



INFINITY CHARTER SCHOOL

Parent/Student Handbook

2025-2026

Address: 5404 Locust Lane, Harrisburg, PA 17109

Phone: 717-238-1880 Fax: 717-238-1190

Website: infinityschool.org

Parent/Student Handbook.....	0
2025-2026.....	0
Welcome Letter.....	4
2025-2026 Infinity Staff & Board of Trustees.....	5
Mission, Vision, Goals.....	6
Mission Statement.....	6
Vision.....	6
Infinity Goals and Objectives.....	6
Core Values.....	7
School Information.....	9
Contact Information.....	9
School Hours.....	9
School Calendar.....	10
General Information.....	10
Charter Schools.....	10
Infinity Charter School.....	11
Governance.....	12
Legally Mandated Responsibilities.....	12
Additional Responsibilities.....	13
Infinity Staff.....	13
School Profile.....	14
Educational Program.....	15
Program Components (Current or Planned).....	15
Specials.....	18
Other Support Services.....	18
Assessing & Communicating Student Progress.....	19
Assessment Procedures at Infinity:.....	19
Parent Involvement.....	21
Partnership.....	21
Infinity Volunteer Organization (IVO).....	22
Volunteer Guidelines.....	22
General Expectations.....	22
Classroom Volunteering.....	22
Other Ways to Help.....	23
Partnering Effectively with Staff.....	23
Conflict Resolution Steps.....	23
Enrollment Information.....	23
Admissions.....	23
Priority and Boundaries.....	24
Student Placement.....	24
Registration Requirements.....	24

Office Information.....	25
Change of Address/Telephone Number/Email Address.....	25
Transfer/Withdrawal.....	25
Telephone Use.....	25
Visitors.....	25
Notices/Announcements.....	25
Lost and Found.....	26
School Lunch.....	26
Attendance Policy.....	26
Absences & Absence Reporting.....	26
Excused Absences.....	27
Unlawful Absences.....	28
Inclement Weather/Early Dismissal.....	29
Arrival & Dismissal Procedures.....	29
Health Services.....	31
Student Services.....	32
Rights of McKinney-Vento Eligible Students.....	32
Additional Rights for Unaccompanied Youth.....	33
Homeless Liaison Information.....	33
Responsibilities of the Homeless Liaison.....	33
Student Behavior.....	34
Infinity Behavioral Expectations.....	34
Student Behavior Standards.....	35
Student Rights and Responsibilities.....	35
Behaviors Not Tolerated at Infinity.....	36
Due Process.....	36
Possible Consequences.....	36
Recess Guidelines.....	37
Student Expulsion, Suspension, and Due Process.....	37
In-School Suspension (ISS).....	38
Out-of-School Suspension (OSS).....	38
Expulsion / Formal Hearing.....	38
Miscellaneous.....	40
Dress Code.....	40
Student Activities.....	41
Class Parties.....	41
Student Birthdays.....	41
Spelling Bee.....	41
Geography Bee.....	41
Instrumental Music Lessons.....	41
Safety & Security.....	42

Our Emergency Plan.....	42
Emergency Plan for Incidents at Three Mile Island (TMI).....	42
Emergency Classification Levels (US Nuclear Regulatory Commission).....	43
Special Education.....	43
Child Find and Eligibility.....	43
Evaluation Process.....	43
Program Development and Consent.....	44
Confidentiality and Records.....	44
Resources.....	44
Special Kids Network.....	44
Legal Notices.....	45
FERPA Rights.....	45
Title IX.....	45
McKinney-Vento.....	45
Child Abuse Reporting & Safe2Say Something.....	45
APPENDIX A: Resources.....	46
APPENDIX B: A Bill of Rights for the Parents of Gifted Children.....	47
Handbook Acknowledgment Form.....	48

Welcome Letter

Dear Students and Families,

Welcome to a new school year at Infinity Charter School! We are excited to partner with you on this journey of intellectual, academic, and social-emotional growth.

Our mission is to operate a world-class charter school that meets the unique needs of mentally gifted students. At Infinity, we strive to create a community where education is always the first priority, and quality work, hard work, and a love of learning are at the heart of everything we do.

We believe in fostering life-long learners who take personal responsibility, show respect for themselves and others, and understand their role in contributing positively to society. Our school culture is built on core values like self-esteem, diversity, continual improvement, and being role models—values shared by students, families, staff, and our Board.

Our vision is to inspire, challenge, and engage the hearts, minds, and spirits of gifted children—helping each child put down deep roots and reach their highest potential.

This handbook will guide you through our school's policies, programs, and expectations. We encourage you to review it carefully and keep it as a reference throughout the year. Together, we can create a safe, supportive, and challenging environment where every student thrives.

Thank you for being part of the Infinity learning community. We look forward to a year of discovery, growth, and success.

Warmly,

Tammy Murphy

Tammy (Geiger) Murphy
Director/Chief Administrator
Infinity Charter School

2025-2026 Infinity Staff & Board of Trustees

STAFF

Director/Chief Administrator.....	Tammy Murphy
Director of Curriculum, Instruction, and Student Affairs.....	Heath Lettich-Ruley
School Secretary.....	Tracie Miller
Business Manager.....	Shelly Fredericks
Community Resource Coordinator.....	Alyssa Fritz
Nurse.....	Nicole Dow
Lead Teacher.....	Cindy Walker
Facilities Manager.....	Rob Reed
Kindergarten - First Grade Teachers.....	Erin Confer
.....	Pam Holl
First - Second Grade Teachers.....	Melissa Kohr
.....	Emily Eckert
Third - Fourth.....	Katie Billman
.....	Kate Crowe-Bussiere
Fourth - Fifth.....	Hollie White
.....	Josh Whitney
Sixth - Seventh.....	Kiel Eckert
.....	Brent Siegrist
Seventh - Eighth.....	Molly Comperatore
.....	Timothy Howell
Learning Support.....	Adi Lemmon & Cathay Steffy
ESL Specialist & Spanish	Laura English
School Counselor.....	Kristin Guiliano
Art Specialist.....	Mary Grissett-Havrilak
Music Specialist.....	Addison Rymar
P.E. Specialist.....	Andreja Rocknage
Library Specialist.....	Stacie Lejcar
STEM Specialist.....	Abigail Johnson
Paraprofessionals.....	Donna Leuschner
.....	Courtney Zeppuhar
.....	Michelle Frye

BOARD OF TRUSTEES

President.....	Michelle Coleman
Vice President.....	Sherry Webb
Treasurer.....	Kala Umberger
Secretary/Parent Representative.....	Chris Rocknage

Mission, Vision, Goals

Mission Statement

The mission of Infinity Charter School is to operate and maintain a world-class charter school in the Central Dauphin School District that addresses the intellectual, academic, and social-emotional needs of mentally gifted children.

Vision

The “vision” of Infinity Charter School is to inspire, challenge, and engage the hearts, minds, and spirits of gifted children in Central Pennsylvania. It speaks to our belief in, and commitment to, serving the whole child, and of finding ways to give these individuals, as Carl Sandburg said, “... the deepest possible roots and the highest possible flowering...”

Infinity Goals and Objectives

Academic

- To increase and improve pupil learning,
- To ensure that each child meets or exceeds local, state and national academic standards.
- To increase appropriate learning opportunities for each child by providing full-time instruction geared to their special needs and abilities,
- To provide ongoing professional opportunities for staff, including staff development in diverse and innovative teaching and assessment methods appropriate for gifted children, and
- To utilize different and innovative teaching and assessment methods.

Non-academic

- To prepare each child to be a lifelong learner,
- To work with parents and students concerning the students' unique social-emotional needs,
- To actively and consistently encourage parental involvement with public school education,

- To provide parents and students with expanded choices in available public educational opportunities, which may result in enrollment of children currently in home-schooling or private education settings,
- To facilitate student service to, and involvement in, the community, *and*
- To blur the boundaries between school and community and actively promote the concept that the school and the community have mutual responsibilities to each other.

Core Values

We actively work to create a school culture that includes the values, symbols, beliefs and shared meanings among parents, students, staff and the Board. The more understood, accepted and cohesive the culture is, the better the school community is able to move toward achieving its mission, vision and goals. The following are the core values embraced by the Infinity learning community:

1. Education First

At Infinity, education is our primary business. Activities that seek and support educational excellence shall be given priority over those which do not. The role of teachers is to help children learn.

2. Quality

Beginning in Kindergarten and continuing through school, the subject of quality and how it relates to schoolwork is discussed with students. Students, parents and teachers will challenge students to do their very best. It is not our goal to have students merely completing assignments without attempting to produce a quality product.

