
MAIN STREET HIGH SCHOOL'S

**STUDENT / PARENT
HANDBOOK**

2017-2018 SCHOOL YEAR



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MAIN STREET HIGH SCHOOL

GENERAL INFORMATION

Main Street High School (MSHS)TM was established to meet the needs of students who were not successful or who were at risk of not succeeding in the traditional high school environment. Using 21st century technology and a focus on individualized attention, MSHS offer students, who are challenged by the traditional approach to learning, the opportunity to earn a state-recognized high school diploma. This high-tech high provides students ranging in ages 15-21 a strong research-based curriculum and support for pursuing continuing education or a suitable vocation.

The program includes the following elements:

- Reading online diagnostic administered upon enrollment to identify skill gaps
- Daily targeted online reading instruction
- Evaluation of skill gaps in math and enrollment in an online remediation program as necessary
- Academic program focused on core content and graduation requirements
- Study Skills instruction
- Blended instructional model incorporating online courses and direct instruction by classroom teachers
- Strong academic support and guidance
- Regularly scheduled conferences with students
- and parents to monitor progress
- Personal and social skills development
- Life skills, values, and character education curriculum

MISSION STATEMENT

Our mission is to provide an alternative graduation path for students who are at risk through dropout intervention services that include a self-paced quality education in a personalized environment with a focus on successful postsecondary transitions.

OUR PHILOSOPHY

Every student given the right tools, support and environment, is capable of succeeding and exceeding their expectations. With the proper resources, and the flexibility to adapt and differentiate instruction, we can consistently involve students in the learning process and provide them with the right tools to successfully transition to the next opportunity they face.

GOALS

- Provide a challenging, enriching, and meaningful curriculum;
- Establish an environment that is safe and conducive to learning;
- Respect and celebrate a diverse community of learners;
- Assist students in developing good coping and problem solving skills that will allow them to meet challenges in a positive manner.
- Provide students with the tools necessary to achieve academic success, thus building the skills and confidence needed to become productive and contributing members of society.

NON DISCRIMINATION POLICY

Main Street High School™ does not discriminate regardless of a person's religion, national origin, age, race, creed, color, disability, condition, sexual orientation, or gender.

ENROLLMENT

Applications are accepted at any time of the year. Interested students must complete a MSHS application and return it to the school along with 2 proofs of residency, a copy of the student's birth certificate, Florida health and immunization records, and a copy of transcripts from grades 9 – 12. If the student has a copy of his/her transcripts, this should also be attached. Student's receiving ESE, 504, and/or ESOL services should also provide this documentation. Regarding transcripts, these records will only be used to verify transcripts and test history. (Report cards cannot be accepted.) Within five working days, the student will be notified of the enrollment status. Upon completion of the application process, the student will be scheduled for orientation. Once orientation is complete the student will sign a student contract, school/test history and be assigned an academic class and session.

LOTTERY PROCESS

The school agrees to enroll any eligible student who submits a timely application. However, if the number of applications exceeds the capacity of a program, class, grade level, or building, all applicants shall have an equal chance of being admitted through a random lottery.

EXCUSED ABSENCES

Absences shall be excused for the following reasons only

- Illness or injury of the student
- Illness, injury or death in the immediate family of the student
- Educational Opportunities which are age appropriate for the student as deemed by the principal or his/her designee
- Religious Holidays Immediate family shall be defined as listed in the United States Internal Revenue Service Guidelines.

If there is a reasonable doubt concerning the illness claimed, the principal shall be authorized to require a statement from a competent medical provider. Failure to comply with this requirement shall result in the absence being “unexcused”. The principal of a school shall have the sole discretion as to how absences shall be reported to the school. The parent or legal guardian shall report absences through a telephone call, a handwritten note, or both as determined by the principal.

In cases of excused absences, the student shall be allowed to make up the work and the teachers of the student shall give reasonable assistance. Make-up work shall be completed during a period of time equal to at least twice the time for which the absence is excused, unless more time is allowed by the teacher.

Students have the responsibility to request make up work and assignments from their teachers when they return to school after an absence and to complete the work within a reasonable length of time when the absence has been classified as excused.

PRE-ARRANGED EXCUSED ABSENCES

“Pre-arranged Excused” may be approved by the principal for absences which are excused but are 14 being planned for in advance. Excused absences are outlined in the Code of Student Conduct below. The principal shall have the final authority to grant “pre-arranged excused” absences. Situations warranting a “Pre-arranged excused” absence shall be for any absence which would be considered “excused”. Supporting documentation will be required.

Students who have a “Pre-arranged excused absence” will not be eligible for Perfect Attendance.

Approved pre-arranged excused absences may not exceed three (3) days. Students not returning from pre-arranged excused absences within five (5) days may be withdrawn for non-attendance.

Arrangements for make-up work shall be made in advance with the instructor of each class. The student is responsible for the completion of all work. Teachers of each class shall, to the best possible fashion for subject area, consider the assignments, grading materials and recording grades. Each teacher shall set a timeline for receiving the student’s work for credit; it will not exceed twice the number of days of attendance. Non-excused pre-arranged absences will be considered “accounted for unexcused” and may not be eligible for make-up work credit.

ABSENCES FOR RELIGIOUS REASONS

Students will be excused for religious holidays on those days when the religious tenets forbid secular activities on that day. Religious absences are pre-arranged absences. The parents must have declared that their student is observing the holidays of that specific religion and make their request in writing at least five days prior to the holiday.

Students will be afforded an opportunity to make up missed work without adverse school effects when absent because of a religious holiday. Within five school days prior to an expected absence for religious reasons, parent(s)/guardian(s) must notify the principal in writing and request that

the student be excused from attendance. A written excuse will not be required upon return to school and no adverse or prejudicial effects will result for any student availing herself/himself of this provision. Students will be permitted to make up missed work according to school procedures.

If questions arise regarding this rule, principals may grant the parent(s)/guardian(s) a conference or contact the religious organization for clarification, or a notarized statement from the parent or guardian of a minor student will be accepted. Parent(s)/guardian(s) may appeal the principal's decision to the Superintendent should a conflict arise.

UNEXCUSED ABSENCES

All absences other than "excused" or "permitted" shall be deemed "unexcused", and a failing grade shall be recorded for the period of the "unexcused" absence, except that students who are suspended from school during grade period exams or semester exams shall be allowed to make up these exams. Make up work may be required for unexcused absences even though no credit is allowed.

