

Ocean Studies Charter School

A Tuition Free Public Charter School



Parent/Student Handbook
2020 - 2021

Table of Contents

Welcome Message	3
Our History	3
Tuition-Free Charter School	3
Mission Statement	3
Guiding Principles	4
Curriculum Plan	5
Board of Directors	5
Board Procedures	5
Charter Committees	7
Our Staff	7
Admission Policies and Procedures	8
Non-Discrimination Policy	8
Student Enrollment Eligibility	9
Student Attendance Policy	9
Arrival and Dismissal	12
Student and Chaperone Dress Code	13
Student Placement, Progression, Promotion, Retention	14
Standardized Assessments	20
Right to Learn	20
Code of Conduct-Disciplinary Procedures	20
Anti-Bullying / Anti-Harassment Policy	34
Special Education	42
Student Health	44
Head Lice	44
Student Records	44
Food Policy	45
Birthdays	46
Cell Phone and Electronic Devices	46
Book Bag Policy	46
Field Trips & Outings	46
Parent Volunteer Hours	47
Community Service	48
Communication	48
Visitor Policy	48
Conferences, Progress Reports, Observations	49
Office Hours and Contact Information	49
Responsibilities of Ocean Studies Team Members	49
Acknowledgement of Receipt of Handbook	51
Addendum 1	52

WELCOME MESSAGE

We are so excited that you have chosen Ocean Studies Charter School for your child this school year! Our goal is to create a rigorous and engaging learning environment for your child. This handbook contains our school's policies and procedures **which have been updated so please read carefully**. We hope it will answer any questions you may have about our school. However, if you have any other questions not covered in this handbook or need further clarification please feel free to contact our office. We look forward to all this year has to bring.

At OSCS our vision is to create a foundation for students to become scientists, mathematicians, writers, free-thinkers, guardians of our waters and responsible citizens of the world.

OUR HISTORY

OSCS had its inaugural year in 2011 and is the only marine science based school in the Florida Keys. OSCS has grown from 38 students in 2011 to 140 students in 2020. Our program is both unique and inspiring. It is our hope that our students love it as much as our staff.

TUITION-FREE CHARTER SCHOOL

OSCS is a tuition-free charter school. A charter school is essentially a public school, but is created usually by a person, groups of educators or parents, a business, or community leaders. The school works under a performance contract known as a "charter". It is funded by the government based on the number of students attending, but the school requires additional outside funding supporting costs related to the facilities. The school's board of directors works hard to raise this additional financial support. Although a charter school is free from a lot of the rules and regulations a traditional public school would normally be bound to, the school is still regulated by government entities and is held accountable to academic and financial outcomes.

MISSION STATEMENT

To offer a quality public education based on the best practices of accelerated learning that reflects the diversity of the children of Monroe County. OSCS

offers a rigorous academic program, producing students who meet or exceed the Florida State Standards in English, Language Arts, Math, Science, and Social Studies. While nurturing curiosity, creativity, and imagination, we encourage children to become independent, responsible, and self-motivated learners, through a uniquely prepared environment and the use of special didactic materials, the students' progress through individual educational programs centered on the surrounding marine environment.

GUIDING PRINCIPLES

In addition to its stated mission, Ocean Studies Charter School's main priorities are:

- To provide the families of the Upper Keys with a broader accelerated-learning experience than that available through the traditional public school system for their young children.
- In a small school environment, with a maximum of 140 students enrolled, to promote enhanced academic success and financial efficiency by aligning responsibility and accountability.
- Meet high standards of reading and mathematics performance using Montessori methods, the Singapore Math curriculum, Wit and Wisdom, the SRA reading comprehension program, and a variety of innovative phonics-based learning materials, which accelerate reading skill development.
- Expand the capacity of the public school system with an alternative program and provide professional opportunities for highly-qualified Florida certified teachers to expand their skills learning from time-tested Montessori lesson plans and methods of individualized teaching.
- Provide an enhanced Ocean Science curriculum, introducing students to an in-depth study of our local marine environment and the wonders of nature.
- Provide low-performing students and struggling readers with daily small group lessons and enhanced phonic and sight-reading materials and techniques, as well as individual materials to boost vocabulary development.
- Assess and monitor the progress of each individual student, measuring learning outcome through standardized proficiency testing and assessment tools.

- Keep parents regularly informed of the results of initial screenings and end of year follow-up screenings of reading progress as well as results of standardized achievement testing as recommended by the school district.

CURRICULUM PLAN

The curriculum plan covers reading, writing, spelling, grammar, handwriting, Montessori mathematics and/or Singapore math, geometry, geography, cultural geography, botany, zoology, art, physical education, history, marine science, and research skills all aligned with the Florida State Standards. Our unique marine science curriculum serves as a catalyst for our students to become engaged and excited about learning. Each class has a weekly field lab that connects and integrates the lesson plans with real-life experience. The children have the benefit of experiencing our near and off shore waters by boat and kayak. We use field labs for research, journaling, and developing investigative techniques. The students are asked to think and write about their experiences as they are exploring the environment.

At OSCS, we take advantage of our unique surroundings and use them as a classroom as well. Our curriculum has sparked interest both in and outside the school resulting in community outreach and independent research at home. We see the students grow in inquiry and develop a better understanding of the local environment. Each classroom has two certified or credentialed teachers. Our full-time marine biology teacher provides instruction in our Marine Science Lab and during our weekly Field Labs.

BOARD OF DIRECTORS

Ocean Studies Charter School is a not-for-profit corporation, managed by a Board of Directors. The election, terms of office and duties shall be as outlined in the Articles of Incorporation and By-Laws. There are four officers of the Board of Directors: President, Vice-President, Treasurer and Secretary.