3. Hard Work

Creating high quality work is not always easy. Our staff is committed to making learning interesting, exciting, and even fun, as much as possible. However, we recognize, and want parents and students to recognize, that learning, while necessary, is not always easy.

4. Life-long Learning

We recognize learning does not begin or end with school. We want students to learn skills, which will allow them to continue to direct their own learning. The essence of this is independence and self-reliance.

5. Love of Learning

Children need to learn to love learning as its own reward. We work to encourage students to rely on internal rewards and motivations, while acknowledging some external rewards may be necessary.

6. Self-esteem

We believe self-esteem is built upon competence. We can, and will, praise children appropriately, but we will not engage in false praise. We will actively assist and encourage children in their journey toward competency. We want them to take pride in what they do well. We also want them to believe they can make a difference in the world.

7. Respect

We strive to create a climate of mutual respect among students, parents, staff and community members. Students will be expected to show respect to others, and can, in turn, expect to be treated with respect by others.

8. Personal Responsibility

We expect students to take personal responsibility for their own learning. We cannot teach them anything, if they are determined not to learn. We also expect them to take personal responsibility for their actions and to be willing to accept the consequences.

9. Responsibility to Others

Any member of a community has some responsibility to his neighbor. Our students have some special abilities that carry with them greater opportunities to serve. We want students to understand the contributions they can make to society and to act responsibly.

10. Role Models

We have high expectations for our students. We, as parents and staff, are committed to serving as appropriate role models for our students. We need to demonstrate our values to our students on a daily basis in our own behavior. We can't reasonably expect from them that which we are not willing to do ourselves.

11. Diversity

We live in a diverse society. Students need to understand and respect differences, while seeking to find common ground. Students also need to understand and evaluate

different opinions and intellectual perspectives. All of this is an integral part of our curriculum.

12. Continual Improvement

We have adopted the Japanese philosophy of *Kaizen* or continuous improvement. We acknowledge and recognize effort, celebrate the achievement of benchmarks and milestones, and strive to get better each day.

School Information

Contact Information

- Address: 5405 Locust Lane, Harrisburg, PA 17109
- Phone: 717-238-1880
- Website: infinityschool.org

School Hours

- Arrival: 7:45 AM–8:15 AM
- Instructional Day: 8:15 AM–3:15 PM

School Calendar

Monday, August 11th	Teachers Report to Work	
Monday, August 25th	Students' First Day of School	
Fri., Aug. 29th - Mon., Sept. 1st	No School	Labor Day Weekend
Monday, October 13th	No School	Teacher In-Service Day
Thurs. Oct. 23rd - Fri. Oct. 24th	No School	Parent/Teacher Conf.
Thurs., Nov. 27th - Mon., Dec. 1st	No School	Thanksgiving Break
Mon., Dec. 22nd - Fri., Jan. 2nd	No School	Winter Break
Thurs., Jan. 15th - Fri., Jan. 16th	No School	Parent/Teacher Conf.
Monday, January 19th	No School	ML King Jr. Day
Friday, February 13th	No School	Teacher In-Service Day
Monday, February 16th	No School	President's Day
Mon., Mar. 16th - Fri., March 20th	No School	Spring Break
Thurs., April 1st - Fri., April 2nd	No School	Parent/Teacher Conf.
Fri., April 3rd - Mon., April 6th	No School	Holiday
Monday, May 25th	No School	Memorial Day
Wednesday, June 3rd	Students' Last Day of School	
Friday, June 5th	Portfolio Sharing	
Tuesday, June 9th	Teachers' Last Day	

General Information

Charter Schools

Charter schools represent a fresh approach to public education. Since 1991, 45 states and the District of Columbia have authorized their creation in response to growing demands for more effective and accountable public schools. Many view charter schools

as innovative initiatives that are reshaping and improving education across the country. Some believe they foster healthy competition within the public school system, while others see them as the “research and development” arm of public education—driving new ideas and approaches. Critics, however, view charter schools as a potential threat to traditional public schools.

What is clear is that charter schools continue to grow. According to the National Alliance for Public Charter Schools, as of November 2020, there were more than 7,500 charter schools serving an estimated 3.3 million students nationwide.

A charter school is an independent public school created by local citizens and authorized by a public agency. Unlike traditional schools, charter schools have greater freedom and flexibility to design programs that meet their students’ needs. They may not charge tuition or discriminate in enrollment. Charter schools often distinguish themselves through a unique curriculum, innovative organizational structure, or specialized instructional approach that sets them apart from typical public school offerings.

Infinity Charter School

Infinity Charter School was the vision of Nancy Hall and Doug Morrow. In the fall of 2000, they partnered with two Central Dauphin parents, Cynthia Doherty and Kathleen Jessop, to write a planning grant for the school. The grant was awarded by the Pennsylvania Department of Education and helped fund the initial charter application process.

The official charter application was submitted to the Central Dauphin School Board on July 30, 2001. The Board held three public hearings, which many parents and students attended to voice their support. Despite this strong community backing, the School Board voted to deny the application on November 19, 2001.

Determined to move forward, the organizers immediately began the appeal process. Within 60 days, they collected more than 1,400 signatures from Central Dauphin residents, which were submitted to the Court of Common Pleas in January 2002 for verification. After a lengthy process, enough signatures were approved by August 2002, allowing the organizers to submit their case to the Pennsylvania Charter Appeals Board (CAB).

A hearing before the CAB took place in October 2002, again drawing significant parent and student support. On November 21, 2002, the CAB voted unanimously to overturn Central Dauphin’s denial and approve Infinity’s charter.

Because the Central Dauphin School Board refused to sign the charter, final approval required the signature of the Pennsylvania Secretary of Education. With a gubernatorial transition underway, organizers acted quickly and successfully secured the signature of the Interim Secretary of Education in late January 2003—avoiding further delays.

Throughout this challenging process, many parents remained steadfast in their support. However, some families' children had aged out of eligibility, and others became discouraged by the contentious journey. By June 2003, even Infinity's Board questioned whether enough students would enroll to open. A small group of committed parents refused to give up, launching a grassroots effort to recruit students and raise funds. Inspired by their dedication, the Infinity Board voted on July 8, 2003, to move forward.

In just seven weeks—between July 8 and August 26—the school secured and renovated a building, enrolled students, hired staff, purchased materials and equipment, and completed the countless tasks necessary to open a new school. Parents, students, and staff worked side by side to turn the dream into reality, creating not just a school, but a true community.

Infinity Charter School opened its doors in 2003 and has operated continuously ever since. Despite its difficult beginnings, ICS has developed an excellent relationship with the Central Dauphin School District. Our charter has consistently been approved for renewal since our inception. We will seek approval next in 2027.

Governance

Infinity Charter School is organized as a Pennsylvania non-profit corporation and is recognized as a tax-exempt public charity under Section 501(c)(3) of the Internal Revenue Code.

The Charter School Act requires each charter school to be governed by a board. At Infinity Charter School, this governing body is the Board of Trustees. Infinity's Board consists of four voting members, including one parent of a currently enrolled student. Employees of the school may not serve as board members. All trustees serve on a voluntary basis and are not compensated.

The Board of Trustees holds ultimate responsibility for the school. While the Board hires a Director/Chief Administrator to oversee day-to-day operations, it retains authority for governance, fiscal oversight, and evaluation of the Director's performance.

Legally Mandated Responsibilities

The Board's duties, as required by law, include:

- Evaluating school management and appointing or dismissing administrators as needed
- Setting salaries or compensation for administrators, teachers, and staff
- Overseeing and approving the school's annual budget
- Establishing school policies
- Securing new facilities or changing locations
- Approving curriculum, courses of study, and textbooks
- Adopting the school calendar
- Entering into contracts on behalf of the school

Additional Responsibilities

Beyond its legal obligations, the Board of Trustees also:

- Upholds and advances the school's vision
- Serves as advocates for all students
- Evaluates its own performance
- Acts as a focus group for school leadership
- Brings stakeholder concerns to administration
- Provides problem-solving support when requested
- Communicates regularly with parents and staff
- Serves as ambassadors and advocates for the school within the broader community

The Board operates in accordance with the school's charter. Notices of Board meetings are posted at the school's entrance and on the school website. All regular Board meetings are open to the public, while executive sessions—reserved for legal or personnel matters—are closed.

Infinity Staff

The Chief Administrator/Director reports directly to the Board of Trustees and is responsible for the overall management of the school. Serving as the school's "principal," the Chief Administrator/Director acts as the educational leader, focusing on curriculum, instruction, and the overall academic vision.

Reporting to the Chief Administrator/Director are two key positions:

- Business Manager – Oversees all financial operations of the school, including budgeting, accounting, and fiscal management.
- Director of Curriculum, Instruction, and Student Affairs – Supports the Chief Administrator/Director in leading, coordinating, supervising, and managing the school's programs and daily operations.