TARDY POLICY

Tardiness is the absence of a student at the time the regularly scheduled session begins. Students must notify the school if the student will be arriving to school late. Chronic tardiness will be disciplined according to the tardy policy.

VISITORS

To help ensure a safe and secure learning environment for students, all visitors are welcome during active business hours. Visitors are required to sign in at the front desk and to wear a visitor's pass. Identification is required. Additionally, all visitors must sign out before leaving the building. Faculty and staff have been instructed to escort anyone not having a pass immediately to the office for identification.

All visitors must pre-arrange, through the office, any meetings or visits with the teacher or classroom. All visits are on a limited time basis. Visits for extended time periods are discouraged. Extended visits are granted only through the permission of the Program Director/Principal. Visitors are asked not to attempt a parent-teacher conference while students are in the classroom.

MEDICATION

We do not supply or administer any non-prescription medication. If a student needs to take any medication during school hours, please completely fill out the Medical Authorization form, have the form signed by the prescribing physician and return it to our office to be placed in the student's health folder. All prescription containers must be current and match the authorized prescription. No over the counter drugs can be administered by anyone on staff.

REPORTING INJURIES/ILLNESSES

If a student is injured at Main Street High School, he/she must immediately report the injury to a teacher or the Program Director/Principal so that an Incident Report can be completed. Proper steps in reporting an injury/illness:

- Incident is reported immediately to the Program Director/Principal.
- Depending on the severity of the incident/illness may require medical treatment.
- Depending on the severity, the parent/guardian may need to be contacted immediately.
- Incident is documented on the “Incident Report” form (includes statement from witnesses if any).
- Copy of Incident Report kept at the School, and a copy submitted to Human Resources.

TRANSPORTATION

Many students choose to drive or carpool to school. Another option is to utilize the public transportation system. Main Street High School™ does not provide transportation. No employee is permitted to transport students in their personal vehicles. The school is not responsible for lost or damage to any vehicles, its accessories or contents resulting from a student’s negligence, acts of third parties (including but not limited to, theft, vandalism or collision), acts of nature, fire, accident or any other cause, while parked on the premises of the school location. For students whom attend Main Street High School and live outside the legal mileage range, a bus pass will be provided.

ELECTRONIC DEVICES

Electronic devices (cell phones, mp3 players, etc.) are NOT to be visible at any time during the school day unless staff is using them as part of an instructional activity. All electronic devices must be turned off and stored in a designated area for the school day.

INSTRUCTIONAL MATERIALS

Main Street High School™ will provide textbooks, paperback books, supplemental material, and computer access to all students. Therefore it is not necessary for students to bring backpacks or large handbags. Backpacks and handbags will be subject to search and may be stored by staff during the school session.

SCHOOL PROPERTY

A clean, safe environment is conducive to learning. It is expected that the building will remain free of graffiti, damage or misuse. We strive to maintain a healthy setting and depend on each student to uphold his/her part by showing respect for school property. It is the student’s

responsibility to report any damage or misuse of the building and/or property to the Program Director/Principal.

STUDENTS PERSONAL PROPERTY

Main Street High School™ is not responsible for any personal student materials, i.e., cell phones, tablets, laptops, musical devices, backpacks, purses, clothing, etc.

FIELD TRIPS

MSSH may offer field trips to a variety of locations throughout the school year. These trips are extracurricular activities and are not mandatory. Students are encouraged to attend whenever possible. Students who plan to attend a specific event must make a prior reservation and provide a completed permission slip, unless otherwise specified. Parents may be responsible for costs incurred while attending a sponsored event, including, (but not limited to), transportation, and meals.

STUDENTS MUST MEET THE FOLLOWING CRITERIA BEFORE THEY ARE PERMITTED TO ATTEND A FIELD TRIP

- The student must comply with all school policies
- The student must not be under any conduct restrictions
- As always, students are expected to dress appropriately. It is inappropriate for students to wear immodest, suggestive, unclean, vulgar, obscene, or distracting attire

Students should remember that when they are on a field trip or in any other public place in a school-related capacity, they are representatives of the MSSH community. They should conduct themselves in an appropriate manner at all times, as their conduct is a direct reflection on themselves, their families, and their school. Students must comply with all school policies and must follow the direction of the school staff supervising the event.

PROGRESS REPORTS

Progress reports and report cards will be issued on a quarterly basis in accordance with the district/local education agency requirements. Staff members will regularly conference with students to monitor progress and assess pacing and engagement.

PARENT CONFERENCES

Formal parent/teacher conferences are scheduled throughout the year in order to facilitate open communication between parents and teachers regarding students' progress.

MSSH maintains an open-door policy, and parents are encouraged to schedule a visit. Informal conferences or conversations are encouraged and may also be scheduled with teachers or school administration at any time throughout the year.

ACADEMIC PROGRAM

Student learning and academic achievement instructional strategies and methodology used at Main Street High School™ is met through customized academic learning. The model provides small classes, highly qualified teachers and community involvement to foster a strong network to provide educational equity and excellence. The model is designed to ensure that all students are provided the opportunity and support to succeed at completing their high school education and pursue post- secondary education and career opportunities.

The Instructional Model is grounded on individualized and differentiated instruction, teacher facilitated, with digital and paper-based curriculum that offers a blended approach of rigor and relevance, supported by research-based and data-driven practices intended to ensure learning, achievement and development of the whole student. Teachers will regularly monitor progress of their students and conduct conferences to determine interventions and remediation. Students will be assigned courses that are aligned with state and local education agency graduation requirements. Additionally, students will complete all state required tests. Individual graduation plans are established when a student enrolls in the MSSH program. These are intended to be living documents and will be revised as needed, particularly as student's complete courses and earn credits.

ADVISORY PROGRAM

Through our advisory program we help students understand themselves in light of their abilities, aptitudes, interest, attitudes, strengths, and challenges. This process is meant to assist students in the development of their potential, their decisions relating to personal, educational and vocational matters and in becoming capable of mature self-guidance. The program will:

- Assist students in achieving their potential growth;
- Enable students to obtain maximum benefit from the offerings of the instructional program of the schools;
- Aid students in identifying options and making choices in vocational and academic planning;
- Help integrate the student's experience, so that he/she can better relate school activity to life outside the school;
- Help students learn to make their own decisions and solve problems independently.

ADMISSIONS/FAMILY COORDINATOR

The Admissions/Family Coordinator is available to provide students the support needed to solve issues and problems that may arise when a student is enrolling in school. Such issues may

include a need for childcare, immunizations, shelter, court issues, conflict resolution, withdrawal from previous school, and other issues specific to each student. The Admissions/Family Coordinator is on staff to help and will keep each student's situation confidential.