Our Board Members

David Thompson	President
Nicky Rudolph	Vice President
Laurie Brooks	Secretary
Kate Banick	Treasurer
Beth Kaminstein	Board Member
Ariel Poholek	Board Member
Charlie Rodgers	Board Member

BOARD PROCEDURES

These procedures have been designed to keep discussion orderly and to provide an opportunity for you to participate in an OSCS Board of Directors meeting. OSCS encourages family participation in our school community. Board meetings are held monthly in our school building. Meeting information is posted in the lobby of our school. For complaints about school-related issues, the Board asks families to speak first to the employee closest to the problem - usually a classroom teacher or principal. Should a satisfactory solution still not be achieved, please submit your concern to the Board.

How to get on the Agenda

The Board can only act on items included in the formal agenda (which is posted on our website at least 72 hours prior to the meeting during which action is sought). If you want the Board to formally discuss or act on an item, your item must be placed on the official meeting agenda. To do so, follow these steps:

1. Notify the Board Secretary, Laurie Brooks, a minimum of 5 work days before the board meeting when the item is to be considered. Requests must reach the board secretary by 4:00 p.m. the previous Monday. The email address is laurie.brooks52@gmail.com
2. Identify yourself and/or all individuals who will speak on the agenda item.
3. Provide summary information so that the Board can be prepared to address the item. Written documentation is preferred because it reduces the chance of error or misinterpretation. The board packet, which will contain the agenda, narratives, recommendations, and supporting documentation, is usually, prepared 3 days prior to regular meetings. Packets are sent to Board members at least three days before the meeting.

When you submit items for the agenda, you and other speakers will be invited to sit at the board table and address the Board members. Discussion limit is 10 minutes, unless the Board agrees to extend the time.

The Board generally deals with an agenda item as a discussion item at one meeting and as an action item at a subsequent meeting. This allows time for reflection and further staff and community input. If agenda items, questions or problems relate to legal issues, state law permits the Board to go into closed session to receive such presentations.

How to comment on Agenda Items

You may also present information, ask questions, or comment on topics already on the agenda. With agenda items, usually the Board hears recommendations and data by the administrative staff and then discusses the topic before taking action. Your time to speak will be after the Board members discussion and before their action on that item. The Board Secretary will invite speakers to the board table. To address the Board about an agenda item, you should take these steps:

1. Sign your name the "sign-in sheet" found on the board table.
2. Identify the agenda item you wish to address. The Board secretary will invite you to speak when your item is being discussed.

In the interest of time and to avoid duplication, it is suggested that groups wishing to speak should select a representative to speak for all. Representative speakers will be given extra time accordingly by the Chairman.

Late Additions to the Agenda

Due to the importance of a posted agenda for public access to meetings, last minute additions are to be discouraged. When it is necessary for an item to be added, it must be sponsored at the beginning of the meeting by a Board Member. Once sponsored, all late additions must pass by a two thirds vote of the Board to be accepted as an addition. If passed, the item will be officially added to the agenda by the Chairperson.

CHARTER SCHOOL COMMITTEES

Charter School Committees are appointed by the Charter Board President, with the approval of the Charter Board of Directors, and are responsible for carrying on the functions of the Corporation. The Charter Board President and the Principal are standing members of all committees. Corporation members (parents and guardians of Charter School students) choose a committee on which to serve.

OUR STAFF

Trisha Woods
Principal
trisha.woods@keysschools.com

Jessica Martinez
Programs Coordinator
jessica.martinez@keysschools.com

Carol Austin
School Administrative Manager

Tamela Hoak
ESE Teacher

carol.austin@keysschools.com

Martha Loizeaux
Marine Science Teacher

martha.loizeaux@keysschools.com

tamela.hoak@keysschools.com

Carole Hoeltje
Sharks Teacher

carole.hoeltje@keysschools.com

Jennifer Lavoie
Sea Stars Teacher

jennifer.lavoie@keysschools.com

Chandler Day
Rays Teacher

chandler.day@keysschools.com

Sabrah Witkamp
Jellyfish Teacher

sabrah.witkamp@keysschools.com

Sarah Naylor
Dolphins Teacher

sarah.naylor@keysschools.com

Samantha Simpson
Sea Stars Teacher

emelia.legarza@keysschools.com

Karen Lugo-Dean
Sharks Teacher

karen.lugo-dean@keysschools.com

Susannah O'Neil
Rays Teacher

susannah.oneil@keysschools.com

Stephanie Basca
Dolphins Teacher

Stephanie.basca@keysschools.com

Gus Morcate
Art/PE Teacher

gustavo.morcate@keysschools.com

ADMISSION POLICIES and PROCEDURES

The Ocean Studies Charter School is a not-for profit 501-c3 Corporation chartered by the Monroe County School Board to provide public education to all eligible-aged students of Monroe County. Children must present a certificate of immunization for those communicable diseases required by the Department of Health and Rehabilitative Services and evidence of a health exam, except as provided by statute (Ocean Studies honors each family's right to obtain a Religious Exemption).

NON-DISCRIMINATION POLICY

OSCS is a charter public school serving students and families of the Upper Keys and is open to all eligible children subject to space and staff availability. The school admits students regardless of race, color, religion, sex, national origin, income level, disabling conditions or proficiency in the English language.

STUDENT ENROLLMENT ELIGIBILITY

Families of eligible children must be willing to make a commitment to their child's education. Commitment to the OSCS mission and educational philosophy manifests itself in the signing of the OSCS Commitment Contract.

Students will be selected for enrollment in one of two ways. If the number of students applying for enrollment does not exceed the number of places available in a given grade, all students applying will be admitted. If the number of students applying for admission exceeds the number of places available in a given grade, the students admitted would be chosen through a lottery process. The lottery process includes determining a wait list for the students who did not get in but would still like to attend. Exceptions include but are not limited to siblings and staff children.

