arrive through the Lombard Street school yard (the gate) entrance between the hours of **7:45am and 8:25am.** After 8:25 students must enter through the Lombard Street Main Entrance. **Students arriving in the building at 8:30 or later will be marked late. Students who arrive to class later than 8:30 will be marked late even if they entered the building before 8:30.**

During arrival PARENTS / GUARDIANS ARE **NOT** ALLOWED TO ENTER THE SCHOOL YARD. Parents/guardians will leave children at the school yard gate. Those who have an appointment with a teacher or who have other office business must use the front door on Lombard Street and check-in at the office. Parents/guardians must drop children off in the school yard before their meeting.

Parents/guardians who are driving their children to school should come from BROAD Street and turn onto LOMBARD Street. Please do NOT drive up 16th Street to turn onto Lombard Street, as busses will be un-loading. Parents/guardians should pull up to the school side curb to drop off children. Children should ONLY use the curb-side door to exit the vehicle.

NO CARS WILL BE ALLOWED ON NAUDAIN STREET DURING ARRIVAL OR DISMISSAL.

If your child is arriving to school late, you MUST accompany him or her to the front office. You must use the front doors on Lombard Street, and make sure the student signs in and obtains a late slip. If your child is returning to school after being absent, he or she **MUST** bring a note to school explaining the absence. Please note that we are required to report children who are continuously late or absent to the Department of Human Services. (You will receive a warning prior to this action.)

DISMISSAL:

THERE WILL BE NO EARLY DISMISSALS FROM THE FRONT OFFICE unless there is a medical or family **EMERGENCY.** You will need to call **TEACHER LAVETA (phone: 215-238-8000 ext. 2226, email: lavetam@independencecharter.org)** with any doctor's appointments or unavoidable needs before 12:00 noon. The front office will not be able to call your child's class room between the times of 2:45 and 3:30 unless you have contacted Tr. LaVeta for a planned early dismissal.

THERE WILL BE NO DISMISSAL CHANGES FOR ANY CHILD UNLESS THERE IS A FAMILY OR MEDICAL EMERGENCY. No other dismissal changes will be taken, unless they are permanent. These may **ONLY** be approved by Tr. LaVeta, the Transportation Coordinator. Please contact Tr. LaVeta directly by e-mail or phone. **Front desk staff and classroom teachers will NOT be taking changes.**

If you find that you must change your child's dismissal arrangements for a specific day, please follow these guidelines:

Walker: If you must drive, please park your car in a nearby metered spot (not in front of the school) and walk to the school yard.

After School: If you do not want your child to attend an after-school program for which he or she is signed up, please arrive to the cafeteria between 3:15 and 3:20 to pick him or her up from the program.

Bus: If you do not want your child to ride the school bus, please arrive to the southwest corner of 16th and Lombard at 3:15 and **WAIT** for your child's bus line teacher. You must sign your child out of the bus line.

NO CARS WILL BE ALLOWED ON NAUDAIN STREET DURING ARRIVAL OR DISMISSAL.

No parent cars will be allowed in front of the school on Lombard St. before 3:20pm. At that time classes will come down and teachers will escort children to their vehicles. Please pull up to the school-side curb on Lombard St **ONLY. DO NOT LEAVE YOUR VEHICLE UNATTENDED OR DOUBLE PARKED** as it will be ticketed by the police. **Children will only be allowed to get into cars that are against the school-side curb.**

Parents/guardians who are "walkers" should enter through the school yard gate on Lombard Street. Children will be waiting with their teachers for pick-up in the school yard.

If you arrive after 3:30pm (2:30pm on Early Dismissal days) to pick up your child, he or she will be sent to a pre-determined classroom to wait for pick up. All children will be supervised by a staff member until a parent arrives. **Parents/guardians must come to the front office and pay the daily \$15 fee** (by cash or money order) before picking up the child. The front office will call the classroom and the child will be escorted to the front office. If late pick-up becomes chronic, the Principal, Dean of Students and/or School Counselor will intervene as necessary.

Food Services

If you have any questions, contact our Food Services Coordinator, Teacher Neyza Cabrera at x2228



Children need healthy meals to reach their full learning potential. Our school meals program offers our students healthy breakfast and lunch options every day. Your child will be able to choose from at least two lunch options each day. Full-priced breakfast costs \$1.25; full-priced lunch costs \$2.30; monthly menus are posted on the ICS website and in the ICS newsletter. *A la carte* items (i.e., snack items) are available for purchase with cash only. Families are encouraged to complete the annual financial meal application to find out whether their child/ren qualify for free or reduced-priced meals. Reduced price is 30 cents for breakfast and 40 cents for lunch.

To purchase meals at school, a student's account balance must not be more than negative \$10; i.e., the student must owe NO MORE THAN \$10. Parents are responsible for staying abreast of their child's account balance information to ensure that funds are sent in as necessary.