MENTOR

Each student is assigned a mentor. In addition to helping the student get acquainted with the school and the classroom, the mentor will also work with the student to develop his/her educational plan. Each student's mentor is there to support, encourage and assist not only with the academic but also the social areas of need.

STANDARDIZED TESTING

Standardized testing administered by MSHS will be in alignment with state, school district, and/or Local Education Agency requirements and staff will assist in preparing students for all standardized tests. Students with IEP or 504 designations will be provided accommodation as specified in those documents and allowed by testing rules. Assessments shall provide an opportunity for students' learning to be measured. Student assessment data is used to establish and revise the school's goals for improving student learning. Assessment results will be reported to the state, parents and community as required and appropriate.

GRADES/CREDITS

Grades and credits are based upon student performance. Grades/credits will be calculated under the direct supervision of the Program Director/Principal and/or Counselor. In order to receive passing grades, students are responsible for completion of all coursework and assignments.

GRADING POLICY

Students and parents will have access to the student's grades at all times by logging on to the computer and viewing the grades through the schools' Student Information System. Official transcripts can be requested and will be available through the Data Owner's office.

Classwork is designed to show mastery of content area concepts and is supported by projects and rigorous tasks. All assessments should be graded within 48 hours of the completion of the assessment. Assignments should be graded within 72 hours of completion. Computer-based assessments and assignments that are completed through the digital curriculum will be automatically scored by the computer program, which allows the student to have instant feedback.

GRADUATION REQUIREMENTS

The required program of study for senior high school students in MSHS reflects State and District requirements, including the NGSSS/FSA for high school education. This program of study includes the required courses in mathematics, English/language arts/ESOL, social sciences, science, physical education, and career exploration as well as a range of exploratory/elective areas.

Graduation requirements are listed according to cohort year for freshmen, sophomores, juniors, and seniors, as per Section 1003.4282, Florida Statutes. In addition to meeting the requisite courses/credits and statewide, standardized assessments for graduation, students must earn a cumulative GPA of 2.0 on a 4.0 scale to graduate.

STUDENT AND FAMILY SUPPORT SERVICES

RESPONSE TO INTERVENTION (RTI) & / MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

The RTI/MTSS model is a multi-tiered approach of (1) providing high quality instruction and intervention matched to student needs, (2) using learning rate over time and level of performance to (3) make important educational decisions to guide instruction. Continuous monitoring of students' response to a series of increasingly intense interventions will facilitate the connection of students with their needed level of support to maximize the likelihood that they will demonstrate proficiency on grade-level standards.

MSHS will utilize a three-tier model of support. At Tier 1, all students receive research-based, high quality instruction that incorporates universal screening, progress monitoring, and differentiated instruction. Expectations are taught, enforced, and monitored in all settings by all adults. Student performance data informs the process of differentiating instruction to meet their needs. Students whom do not respond positively to Tier 1 supports will be identified, referred to the RTI/MTSS coach at Tier 2 and provided interventions to support their academic and/or behavioral challenges. Interventions will be determined by a team and documented. The implementation of the interventions will be monitored and progress monitoring data will be collected and analyzed by the team. Interventions may include, but are not limited to, group tutoring, individual tutoring, re-teaching activities, on-demand videos, podcasts, prescriptive software programs, developing schedules, using time management strategies, and other tasks and tools. Tier 3 interventions are reserved for students with the most intense learning and/or behavioral needs. Progress of students receiving Tier 3 interventions will be monitored more frequently than that of students receiving Tier 2 interventions. Interventions at Tier 3 may be similar to those at Tier 2 but provided more frequently or for a longer duration. Additionally, consultation with literacy and math coaches may be necessary as well as a referral to determine if special education services are needed. Student involvement in the RTI process is a critical element to a successful intervention. Professional development will be provided to all staff so that students can be fully supported in the RTI process. Parents will be provided information on student progress and their participation in the RTI problem solving meetings will be encouraged.

SPECIAL EDUCATION SERVICES/ EXCEPTIONAL STUDENT EDUCATION

MSHS will meet the educational needs of all enrolled students, some of whom will be students with disabilities. MSHS will adhere to all federal, state and district policies and procedures that pertain to students with disabilities per the Individual with Disabilities Education Act (2004).

CHILD FIND

The RTI/MTSS team may consider an evaluation to determine the need for special education services/ exceptional student education for those students who do not show a positive response to interventions and will refer the situation to the appropriate departmental contact at the school. All assessments/evaluations require parental/guardian consent and will be facilitated within the required timelines. A multidisciplinary team will conduct the evaluation once parental permission is obtained and the results from the evaluation will be organized in an evaluation report. The evaluation report will be shared with the parent and the team will meet to discuss the results and determine if the student meets eligibility criteria for special education services. At any point parents can request an evaluation to determine eligibility for special education services. Furthermore, if parents disagree with the results of the evaluation obtained they can request an Independent Education Evaluation.

Parents will be provided a copy of their Procedural Safeguards once they provide written consent for the evaluation.

INDIVIDUAL EDUCATION PROGRAM (IEP) PROCESS

If a student is found eligible for special education services/ exceptional student education, the team will meet to develop an Individual Education Program (IEP) and an offer of free and appropriate education (FAPE) for the student will be determined. Parents will be involved in the process of developing the IEP and must provide consent to the provision of services before any such services are provided. All students attending who are eligible for special education services/exceptional student education will have a current IEP that reflects their educational needs and services. The Program Director/Principal will ensure that every student's IEP is accessible to personnel responsible for the implementation of the IEP such as related services providers and teachers. All students with IEPs at will participate in the same state and district testing as their nondisabled peers unless determined otherwise by the IEP team. IEP teams will consider what accommodations are required for participation in the testing.

Postsecondary transition will be a consideration for IEP teams beginning with the IEP in place for each student beginning at age 16. The IEPs for students age 16 or older will include a statement of the student's strengths, interests and preferences and identify a course of study and related strategies that are consistent with the student's strengths, interests, and preferences. The IEP team will also consider what support, if any, will be required from other agencies to support the postsecondary transition of students with IEPs. Additionally, IEPs will include appropriate postsecondary goals based upon age-appropriate transition assessments related to training, education, employment and, if appropriate, independent living and the transition services including a course of study needed to assist the student in reaching those goals. Beginning at least one year before a student with an IEP reaches the age of 18, the IEP will include a statement that the student and the parent have been informed of the rights that will transfer to the student on reaching the age of majority.