School Profile

Infinity Charter School
5405 Locust Lane
Harrisburg, PA 17109

Phone: (717) 238-1880

Fax: (717) 238-1190

Website: www.infinityschool.org

Grades Served: Kindergarten through 8th grade

Average Class Size: approximately 20 - 22 students

Educational Philosophy:

Infinity Charter School uses state and national curricula as a foundation while implementing innovative instructional strategies designed to meet the needs of gifted learners.

Reading Programs and Strategies:

Teachers employ a variety of methods to develop students' reading and critical thinking skills. Learning Specialists provide additional support for students who require extra assistance.

Assessments Used:

Students are evaluated using the Pennsylvania System of School Assessment (PSSA), as well as portfolios, skills checklists, and diagnostic assessments.

Special Education Programs:

Learning Specialists deliver direct services to students and support staff in meeting the needs of students with disabilities. Infinity also partners with the Capital Area Intermediate Unit to provide specialized staff and services for students with Individualized Education Programs (IEPs) or 504 Plans.

Student Discipline Philosophy:

The school promotes positive behavior by establishing clear expectations, consistent rules and consequences, open discussions with students, and regular communication with parents.

Child Care:

Infinity does not currently provide before- or after-school care.

Unique Features:

- Programs designed for intellectually and/or academically gifted students
- Foreign language instruction at all grade levels
- Continuous progress model and multi-age classrooms
- Portfolios, checklists, and Personal Learning Plans

- Frequent field trips and guest speakers
- Two Learning Specialists to support students and staff
- Strong parent involvement

Parent Participation Opportunities:

Parents may participate as Board of Trustees members or as volunteers in the library, office, playground, classrooms, fundraising, committees, and technology support, among other areas.

Educational Program

Infinity Charter School utilizes the Pennsylvania Core Standards as a foundation, while implementing innovative instructional strategies tailored for gifted students. The school sets high, rigorous standards that align with student ability, expecting students to meet or exceed both state and district benchmarks. Student achievement and program effectiveness are assessed through multiple measures, including Individual Learning Plans, student portfolios, standardized tests, and parent surveys.

Program Components (Current or Planned)

Competency-Based Progress:

Students advance upon demonstrating mastery of content or skills rather than progressing based on seat time. For example, a 4th grader who masters 6th-grade fractions and decimals can begin learning 7th-grade concepts in that area.

Flexible Ability Grouping for Skills Instruction:

Students undergo regular assessments in math and reading. Based on results, they are grouped with peers of similar ability for instruction. For instance, a 2nd grader reading at a 6th-grade level may be grouped accordingly, often within their own class. Groups are flexible and change as students develop at different rates. Tracking, which fixes students permanently in groups, is avoided.

Broad-Based Interdisciplinary Themes:

Year-long themes integrate multiple subjects—history, geography, civics, economics, science, technology, health—alongside math, language arts, music, art, physical education, and foreign language. This approach reflects real-world interconnections, reinforces skills, and engages students by providing relevant learning.

Personal Learning Plans:

Teachers collaborate with parents and students to develop measurable, individualized goals that complement but do not duplicate curriculum checklists. These goals are reviewed at each conference.

Curriculum Compacting:

Students can complete required objectives in less time by reducing practice assignments and testing out of units when appropriate.

Acceleration:

We strive to challenge students intellectually and academically. Continuous progress and homogeneous ability groupings accommodate most acceleration needs. Grade-skipping guidelines are under refinement.

Curriculum Based on Student Interests:

Gifted students often have passions beyond required curricula. Dedicated time may be provided for exploring these interests, with adult support available to guide them.

Guidance and Counseling for Gifted Students:

A school counselor addresses the unique socio-emotional needs of gifted students, assists with career exploration, and fosters leadership skills.

Metacognition Skills:

Students learn to analyze their own and peers' thinking processes, expanding their repertoire of strategies and evaluating their effectiveness.

Creative Thinking Skills:

Instruction fosters divergent thinking through brainstorming, creative problem-solving models, and activities promoting fluency, flexibility, and elaboration.

Critical Thinking Skills:

Students develop the ability to critically evaluate information sources and claims by learning to:

- Distinguish facts from value judgments
- Identify relevant versus irrelevant information
- Verify factual accuracy
- Assess source credibility
- Detect ambiguous claims and unstated assumptions
- Recognize bias and logical fallacies
- Evaluate argument strength and consistency

Problem-Finding and Problem-Solving:

Students are encouraged to synthesize creative, critical, and communication skills to solve problems and to identify emerging issues that merit attention.

Self-Directed and Lifelong Learning:

We foster joy in learning and equip students to independently access and evaluate diverse information sources beyond the classroom.

Research Skills:

Students learn to select topics, locate and evaluate sources, organize and present information, credit sources, and engage in original research like experiments or surveys.

Independent Study:

Students develop the skills necessary to work productively on self-directed projects.

Teaching Prerequisite Skills:

Teachers ensure students have foundational skills before tackling complex tasks, promoting deeper and higher-quality learning outcomes.

Brain-Compatible Learning:

Instruction incorporates neuroscience insights, leveraging children's natural drive to make sense of their world through pattern recognition and meaningful input.

Communication Skills:

Oral and written communication are emphasized to enable students to effectively share their ideas.

Futures Orientation:

Students develop skills, attitudes, and civic responsibility to shape a positive future, including critical evaluation and creative problem-solving.

Multi-Age Grouping:

Classes span two grade levels, grouping students by performance rather than strict grade divisions.

Experiential Learning:

Learning by doing is prioritized, with varied materials and equipment supporting a curriculum that goes beyond textbooks.

Utilization of Community Resources:

Community speakers, field trips, and assemblies enrich the curriculum by connecting students with resources beyond the campus.

Mentorships and Internships:

Students may be paired with experts outside the school for specialized learning, either face-to-face or virtually. Internships allow older students to explore passion areas through part-time, unpaid work.

Artist-in-Residence/Scientist-in-Residence Programs:

Professionals work on-site for defined periods, teaching classes or workshops while continuing their own work.

University/College Partnerships:

Higher education faculty may guest lecture, offer advanced or specialized courses, co-design curriculum, or supervise student teachers, enhancing educational opportunities.

Outdoor Education and Extended Field Trips:

Grade-level appropriate outdoor experiences support social development and connect with academic content, building progressively across grades.

Community Service Projects:

Students engage regularly in service activities, fostering reciprocal relationships between the school and community.

Appropriate Technology:

Technology is viewed as a tool to enhance learning and productivity. The school carefully assesses needs to select the most effective technologies, teaching students to choose the right tool for each situation.

The Internet:

Students learn to use the Internet responsibly and constructively to serve themselves and society.

Specials

In addition to the core curriculum, students participate in art, foreign language, music, library, and physical education classes at all grade levels. These are offered either one hour weekly or two half-hour sessions per week. Specialists design lessons to meet state standards, enrich the core curriculum, and engage students.

Other Support Services**Learning Specialists:**

Certified in special education, Learning Specialists collaborate with classroom teachers to support students with IEPs or 504 Plans and those needing additional academic help.

Counselor:

The counselor meets weekly with classes to address social-emotional needs, leadership, and career exploration. Small group or individual meetings occur with parental permission.

Community Resource Coordinator:

This role supports educational enrichment by coordinating community speakers, field trips, assemblies, and service activities, strengthening ties between the school and community.

Assessing & Communicating Student Progress

At Infinity Charter School, student evaluation primarily serves the purpose of individual growth. Assessment tools are used to identify each student's strengths and areas for improvement, guiding instruction and the development of personalized goals. These evaluations measure progress toward those goals and are designed to teach as well as to test. Our focus is not on comparing students to one another, but on fostering each child's unique development.

Assessment Procedures at Infinity:

Reading

At the start of the year, teachers administer diagnostic reading assessments to determine each student's current reading level. Flexible ability groups are then formed to provide instruction tailored to these levels. Committed to continuous progress, Infinity allows each student to work at their own pace, starting at their assessed level.

Math

Diagnostic assessments at the beginning of the year identify students' skills and concept mastery. Flexible ability groups are created based on these results. Since students may have uneven mastery across math standards, ongoing assessment occurs as new standards are introduced. Teachers often delay post-unit testing until after subsequent units to better gauge retention, frequently using PSSA released items to design pre- and post-tests.

Themes

Integrated themes combining history, geography, civics, economics, science, technology, environment, and ecology are aligned with state content standards. Assessment in these areas focuses on student projects related to the theme, evaluated using checklists or rubrics that address both content and presentation quality.