We ask that all families, regardless of income, complete an application. Please do not write "NOT ELIGIBLE" on the form if you know your family does not qualify. Instead, simply enter an income (from the chart) that is over the eligibility limit. Completed applications should be returned to Tr. Neyza Cabrera, Food Services Coordinator at the school. You may bring it in or mail it to 1600 Lombard St., Phila, PA 19146. You may also complete the application online at www.compass.pa.state.us (please see attached directions). If you apply on-line, you need to contact Tr. Neyza to confirm whether or not ICS received your family's determination from the COMPASS system. If your household income changes at some point within the school year, you can complete a new application to find out if your family's meal payment status has changed.

Every student has an account for meal purchases; parents of students paying reduced or full price need to submit a "request for activation" form and must start the year with positive account balance. Parents can send \$20 or less **in cash or money orders** (checks are NOT accepted) with their child on any day; parents wanting to bring in higher amounts must bring the payment to Tr. Neyza themselves. **Soon parents will have the option to pay via the internet with a credit card.**

THE SCHOOL DISTRICT OF PHILADELPHIA
SCHOOL HEALTH SERVICES
REQUEST FOR ADMINISTRATION OF MEDICATION OR USE OF SUCTION, OXYGEN OR OTHER EQUIPMENT IN SCHOOL

(PLEASE SEE MESSAGE TO PHYSICIAN AND PARENT ON BACK OF FORM)
PHYSICIAN, PLEASE NOTE: Fill in all of the spaces. Missing information will cause the form to be returned to you. This will cause a delay in your patient receiving medication / treatment. A separate request is needed for each medication.

NAME OF PATIENT/STUDENT		ADDRESS/ZIP	ROOM/BOOK NO.
DATE OF BIRTH	SCHOOL/ORG.#	REGIONAL OFFICE	PID
DIAGNOSIS:			
REASON MEDICATION MUST BE GIVEN IN SCHOOL:			
NAME OF MEDICATION/EQUIPMENT/TREATMENT:		DOSE:	
TIME(S) TO BE GIVEN IN SCHOOL:		TOTAL DOSAGE PER 24 HRS:	
DATE BEGIN:	DATE END:		
INSTRUCTION FOR ADMINISTRATION/UTILIZATION:			
CONTRAINDICATIONS:			
SIDE EFFECTS:			
TREATMENT OF SIDE EFFECTS/ACTION TO BE TAKEN:			
IS ANY RESTRICTION ON ACTIVITY NECESSARY:		YES <input type="checkbox"/>	NO <input type="checkbox"/>
IF YES, DESCRIBE:			
IS STUDENT TAKING ANY OTHER MEDICATION?		YES <input type="checkbox"/>	NO <input type="checkbox"/>
IF YES, NAME OF MEDICATIONS:			
IS SIMILAR EQUIPMENT KEPT BY THE CHILD'S FAMILY AT HOME?		YES <input type="checkbox"/>	NO <input type="checkbox"/>
PRINT NAME OF HEALTH CARE PROVIDER/CREDENTIALS		TELEPHONE	
ADDRESS		EMERGENCY NUMBER	
SIGNATURE OF HEALTH CARE PROVIDER		DATE SIGNED	

To The Principal

I authorize selected school personnel to administer the indicated medication, or to use the equipment or machinery as prescribed by my child's health care provider, whose signature appears on this form.

My child may self-administer medication/equipment as determined appropriate by the school nurse.

I authorize the school nurse to communicate with my child's health care provider, and my health care provider to reply, as needed regarding this medication/equipment and/or my child's response.

PARENT SIGNATURE _____ TELEPHONE NUMBER _____

DATE SIGNED _____ EMERGENCY NUMBER _____

II

IN ACCORDANCE WITH CURRENT SCHOOL DISTRICT PROCEDURE, THE ADMINISTRATION OF THIS MEDICATION WAS APPROVED ON

DATE

(RETAIN IN SCHOOL)

SIGNATURE OF SCHOOL NURSE _____

TELEPHONE NUMBER OF SCHOOL NURSE _____

TO THE PHYSICIAN:

Your patient has requested that medication or equipment be utilized in school. Ideally, the administration of medication or utilization of equipment should take place at home. However, for students who require medication/treatment during the school day in order to function in the classroom, School District Policy does permit selected school staff to administer medication. In some cases, students may self-administer their medication.

School District Policy also permits the use of equipment/machinery in those instances where similar equipment is kept by the child's family at home, and such equipment/machinery is necessary in order to enable the student to function in the classroom. Instruction for use and precautions should be spelled out in detail.

(IF YOUR PATIENT'S MEDICATION OR TREATMENT SCHEDULE CANNOT BE ALTERED SO THAT ALL ARE RECEIVED AT HOME, PLEASE COMPLETE THE REQUEST ON THE REVERSE SIDE - A SEPARATE REQUEST IS REQUIRED FOR EACH MEDICATION OR TREATMENT).