CONTINUUM OF SERVICES

MHS school sites will implement and monitor special education/exceptional student education and ensure academic and related services are provided in collaboration with the Local Education Agency or School District. MSHS will offer a continuum of special education services. The continuum of services will include both indirect and direct services. To the greatest extent possible special education services will be provided in the least restrictive environment. The location of where services will be delivered as well as the frequency and duration of services will be determined by the IEP team.

SPECIAL EDUCATION AND RELATED SERVICES PERSONNEL

Main Street High School will have a Special Education Certified Teacher on staff to support students with disabilities and to monitor compliance with State requirements for the provision of special education services. If there is not a Special Education certified teacher on staff in the program, oversight and related services will be offered through the Local Education Agency, School District and/ or Outside Agency.

Parent Notification

Parents of students with disabilities will receive the same timely notifications as those provided to parents of nondisabled students regarding performance of their students on the mastery of the general curriculum and standardized assessments. In addition, parents of students with IEPs will receive updates on their student's progress on IEP goals and objectives on the same schedule in which regular education students receive grades and progress reports.

DISCIPLINE OF STUDENTS WITH DISABILITIES

MHS will abide by all federal and state policies and regulatory rules regarding discipline for students with disabilities. Administrative personnel at MSHS may remove a student with a disability who violates the code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 school days during a school year. Should a student with a disability be removed from his or her current placement for more than 10 consecutive school days the student will continue to receive educational services, so as to enable the student to continue to participate in the general educational curriculum, although in another setting, and to progress toward meeting the goals set out in the his/her IEP. A change of placement occurs when a student is removed from his/her educational setting for more than 10 days as a result of disciplinary problem.

Within 10 school days of any decision to change the placement of a student with a disability because of a violation of the code of student conduct, an IEP team will convene to review all relevant information in the student's confidential file, to determine whether the conduct in question was a manifestation of the student's disability (i.e., the conduct in question was caused by, or had a direct and substantial relationship to the student's disability). When the conduct in question is found by the IEP team to be a manifestation of the student's disability, the IEP team will conduct a functional behavioral assessment and develop and/or revise a behavior intervention plan for the student and the student will be returned to the placement from which they were removed (unless the parent and IEP team agree to change the student's placement as

part of the behavior intervention plan). If the team determines that the student's behavior was not a manifestation of a disability, school personnel may:

- Apply disciplinary procedures in the same manner and for the same duration as would be applied to children without disabilities.
- If the removal constitutes a change in placement, the IEP team determines services that enable the student to advance in the general curriculum and to progress in achieving the goals of his or her IEP. Special education services must be provided to the child beginning on the 11th cumulative day of removal in a school year.

Each LEA/School District Outlines specific guidelines, policies & procedures related to the requirements as it relates to discipline, suspension and expulsion of students with disabilities that must be adhered to. Please reference School District/ LEA's Behavior & Discipline Policies & Procedures.

504 PLANS

Some students with a disability at Main Street High School will receive accommodations under Section 504 of The Rehabilitation Act of 1973. Students qualified to receive accommodations under Section 504 will be any student who (1) has a mental or physical impairment that substantially limits one or more major life activity; (2) has a record of such an impairment; or (3) is regarded as having such an impairment. Parents, staff, or service providers in the community (e.g., doctor, counselor, etc.) may refer a student for an evaluation under Section 504. Students who are suspected of having a mental or physical impairment that substantially limits a major life activity may be referred for an evaluation under Section 504. Major life activities may include, but are not limited to, self-care, manual tasks, walking, seeing, speaking, sitting, thinking, learning, breathing, concentrating, interacting with others, reading, concentrating, standing, lifting, bending, etc.

As part of the evaluation to determine whether a student qualifies for a 504 plan a multidisciplinary team may consider several sources of information such as grades over the past several years, teacher's reports, information from parents or other agencies, state assessment scores or other school administered tests, observations, discipline reports, attendance records, health records and adaptive behavior information. Decisions regarding Section 504 eligibility and placement for students at MSHS will be made by a group of persons knowledgeable about the student, the meaning of the evaluation data, and the placement options. This may include the student's teacher(s), a school counselor, a school administrator, the parents, the student (where appropriate), and other school service providers (e.g., school nurse, school psychologist, school social worker).

Eligibility for accommodations under Section 504 will be based on the 504 team's decision and supporting documentation to the following qualifying questions:

- Does the student have a documented physical or mental impairment?
- Does the impairment affect one or more of the major life activities?
- Does the impairment substantially limit a major life activity?

Students who qualify for accommodations under Section 504 will have a 504 Plan that will be developed based on the evaluation results and input from the 504 team. The plan will be reviewed periodically by the 504 team to ensure that accommodations are current and consistent with the needs of the students. Accommodations are determined by a 504 team and are based on the individual needs of the student. Determination of what is appropriate for a student who is on a 504 plan will be based on the nature of the student's disabling condition and what that student needs in order to have equal access to the same programs as the students without disabilities. Students with 504 plans will receive accommodations and their educational program in the general education setting

ENGLISH LANGUAGE LEARNERS (ELL)/ESOL SERVICES

English Language Learners (ELL), also referred to as English Speakers of Other Languages (ESOL), students will be identified early in enrollment process in order to provide timely access to services. During the annual state-designated testing window students will be given the IPT evaluation test and CAT reading and comprehension tests.

ELL/ESOL students will be administered ACCESS for ELLs to satisfy Title III requirements. Parents/Guardians are required to be notified prior to the implementation of ELL/ESOL Services. Parents/Guardians will be a part of the team that reviews assessment data, instructional needs and develops the ELL/ESOL Educational Plan on an annual basis.

Services for ELL/ESOL students will be provided by appropriately endorsed teachers in classroom settings, small groups, and/or individual tutoring sessions in accordance with students ELL/ESOL Educational Plans. The service delivery model will be implemented in accordance with federal and state guidelines. Teachers will be provided information on the language proficiency of ELL/ESOL students and adjust instruction accordingly. An ELL/ESOL teacher will be available to support students and provide guidance to classroom teachers to ensure that students make adequate academic progress.

EARLY DISMISSAL/SCHOOL CLOSURE

Occasionally, weather conditions or other emergencies may arise that necessitate sending students home earlier than the regular dismissal time. Our schools will follow the same opening/closing schedule as their School District. Every possible effort will be made not to make such a closing. We ask parents/guardians to provide updated and accurate emergency contact information and also arrange procedures for their child to follow in case there is no one home to meet them. Please make these arrangements beforehand and instruct your child on what he/she is to do. The program cannot make any such decisions.