KINDERGARTEN AND FIRST GRADE ADMISSION AGE

Students entering kindergarten must reach the age of 5, on or before September 1, of the school year for which entry is sought. [Florida Statute §1003.21]

Students entering first grade must reach the age of 6, on or before September 1, of the school year for which entry is sought. [Florida Statute §1003.21]

STUDENT ATTENDANCE POLICY

The school year constitutes 180 days of student attendance. The school day begins at 8:15 am and ends at 3:15 pm. It is crucial that the student attend school regularly throughout the school year. Students at Ocean Studies Charter School are required to attend school unless the absence has been excused. In addition, students are required to be on campus at the specified start time of the school day. An excused absence may be granted for the following reasons:

- Due to sickness of or injury to the student, attested in writing by the student's parent or guardian, or in the event the absence is of three days or more, by a written statement of a licensed practicing physician

(doctor's excuse), chiropractor, dentist, or other appropriate licensed health care or mental health professional

- Due to religious instruction for the student or religious holidays of the student's own faith observed by the student, when the absence is requested in writing by a parent or guardian at least three (3) school days in advance of the absence, as delineated in Rule 6A-1.09514, Florida Administrative Code.
- Due to a medical, chiropractic, dental, or other appointment with a licensed professional related to the physical or mental health of the student, when the appointment cannot be scheduled outside of school hours and when written documentation is provided
- Due to attendance at an Individualized Educational Program (IEP) meeting at which the student's educational program is the topic
- Due to attendance in an administrative or judicial proceeding which involves the student as a witness or as the subject of the proceeding
- Due to a death in the immediate family of the student and such absence does not exceed seven (7) school days
- Due to placement in The Florida Keys Children's Shelter and such placement transition period does not exceed three (3) school days. (By the fourth day, Shelter personnel are required to enroll the student in the appropriate public school closest in geographic proximity to the Shelter.)
- With written permission of the principal or the principal's designee, for good cause shown, including insurmountable conditions as defined by rules of the state board of education in Rule 6A-1.09513, Florida Administrative Code.
- Due to participation in an approved special event. The student must receive advance written permission from the school principal or the principal's designee. (Examples of special events include public functions; conferences; and regional, state and national competitions).
- Due to having, or being suspected of having, a communicable disease or infestation which can be transmitted to other students or staff. (Examples include, but are not limited to, fleas, head lice, ringworm, impetigo, scabies, Dengue, COVID-19, etc.)

An "unexcused" absence is any absence that does not fall into one of the above excused absence categories. Students absent for family vacations or any reason other than those listed above will be recorded as an unexcused absence.

Each parent or guardian is responsible for maintaining his or her child's regular attendance at school, and is required to submit justification for each absence. The parent or guardian must report the absence to the school office the day before, the day of, or within two school days following the absence. The absence will be considered unexcused if not reported within the established timeframe.

The parent or guardian has a responsibility to notify the school and request information on homebound instruction if the student is expected to miss at least 15 consecutive school days. If the student will be homeschooled the school principal must be notified and the withdrawal must take place in accordance with school procedures.

1003.21 Florida Statutes provides that all children who have attained the age of six years or who will have attained the age of six years by September 1 of any school year, or who are older than six years of age but who have not yet attained the age of 16 years, except as hereinafter provided, are required to attend school regularly during the entire school term. Students less than 16 years of age may not be withdrawn from school for any reason unless:

- The student is expelled through charter school board action;
- The student is specifically exempted by Florida law from attending a public school; or
- The student is transferring his/her enrollment to another school, home education program, or tutoring program in accordance with Florida law.

Enforcement of student attendance is the responsibility of the administration and staff of the School; every student's absence shall be recorded and reported. Student attendance records shall be maintained in accordance with Section 1003.26 and in accordance with School policies and administrative procedures. Student attendance reporting for the Ocean Studies Charter School is completed electronically through the use of Monroe County School District's FOCUS Student database. The potential consequences for a student who does not attend school as required by law may include:

- 3 Absences – Phone call to parents/guardians
- 4 Absences – Phone call to parents/guardians, letter sent home
- 5 Absences – Phone call to parents/guardians, Parent/Teacher/Administrator/Student Conference Scheduled
- 6-9 Absences – Phone call to parents/guardians, home visit and/or Convene Attendance Review Committee

- 10 Absences – Phone call to parents/guardians, Initiate Truancy Process, Assign Student Success Mentor
- 15 Absences – Complete and send Truancy Packet to Monroe County for Truancy Petition to be completed

Parents/guardians will be contacted regularly concerning the student's non-attendance. The implementation of truancy interventions is required by law. Excessive absences will have an adverse effect on grades for course work and class assignments.

Each classroom teacher shall be responsible for checking, accurately documenting and reporting the presence, absence, or tardiness of students assigned to that teacher's class, activity, or event. The principal or designee shall take appropriate action for each unexcused absence or absence for which the reason is unknown.

All students are required to attend the first 10 days of school. Failure to report to school on the first day of class without warning, and attend for ten consecutive class days, shall jeopardize the student's enrollment, potentially resulting in withdrawal from the school. Situations involving personal or medical necessity shall be the only exemptions from automatic withdrawal. Any student who is absent from the program over 10 consecutive days during the school year may also be withdrawn from the program. Each parent or guardian will be notified of his/her child's non-attendance status and provided the opportunity to justify the absence. The parent or guardian has the right to appeal to the Charter School Board of Directors if he/she is dissatisfied with the determination made by the Principal.