When the medication/treatment prescribed exceeds or differs from that approved by the FDA or recommended by the manufacturer, you and the child's parent will be required to submit written detailed information to the School Nurse. This must include a list of side effects and confirmation that all side-effects have been explained to and are understood by the parent. Any particularly dangerous conditions being experienced by the child should be spelled out in detail, with the procedure to follow should a reaction occur.

Please fill in all of the spaces. Missing information will cause the form to be returned to you. This will cause a delay in your patient receiving medication/treatment.

Thank you.

School Health Services

DEAR PARENT/GUARDIAN:

Some children need the administration of medication or special equipment in order to function in the classroom. Ideally, this should take place at home. If your child's medication/equipment schedule cannot be altered so that everything can be administered at home, you can request that they be given in school by seeing the school nurse or principal.

When the medication/treatment prescribed for your child exceeds or differs from that approved by the FDA or the manufacturer, you and your health care provider will be required to submit additional written information to the School Nurse prior to approval.

Once the request has been approved by the School Nurse, you will be required to bring the medication to school properly labeled and packaged by a Registered Pharmacist. The medication bottle must have Saf-T-Closure Cap and the label must include:

- Patient Name
- Pharmacy Name
- Pharmacy Address and Phone#
- Prescription Number
- Prescription Date (current)
- Name of medication, dosage form, expiration date (if relevant)
- Instructions for administration
- Name of prescribing health care provider

For special equipment, services in school will be provided only if you have such equipment in your home. You must provide the equipment as well as repair and replace it when necessary. After the request is approved, you will be asked to bring the equipment to school and to demonstrate its use to selected school staff. Operating instructions must accompany the equipment.

This procedure must be repeated each school year and/or each time there is a change in dosage. If your child is bringing medication to school, including over the counter medicines, and takes it him/herself, you should notify the principal as to what it is and what it is for. Parents/guardians must pick up unused or expired medication in person, or send an authorized responsible adult with a note from you. Unused medication which is not picked up within 10 days, or by the last day of school, will be destroyed/discarded.

If you have any questions on this procedure, please contact the school nurse or school principal.

Thank you.

ICS Contact Information

Help – I need someone to talk to help me take care of a school-related problem!

Below are some helpful phone numbers/email addresses to keep on-hand. Please refer to pages 44-46 for a full list of ICS contacts (listed alphabetically by first name).

- **Transportation (yellow busses) - Teacher LaVeta at x2226 or lavetam@independencecharter.org**
 - To request a regular change to your child’s/children’s schedule or to report and/or complain about repeated problems by the bus company
 - To file a complaint with the Yellowbird Bus Company, contact them at 215-289-1022

- **Discipline Issues**
 - Grades K-4 - Dean Andrea at x2225 or andrea@independencecharter.org
 - Grades 5-8 - Dean Kareem at x2301 or kareemt@independencecharter.org.

- **Social/Emotional Concerns for your child**
 - Teacher Kristen D (grades K-4) at x2315 or kristend@independencecharter.org
 - Teacher Anne (grades 5-8) at x2266 or anneh@independencecharter.org

- **To schedule an appointment with the CEO/Direktore Jurate or Principal Stephanie**
 - Teacher Megan at x2292 or megans@independencecharter.org.

- **Health Issues**
 - Nurse Leslie at x2232 or lburton@independencecharter.org

- **Special Education Questions or Concerns**
 - Teacher Barbara Z. (Special Education Coordinator) at x2213 or barbaraz@independencecharter.org

- To contact your child/ren’s teachers, note their voice mailboxes and email addresses here:
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____

We do not forward phone calls directly to the classroom during instructional time. If you call the office, please remember that your call will be transferred to the teacher’s voicemail, not the classroom. For a complete list of ICS staff and their phone extensions and email addresses, please see the following pages or log on to our website, **independencecharter.org**. Click on the “Directory” tab at the top right. There you will find a listing of teachers in alphabetical order by first name.

Our school closing number for bad weather and other emergencies is 212. If the School District of Philadelphia closes for bad weather, we will also close. However, there are times that ICS will close school even though Philadelphia schools are open. We draw children from 45 zip codes in the city of Philadelphia and therefore we take into account the great distances many students must travel. Listen to KYW radio at 1060am for school closings. You can also check our website or call our emergency main number and press “6” for school- and weather-related information.

ICS Contact Information

The following is an alphabetical list (by first name) of staff and their relevant contact information.