EMERGENCY PLAN

We ask that you please take a moment to review the seriousness of these drills. Please note we adhere to all local requirements and guidelines related to school emergency procedures.

FIRE DRILL

During a fire drill, all classes will take the primary route indicated on the room Evacuation Chart. Students will walk silently in a single file line out of the room and at least sixty feet (30 steps) away from the building.

Under ordinary circumstances, all doors and windows should be closed by the last one to leave the room. Do not lock your doors so that the fire crews have access. The lights and air conditioning should be turned off.

Fire drills are required by State Law at least once each quarter. Students and staff **MUST** exit the building upon a fire alarm signal, with the exception of the School Leaders. No student or staff member should return to the building until the “all clear” signal is given. All students and staff should re-enter the building without talking in case verbal directions are needed to exit the building again.

BOMB THREAT/SERIOUS THREAT OR ENDANGERMENT

Should a situation occur where student/staff safety is concerned regarding a Bomb Threat/Serious Threat or Endangerment, an evacuation signal will be issued. The signal used will be the fire alarm signal. All students and staff members, with the exception of the School Leaders, **MUST** evacuate the building immediately using the Fire Drill Plan unless otherwise specified. 911 will be called by the School Leaders and the Bomb Squad will be sent to investigate. No student or staff member should re-enter the building until the “all clear” signal is given.

TORNADO/HURRICANE DRILL

Should a situation occur where student/staff safety is concerned regarding a tornado warning all students and teachers are to go to their designated areas, crouch on the floor with their arms covering their heads. If there is imminent danger, the teacher should instruct the students to lie face down, draw their knees up under their body and cover the back of their heads with their hands or a book. The students should take protective cover under a desk and away from windows or glass if at all possible. Those who cannot get under their desk will crouch at an interior wall with their heads covered and away from windows.

SERIOUS INCIDENT

Should a situation occur where student/staff safety is concerned regarding a serious incident, an announcement will be made. At that time, all staff should remain in the rooms where they are located and the teacher should immediately lock all classroom doors. All students and staff should crouch on the floor away from all windows. When there is no longer an emergency, the following announcement will be made over the intercom system, “Teachers and Students, the emergency situation at our school has been taken care of and you may resume your normal routine.

BIOHAZARDOUS THREAT

Should a situation occur where student/staff safety is concerned regarding bio-hazardous material, all students are to evacuate their classrooms and go to a designated area. All air conditioning units are to be turned off immediately. In the event that the danger is imminent, remain in classrooms, ensuring that all doors are sealed shut as well as all windows.

EMERGENCY EVACUATION

Should a situation occur that requires students and staff to be removed from campus, an evacuation route is in place. An announcement will be made by School Leaders stating that there is an incident threatening our school, and to immediately follow emergency evacuation procedures. ALL students and staff will leave their classrooms, and proceed in an orderly fashion toward the designated location. This event is not practiced, so it's imperative that all students are aware of procedure

CORE VALUES

Our schools are built upon the following core values in order to support and guide our students:

- Compassion
- Courage
- Hope
- Integrity
- Justice
- Respect
- Responsibility
- Wisdom

These values inform all decision making and interactions in the BLA program. It is our expectation that all staff conduct themselves in accordance with these values, always focused on student-centered decision making. By focusing on these core values we are able to shape student behavior from a proactive stance, setting high standards and expectations rather than approaching discipline from a punitive perspective.

Effective learning cannot occur without an approach to student behavior that stresses self-discipline consistent with the maturity level of the students. Discipline, which reflects the school's policy of non-violence, exists to promote an atmosphere favorable to concentration, attention, and creativity. In addition, discipline is a positive attempt to help all students realize that they are important, worthwhile, and capable of learning. In classroom management, teachers shall be fair, firm, consistent, and impartial, displaying sensitivity to the needs of the individual student.

Parents and students must be aware of school procedures concerning acceptable and unacceptable behavior in our schools. Our behavior program is based upon the belief that an individual does not have the right to infringe upon the rights of others. Also, all people concerned with the school have the responsibility for creating a positive environment within the building, on school property, or at any school event.

We are committed to keeping students engaged in learning and removal from the learning environment is the last resort. High standards, consistent expectations, and strong classroom management are proactive measures in maintaining a safe and respectful learning environment.

CODE OF CONDUCT

Main Street High School™ is committed to educating students. We will not tolerate any actions from students, parents, staff or visitors that in any way interfere with the delivery of educational services, jeopardize the health, safety, and well-being of any member of the school community, or threaten the integrity and stability of the school itself. Please refer to appendix for the formal policy on Code of Conduct.

PLAGARISM

Plagiarism is the representation of the words or ideas of another as one's own in any academic work. Examples of plagiarizing in an online course include, but are not limited to:

- Using unauthorized aids on an assignment, essay, quiz, or test
- Having someone, other than the student, complete an assignment, essay, quiz, or test
- Submitting another person's work
- Rescheduling a deadline on a false excuse
- Submitting the same work for more than one course or assignment without prior written approval from the instructor(s)
- Using copyrighted material without appropriate citation or copying software or media files (such as music, movies, etc.) without permission
- Destroying, tampering, or altering another student's work to impede academic progress
- Signing in to a live session for another student who is not present and/or leaving a session without logging off or without indicating that you have "stepped away"

To avoid plagiarism, every direct quotation must be identified by quotation marks, or by appropriate indentation, and must be cited properly according to the accepted format for the particular discipline. Acknowledgment is also required when material from any source is paraphrased or summarized in whole or in part in one's own word. Information that is common knowledge, such as names of leaders of prominent nations, basic scientific laws, etc, need not be cited; however, the sources of all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. In addition to materials specifically cited in the text, other materials that contribute to one's general understanding of the subject may be acknowledged in the bibliography.

Sometimes, plagiarism can be a subtle issue. Students should be encouraged to discuss any questions about what constitutes plagiarism with the faculty member teaching the course. All instructional staff is required to post an announcement on the plagiarism policy in their course of study. The educators responsible for monitoring the student's coursework can help to clarify any confusion concerning the topic of plagiarism. Students that are found to be in violation of the matter may be subject to failing the course and/or removed from the program.