Homework

Unlike many schools that assign daily homework, Infinity does not assign homework for its own sake. We expect students to engage fully during the school day and also recognize the importance of "down time," especially for younger learners. Many students are also involved in extracurricular activities that can limit the time available for additional assignments.

Because instruction in reading and math is highly differentiated—with teachers planning for multiple ability groups each day—creating meaningful, individualized homework for every group would require significant additional planning and evaluation. Instead, we prioritize teacher time for high-quality instruction and feedback during the school day.

Although regular homework is not assigned, students are expected to complete any unfinished classwork at home, review material, study for assessments, and continue building skills such as reading and math fact fluency. Homework may also be assigned for theme projects that extend

beyond the classroom. Middle school students typically have more independent work and study expectations.

At Infinity, we strive to develop **self-directed learners** who **take ownership** of their growth. We encourage students to explore their interests and strengthen their skills outside of school, even when assignments are not required.

Grades

Infinity does not use letter grades. Research shows grades are unreliable indicators of student learning and often reflect relative performance rather than mastery. Letter grades fail to convey what content or skills a student has learned, their difficulty level, or areas for growth. They also lack clarity for parents or other schools and do not guide students toward improvement.

Instead, we use qualitative evaluations to communicate progress.

Report Cards & Portfolios

Infinity does not issue traditional report cards. Instead, we use student portfolios updated quarterly, including Language Arts, Math, Writing Checklists, and Personalized Learning Plans (PLPs). Conference Record Forms summarizing discussions are sent home after each parent-teacher conference.

Student Portfolios

Portfolios accumulate student work over time and transition with the student from teacher to teacher. They highlight growth rather than only showcasing best work, including samples from entire processes (e.g., writing drafts). Portfolios also document skills mastery with supporting evidence aligned to checklists. As students mature, they take greater ownership of portfolios, selecting samples and reflecting on their learning while teachers ensure all necessary documentation is included.

Checklists

We use Pennsylvania Core Standards-based checklists for language, math, and writing across grades K–8. These checklists note the typical grade level for skill mastery, enabling teachers to identify learning gaps and parents to monitor grade-appropriate progress. Multiple grade levels are included in portfolios to show if students are working above or below standard grade levels. Each quarter, teachers assess whether students exceed, meet, approach, or fall below standards.

Personalized Learning Plans (PLPs)

PLPs are developed collaboratively by students, parents, and teachers, focusing on behavioral goals, self-directed learning, and theme-related objectives rather than restating checklist skills. These plans are reviewed and revised quarterly.

Before the first conference, teachers send blank PLP forms for families to discuss and propose goals. Conferences facilitate agreement on goals, with teachers contributing recommendations to ensure PLPs remain active and useful tools.

Parent/Teacher/Student Conferences

Infinity holds Parent/Teacher/Student Conferences three times throughout the year, and Portfolio Sharing at the end of the year. Conferences last 30 minutes to allow thorough discussion of student progress. Most occur during scheduled release times, including evening options for working parents.

Students are encouraged to participate, fostering awareness of their progress and responsibility for learning. Older students increasingly lead these conferences.

Portfolio Sharing, held shortly after school ends, is student-led and serves as a portfolio review and celebration. Teachers are available for questions; multiple students may share conference times in two-hour blocks, with morning and afternoon options.

Pennsylvania System of School Assessment (PSSA)

To ensure alignment with academic standards, students participate in the state PSSA and other mandated assessments. Teaching staff engage in ongoing professional development to improve assessment practices and explore innovative evaluation methods to enhance student learning.

Monday Letters/Infinity News & Folders

A school-wide newsletter is emailed approximately every two weeks, and many school/teacher/parent communications are emailed as needed. In some grades, folders are used to send home student work, forms, and other materials.

Here's the **polished version with the full poem included** while keeping the section clear and well-organized:

Parent Involvement

From the beginning, parents have been an essential part of Infinity Charter School's success. Your time, talents, and generosity enrich our students' education and strengthen our school community. We believe that by working together, we can provide more for our children than any of us could accomplish alone.

Partnership

*I dreamed I stood in a studio,
and watched two sculptors there.
The clay they used was a young child's mind,
and they fashioned it with care.*

*One was a teacher; the tools he used
were books and music and art;
One was a parent with a guiding hand,
and a gentle, loving heart.*

*Day after day, the teacher toiled with touch,
that was careful, deft, and sure.
While the parent labored by his side,
and polished and smoothed it o'er.*

*And when at last their work was done,
they were proud of what they had wrought.
For the things they had molded into the child,
could never be sold or bought.*

*And each agreed he would have failed,
if he had worked alone.
For behind the parent stood the school,
and behind the teacher, stood the home.*

— Author Unknown

Infinity Volunteer Organization (IVO)

The IVO strengthens our school community by organizing extracurricular events, staff appreciation activities, and volunteer opportunities. Membership is open to all Infinity parents, staff, and Board members—no sign-up is required.

To get involved, contact Diane Rudy at ivo@infinityschool.org.

Volunteer Guidelines

General Expectations

- Represent Infinity with courtesy and professionalism.
- Maintain confidentiality of staff, students, and families.
- Follow the school dress code and avoid discussing your own child during volunteer time.
- Refrain from posting photos of any students (other than your own) on social media.
- Obtain required clearances (contact Alyssa Fritz, Community Resource Coordinator, for details).

Classroom Volunteering

- The teacher is the classroom authority; volunteers participate at the teacher's direction.
- Avoid classroom discipline and personal conversations during volunteer time.
- Non-enrolled siblings may not accompany volunteers.

Other Ways to Help

Infinity welcomes parents and community members as speakers or mentors to share expertise. To be added to our resource list, contact Alyssa Fritz at (717) 238-1880 or afritz@infinityschool.org.

Partnering Effectively with Staff

- Respect that teachers' primary responsibility is instruction—avoid interrupting class.
- Schedule meetings to discuss concerns; do not approach teachers during class or drop-off.
- Address concerns directly with the teacher rather than through other parents.
- Honor volunteer commitments or notify the teacher promptly if you cannot attend.
- Model respect toward teachers in front of students.

Conflict Resolution Steps

1. **Contact the teacher directly** to discuss concerns.
2. Schedule a meeting—avoid approaching teachers during class or in passing.
3. Be specific about concerns and possible solutions.
4. Follow up to review progress.
5. **If unresolved**, contact the Director to arrange a meeting.
6. **If still unresolved**, you may contact the Board Chair.

Enrollment Information

Admissions

As a Pennsylvania public charter school, Infinity Charter School cannot make admissions decisions based on intellectual or academic ability. After learning about our program, parents decide whether Infinity is the right choice for their child.

If the number of applicants exceeds available spaces, state law requires us to conduct a lottery. Information packets, including lottery dates and deadlines, are available on our website and in the school office.

Once a child is enrolled, they do not need to re-enter the lottery in future years. As a public school, Infinity is open to all students regardless of physical ability, race, creed, color, gender, national origin, religion, or ancestry.

Priority and Boundaries

Infinity Charter School must give first priority to students residing within the Central Dauphin School District. Students living outside the district may be admitted if space is available.

Student Placement

Students are placed in multi-age classrooms based on a variety of factors, including academic achievement, work and study habits, independence, discipline needs, leadership abilities, learning styles, and maintaining a balanced gender ratio.

While we understand that friendships are important, placing friends together is not a determining factor. Children are adaptable and build new friendships in any classroom, and friendships often change over time.

Class placement is a thoughtful and complex process based on the staff's best professional judgment of what will best support each child's educational needs.

If, after your child has attended Infinity for at least six weeks, you believe acceleration to a higher grade is appropriate, you may request a meeting with the Director to review the guidelines for the acceleration process.

Registration Requirements

At the time of registration, families must provide the following:

- Completed ICS Enrollment Form
- PDE Enrollment Form
- ICS Home Language Survey
- ICS Student Residency Questionnaire
- Birth Certificate
- Proof of Residency
- Immunization Records
- Proof of attendance at an informational meeting
- Verification of any sibling currently attending Infinity (if applicable)

Office Information

Change of Address/Telephone Number/Email Address

Please notify the school office (before moving to a new home) if you change your address or telephone number, email, or if you change employment. In addition, *it is important to keep all emergency names and telephone numbers current, so we can reach you in case of an emergency.*

Transfer/Withdrawal

Please notify the school office at least one week in advance, if your child will be transferring or withdrawing from school. If possible, please provide your forwarding address, and the name and address of the school your child will be attending. Families withdrawing students must complete a Withdrawal Form. Student records will be forwarded upon receipt of the request from the new school as long as there are no fines or other school property outstanding.