First Name	Last Name	Position	VM X	E-Mail - note - all email addresses end with @independencecharter.org	Rm#	CLASSROOM ASSISTANT
Adriane	Polen	NTA	none	adrianep	017	N/A
Adrienne	Keen	4th Enhanced Teacher	5045	adriennek	208	Elizabeth Long
Adrienne	Lindstrom	2nd Immersion Teacher	5003	adriennel	113	Natalie Valentin
Alison	Andrawos	3rd-4th Immersion English LA Teacher	5059	alisona	204D	N/A
Amaya	Shoup-Mendizabel	4th Immersion Teacher	5056	amayyas	212	Mildred Cosme
Amoreena	Olaya	MS English Language Arts Teacher	5063	amoreenaao	302	N/A
Amy	Leigh	Reading Specialist	5035	amyl	204B	N/A
Amy	McDonald	Speech Therapist	5046	amym	315	N/A
Andrea	Ringklib	4th Immersion Teacher	5041	andrear	209	Luz Gonzalez
Andrea	Soelter	Dean of Students, Lower School	2225	andrea	110A	N/A
Andrea	Yanez	2nd Imm. Teacher	5023	andreyay	109	Myrnelith Ortiz
Andres	Cisneros	K-2 nd Immersion English and Geography	5048	andresc	204D	
Anne	Hall	Counselor	5065	anneh	314	N/A
Annie	Huynh	Chinese Teacher	none	annieh		N/A
Barbara	Kay	5th Enhanced Math Teacher and Math Coach	5029	barbarak	213	Auston Adams
Barbara	Zisk	Special Education Coordinator	5038	barbaraz	004C	N/A
Begona	Munoz	1st Immersion Teacher	5030	begonam	114	Tilza Rivera
Chris	White	MS SS Teacher	5028	chrisw	309	N/A
Christopher	Torak	MS SS Teacher	5070	christophert	311	N/A
Dana	Spadotto	3rd Enhanced Teacher	5043	danas	202	Dominic DiMauro
David	Peterson	Technology Director	5058	davep	319	N/A

Diana	Dobson	MS Spanish Enhanced Teacher	5064	dianad	304	N/A
Elaine	Latimer	Special Education Teacher	5069	elaineg	315A	N/A
Elisse	Santiago-Droz	3rd Immersion Teacher	5042	elisses	201	Kelly Acuna
Emily	Goodman	K Enhanced Teacher	5000	emilyg	100	JoAnne Leibowitz
Ericka	Morris	4th Enhanced Teacher	5008	erickam	211	TBA
Eva	Recio	MS Spanish LA & SS Teacher	5024	evar	308	N/A
Gail	Linder	NTA	none	gaill	017	N/A
Gwyneth	Cook	After-School Coordinator	2293	gwynethc	017	
Hugo	Delao	NTA	none	hugod	017	N/A
Janet	Josephson	Special Education Teacher	5037	janetj	210	N/A
Janet	McGrath	MS Math/Science Teacher	5051	janetc	312	N/A
Jenny	Hoedeman-Eiteljorg	Development Assistant	2500	jennyh	017	N/A
Jose	Rodriguez	Building Engineer	5001	joser	104C	N/A
Joshua	Klur	MS Math Teacher	5060	joshuak	317	TBA
Julia	Shields	3 rd - 5th Spanish Teacher	5044	julias	204A	N/A
Julie	Lenard	MS English Language Arts Teacher	5062	juliel	301	N/A
Jurate	Krokys	CEO	2223	administration	111C	N/A
Kareem	Thomas	Dean of Students, Middle School	2270	kareemt	310	N/A
Karen	Minnick	2nd Enhanced Teacher	5010	karenm	112	Pandora Stewart
Kelly	Nelms	3rd Enhanced Teacher	5019	kellyn	200	Karina Banks
Kerry	Routh	MS Math Teacher	5066	kerryr	316	TBA
Kristen	Denahan	Counselor	5040	kristend	111A	N/A
Kristen	Long	Curriculum Specialist	5007	kristenl	214B	N/A
Kristy	Boyd	Spec Ed - Physical Therapist	5046	kristyb	315	N/A
Larry	Elliot	Mobile Lab Assistant	none	larrye	319	N/A

LaVeta	Meaux	NTA - Transportation Coordinator	5016	lavetam	017	N/A
Lela	Betts	Reading/ESL Teacher	5047	lelab	315A	N/A
Leonor	Jimenez Moreano	World Languages Coach	5029	leonorj	214A	N/A
Leonora	Cravotta	Development Director	2430	leonorac	017	N/A
Leslie	Burton	Nurse	5022	lburton	104B	N/A
Lindsay	Allen	MS Spanish LA Teacher	5061	lindsaya	303	N/A
Luis	Ramji- Nogales	5th Immersion Math/Science Teacher	5054	luisr	215	Arline Roberts
Luz	Guevara- Conde	K Immersion Teacher	5026	luzg	101	Mercedes Garcia
Luz Angela	Bolivar Poveda	1st Immersion Teacher	5017	luza	116	Aileen Villot
Lynn	Eckerman	MS Math/Science Teacher	5053	lynne	313	N/A
Manuel	Malia	K-2 nd and 5 th Computer and K- 1 st Science Teacher	5047	manuelm	014 (Comp. Lab)	N/A
Marcela	Arango- Ortiz	3rd Immersion Teacher	5012	marcelao	203	Marie Marmolejo
Maricarmen	Urdaneta	K Immersion Teacher	5031	maricarmenu	103	Roxana Graulau
Martha	Curren- Preis	5th Language Arts Teacher	5032	marthac	216	Tracey Kohl
Mary Beth	Kronick	1st Enhanced Teacher	5013	marybethk	115	Nija Rivers
Megan	Steelman	Administrative Assistant	5033	megans	111B	N/A
Miguel	Dox	K-3 Enhanced Spanish Teacher	5034	michaeld	104A	N/A
Mike	Farrell	Special Education Teacher	5027	michaelf	204C	N/A
Monica	Kriso	K Enhanced Teacher	5002	monicak	102	Gia Guadagnino
Nabila	Simms	NTA	none	nabilas	017	N/A
Nancy	Hionides	Senior Secretary	2221	nancyh	017	N/A
Natalie	Kozlowski Henderson	K-5th Art Teacher	5011	nataliek	012	N/A
Neyza	Cabrera	Meal Coordinator	2228	neyzac	017	N/A