TECHNOLOGY & INTERNET SAFETY

The use of technology is a privilege and an essential component of the program's overall curriculum. The program will, from time to time, make determinations on whether specific uses of technology are consistent with program policies for students and employees of the program, but does not warrant that the technology resources will meet any specific requirements of the student or other users, or that it will be error free or uninterrupted. The program always reserves the right to monitor and log technology use, to monitor file server space utilization by users, and examine specific network usage (as may be deemed necessary) for maintenance, safety or security of the technology resources or the safety of the user.

It is the policy of Main Street High School to:

- Prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications.
- Prevent unauthorized access and other unlawful online activity and damage to school resources.
- Prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors.
- Comply with the Children's Internet Protection Act (CIPA) [Publ. L. No. 106-554 and 47 USC 254(h)].

ACCESS TO INAPPROPRIATE MATERIAL

To the extent practical, technology protection measures ("Internet filters") are used to block or filter Internet access to, or other forms of electronic communications containing, inappropriate information. Filtering, or blocking, is applied to visual depictions of material deemed obscene, child pornography, or to any material deemed harmful to minors, as defined by the Children's Internet Protection Act. The filter serves to block minors from accessing inappropriate matter on the Internet and the World Wide Web.

The technology protection measures may be disabled only for bona fide research or other lawful purposes. Disabling technology protection shall only be performed by a member of the BLA Technology Team, or its designated representatives.

Additionally, it is the responsibility of all members of the staff to supervise and monitor usage of the online computer network and access to the Internet to ensure that the same is in accordance with this policy. By using the filter program, as well as staff monitoring student use, the program is attempting to provide a safe and secure medium by which students can use the Internet, World Wide Web, electronic mail, chat rooms, and other forms of direct electronic communications.

To the extent reasonable, steps are taken to promote the safety and security of users of the program's online computer network. Other inappropriate network usage that the program intends to eliminate includes:

- Unauthorized access, including so-called "hacking", and other unlawful activities.

- Unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

By signing the signature page at the end of this Parent-Student Handbook, the parent and student agree:

- To abide by all Main Street High School™ policies relating to the use of technology.
- To release all MSHS employees from any and all claims of any nature arising from the use or inability to use the technology.
- That the use of technology is a privilege.
- That the use of technology will be monitored and there is no expectation of privacy whatsoever in any use of the technology.

The parent/student further agrees and understands that the user may have his/her privileges revoked or other disciplinary actions taken against them for actions and/or misuse such as, but not limited to, the following:

- Altering system technology, including, but not limited to, software and hardware
- Placing unauthorized information, computer viruses, or harmful programs on or through the computer system in either public or private files or messages
- Obtaining, viewing, downloading, transmitting, disseminating, or otherwise gaining access to, or disclosing, materials the school believes may be unlawful, obscene, pornographic, abusive, or otherwise objectionable
- Using technology resources for commercial, political, or other unauthorized purposes since the school technology resources are intended only for educational use
- Intentionally seeking information on, obtaining copies of, or modifying files, other data, or passwords belonging to other users
- Disrupting technology through abuse of the technology, including, but not limited to, hardware and software
- Malicious uses of technology through hate mail, harassment, profanity, vulgar statements, or discriminating remarks
- Cyber-bullying
- Interfering with others' use of technology
- Installation of software without consent of the school
- Allowing anyone else to use an account other than the account holder
- Other unlawful or inappropriate behavior

The user also acknowledges and agrees that he/she is solely responsible for the use of his/her accounts, passwords, and/or access privileges, and that misuse of such may result in appropriate disciplinary actions (including, but not limited to, suspension and expulsion), loss of access privileges, and/or appropriate legal action.

The user must also know, and further agrees that:

- Should the user transfer a file, shareware, or software that infects the technology resources with a virus and causes damage, the user will be liable for any and all repair costs

- The user will be liable to pay the cost or fee for any file, shareware, or software transferred or downloaded, whether intentional or accidental
- Should the user intentionally destroy information or equipment that causes damage to technology resources, the user(s) will be liable for any and all costs
- Violation of this Internet Safety Policy is also a violation of the MSHS Code of Conduct and may result in any other scholastic disciplinary action, other than those specifically set forth above, including, but not limited to, suspension or expulsion

MAIN STREET HIGH SCHOOL'S TECHNOLOGY ACCEPTABLE USE POLICY

The school's information technology resources, including Internet access, are provided for educational purposes. Users violating this Acceptable Use Policy (AUP) may be subject to revocation of privileges and potential disciplinary action. Adherence to the following policy is necessary for continued access to the school's technological resources:

- I will respect and protect the privacy of others.
 - I will only use accounts that have been assigned to me.
 - I will not view, use, or copy passwords and data.
 - I will not access networks or websites to which I am not authorized.
 - I will not distribute private information about others or myself.

- I will respect and protect the integrity, availability, and security of all electronic resources.
 - I will follow all network security rules and regulations.
 - I will report security risks or violations to a teacher or network administrator.
 - I will not destroy or damage data, networks, or other resources that do not belong to me.
 - I will not use the school computer to stream audio or video unless I am doing so as part of a class assignment and I am monitored by a teacher or network administrator
 - I will conserve, protect, and share these resources with other students and Internet users.
 - I will not use unauthorized websites to gain access to content otherwise blocked by the web-filtering device.

- I will respect and protect the intellectual property of others.
 - I will not infringe copyrights I will not make illegal copies of music, games, or movies.
 - I will not plagiarize.
 - I will follow US Copyright Fair Use understanding.
 - I will respect Creative Commons licensing.

- I will respect and practice the principles of community.
 - I will communicate only in ways that are kind and respectful.
 - I will report threatening or discomfoting materials to a teacher.
 - I will not intentionally access, transmit, copy, or create material that violates the school's code of conduct (such as messages that are pornographic, threatening, rude, discriminatory, or meant to harass). I understand that participation in such activities, inside or outside the school, resulting in disruption to the learning environment, is subject to disciplinary action according to the school's code of conduct.
 - I will not intentionally access, transmit, copy, or create material that is illegal (such as obscenity, stolen materials, or illegal copies of copyrighted works).

- I will not use the resources to further other acts that are criminal or violate the school's code of conduct.
- I will not send spam, chain letters, or other mass unsolicited mailings.
- I will not buy, sell, advertise, or otherwise conduct business, unless approved as a school project.

CONSEQUENCES FOR VIOLATION

Violations of these rules may result in disciplinary action.