ARRIVAL AND DISMISSAL

***Please see Addendum 1 for Car Line Procedures during Level 2 and Level 3 in the OSCS Reopening, Operations, and Instructional Continuity Guide.**

Our school day begins at 8:15 and ends at 3:15. OSCS offers before and after care at a cost. Students arriving between 8:00 and 8:15 must wait on the playground where staff is made available to supervise the children until line up time. No student should be left alone in a classroom and should always be accompanied by an adult to their respective student arrival area. All students must be on campus by 8:15, as we must begin our day on time. Students arriving after 8:30 will be marked tardy and escorted to the classroom by the office staff. Please note that at the present time Ocean Studies Charter School does not offer a bus system. The student's parent or guardian should sign-in and sign-out his or her children when arriving and leaving the campus during regular drop off and pick up times. The sign-

in/sign-out program is located in the student's classroom. Late arrivals and early check outs are very disruptive and affect your child as well as the rest of the class. We appreciate your adherence to our arrival policy. Any child checking out prior to 3:15 will be signed out in the office and your child will be told to check out by office personnel.

Our dismissal procedures for the safety of your child. Students are dismissed promptly at 3:15. Due to the many responsibilities of the office staff, parents are requested to arrive at 3:15 unless the parents have an appointment. The dismissal procedure ends at 3:30 so that our staff may be able to close out the day on time. Students who are not picked up by 3:30 will be sent to After School Care, where charges will apply.

It is a school policy that children will be released only to their parent/guardian or authorized persons listed on the dismissal record. Please keep this record up to date, including carpool arrangements. Please direct any one picking up your child to enter the building with a photo ID. Special dismissal arrangements require advance notice in the form of a note or phone call.

STUDENT AND CHAPERONE DRESS CODE

OSCS'S dress code policy provides for an environment where social and learning skills are developed for lifetime use. The school setting should model a social structure of mutual respect and cooperation. We strongly feel that appropriate language and dress are essential to effective teaching and student success. Students and chaperones are required to wear appropriate clothing according to the situation and grade level involved.

Students and chaperones may wear shorts but they should fall no shorter than the length of the child's finger tips. Shirts be long enough to cover student's midriff even when arms are raised. Material should be thick enough so that the student's undergarments are not visible. Any apparel, jewelry, accessory advocating drugs, tobacco products, alcohol, violence or uses inappropriate language or imagery is prohibited. If a shirt is deemed inappropriate by a staff member the parent will be called. Jewelry shall be worn in a way that is not distracting or does not present a safety or health hazard and does not disrupt the educational process.

- No hats or headwear will be allowed in the classroom (with the exception of headwear that is customary for religious practices) Students may wear hats, sunglasses or visors in the outdoor areas, for PE, and/or for Field Labs
- Halter-tops, spaghetti straps or tank tops narrower than the width of three of the student's fingers and cutout shirts are prohibited

- Undergarments are not to be exposed
- Shorts, shirts and dresses must extend to age appropriate coverage of their body (at least to length of the student's finger tips).
- Sandals, "flip flops" clogs, crocs or any open-to or open heeled shoes are prohibited on the playground.
- Stuffed animals, toys, cell phones, and other electronic games or devices are prohibited and any other distracting personal possessions, which interfere with the quiet concentration needed in a school environment, unless otherwise allowed by the teacher.
- Hats, headbands, hairbrushes and combs, or other hair covering accessories are to be used ***only*** by the student owning the item. NO SHARING.
- Head lice are a reoccurring problem in all schools and the transmission of lice by contact with the headgear of another person is common. These items are best left at home for health reasons
- Clothing determined by the administration to be unsafe, inadequate, disruptive or indecent will be prohibited at school functions and on school grounds. Students and chaperones must follow the dress code when attending school functions such as activities, dances, fundraising events, overnight trips, and/or other labs.
- Students and chaperones must wear rash guards when swimming or involved in water activities. Rash guards must be worn over a swimsuit and the dress code regulations regarding spaghetti straps applies to Field Labs for both students and chaperones.

Families of students who are not following dress code will be called to correct the infraction when necessary.

STUDENT PLACEMENT, PROGRESSION, PROMOTION, AND RETENTION

Children should be placed in the educational setting most appropriate to their personal, social, physical, and educational needs. Each student shall be moved forward in a continuous pattern of achievement and growth, consistent with Montessori philosophy.

Appropriate student school and grade level placement as well as completion of required immunization and physical examination shall occur within 30 days of enrollment. A student enrolled in the Ocean Studies Charter School will be promoted to the next grade level when s/he has completed the

course(s) and demonstrated satisfactory mastery of the State-mandated requirements in the required subject areas.

A student may be eligible for a waiver of retention criteria for acceptable good cause as outlined in this policy. A student may be retained at the same grade level/course(s) when s/he has not demonstrated satisfactory mastery of the State-mandated requirements in the required subject areas. Parents must be informed in advance of the possibility of grade level retention of a student.

STUDENT PROMOTION

Student promotion shall reflect the overall performance of the student; the classroom teacher will make a recommendation for each student's promotion, based on factors that may include, but are not limited to:

- Previous retentions
- Observations
- Checklists
- Student portfolios
- Classroom and district approved assessments
- Current grades/marks
- Level of text at which student is successful

The primary responsibility for determining each student's proficiency and ability to function at the next academic level is that of the classroom teacher. The final determination resides with the school principal. OCS adheres to the MCSD promotion policies.

MANDATORY REMEDIATION/RETENTION

Any student in kindergarten through grade 3 who exhibits a substantial deficiency in reading based upon locally determined or statewide assessments or through teacher observations must be given intensive reading instruction immediately following the identification of the reading deficiency [Florida Statute §1008.25(5)(a)]. Immediate intensive intervention must be provided daily for all students who have been identified with a reading deficiency.

The student's reading proficiency must be reassessed by locally determined assessments or through teacher observations at the beginning of the grade following the intensive reading instruction. The student must continue to be provided with intensive reading instruction until the reading deficiency is remedied [Florida Statute §1008.25(5)(a)]. Progress monitoring three times

per year must occur following the guidelines established in State Board Rule 6A-6.054, F.A.C. If the student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring Level 2 or higher on the Grade 3 FCAT Reading, the student must be retained [Florida Statute §1008.25(5)(b)].