Odamis	Fernandez-Sheinbaum	Reading Specialist	5039	odamisf	010	N/A
Rachel	Schaffran	MS Art Teacher	5011	rachaels	011	N/A
Ramzy	Andrawos	Director of Operations	5025	ramzya	104D	N/A
Rich	Taggart	MS Math Teacher	5052	richardt	318	Massah Lahai
Ronith	Epelbon	K-5 th Music Teacher	5067	ronithe	015	N/A
Rosemary	Williams	ESL Teacher	5009	rosemaryw	006	N/A
Ryan	Dunn	6 th – 8 th Fitness and SEI Teacher	5047	ryand	210	N/A
Sarah	Marlay	MS English Language Arts & Spanish FLES Teacher	5055	sarahm	300	N/A
Scott	Craig	5th Language Arts Teacher	5036	scottc	217	TBA
Shavon	Norris	K-5 th Dance/Movement Teacher	5014	shavonn	003A	N/A
Stephanie	Bungard	Principal	5050	principal	214C	N/A
Suzanne	Cilli	2nd Enhanced Teacher	5006	suzannec	108	Michelle Coats
Tara	Martello	Spec Ed - Occupational Therapist	5046	taram	004	N/A
Faten	Baraka	Arabic Teacher	none	fatenb	017	N/A
Tienne	Martin	1st Enhanced Teacher	5004	tiennem	117	TBA
Tracey	Hill	Secretary	2222	traceyh	017	N/A
William	Loskoch	2 nd -5th Science Teacher	5121	williaml	013	N/A
Yerodin	Lucas	Special Education and Gifted Teacher	5020	yerodinl	315B	N/A

2009-2010 Student Calendar

Note – the calendar is subject to change
The school day will begin at 8:30a.m. and will end at 3:30p.m. (except on Early Dismissal Days)

DATE	Early Dismissal at 2:30p.m. EVERY Wednesday, starting on 9/16/09
Tues, 9/8	First Day of School for 1st-8th Graders
Thurs, 9/10	First Day of School for KINDERGARTNERS
Mon, 9/28	SCHOOL CLOSED (Yom Kippur holiday)
Mon, 10/12	PROFESSIONAL DEVELOPMENT DAY- NO SCHOOL FOR STUDENTS
Wed, 11/11	SCHOOL CLOSED (Veterans' Day holiday)
Thur & Fri 11/26-27	SCHOOL CLOSED (Thanksgiving holiday)
Wed, 12/23	REPORT CARD DAY- NO SCHOOL FOR STUDENTS
Thur 12/24- Fri 1/1	WINTER BREAK- NO SCHOOL FOR STUDENTS
Mon, 1/4	PROFESSIONAL DEVELOPMENT DAY- NO SCHOOL FOR STUDENTS
Tue, 1/5	Students Return to School
Mon, 1/18	SCHOOL CLOSED (Martin Luther King, Jr. holiday)
Mon, 2/15	SCHOOL CLOSED (Presidents' Day holiday)
Thur, 3/25	REPORT CARD DAY- NO SCHOOL FOR STUDENTS
Fri, 3/26	PROFESSIONAL DEVELOPMENT DAY- NO SCHOOL FOR STUDENTS
Mon-Fri, 3/29-4/2	SPRING BREAK- NO SCHOOL FOR STUDENTS
Mon, 5/31	SCHOOL CLOSED (Memorial Day holiday)
Fri, 6/18	Last Day for Students

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POLICY FOR PREVENTING SEXUAL HARASSMENT OF STUDENTS

Definition

This is to reaffirm the policy of Independence Charter School that sexual harassment of a student is prohibited. Sexual harassment, or harassment because of one's gender, gender identity, or sexual orientation, has been defined by the Equal Employment Opportunity Commission (EEOC), as well as by federal, state and local laws. For the purpose of this Policy, the School has adopted the following definition. This policy covers student on student as well as employee on student sexual harassment.