Supervision and Monitoring

School and network administrators and their authorized employees monitor the use of information technology resources to help ensure that uses are secure and in conformity with this policy. Administrators reserve the right to examine, use, and disclose any data found on the school's information networks in order to protect school property or further the health, safety, discipline, or security of any student or other person. They may also use this information in disciplinary actions, and will furnish evidence of crime to law enforcement.

- Parents, please discuss these rules with your child(ren) to ensure he or she understands them.
- These rules also provide a good framework for your child(ren)'s use of computers at home, at libraries, or anywhere.

For more information, see www.cybercrime.gov.

HARASSMENT & CYBER BULLYING LAW

Section 1006.147, titled "Bullying and Harassment Prohibited," proscribes bullying and harassment in Florida's K-12 public educational institutions; in any educational program or activity conducted by an educational institution; or through the use of data or software accessed by a computer, computer system, or computer network of a K-12 public educational institution. Hence, using the school e-mail network, even while at home, to bully or harass other students is prohibited by this Florida law. The law expressly defines "bullying" as the act of systematically or chronologically inflicting physical harm or emotional distress on another student. The law also provides examples of conducts that may result in bullying:

- Teasing
- Social Exclusion
- Threat
- Intimidation
- Stalking
- Physical Violence
- Theft
- Sexual or Racial Harassment

- Public Humiliation
- Destruction of Property

Harassment is defined as any verbal, written, or physical conduct that threatens, insults, or dehumanizes public school students or employees. Written harassment includes those committed through electronic means and the use of computer software. The conduct must be sufficient to place the student or employee in reasonable fear of harm against them or their property; and sufficient to interfere with the student’s school performance, opportunities, or benefits. The Florida anti-bullying law also penalizes those who induce or coerce others to bully or harass public school students or employees. Students, parents, volunteers, or employees that promptly and in good faith report bullying acts will be exempted from civil cause of actions against them.

DISCIPLINARY ACTIONS¹

BEHAVIORS - LEVEL 1

Level 1 behaviors are acts that disrupt the orderly operation of the classroom, school function or extracurricular activities.

Disruptive Behaviors:

- Unauthorized location
- Cutting class
- Confrontation with another student
- Failure to comply with school/class rules
- Possession of items that are inappropriate for a school setting ²
- Inappropriate public display of affection
- Repeated use of crude or profane language
- Unauthorized use of an electronic device
- Violation of the dress code

RANGE OF CORRECTIVE STRATEGIES

The School Leader must select at least one of the following strategies from Plan 1. School Leaders may authorize Plan 2 for repeated, serious or habitual Level I infractions.

- Parent/guardian contact³
- Reprimand
- Student/parent/or guardian/staff Conference
- Confiscation of wireless communication devices
- Peer mediation
- Detention
- Temporary assignment from class where infraction occurred
- Student contract
- Replacement or payment of any damaged property
- Temporary loss of bus passes

- Behavior plan
- Participation in informal counseling session

BEHAVIORS - LEVEL 2

Level 2 behaviors are more serious than level I because they significantly interfere with the learning and/or wellbeing of others.

Seriously Disruptive Behaviors:

- Cheating/Misrepresentation
- Confrontation with a staff member
- Defiance of school personnel
- Distribution of items or materials that are inappropriate for an educational setting *
- Failure to comply with previous corrective strategies
- False accusation
- Fighting (minor)
- Harassment (non-sexual or isolated)
- Instigative behavior
- Leaving grounds without permission
- Joining clubs or groups not approved by the school board
- Libel/slander
- Petty theft (under \$300)
- Use of profane or provocative language directed at someone
- Prohibited sale on school grounds (other than controlled substances)
- Possession and/or use of tobacco products
- Vandalism (minor)

RANGE OF CORRECTIVE STRATEGIES

The School Leader or designee must select at least one of the following strategies from PLAN 2. The use of appropriate strategies from Plan 1 can be used in conjunction with this Plan. School Leaders may authorize the use of Plan 3 for repeated, serious, or habitual Level 2 infractions.

- Parent/guardian contact 3
- School based program that focuses on modifying the student's inappropriate behavior or promotes positive behavior
- Suspension from school for 1 – 5 days 4

BEHAVIORS - LEVEL 3

Level 3 behaviors are more serious than Level 2 because they endanger health and safety, damage property and /or cause serious disruption to the learning environment.

Offensive/Harmful Behaviors:

- Assault/Threat against a non-staff member

- Breaking and entering/burglary
- Bully (repeated harassment)
- Disruption on campus/Disorderly conduct
- Fighting (serious)
- Harassment (Civil Rights)
- Hazing (misdemeanor)
- Possession or use of alcohol and/or controlled substances
- Possession of simulated weapons
- Sexual harassment 2
- Trespassing
- Vandalism (major)

RANGE OF CORRECTIVE STRATEGIES

The School Leader or designee must select at least one of the following strategies from PLAN 3. The use of appropriate strategies from previous Plans may be used in conjunction with this Plan. School Leaders may authorize the use of Plan 4 for repeated, serious, or habitual Level 3 infractions.

- Parent/guardian contact 3
- Suspension from school for 1-10 days⁴
- Permanent removal from class or change of class schedule
- Recommendation for alternative educational setting
- Recommendation for expulsion

BEHAVIORS - LEVEL 4

Level 4 behaviors are more serious acts than Level 3. They seriously endanger the health and well-being of others and /or damage property.

Dangerous or Violent Behaviors:

- Battery against a non-staff member
- Grand theft (over \$300)
- Hate crime
- Hazing (felony)
- Motor vehicle theft
- Other major crimes/incidents
- Sale and/or distribution of alcohol and /or controlled substances
- Sex offenses (other) including possession and/or distribution of obscene or lewd material

RANGE OF CORRECTIVE STRATEGIES

The School Leader or designee must select at least one of the following strategies from PLAN 4. The use of appropriate strategies from previous Plans may be used in conjunction with this Plan.

- Parent/guardian contact 3
- Suspension from school for 1-10 days 4

- Recommendation for alternative educational setting
- Recommendation for expulsion

BEHAVIORS - LEVEL 5

Level 5 behaviors are more serious acts than Level 3. They seriously endanger health and well-being of others and /or damage property.

Most Serious, Dangerous or Violent Behaviors:

- Aggravated assault
- Aggravated battery against a non-staff member
- Armed robbery
- Arson
- Assault/Threat against staff or persons conducting official business
- Battery or aggravated battery against staff or persons conducting official business
- Homicide
- Kidnapping/ abduction
- Making a false report/threat against the school
- Sexual battery
- Possession, use, sale, or distribution of firearms, explosives, destructive devices, and or weapons.