Students in grades 1-5 who are identified as being considerably or substantially below grade level (kindergarten through grade 2) or Level 1 or Level 2 (grades 3-5) in reading, writing, mathematics and/or science must receive remediation and may be retained [Florida Statute §1008.25(4)(c)]. However, students whose test scores and classroom performance indicate that they are almost at grade level may be promoted with close monitoring or promoted with a progress monitoring plan.

The following options are available for students who have not met the levels of performance for student progression [Florida Statute §1008.25(2)(b)]:

- remediate before the beginning of the next school year and promote
- retain and remediate using an intensive program of instruction that is different from the previous school year and takes into account the student's learning style.

Each student who does not meet minimum performance expectations for the statewide assessments in reading, writing, science, and/or mathematics must continue remedial instruction or supplemental instruction until expectations are met or the student graduates from high school or is not subject to compulsory school attendance [Florida Statute §1008.25(4)(c)].

RETENTION

Students who score consistently at Level 1 and/or lower Level 2 (with no scores in Level 3 or above) on state/district assessments and whose classroom performance in reading, writing, mathematics and/or science indicates that they are below grade level should be retained unless exempted from retention for good cause. Students whose state/district assessment scores range from Level 1 to upper Level 2 (with no scores at Level 3 or above) should be considered for retention. Compelling verifiable evidence indicating the student is performing at or near grade level may be utilized to enact a decision to promote such students. Students whose state/district assessment scores range between Level 1 to Level 3 or above should be considered for promotion with a progress monitoring plan. Such students may be promoted without a progress monitoring plan if compelling, verifiable evidence overwhelmingly indicates that the student is performing at or above Level 3. However, such students may be retained if compelling

verifiable evidence shows that the student's classroom performance is equivalent to Level 1 or lower Level 2.

STUDENTS RETAINED FOR READING IN THIRD GRADE

Third grade students retained for reading must be provided daily intensive interventions in reading to improve the student's specific reading deficiency, as identified by a valid and reliable diagnostic assessment. This intensive intervention must include effective instructional strategies, the opportunity to participate in the district's Third Grade Summer Reading Academy, and appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level, and ready for promotion to the next grade [Florida Statute §1008.25(7)(a)].

Progress monitoring plans for all students who did not score above Level 1 on the grade 3 FSA Reading and Language Arts and who did not meet the criteria for one of the good cause exemptions must be reviewed to address additional supports and services needed to remediate the identified areas of reading deficiency. In addition, a student portfolio must be completed for each such student [Florida Statute §1008.25(7)(b)1]. Third grade students retained for reading due to a reading deficiency as evidenced by not scoring Level 2 or above on the reading portion of the Grade 3 FSA Reading and Language Arts must be provided intensive instructional services and supports to remediate the identified areas of reading deficiency, including a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction and other strategies which may include, but are not limited to [Florida Statute §1008.25(7)(b)2]:

- small group instruction:
- teacher is Reading Endorsed or Reading Certified
- reduced teacher-student ratios:
- more frequent progress monitoring:
- tutoring or mentoring:
- transition classes containing 3rd and 4th grade students:
- extended school day, week, or year; and/or
- Summer Reading Academy.

Written notification must be given to the parent(s)/guardian(s) of any third grade student retained for reading stating that his or her child has not met the proficiency level required for promotion and the reasons the child is not eligible for a good cause exemption. The notification must comply with the provisions of Florida Statute §1002.20 (15) and must include a description of

proposed interventions and supports that will be provided to the student to remediate the identified areas of reading deficiency [Florida Statute §1008.25(7)(b)3]. Third grade students retained for reading must have a high-performing teacher as determined by student performance data and above-satisfactory performance appraisals [Florida Statute §1008.25(7)(b)5].

Parents/guardians of third grade students retained for reading must be provided with:

- reading enhancement and acceleration strategies
- at least one of the following instructional options:
 - Supplemental tutoring in scientifically research-based reading services in addition to the regular reading block, including tutoring before and/or after school [Florida Statute §1008.25(7)(b)6a];
 - A "Read at Home" plan outlined in a parental contract, including participation in "Families Building Better Readers Workshops" and regular parent-guided home reading [Florida Statute §1008.25(7)(b)6b]; or
 - A mentor or tutor with specialized reading training [Florida Statute §1008.25(7)(b)6c].

CRITERIA FOR GOOD CAUSE EXEMPTION: GRADE 3

The district school board may only exempt students from mandatory retention for good cause. Good cause exemptions shall be limited to the following:

- Limited English proficient students who have had less than 2 years of instruction in English for Speakers of Other Languages program.
- Students with disabilities whose individual education plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule.
- Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education.
- Students who demonstrate, through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the Florida State Standards in reading equal to at least a Level 2 performance on the FSA Reading and Language Arts.
- Students with disabilities who participate in the FSA and who have an individual education plan or a Section 504 plan that reflects that the student has received intensive remediation in reading for more than 2

years but still demonstrates a deficiency in reading and was previously retained in kindergarten, grade 1, grade 2, or grade 3.

- Students who have received intensive remediation in reading for 2 or more years, but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of 2 years. Intensive reading instruction for students so promoted must include an altered instructional day that includes specialized diagnostic information and specific reading strategies for each student. The district school board shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low-performing readers.