Sexual advances, request for sexual favors, or other verbal or physical acts of a sexual nature constitute sexual harassment when:

- (1) submission to such conduct is made either explicitly or implicitly a term or condition of a student's success in school,
- (2) submission to or rejection of such conduct by a student is used as the basis for school decisions affecting such student, or
- (3) such conduct has the purpose or effect of unreasonably interfering with a student's work performance or creating an intimidating, hostile, or offensive school environment.

Court cases have recognized acts of harassment directed at a person on account of his or her gender to be sexual harassment, regardless of the intent of the person doing the act and even if there was no malicious intent. The School adopts this interpretation as part of its policy.

Any student who feels he or she is being subjected to sexually harassing behavior of any kind is encouraged to object to the behavior and report the behavior to his/her CEO or other appropriate officials as indicated in the "Procedures for Processing Sexual Harassment Complaints" and Board Policy which is incorporated herein. It is a violation of this policy to retaliate or engage in any form of reprisal against a student who has, in good faith, raised a concern, filed a complaint of, or been a witness to sexual harassment. Whomever receives a sexual harassment complaint, or who has reason to believe sexual harassment is occurring, shall refer to the procedures for processing sexual harassment complaints in the Employee Handbook.

It shall also be the policy of the School that the basic rights of all concerned must be respected at all times.

Prohibited Conduct

The following are examples of acts which violate our Sexual Harassment Policy. These examples are not to be construed as an all inclusive list of prohibited acts under the policy:

- A. Physical assaults of a sexual nature, such as:
 - (1) rape, sexual battery, molestation or attempts to commit those offenses, or committing an act with intent to cause fear in another of immediate bodily harm or death; and
 - (2) intentional physical contact which is sexual in nature, such as touching, pinching, patting, grabbing, brushing against or poking a student's body, or touching of the clothing covering the immediate area of the complainant's intimate body parts.
- B. Unwelcome sexual advances, propositions or other sexual comments such as:
 - (1) sexually-oriented gestures, sounds, remarks, jokes, or comments about a person's sexuality or sexual experience directed at or made in the presence of any student;
 - (2) preferential treatment or promise of preferential treatment for submitting to sexual conduct, including soliciting or attempting to solicit any student to engage in sexual activity for compensation or reward; and
 - (3) subjecting, or threatening to subject, a student to unwelcome sexual attention or conduct or intentionally making success in school more difficult because of the student's gender, gender identity, or sexual orientation.

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C. Display of publications anywhere within the School's control such as:

- (1) Displaying pictures, posters, cartoons, calendars, graffiti, objects, promotional materials, reading materials, music or other materials that are sexually suggestive, sexually demeaning, or pornographic
- (2) displaying or publicizing, in the classroom environment, materials that are sexually revealing, sexually suggestive, sexually demeaning or pornographic;
- (3) displaying signs or other materials purporting to segregate a student by gender in any area of the school (other than rest rooms and similar semi-private lockers/changing rooms); or
- (4) possession of such material in a manner that it is reasonably foreseeable that they might be seen by others.

Exceptions shall be made in situations where nudity or sexually explicit language is necessary to convey a message important to public health and/or safety or where they are pedagogically appropriate.

Subject to the foregoing exceptions, visual material shall be presumed to be sexually suggestive if it depicts a person of either sex who is nude or seminude and/or who is posed for the obvious purpose of displaying or drawing attention to private portions of his or her body.

D. Sexual Favoritism. Impact on other students:

The granting or withholding of school opportunities and benefits including, but not limited to, assignments, discipline, and evaluation constitutes sexual harassment when it is based on sexual favoritism, and is prohibited.

E. Other Forms of Prohibited Sexual Harassment:

Other conduct that has the purpose or effect of unreasonably interfering with a student's work performance or learning conditions on the basis of gender, gender identity, or sexual orientation may also constitute sexual harassment, and therefore, is prohibited. Examples of conduct which, when based upon gender, gender identity, or sexual orientation, constitute prohibited sexual harassment include:

- (1) Assigning disagreeable or unsafe duties; or not making comparable assignments that would tend to disadvantage a student's development;
- (2) withholding information, materials, equipment or supplies which are necessary for the efficient performance of an assignment;
- (3) unreasonably failing to cooperate or assist students with school-related matters;
- (4) interfering with a student's efforts to satisfactorily complete an assignment;
- (5) maintaining unequal standards of performance;
- (6) ostracizing students, or otherwise making it known to students that they are not welcome because of their gender, gender identity, or sexual orientation; or
- (7) referring to students by sexually denigrating or insulting names because of their gender, gender identity, or sexual orientation.

F. Retaliation for sexual harassment complaints. Examples of retaliation may include:

- (1) Arbitrary discipline, threats, unwarranted change of assignments, providing inaccurate information, or failing to cooperate or discuss school-related matters with any student because that student has complained about, been a witness to or resisted harassment, discrimination or retaliation; and
- (2) intentionally pressuring, falsely denying, lying about, or covering up or attempting to cover up conduct such as that described in any item above.