Telephone Use

Infinity has a telephone in every classroom. Student use of the telephone is at the discretion of individual teachers. In general, school telephones are for educational use by the students and business use by the staff. Only emergency messages will be delivered to your child. The office telephone is not for the personal use of students, except in emergencies.

Visitors

Visitors are welcome at Infinity. However, please call first to set up an appropriate time to visit, to ensure the class you wish to observe is in the building.

All visitors are required to sign in at the school office upon entering the building. Each visitor will be given a visitor badge to wear. At the end of the visit, visitors must return to the school office to sign out and leave the visitor badge in the office. Please note that parents, or other authorized volunteers, must also sign in and out at the school office and wear a volunteer badge. These procedures are designed to protect our children from unauthorized individuals, and also to document total volunteer hours.

Notices/Announcements

The Infinity School Office publishes a bi-weekly newsletter called Infinity News. This newsletter is emailed to all families of Infinity students. The newsletter includes items of interest to the school community. This is a regular means of communicating important dates, such as parent/teacher conference days, committee meeting times, fundraisers, and school release days as well as summaries of what students are learning in each class. Also included may be

reminders, thank-yous and celebration notices. Please read the newsletter to stay up to date with news and changes at school. To submit an item, call Tracie Miller at (717) 238-1880, before noon on Thursdays, so it can be approved by the Director and included in this publication.

Lost and Found

Every effort is made to return lost articles to the rightful owner. Clothing and other items worn, or brought, to school are easier to return, if marked with your child's name. Found items are placed in a 'Lost and Found' box. Students and parents may check the box for lost articles at any time. All unclaimed items are donated to charity at the end of the school year.

School Lunch

Infinity does not have the facilities to prepare hot lunches on site. Please be sure to pack a lunch and snacks for your child/ren. If a child forgets a lunch, we do have peanut butter, jelly, and bread available. Students have an option of ordering a slice of pepperoni or cheese pizza for lunch on Fridays. Students may also order subs or pretzel sandwiches on Mondays. Parents are strongly discouraged from bringing fast food to school for students who forgot their lunch. Students are permitted to bring a water bottle to school and drink water in the classrooms throughout the day. Parents may send juice for lunch only, if desired. Please do not allow your student to bring beverages other than water or juice to school. This includes coffee products, energy drinks, sodas, etc. as these are not permitted.

Attendance Policy

A meaningful portion of your child's education comes from active classroom participation, collaborative activities, discussions, and relationships with peers and teachers. Consistent daily attendance is essential for students to receive the full benefits of the Infinity learning experience.

Parents and students share the responsibility of ensuring attendance in accordance with the Infinity school calendar. Excessive or inconsistent attendance may lead to a meeting with the Director to develop a plan for improvement.

In compliance with state law, students with ten consecutive unexcused absences must be removed from the school's enrollment and may no longer attend Infinity.

For more details, please refer to Infinity's Student Attendance Policy (#303).

Absences & Absence Reporting

Children who are ill should remain at home. Sending a sick child to school may worsen their condition and may expose other students to potential illness. As we say at Infinity, "Rest at home is best."

For the safety and well-being of all students, parents should email or call the school office at (717) 238-1880 before 8:45 a.m. on the day their child will be absent for any reason. If the office does not receive notification, staff will contact the parents.

If your child will be absent for more than one day, please notify the school each day of the absence.

For absences due to reasons other than illness (doctor's appointments, religious observances, family trips, etc.), we ask that parents inform both the office and the child's teacher in advance.

Because classroom instruction often involves activities and discussions that cannot be replicated, not all missed content can be made up. Your child's teacher will let you know which assignments or work, if any, can be completed at home.

Excused Absences

A student absence is considered excused under the following circumstances:

- Illness
- Family Emergency/Death of a Family Member
- Participation in a musical performance in conjunction with a national veterans' organization or incorporated unit for an event or funeral. The national veterans' organization or incorporated unit must provide the student with a note in advance of the absence indicating the date, location and time of the event or funeral.
- Medical or Dental Appointments (though the Charter School encourages these visits to occur outside of school hours whenever possible)
- Authorized School Activities
- Pre-approved religious instruction (limit 36 hours per year)
- Bona Fide Religious Holiday
- Prearranged absences for purposes of accompanying parents on trips upon receipt of a written request from the parents. (The written request by the parents shall include the purpose of the trip, an itinerary of travel, and the period of absence. Students will be required, at the convenience of the teacher, to complete all work missed due to prearranged absence for a trip. Preapproved educational trips/activities are limited to a total of five (5) days per school year. Trips may not be taken during the first, or last, seven days of the school year, nor during the days PSSA tests are scheduled.)

NOTE: We STRONGLY discourage week-long trips, due to our unique curriculum. Since we do not use textbooks at Infinity, it's extremely difficult for students to make up missed work. We simply don't have textbooks for the children to read and 'catch up.' This causes an unnecessary burden for students, parents, and teachers. We would greatly appreciate it if you scheduled vacations during our two-week winter break, our week-long spring break, or over summer vacation.

- Excusals for "Other urgent reasons" shall be determined at the sole discretion of the CEO.

- When the student is required to leave school for the purposes of attending court hearings related to their involvement with the county children and youth agency or juvenile probation office.
- If the student is absent due to participation in a project sponsored by an organization that is eligible to apply for a grant under the Pennsylvania Agricultural Fair Act.
- If a student is dismissed from school during school hours for health-related reasons by a certified school nurse, registered nurse, licensed practical nurse or a school administrator.
- For the purpose of obtaining professional health care or therapy service rendered by a licensed practitioner of the healing arts in any state, commonwealth or territory.
- Where the CEO or his/her designee has approved an attendance plan necessitated by rare and extraordinary circumstances.

Unlawful Absences

All absences are considered unexcused/unlawful until the School receives a written note or email documenting a valid reason for the absence, as detailed above

Parents/guardians and students shall submit the required excuse note **within three (3) calendar days of the absence**. The failure of the parent/guardian to provide written excuse within three (3) calendar days of this notice will cause the absence to be permanently categorized as “unlawful” and will trigger the procedures set forth below.

- **First & Second Unlawful Absence:**

The school CEO, assistant principal, or designee shall send a notice of unlawful absence to the student’s parent/guardian, which describes the consequences of a child violating compulsory school attendance requirements. In addition, the name and telephone number of a designated school official shall be included so that parents/guardians are able to contact a specific person to request assistance in resolving the child’s absenteeism.

- **Third Unlawful Absence:** Within ten (10) school days of a child’s third unlawful absence, the school principal, assistant principal or designee shall send an Official Notice of Truancy. Included in this notice shall be a description of the consequences if the child becomes habitually truant. This notice may include the offer of a school attendance improvement conference, and shall be in the mode and language of communication preferred by the parent in parental relation to the child. When transmitted to a person who is not the biological or adoptive parent, such notice shall also be provided to the child’s biological or adoptive parent if the parent’s mailing address is on file with the school and the parent is not precluded from receiving the information by court order.

Inclement Weather/Early Dismissal

Infinity follows the Central Dauphin School District's decisions regarding school closures or delays due to inclement weather. Only the Director has the authority to approve school closure. If a closure occurs before the school day begins, announcements will be made through local media outlets, including television and radio stations. Additionally, families will receive automated phone calls and/or text messages. You can also check for delays or closures on Infinity's website at www.infinityschool.org.

If school must close after the day has started, students will only be released following our established "Release of Students" procedures.

Because inclement weather may affect dismissal times differently across school districts, we send automated messages with specific dismissal information to families living outside the Central Dauphin School District. Families within Central Dauphin will also receive automated calls or texts.

In the event of an early dismissal, students will be sent home using their usual method of transportation unless the office has been otherwise notified. For example, if an early dismissal occurs on a Tuesday and your child normally rides the bus on that day, they will be sent home by bus unless you inform the office of alternate arrangements.

Arrival & Dismissal Procedures

School Hours

Classes run from 8:15 a.m. to 3:15 p.m., Monday through Friday.

Arrival and Departure

Arrival time is between 7:45 a.m. and 8:15 a.m., and departure is between 3:15 p.m. and 3:30 p.m. Since there is no supervision before or after these times, families are not permitted to drop their students off early or pick them up late. Unsupervised children are at risk for safety and health concerns.

If you drive your child(ren) to school, two drop-off options are available:

1. **Kiss and Go:** If your child can exit the vehicle independently, please drive behind the building and drop them off along the sidewalk behind the school. Pull up as far as possible to allow other cars to follow. While staff are available starting at 7:45 a.m., we encourage you to wait until 8:00 a.m. if possible.
2. **Stop and Help:** If your child needs assistance exiting the vehicle, please park in the lot just past the second light post and escort your child to the building, using the sidewalks

and crosswalks.