Requests for good cause exemptions for students from the mandatory retention requirement shall be made consistent with the following:

- Documentation shall be submitted from the student's teacher to the school principal that indicates that the promotion of the student is appropriate and is based upon the student's academic record. In order to minimize paperwork requirements, such documentation shall consist only of the existing progress monitoring plan, individual educational plan, if applicable, progress report, or student portfolio.
- The school principal shall review and discuss such recommendation with the teacher and make the determination as to whether the student should be promoted or retained. If the school principal determines that the student should be promoted, the school principal shall make such recommendation in writing to the district school superintendent. The district school superintendent shall accept or reject the school principal's recommendation in writing.

STUDENT ASSESSMENT & PROGRESSION

The Ocean Studies Charter School is committed to providing its students with a nurturing and academically challenging program. Each student's strengths and needs will be identified, utilizing evaluative and diagnostic instruments as well as classroom teacher observations. As a public school, the Ocean Studies School's achievement standards are aligned with the Florida State Standards, Florida's Next Generation Standards and are consistent with those of the Monroe County School District. All students of the Ocean Studies Charter School will participate in all required state assessment tests. In addition, each teacher assesses each student's performance in the core academic areas through observations and diagnostic use of the materials. Regular parent/classroom teacher conferences will also be scheduled to further assess student progress. Students are expected to show mastery of the Florida State Standards. Each student will be required

to show mastery of the grade level skills as designed by the Monroe County School District.

STANDARDIZED ASSESSMENTS

The instructional staff of the Ocean Studies Charter School will administer to the students, depending on the student grade level, the STAR Benchmark Reading and Math Assessment, the Florida Kindergarten Readiness Screener (FLKRS), and the (FSA) Florida Standard Assessment every year.

RIGHT TO LEARN

At Ocean Studies Charter School we believe that all students have the right learn and thrive in a school atmosphere that is conducive to academic achievement and social growth. We believe the students have a right to a nurturing, safe, and comfortable environment in where they have the opportunity to master the basic skills of reading, writing, and mathematics. Any behavior by a student that threatens to disrupt the learning process or pose a danger to others will be dealt with in accordance to school policy. In the event a student is unable to comply with classroom rules and appropriate behavior the procedures in the "OSCS Student Code of Conduct" shall apply.

OCEAN STUDIES STUDENT CODE OF CONDUCT

As a school founded on Montessori ideals, we believe that every person deserves respect. Our goal is to establish a safe, warm, and caring environment where we teach students positive and appropriate ways to handle conflicts. Cooperation and collaboration are encouraged rather than competition. Ground rules are necessary to establish and maintain an environment conducive to the development of self-discipline, self-control, concentration, and independence. They are responsibilities based on the rights of people in the group to learn and work safely and respectfully.

The class and school ground rules are stated clearly and consistently throughout the school year. Each class will work together to develop their own set of class rules and procedures. Our approach is based on empowerment, mutual respect, and trust. Our discipline policy uses natural and logical consequences when able. For example, if something is broken through misuse, it must be repaired or replaced, preferably not by the parents alone, but also by the student whose action led to the damage. Practice in fully experiencing responsibility for the consequences of one's actions is a most effective means toward the development of self-discipline.

Ocean Studies also uses a social emotional program called Sanford Harmony to help students cultivate strong relationships. Teachers guide students through lessons throughout the week and then implement the learning in the classroom.

DISCIPLINE

Ocean Studies Charter School practices positive discipline techniques that will assist the child in developing self-control and pro-social behavior. This consists of direct guidance until the child has acquired the self-control and degree of independence to act freely on his/her own. Children have the right to work and choose activities on their own, as long as they do not infringe on the rights of others, harm themselves, others, or the environment.

Teachers are directed to intervene when the child is engaged in disruptive, abusive, dangerous, or destructive behavior. In such cases teachers will first attempt to redirect the child to a more positive activity. If the inappropriate behavior persists, the teacher will then follow the Monroe County Public Schools Code of Conduct. Any student who repeatedly breaks the ground rules, or who endangers the health and safety of others, may be dismissed from the charter.

LEVEL I DISRUPTIVE BEHAVIORS

Level I Behaviors are acts that disrupt the orderly operation of the classroom, school function, and extracurricular activities or approved transportation.

- Inappropriate location/Out of bounds area
- Technology Violation
- Confrontation with another student/Physical contact(minor)/physical aggression
- Skip class
- Disruptive behavior (including behavior on the school bus and at the school bus stop)
- Defiance/Disrespect/Non-compliance
- Possession of items or materials that are inappropriate for an educational setting*
- Inappropriate display of affection
- Inappropriate language (general, not directed at someone)
- Tardy

- Dress code

*See Sexual Offenses (other), Level IV, for obscene or lewd materials. Administrators must contact law enforcement for any criminal conduct. If the victim of a crime requests a police report, the principal or designee must report the incident to law enforcement.

RANGE OF CORRECTIVE STRATEGIES

The principal or designee must select at least one of the following strategies from PLAN I. Principals may authorize use of PLAN II for repeated, serious or habitual LEVEL I infractions.

PLAN I

- Parent/Guardian contact**
- Reprimand
- Student/parents/guardians/staff conference
- Peer mediation
- Revocation of the right to participate in social and/or extracurricular activities
- Confiscation of electronic/communication devices
- Detention
- Temporary removal from class where the infraction occurred
- Student contract
- In school suspension
- Replacement or payment for any damaged property (if appropriate)
- Temporary loss of bus privileges (if appropriate)
- Participation in an informal counseling session related to the infraction
- Behavior Plan
- Loss of privileges

**Good faith attempt must be made immediately to contact parent/guardian by telephone.

LEVEL II SERIOUSLY DISRUPTIVE BEHAVIORS

Level II Behaviors are more serious than Level I because they significantly interfere with learning and/or the well-being of others.