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Procedures for Making Complaints

The School is committed to resolving these complaints as quickly and efficiently as possible. Persons who believe they have been sexually harassed, or have knowledge that others have been sexually harassed, are encouraged to contact the CEO. Should the CEO be the person accused of the sexual harassment or should the complainant feel that the CEO is in some way responsible for the sexual harassment, the complainant may bring his/her concerns directly to the attention of the Board President, who will follow the procedures outlined below. Staff making reports should notify the CEO. Students can make reports to the nurse, any teacher, the counselor, the Dean or the Principal. All staff members are required to make an immediate report to the Dean or the Principal within 24 hours. If a report is made to the Dean, the Dean will immediately notify the Principal.

The student may seek either an informal or formal resolution of his/her complaint:

A. Informal

The student or his/her parent may request that the CEO intervene by notifying the alleged offender that the specific offensive behavior(s) will not be tolerated. In such case the CEO must discuss the matter with the alleged offender, and, if warranted require that he/she participate in non-disciplinary counseling. The CEO shall document actions taken in writing. Copies will also be forwarded to the Board President. The accused, if he/she is a student shall have the right to have his or her parent present during the interview.

B. Formal

An individual who believes that he/she has been sexually harassed or parent who believes that his/her child has been sexually harassed can file a complaint requesting an investigation into the allegation. Formal complaints shall be taken in writing and signed by the complainant. A thorough and complete investigation shall be conducted by the CEO.

To the extent possible and allowed by law, confidentiality shall be maintained within the confines of the investigation of the alleged prohibited behavior. The complainant must recognize, however, that his or her identity must be revealed to the accused, and possibly other witnesses, as part, and within the confines, of the investigation. All parties will be treated with dignity and be provided due process.

Procedures for Investigating and Resolving Complaints

A. Role of CEO

The CEO conducts a thorough and complete investigation. The CEO shall seek advice and assistance from the Board of Trustees if the CEO believes that he/she lacks the capacity to conduct a thorough and complete investigation of the alleged misconduct. If the CEO or is the alleged harasser or is alleged to have been responsible for the harassment, the Board President shall conduct the investigation.

B. Conducting Investigations

The CEO, after receiving a complaint of sexual harassment, shall take the details of the complaint in a written statement and have the complainant sign and date it. Copies of this document will be forwarded to the Board of Trustees. All complaints of sexual harassment against an employee or student shall be received, investigated and disposed of in accordance with the procedures set forth in this Policy. Complainants and the accused shall be notified of the final disposition/action taken.

If the complaint involves sexual assault, rape or conduct of a criminal nature, the Philadelphia Police Department shall be immediately contacted and be asked to make a formal report of the incident. If there is any question of whether the conduct complained of constituted criminal activity, the President of the Board of Trustees should be immediately contacted and consulted.

The CEO shall attempt to secure statements from all participants in, and witnesses to the alleged incident. The accused, if he/she is a student, shall have the right to have his/her parent present while his or her statement is being taken.

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All reasonable efforts shall be made to complete the investigation within ten (10) days from the date the complaint was first formally lodged.

If the charge is substantiated, the CEO shall determine the appropriate level of discipline consistent with the School's policy against sexual harassment. Such discipline as is deemed appropriate will be initiated in accordance with School disciplinary procedures. Documents regarding substantiated charges of sexual harassment against an employee shall be placed in the accused employee's personnel file. Documents regarding unsubstantiated charges shall not be placed in personnel files, but shall be maintained by the Board of Trustees in a confidential file established expressly for retaining complaints of sexual harassment against students.

C. Training

It is the responsibility of the School to insure that all staff fully understand and adhere to this policy.

CONCLUSION

If any section of this procedure is declared invalid, the remaining sections shall remain valid and unaffected.

POLICY ON BULLYING AND HARRASSMENT PREVENTION

Whereas the Board of Trustees of Independence Charter School values a school setting in which all students feel safe and free from bullying and harassment, and whereas, the Board of Trustees of ICS has adopted the Responsive Classroom and Developmental Design models for supporting students and teachers, and whereas all teachers have participated in appropriate training in these methods be it hereby resolved that any incident of documented bullying or harassment will be followed by appropriate consequences as listed in the student Code of Conduct and that such student conduct will be assessed following consequences to ascertain cessation of bullying and/or harassment and be it further resolved that acts of bullying or harassment may conclude with suspension, probation and possible expulsion, and be it further resolved that the ICS BOT approves the Bullying and Harassment policy as stated in the ICS Code of Conduct this 10th day of December, 2008.

POLICY ON WELLNESS

The Board of Trustees of the Independence Charter School, in combination with students, parents, administrators, faculty and staff, is committed to providing a school environment that promotes and protects children's health, well-being, and ability to learn by supporting healthy eating habits and physical activity As a means to fostering such a school environment, the Board of Trustees of Independence Charter School sets forth the following goals and adopts the following Wellness Policy on Physical Activity and Nutrition.