For dismissal (3:15 p.m.), there is one pick-up procedure for car riders: park at the bowling alley and walk to meet your child. Vehicle traffic is not permitted in the parking lot during dismissal. Always use sidewalks and avoid cutting through yards or parking lots.

Please notify Mrs. Miller by 2:00 p.m. on any day you plan to pick up your child early, preferably via email. She will confirm your message so your child will be ready for pick-up rather than placed on their usual bus. For regular pick-ups (daily or specific days each week), Mrs. Miller can add your child to the "Everyday Pick-Up List," eliminating the need to notify the office each time.

Building Access

All entrances are locked for security. The main entrance is at the front of the building and equipped with a security camera. Ring the buzzer and the school secretary will admit you after verifying your identity. Visitors must sign in and wear a visitor's badge before going to classrooms or other areas.

Before and After School Care

Infinity currently does not provide before- or after-school care.

Tardiness and Early Departure

If your child arrives after 8:15 a.m. or leaves before 3:15 p.m., a parent or guardian must come into the office to sign them in or out.

Transportation/Carpooling

School districts within a ten-mile radius that provide transportation for their students are required to offer bus service for students attending Infinity.

Release of Students

For your child's safety, we must know to whom each child is released. Written permission is required if your child is going home with someone not listed on their emergency card. Verbal permissions, including phone calls or faxes, cannot be accepted. Students who walk or bike to and from school do so at their own risk and must provide written permission. Please note, the school does not provide crossing guards.

Late Pickup

On rare occasions when a child is not picked up on time, we will first call the parents or guardians listed on the emergency card, then the emergency contact. If no one can be reached after one hour, the school will contact the police, who may then refer the child to Social Services.

Health Services

Health and Medication at School

Infinity employs a full-time nurse to provide health services for our school community. First aid kits are available in every classroom, and teachers are trained and certified in First Aid and CPR.

If your child is ill or injured beyond what first aid or simple comfort measures can address, the parent or designated adult listed on the child's emergency card will be contacted to pick up the child or take them to a doctor. It is essential to keep the school informed of any changes in your contact information to ensure timely communication in emergencies.

If a contagious disease is suspected, the school will notify parents and send the child home to prevent further spread.

Parents should inform teachers, the school nurse, and the office of any special health concerns regarding their child.

Please do not send your child to school if they are ill. If your child has had a fever of 100°F or higher, they must remain home until their temperature stays below 100°F for at least 24 hours without the use of fever-reducing medication. Additionally, there should be no vomiting or diarrhea for 24 hours before returning.

Medication Administration

If your child requires prescription or over-the-counter medication during school hours, the following steps must be followed:

- Submit a completed "Authorization for Medication during School Hours" form, available on our website or from the nurse or school office. This form must be signed by both the physician and the parent.
- All medications must be hand-delivered to the school by a parent, guardian, or responsible adult. Please provide the medication and signed authorization form to the nurse or administration upon arrival. Under no circumstances should children carry any medications (including over-the-counter items such as Advil, Tylenol, cough drops, or eye drops).
- Medication containers must be clearly labeled with the student's name, dosage instructions, and administration times, as provided by the physician or pharmacist.
- Medications are for school use only. Please request a separate prescription container labeled "For School Use Only." For students using inhalers for asthma, please also provide a doctor's prescription specifically for school use.

These procedures apply to all medications administered during school hours. When possible, discuss with your doctor if medication can be given during lunch. Special arrangements can be made with the school nurse for other administration times.

Health Screenings

Our nurse conducts health screenings following state guidelines, including:

- Vision (Grades K-8)
- Hearing (Grades K, 1, 2, 3, 7)
- Height and Weight (Grades K-8)
- Body Mass Index (BMI) (Grades K-8)
- Scoliosis (Grades 6 and 7 only)

If you prefer your child not participate in these screenings, please contact the Director.

Student Services

Support for Students Experiencing Homelessness: The McKinney-Vento Act

Under the federal McKinney-Vento Homeless Assistance Act, children and youth who have been displaced from stable housing and live in temporary or inadequate situations are entitled to specific rights and protections within public schools.

This includes students who are temporarily:

- Sharing housing due to loss of housing, economic hardship, or similar reasons
- Living in a car, park, hotel/motel, or campground
- Residing in shelters or transitional housing
- Living without a parent or guardian as unaccompanied youth
- Children of migrants, refugees, or other immigrants in any of these situations

Rights of McKinney-Vento Eligible Students

Students who qualify under McKinney-Vento have the right to:

- Stay in their current school or transfer to the school where they are temporarily living
- Immediate school enrollment, even without usual documentation such as a birth certificate
- Transportation to and from school and school-sponsored activities
- Participate in all school programs, including supplemental and special education services

- Access Early Head Start, Head Start, Early Intervention, and other preschool programs when eligible
- Free breakfast and lunch
- Assistance with school-related expenses such as supplies and uniforms
- Support with college planning
- Referrals to community agencies and resources
- Appeal decisions about their eligibility or school placement through Pennsylvania's Education for Children and Youth Experiencing Homelessness Program
 - Families will receive written notice explaining decisions and the dispute process, including the right to keep their child enrolled during any dispute
 - The homeless liaison will support families throughout this process

Additional Rights for Unaccompanied Youth

Unaccompanied youth — students living without a parent or guardian in any of the temporary housing situations described above — have additional rights, including:

- Enrolling and attending school without a parent or guardian
- Assistance with grade promotion and graduation requirements
- Support with college planning and applying for federal financial aid (FAFSA) independently

Homeless Liaison Information

Every public school designates a homeless liaison to identify and support eligible students and ensure they receive all their rights and services.

At Infinity Charter School, the homeless liaison is:

Kristin Guiliano

Email: kguiliano@infinityschool.org

Phone: 717-238-1880

Responsibilities of the Homeless Liaison

The liaison is responsible for:

- Identifying children and youth experiencing homelessness through outreach and coordination with other agencies
- Ensuring enrollment and equal opportunity to succeed in school
- Helping families access educational and related services, including Early Head Start, Head Start, and Early Intervention programs
- Providing referrals for health care (dental, mental health, substance abuse), housing, and other supports

- Informing parents and guardians about available educational opportunities and encouraging their participation
- Posting public notices about educational rights for homeless students in accessible locations such as schools, shelters, libraries, and soup kitchens
- Mediating enrollment disputes
- Informing families about available transportation services and assisting with access
- Providing professional development and support to school staff working with homeless students
Collaborating with regional offices and community agencies to support students
- Collecting and reporting data on homeless students as required by state and federal laws

Student Behavior

Infinity Behavioral Expectations

Infinity believes that clear behavior expectations, paired with strong academics, create the best learning environment for all students. We have identified eight key expectations for students, staff, and parents:

1. **Work Habits/Time Management** – Develop and use productive work habits.
Complete work to the best of your ability, strive for excellence, honor time commitments, arrive prepared, work cooperatively and independently, and persevere through challenges.
2. **School Climate** – Contribute to a positive school environment.
Participate in learning, involve parents and the community, communicate expectations clearly, be sensitive to others, use polite language and behavior, show self-discipline, and follow school rules.
3. **Dress** – Dress appropriately for the school environment.
Be clean, neat, and safe; dress in a way that is respectful and appropriate for school activities; follow the Infinity Dress Code.
4. **Physical and Emotional Safety** – Help maintain a safe environment.
Resolve conflicts peacefully, keep the school free of weapons and harmful substances, and prevent intimidation, discrimination, or harassment.
5. **Respect for Grounds and Property** – Take care of school and personal property.
Use materials properly, care for school property, and respect others' belongings.
6. **Integrity and Responsibility** – Be accountable for your actions.
Take responsibility, be honest, set meaningful goals, serve others, take initiative, and

make good decisions.

7. **Diversity** – Respect differences in others.
Treat everyone with fairness and compassion, value diversity, and encourage understanding of others in the curriculum.
8. **Communication** – Communicate effectively and respectfully.
Speak and write with positive intent, be open and truthful, express ideas clearly, communicate promptly, and address concerns directly with the appropriate person.

Student Behavior Standards

*See [Student Code of Conduct, Policy 309](#) for more details.

Infinity's Behavior Standards outline student rights and responsibilities in a positive way. We avoid the term "discipline policy" because our focus is on learning and growth, not punishment.

We ask families to review these standards with their children. If you have concerns, please contact the Director to discuss them. We believe children who learn problem-solving skills early develop lifelong abilities to make thoughtful decisions.