- Cheating/Plagiarism
- Confrontation with a staff member
- Defiance/Disrespect/Non-compliance/Insubordination

- Distribution of items or materials that are inappropriate for an educational setting*
- Failure to comply with previously prescribed corrective strategies
- Lying
- False fire alarm
- Fighting(minor)/Physical Aggression
- Harassment (non-sexual or isolated)
- Tease/Taunt
- Leaving school grounds without permission/Elopement
- Petty Theft (under \$300.00)
- Inappropriate language/Abusive language/Profanity
- Prohibited sales on school grounds (other than controlled substances)
- Possession and/or use of tobacco products
- Property destruction / Vandalism (minor)

*See Sexual Offenses (Other), Level IV, for obscene or lewd materials. Administrators must contact law enforcement for any criminal conduct. If the victim of a crime requests a police report, the principal or designee must report the incident to law enforcement.

RANGE OF CORRECTIVE STRATEGIES

The principal or designee must select at least one of the following strategies from PLAN II. The use or appropriate strategies from a previous PLAN may be used in conjunction with the PLAN. Principals may authorize the use of PLAN III for repeated, serious or habitual Level II infractions.

PLAN II

- Parent/guardian contact**
- School-based program that focuses on modifying the student's inappropriate behavior or promotes positive behavior
- Suspension from school for one to five days***
- Alternative to suspension**
- Loss of privileges

**Good faith attempt must be made immediately to contact the parent/guardian by telephone.

***Send written notice to parent/guardian within 24 hours via U.S. mail. A manifestation hearing must take place for any exceptional education student nearing 10 days for suspension from school.

LEVEL III OFFENSIVE/HARMFUL BEHAVIORS

Level III Behaviors are more serious than Level II because they endanger health and safety, damage property, and/or cause serious disruptions to the learning environment.

- Assault/Threat against a non-staff member/Battery
- Breaking and Entering/Burglary
- Bullying (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
- Trespassing
- Vandalism (major)

Administrators may contact law enforcement.

The principal or designee must select at least one of the following strategies from PLAN III. The use of appropriate strategies from previous PLANs may also be used in conjunction with this PLAN. Principals may authorize the use of PLAN IV for repeated, serious or habitual Level III infractions.

PLAN III

- Parent/guardian contact**
- Suspension from school for one to ten days***
- Permanent removal from class (placement review committee decision may be required)
- Alternative to suspension**
- Recommendation for dismissal from the charter

**Good faith attempt must be made immediately to contact parent/guardian by telephone.

***Send written notice to parent/guardian within 24 hours via U.S. mail. A manifestation hearing must take place for any exceptional education student nearing 10 days for suspension from school.

LEVEL IV DANGEROUS OR VIOLENT BEHAVIORS

Level IV Behaviors are more serious acts of unacceptable behavior than Level III. They seriously endanger the health and well-being of others and/or damage property.

- Battery against a non-staff member
- Grand theft (over \$300.00)/Larceny
- Hate crime
- Hazing (felony)
- Use/possession of weapon
- Other major crimes/incidents
- Sale and/or distribution of alcohol and/or controlled substances
- Sex offenses (other) (including possession and/or distribution and/or distribution of obscene or lewd materials)

Administrators may contact law enforcement.

RANGE OF CORRECTIVE STRATEGIES

The principal or designee must use the following strategies from PLAN IV. The use of appropriate strategies from previous PLANs may also be used in conjunction with this PLAN.

PLAN IV

- Parent/guardian contact**
- Suspension from school for one to ten days***
- Recommendation for dismissal from the charter

**Good faith attempt must be made immediately to contact parent/guardian by telephone.

***Send written notice to parent/guardian within 24 hours via U.S. mail. A manifestation hearing must take place for any exceptional education student nearing 10 days for suspension from school.

LEVEL V MOST SERIOUS, DANGEROUS OR VIOLENT BEHAVIORS

Level V Behaviors are the most serious acts of misconduct and violent actions that threaten life.

- Aggravated assault
- Aggravated battery against a non-staff member
- Armed robbery
- Arson
- Assault/Threat against employees 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 other weapons*

Administrators must contact law enforcement. The possession of firearms or other weapons on school property may result in criminal penalties in addition to dismissal from the charter.

RANGE OF CORRECTIVE STRATEGIES

The principal or designee must use the following strategies from PLAN V. The use of appropriate strategies from previous PLANS may also be used in conjunction with this PLAN.

PLAN V

- Parent/guardian contact**
- Suspension from school for ten days***
- Recommendation for dismissal from the charter

**Good faith attempt must be made immediately to contact parent/guardian by telephone.

***Send written notice to parent/guardian within 24 hours via U.S. mail. A manifestation hearing must take place for any exceptional education student nearing 10 days for suspension from school.

This level of infraction may result in an expulsion requiring School Board action.

REMOVAL, SUSPENSION, AND EXPULSION OF STUDENTS

The School Board recognizes that exclusion from the educational program of the schools, whether by emergency removal, suspension, or expulsion, is the most severe sanction that can be imposed on a student in this District, and one that cannot be imposed without due process.

For purposes of this policy and the Superintendent's administrative procedures, the following shall apply:

- "Emergency removal" shall be the exclusion of a student who poses a continuing danger to District property or persons in the District or whose behavior presents an on-going threat of disrupting the educational process provided by the district.
- "Suspension" shall be the temporary exclusion of a student from the District's program for a period up to ten days.
- "Expulsion" shall be the exclusion of a student from the schools of the District for the number of school days remaining in a semester or term

in which the incident that gives rise to the expulsion takes place and up to one additional school year.

SUSPENSION FROM SCHOOL OR FROM RIDING THE SCHOOL BUS

Ocean Studies Charter School recognizes that exclusion from the educational program of the schools, whether by emergency removal, suspension, or expulsion, is the most severe sanction that can be imposed on a student in this District, and one that cannot be imposed without due process.