School Health Council

- The Charter School shall create a School Health Council consisting of individuals representing the community, including, but not limited to, parents, students, administrators, members of the Board of Trustees, representatives of the school food authority, and other members of the public. The School Health Council will be charged with assisting in the development, implementation, moratoria and reviewing of nutrition and physical activity goals for the school community.
- The School Health Council will assist in evaluating the implementation of the Wellness Policy on Physical Activity and Nutrition as measured and informed by data collection and analysis. This evaluation will be conducted, at minimum, biannually.

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School Meals

- To the extent practicable, all meals served to Charter School students through the National School Lunch and Breakfast Programs will meet or exceed the minimum nutritional requirements established by local, state and federal law, as well as Dietary Guidelines published by the federal government or an appropriate governmental agency. Similarly, any foods and/or beverages sold from vending machines, through snack lines, at student stores, celebrations, athletic events, any school-sponsored or school-related event, or for the purpose of fundraising will, to the extent practicable, meet or exceed the minimum nutrition requirements.
- The Charter School will make efforts to eliminate the social stigma attached to, and to prevent the identification of, students who are eligible for free and/or reduced-price school meals.
- The Charter School will schedule meal periods at reasonably appropriate times, and will provide students with a minimum of twenty (20) minutes to enjoy their meals. In addition, the Charter School will discourage the scheduling of meetings or activities during meal times, including, but not limited to, tutoring, club meetings and/or organization meetings, unless the students will be permitted to eat during those meetings or activities.
- The Charter School will provide facilities for appropriate hygiene, such as hand-washing and brushing of teeth. Students will be discouraged from sharing foods and/or beverages with others.
- The Charter School will not use foods or beverages for the purpose of rewarding students for academic achievement or good behavior, unless such a reward system is specifically identified in a student's individualized Education Program. Likewise, the Charter School will not restrict or withhold foods or beverages for the purpose of disciplining or punishing students.
- No food of limited nutritional value; as defined by federal or state law will be offered to students, faculty or staff during school hours, or at school-sponsored or school-related activities or events.

Nutrition Education

- Nutrition education will be integrated into other areas of the curriculum, such as math, science, language arts and social studies at all grade levels.
- Nutrition education will be developmentally appropriate, interactive, and will teach skills needed to adopt healthy eating behaviors.
- Nutrition education materials will be reviewed by a qualified and credentialed nutrition professional, including, but not limited to, a School Food Nutrition Specialist or Registered Dietitian.
- Faculty and staff that teach nutrition education will have appropriate training.
- Informational materials will be provided to students and families to encourage sharing of health and nutrition information, and to encourage healthy eating in the home.
- Any marketing of foods and/or beverages undertaken by the Charter School will be consistent with established guidelines and/or standards.

Physical Activity

- Physical activity will be integrated across curricula with activities that are safe, enjoyable and developmentally appropriate for all students in all grades.
 - All students will be given opportunities before, after, and throughout the school day for physical activity through physical education, recess periods and integration of physical activity into the curriculum.
 - Faculty and staff will be appropriately framed in integrating physical activity into the various curricular areas.
 - Students will be encouraged to participate in physical activity outside of the school environment, in both competitive and non-competitive environments.
 - Organized physical activity will be offered and encouraged at school-sponsored or school-related events.
 - To the extent practicable, Charter School facilities will be made available to students, faculty, staff and the community for the purpose of offering physical activity and/or nutrition programs.
- Physical activity will not be used or withheld as punishment:

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

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POLICY ON PARENT INVOLVEMENT - all parents are encouraged to sign this policy upon student enrollment

In choosing to send their children to Independence Charter School (ICS), parents are opting to work with the school in planning for and supporting the best possible educational experience for their children. ICS is a parent-founded charter school and, therefore, has a strong commitment to and expectation of parent involvement. Avenues of parent participation include, but are not limited to:

- Board of Trustees participation- ICS reserves specific Board seats for parents
- Partners in the educational process- In addition to ensuring that their children arrive punctually and attend school regularly, it is the expectation of ICS that parents will be responsive to communications from the school regarding concerns about students' academic work, behavior, physical health, and social-emotional health. Further, ICS expects that parents will provide a home environment that will allow children to study, do homework and interact with their family and neighbors in exploring the world.
- Volunteering- ICS encourages parents to become active volunteers. No matter the family schedule, ICS has a way for families to stay involved. Parents act as field trip chaperones, assist during recess, plan classroom fundraisers, conduct special presentations, help with mailing and so much more.
- Committee work- parents are encouraged to participate in committee work at the Board or school level in order to ensure that a wide variety of voices are heard.
- Participation in the ICS Parent-Teacher Association- parents is urged to become active members of the vibrant ICS parent-teacher association.