RANGE OF CORRECTIVE STRATEGIES

The School Leader or designee must select at least one of the following strategies from PLAN 5. The use of appropriate strategies from previous Plans may be used in conjunction with this Plan.

- Parent/guardian contact
- Suspension from school for 10 days
- Recommendation for expulsion

SPECIAL NOTES:

- School Leader must contact School District's Police or local law enforcement for any criminal conduct or incident.
- See Sexual Offense (other), Level 4, for obscene or lewd material.
- Good faith attempt must be made to immediately contact parent/guardian by telephone.
- Send written notice to parent/guardian within 24 hours via U.S. mail.
- Student and/or guardian must agree to withdrawal and sign as acknowledgement.
- All Level 3, 4 and 5 infractions, unless otherwise noted require School Leader to contact School District's Police or local law enforcement and file an incident report to be faxed to Main Street High School Management Office.
- All Level 5 infractions are mandatory 10-day suspensions followed by expulsion carried out through the School District

DISCLAIMERS

SOLICITATION

Solicitation of or by any student, parent, or staff member on school property for any cause except those authorized by the Program Director/Principal is strictly prohibited.

PARENTAL CONCERNS

Parents and guardians who wish to express concerns should contact the Program Director/Principal. Classroom issues should be initially addressed with the classroom teacher through a scheduled appointment. If a meeting is scheduled to discuss the concern, people in attendance must conduct themselves civilly. It is expected that concerns will be expressed in a professional manner. Disruptive or threatening behavior may result in an action to protect school personnel, such as reporting to the police, and/or prohibiting the parent/guardian from entering school property at any time.

GRIEVANCE POLICY

Primary resolution of disciplinary and other matters (due process) are handled by program administration and the parent. However if issues remain unresolved or require further action, parents may complain in writing to the Student Success Director who will investigate and make a determination. That determination may be appealed in writing to the charter board whose determination shall be final. Issues relating to the conduct of the Student Success Director may be brought directly to the board.

INVESTIGATIONS

All complaints will be investigated promptly, thoroughly, and confidentially. The investigation shall include appropriate steps to determine what occurred and to take actions reasonably calculated to end the harassment, intimidation, or bullying and prevent such misconduct from occurring again. The student and his/her parent(s) shall be informed that appropriate actions were taken and shall be advised how to report any subsequent problems.

OMISSIONS/REVISIONS

The Program Director/Principal is not responsible for omissions in the handbook. The Program Director/Principal reserves the right to amend the contents and reissue this book at any time. Final authority on all matters rests with the administration and school board when applicable. It is the responsibility of the student and parents/guardian to review this student handbook periodically.

WRITTEN NOTICE TO PARENTS

The MSHS program partners with the public schools and students enrolled in and attending the school are required to take proficiency tests and other examinations prescribed by law. In addition, there may be other requirements for students at the school that are prescribed by law.

CEREMONIES AND OBSERVANCES / PATRIOTIC EXERCISES

Special recognition should be given to national holidays. The Program Director/Principal should encourage an appropriate observance of these holidays, which have become a part of the American heritage. These observances may, in some instances, be in the form of a school assembly, while in other instances may be a part of the classroom work.

RELIGIOUS HOLIDAYS AND OBSERVANCES

The following guidelines will govern the observance of and teaching about religious holidays in the schools:

The public schools must be neutral in matters of religion. The schools must show no preference for one religion over another. They must refrain from the promotion of any religion or all religions; consequently, no religious celebrations may be conducted by the public schools.

"Religious celebration" is defined as:

- Formal observance, including worship or religious services of any kind, whether or not conducted by a clergyman. Religious observances cannot be justified by the fact that the majority of students or individuals in a given community happen to approve of the practice or by the fact that individual students may absent themselves upon parental request;
- The display of religious objects or symbols, except those that are integral parts of a short-term study in the curriculum, such as art, history, etc., or the presentation of religious music, except to the extent that such music is presented for its musical content rather than its religious content.
- A program or observance related to a religious holiday in theme or timing should be evaluated as to its purpose and effect. If either the purpose or the effect is judged to be religious rather than secular, the activity should not be undertaken.
- The school should avoid any activity, display or exhibit that promotes or gives its approval to religious matters.

STATEMENT OF UNDERSTANDING

- My enrollment is contingent on following the rules.
- I understand that I, and/or my parent(s), are responsible for arranging my transportation to and from school.
- I understand that I must follow the dress code guidelines.
- I understand that I must follow the technology policies.
- I understand that backpacks and oversize handbags are not permitted in the classroom.
- I understand that random searches of my personal property may be conducted.
- I understand that the school is not responsible for any lost, stolen, or damaged property, such as jewelry, electronics, etc.
- I understand that I am required to respect the rights and privileges of other students, teachers, and all staff employees.
- I understand that if I do not follow the rules and regulations of the program, I may be subject to expulsion from this program.
- I understand that consequences may be imposed by the MSHS staff for misconduct outside of the school campus which affects the school's learning environment. This includes, but is not limited to, misconduct within a 200-yard radius of the campus and misconduct that takes place in a virtual context.

I am committed to meeting the following goal:

Student:

My signature signifies my willingness to comply with each item and acknowledges I have read the Parent-Student Handbook and support the rules and expectations outlined herein.

Student Signature

Date

Parent:

My signature signifies my understanding that my child's failure to comply will result in consequences as outlined by the Student Code of Conduct and acknowledges I have read the Parent-Student Handbook and support the rules and expectations outlined herein.

Parent Signature

Date

APPENDIX

The Osceola County Student Code of Conduct for the 2017 - 2018 School Year may be viewed at the following link:

<http://www.osceolaschools.net/common/pages/DisplayFile.aspx?itemId=26208800>

The Osceola County School Calendar for the 2017 - 2018 School Year may be viewed at the following link:

[http://www.osceolaschools.net/UserFiles/Servers/Server_567106/Image/Calendars/2017-18%20Calendar/2017-18%20SCHOOL%20CALENDAR%20BD.APVD.8.2.16%20Revised%2011.15.16Upd.%207.11.17\(1\).pdf](http://www.osceolaschools.net/UserFiles/Servers/Server_567106/Image/Calendars/2017-18%20Calendar/2017-18%20SCHOOL%20CALENDAR%20BD.APVD.8.2.16%20Revised%2011.15.16Upd.%207.11.17(1).pdf)