Our behavior plan is based on these principles:

- Children should learn from their experiences.
- Children should solve problems without creating more problems for others.
- Children should do as much thinking about their behavior as the adults do.
- Children should think, make decisions, and accept the consequences of their actions.
- Consistent, logical consequences help children understand they have control over their choices.

In order for school to be a safe, happy place for learning, we need to honor everyone's rights, act responsibly, and follow certain rules. We have implemented a schoolwide behavioral expectations program that allows all students to **SOAR at Infinity**. **SOAR** is an acronym that stands for Safety, Ownership, Active Cooperation, and Respect. All of the Student Rights and Responsibilities listed below fall into one of these **SOAR** expectations.

Student Rights and Responsibilities

- **Safe Environment** – I have the right to learn in a safe place and the responsibility to help create that safe place by not bringing weapons or unsafe items to school or hurting others.

- **Fairness** – I have the right to be treated fairly, no matter my differences, and the responsibility to treat others fairly in return.
- **Respect** – I have the right to be treated with respect and the responsibility to treat others the same way. Name-calling, insults, and put-downs are not acceptable.
- **Property** – I have the right to expect my belongings to be safe and the responsibility to respect the property of others.
- **Communication** – I have the right to share my side of a disagreement and the responsibility to listen to others.
- **Mistakes** – I have the right to try new things and make mistakes without being made fun of, and the responsibility to challenge myself and learn new skills.
- **Education** – I have the right to a free and appropriate education, and the responsibility to attend regularly, arrive on time, and put forth my best effort.

Behaviors Not Tolerated at Infinity

- Intentional hitting or physical abuse
- Damaging or stealing property
- Bringing dangerous objects to school
- Leaving the room or school grounds without permission
- Disrespectful or abusive language, gestures, or name-calling
- Defiance or refusal to follow directions
- Threats to self or others
- Continuous disruptive behavior that interferes with learning or teaching

Due Process

*See [Student Code of Conduct, Policy 309](#) for more details.

All students are entitled to:

1. Verbal or written notice of the rule or charge.
2. An explanation of the evidence.
3. A chance to share their side of the story.

Possible Consequences

*See [Student Code of Conduct, Policy 309](#) for more details.

- Warning

- Written reflection
- Conference with teacher or Director
- Conduct Report
- Loss of privileges
- Behavior contract
- Counseling session
- Conflict resolution
- In-school community service
- In-school suspension/detention
- Out-of-school suspension
- Formal Remedial Discipline Plan
- Changes to the student's learning plan
- Referral to law enforcement
- Expulsion

Recess Guidelines

To keep recess safe and enjoyable:

- Leave the playground only with permission.
- Use equipment properly.
- Keep hands, feet, and objects to yourself.
- Include only those who want to participate in games.
- Follow directions from adults on duty.
- Be respectful to others, the playground, and school property.
- Bring in all toys and equipment after recess.
- Bring found items to Lost and Found.

Enforcement Procedures:

- Physical/verbal aggression: immediate referral to staff.
- Other misbehavior:
 - 1st offense: verbal prompt or warning
 - 2nd offense: walk along the play area perimeter or time-out (2–10 minutes based on age/severity).
 - 3rd offense or continued issues: referral to classroom teacher.

Student Expulsion, Suspension, and Due Process

*See [Student Code of Conduct, Policy 309](#) for more details.

Infinity ensures that all students are treated fairly and given due process in disciplinary situations.

In-School Suspension (ISS)

- May only be assigned by the CEO/Director or Board of Trustees.
- The student must be told the reason and given a chance to respond before the suspension begins.
- Parents/guardians will be notified.
- If ISS lasts longer than 10 days, an **informal hearing** will be held before day 11.

The informal hearing includes written notice, sufficient time to prepare, the right to question witnesses, and assignments provided during suspension.

Out-of-School Suspension (OSS)

- May only be assigned by the CEO/Director or Board of Trustees.
- Students will be told the reason and allowed to respond. If safety is at risk, prior notice may not be given.
- Parents/guardians receive written notice.
- If OSS lasts more than 3 days, an informal hearing will be offered.
- OSS cannot exceed 10 consecutive school days.
- Students may make up missed work in line with school procedures.

Expulsion / Formal Hearing

- Expulsion (removal for more than 10 days, including permanent removal) requires a **formal hearing** by the Board of Trustees.
- Until the hearing, students remain in class unless suspended or found to be a threat to others

During the formal hearing:

- Parents/guardians receive written charges by certified mail.
- The student may have legal counsel, see evidence, question witnesses, and present their own witnesses.
- A written or audio record will be kept. Families may request a copy at their expense.
- The process will be completed promptly.

INFINITY CHARTER SCHOOL
Student Conduct Report

Student Name _____ Grade _____ Date of Incident _____

Classroom Teacher _____ Date Parent Contacted _____

By phone _____ By note home _____

Report Completed by _____

Parents will be notified as soon as possible, if their child is involved in any situation requiring a student conduct report. After notification, parents will be asked to become involved with Infinity staff in correcting the problem(s). Efforts will be made to ensure consequences will be logical, reasonable, and respectful, designed to help the student change his/her behavior.

Inappropriate Behavior (including, but not limited to):

_____ Disrespectful/abusive language, gestures/name-calling	_____ Cheating/Lying
_____ Bringing dangerous objects/weapons to school	_____ Threats to self or others
_____ Intentional hitting, or physical abuse	_____ Damaging/stealing property
_____ Defiance/refusing to follow directions	_____ Throwing inappropriate objects
_____ Continuous disruptive behavior that interferes with students' right to learn and teachers' right to teach	
_____ Other. Explain: _____	

Summary of Behavior/Incident:

Action Taken/Strategies for Resolution (may include, but are not limited to):

_____ Warning	_____ Conference with teacher
_____ Opportunity to cool down/reflect	_____ Conference with counselor
_____ Written reflection by student	_____ Conference with Director
_____ Loss of privileges	_____ In-school suspension/detention
_____ Written behavior contract	_____ Out-of-school suspension
_____ Conflict resolution with those involved	_____ Modification of personal learning plan goals/objectives
_____ Formal remedial discipline plan	_____ Other _____
_____ Referral to Law Enforcement	

Parent/Guardian Signature

Date

Parent Phone Number

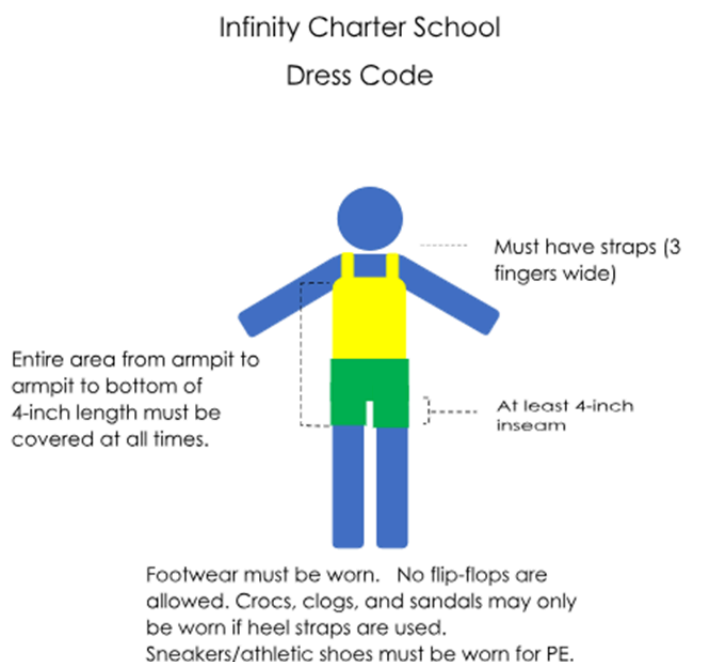
Miscellaneous

Dress Code

School is a place for learning, and how students dress can influence focus, behavior, and pride in themselves and their school. All students are expected to follow the dress code during the school day and at school events.

If a student violates the dress code during school, parents may be asked to bring appropriate clothing, or the student may need to wear an item from the lost and found. If a student is dressed inappropriately at a school event, they may be required to leave.

We also ask all adults visiting the school or attending school functions to follow the same standards to ensure consistency and set a positive example for students.



Please note:

Sunglasses, hats, hoods, and gloves are for outdoor use, and are not to be worn indoors.

Clothing may not depict anything that is prohibited by the school.

Students wearing leggings or tight-fitting pants (such as yoga pants) must wear a shirt or top that provides sufficient coverage of their backside. Leggings must be opaque and not see-through.

Undergarments should not be visible through clothing.

No tails or animal ears are to be worn.

Headbands may not have ears, pom poms, unicorn horns, etc.

Student Activities

Infinity encourages parent involvement in organizing after-school programs and activities. While classrooms are often used by teachers after school, parents have successfully organized programs such as Destination Imagination, Odyssey of the Mind, and the Technology Student Association (TSA). Parents who wish to start an activity must submit a proposal to the Board of Trustees for approval.

Class Parties

We host three school-wide parties each year:

- Fall (near Halloween)
- Before Winter Break
- Valentine's Day

Parties are from **2:30 p.m. to 3:00 p.m.** Parent volunteers coordinate treats and activities with the classroom teacher. If you'd like to help with parties or volunteer in any way, please contact Alyssa Fritz, our Community Resource Coordinator.

Student Birthdays

Birthdays are special, and teachers recognize students in a simple, meaningful way—such as having the class sing “Happy Birthday.”

Families may send small store-bought treats with ingredient labels (due to allergies). Examples include cupcakes or cookies. Please keep snacks minimal so the focus remains on academics.

If you plan to invite classmates to an outside party, invitations should be mailed or distributed outside of school unless every child in the class is invited. This helps prevent hurt feelings.

Spelling Bee

Students in grades 4–8 may participate in the local Spelling Bee, organized by WITF and facilitated by Stacie Lejcar.

Geography Bee

Infinity students have participated in the Geography Bee in past years, and opportunities may be available again.

Instrumental Music Lessons

Qualified instructors offer instrumental music lessons to interested students in certain grades. Lessons require a fee paid by families.

Safety & Security

Our Emergency Plan

At Infinity, we have developed an emergency plan based on the I Love U Guys Foundation's Standard Response Protocol (SRP).

The I Love U Guys Foundation is a nationally recognized organization that provides simple, clear, and easy-to-follow crisis response protocols for schools. Their SRP focuses on standardized language and clear actions (such as Hold, Secure, Lockdown, Evacuate, and Shelter) so that students, staff, parents, and first responders all understand exactly what to do in any situation.

This model is widely respected because it is:

- Clear and Consistent – Everyone uses the same terms and steps, reducing confusion.
- Action-Oriented – Instructions are based on specific actions, not vague descriptions.
- Compatible with First Responders – Law enforcement and emergency agencies across the country are trained to recognize and respond to SRP commands.

By following the SRP, we ensure that students and staff know exactly what to do in any emergency, and that our actions align with the procedures used by local emergency responders.

Emergency Plan for Incidents at Three Mile Island (TMI)

Infinity is located just outside the 10-mile Emergency Planning Zone around the Three Mile Island nuclear facility. Because of this, our students will not be evacuated to a special location. Depending on the situation, students may:

- Be dismissed at the regular time.
- Be released early.
- Have transportation delays due to evacuations in nearby schools.
- Need to be picked up by parents if requested.

For accurate information during an incident, listen to the Emergency Broadcast System (radio: Cumulus Media and Clear Channel Stations; TV: Channels 8, 21, 27, FOX 43, and WITF). Infinity will also update our website (www.infinityschool.org) and use our parent notification

system to provide information. Please avoid calling the school, as phone lines will be used to contact parents directly.

Parents should review their family evacuation plan in advance. Communication and transportation are often the biggest challenges during an emergency.

Emergency Classification Levels (US Nuclear Regulatory Commission)

Emergencies are classified into four levels, from least to most severe:

1. Notification of Unusual Event (NOUE) – A minor event or security threat that does not require off-site response.
2. Alert – A potential or actual safety issue. Any release would be minimal and well below EPA guidelines.
3. Site Area Emergency (SAE) – Major plant failures or hostile actions that could affect public safety, but releases are not expected to exceed EPA limits beyond the site boundary.
4. General Emergency (GE) – Severe plant damage or hostile action with potential radioactive release beyond the immediate site area.

Your cooperation with school procedures is essential to keeping students safe.

Special Education

Annual Public Notice of Special Education and Related Services

To Parents of Children at Infinity Charter School,

Under federal and state laws (including IDEA, Section 504, and Pennsylvania regulations), schools are required to identify and support children who may need special education, gifted services, or accommodations as protected handicapped students. This notice explains your rights and how to access these services.

Child Find and Eligibility

Infinity Charter School, along with the local Intermediate Unit and other agencies, actively looks for children ages 3 through 21 who may need special education or gifted services. This includes children with developmental delays or disabilities who may qualify under IDEA or Section 504, as well as gifted students. If you think your child may qualify, please contact our Learning Specialist (contact info below).

Evaluation Process

Parents can request an evaluation at any time. For preschool children (ages 3–5), please contact the Capital Area Intermediate Unit #15 directly for evaluation services. We must have your written consent before starting any evaluations or providing special education services. If you disagree with the evaluation, you may request an independent evaluation at public expense.

Program Development and Consent

If your child is found eligible, an Individualized Education Program (IEP) team — including you — will develop a plan tailored to your child’s needs. You will receive a Notice of Recommended Educational Placement (NOREP) and must give written consent before services begin. You can revoke consent at any time after services start.

Confidentiality and Records

Your child’s records are kept strictly confidential in compliance with state and federal laws. No information will be shared without your consent, except as allowed by law. You have the right to review and request corrections to your child’s records. Pennsylvania has specific rules about how long testing materials like PSSA, Keystone Exams, and PASA are kept before being securely destroyed.

Resources

For more information or to request evaluations:

Infinity Charter School

5405 Locust Lane, Harrisburg, PA 17109
Phone: 717-238-1880

Capital Area Intermediate Unit #15 (Preschool referrals)

55 Miller St, Summerdale, PA 17093
Phone: 717-732-8400 ext. 8619
Email: caiureferrals@caiu.org

Special Kids Network

The Special Kids Network offers free resources and referrals to families, teachers, and professionals supporting children with special needs (ages 0–21). Call toll-free: 1-800-986-4550 for help and information.

Non-Discrimination Statement: Infinity Charter School does not discriminate based on race, color, national origin, age, sex, handicap, creed, marital status, or veteran status in employment or educational programs. All students have equal access to programs and activities.

Legal Notices

FERPA Rights

Parents have the right to access and request corrections to student records. Student information is protected under the Family Educational Rights and Privacy Act.

Title IX

Our school does not discriminate based on sex in any education program or activity. For questions, contact our Title IX Coordinator.

McKinney-Vento

Homeless students are entitled to immediate enrollment and transportation assistance. Contact the school office for support.

Child Abuse Reporting & Safe2Say Something

All staff are mandated reporters. Safe2Say Something is an anonymous reporting system available to all students and families.

APPENDIX A: Resources

Pennsylvania Department of Education
Carole Clancy, Bureau of Special Education
333 Market Street
Harrisburg, PA 17126
Phone: (717) 783-6134

Pennsylvania Association for Gifted Education (PAGE)
PAGE, Inc.
PO Box 452
Natrona Heights, PA 15065
Website: www.giftedpage.org

National Association for Gifted Children (NAGC)
1331 H Street, NW, Suite 1001
Washington, DC 20005
Phone: (202) 785-4268
Website: www.nagc.org

Renzulli Center for Creativity, Gifted Education, and Talent Development
University of Connecticut
2131 Hillside Road, Unit 3007
Storrs, CT 06269-3007
Phone: (860) 486-4826
Website: www.gifted.uconn.edu

Hoagies Gifted Education Page
Website: www.hoagiesgifted.org

Johns Hopkins Center for Talented Youth
Website: cty.jhu.edu

APPENDIX B: A Bill of Rights for the Parents of Gifted Children

By Gina Ginsberg Riggs

Parents have the right to:

1. A free public education for their gifted children.
2. An education that allows their children to reach their full learning potential.
3. Educators who understand that gifted children often learn earlier, faster, better, and sometimes differently than other children.
4. Be recognized and respected as parents of children with unique and special learning needs.
5. Be actively involved in planning their gifted children's education.
6. Access information in their child's educational file and receive clear explanations if the information contains unfamiliar terms.
7. Freely express their joys and challenges of raising gifted children.
8. Advocate for change in schools and legislation when gifted children's needs are not being met.
9. An environment that celebrates and takes pride in what gifted children can achieve—for themselves and for the benefit of society.

Handbook Acknowledgment Form

Student/Parent Handbook Acknowledgment Form

Please read the Infinity Charter School Student & Parent Handbook carefully with your child. After reviewing the handbook, sign and return this form to your child's teacher by **Friday, September 19, 2025**.

Student Name and Grade: _____

Student Name and Grade: _____

Student Name and Grade: _____

Student Name and Grade: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____

Student Signature (Grades 3–8): _____

Date: _____

By signing above, we acknowledge that we have reviewed the Student & Parent Handbook and understand the policies, expectations, and procedures of the school. We agree to support a safe and positive school environment.