For purposes of this policy and the Superintendent's administrative procedures, the following shall apply:

- A. "Emergency removal" shall be the exclusion of a student who poses a continuing danger to school property or persons in the school or whose behavior presents an on-going threat of disrupting the educational process provided by the district.
- B. "Suspension" shall be the temporary exclusion of a student from the school's program for a period up to ten days.
- C. "Expulsion" shall be the exclusion of a student from the school for the number of school days remaining in a semester or term in which the incident that gives rise to the expulsion takes place and up to one additional school year.

SUSPENSION FROM SCHOOL OR FROM RIDING THE SCHOOL BUS

- A. When a student's actions are disruptive to himself/herself or to the school as to violate law, Board policies, or school rules, the student may be suspended by the principal or designated representative. Suspension dictates that the student shall not be allowed to attend his/her regular classes or school-sponsored activities for a prescribed number of days not to exceed ten. The principal or designated representative may refer the student during the period of the suspension to in-school suspension, a center for special counseling or shall remand the student to the custody of his/her parent or guardian. Prior to suspending a student, except in emergencies, the principal or designee shall make an effort to employ parental assistance or alternative methods of dealing with the student and shall document such efforts.
- B. Administration determines whether to suspend a student from riding the school bus.
- C. Prompt notice of a suspension shall be given by telephone to the student's parent or guardian, if possible. Formal written notification to the student's parent or guardian and the Superintendent shall be

initiated within 24 hours of the time the student is informed of the suspension.

- D. Except in the event of emergencies or disruptive conditions which require immediate suspension or in the case of a serious breach of conduct that is defined as willful disobedience, open defiance of authority of a member of the school staff, violence against persons or property, or any other act which substantially disrupts the orderly conduct of the school, all out-of-school suspensions shall not begin prior to the beginning of the next school day following the infraction unless the parents or guardians have been notified.
- E. Prior to the suspension, the student shall be given an informal and impartial hearing before the principal or designee and shall be informed of the charge(s) against him/her which may result in suspension. If the student denies the charge(s), s/he shall be given an explanation of the evidence, and an opportunity to present his/her version of the case, and notification of the action taken by the principal or designee. In cases of extremely disruptive or dangerous behavior persons or groups involved may be immediately suspended and ejected from the school campus without the necessity of a prior hearing. In such instances, each student shall be afforded an informal hearing before the principal or designee prior to the expiration of the third day of suspension.
- F. The principal, or designated representative, may suspend a student from school and/or from riding the school bus for a period not to exceed ten school days.
- G. When Board action on a recommendation for the expulsion of a student is pending, the Superintendent may extend the suspension assigned by the principal beyond ten school days if such suspension expires before the next regular or special meeting of the Board.
- H. In the case of students in exceptional education classes, please refer to the Procedure Manual for Exceptional Student Education.

EXPULSION

- A. A principal may recommend to the Board of Directors the expulsion of a student. The principal shall provide the Board of Directors an adequate history of the student's actions and alternative measures taken relevant to the recommendation. When the Superintendent makes a recommendation for expulsion to the Board, written notice shall be given to the student and his/her parent or guardian of the recommendation setting forth the charges against the student and advising the student and his/her parent or guardian of their right of due process.

- B. Expulsion is the removal of the right and obligation of a student to attend a public school for a period of time and under conditions set by the Board not to exceed the remainder of the term or school year and one additional year of attendance.
- C. For students in exceptional student education, please refer to the Procedure Manual for Exceptional Student Education.

The Board is also authorized to suspend a student from any or all co-curricular or extra-curricular activities for violations of the Student Code of Conduct. The length of suspension shall be in accordance with the Code.

If the Board determines that a student's behavior on a school vehicle violates school rules, he/she may suspend the student from school bus-riding privileges for the length of time deemed appropriate for the violation and remediation of the behavior. Any such suspension must comply with due process and the Board's procedures for suspension and expulsion.

SEARCH AND SEIZURE

The Board of Directors recognizes that the privacy of students or their belongings may not be violated by unreasonable search and seizure and directs that no student be searched without reasonable suspicion or in an unreasonable manner.

The Board acknowledges the need for in-school storage of student possessions and shall provide storage places for that purpose. Such spaces remain the property of the Board and, in accordance with law, may be the subject of random search. Where locks are provided for such places, students may lock them against incursion by other students, but in no such places shall students have such an expectation of privacy as to prevent examination by a school official. The Board directs the principal to conduct a routine inspection at least annually of all such storage places.

School authorities are charged with the responsibility of safeguarding the safety and well-being of the students in their care. In the discharge of that responsibility, school authorities may search the person or property, including vehicles, of a student, with or without the student's consent, whenever they reasonably suspect that the search is required to discover evidence of a violation of law or of school rules. The extent of the search will be governed by the seriousness of the alleged infraction and the student's age.

Search of a student's person or intimate personal belongings shall be conducted by a person of the student's gender, in the presence of another

staff member of the same gender, and only in exceptional circumstances when the health or safety of the student or of others is immediately threatened.

Administrators are authorized to arrange for the use of a breath-test instrument for the purpose of determining if a student has consumed an alcoholic beverage. It is not necessary for the test to determine blood-alcohol level, since the Board has established a zero tolerance for alcohol use.

The Board also authorizes the use of canines, trained in detecting the presence of drugs or devices, when the principal has reasonable suspicion that illegal drugs or devices may be present in a school. This means of detection shall be used only to determine the presence of drugs in locker areas and other places on school property where such substances could be concealed. Canine detection must be conducted in collaboration with law enforcement authorities or with organizations certified in canine detection and is not to be used to search individual students unless a warrant has been obtained prior to the search.

Except as provided below, a request for the search of a student or a student's possessions will be directed to the principal who shall seek the freely offered consent of the student to the inspection. Whenever possible, a search will be conducted by the principal in the presence of the student and a staff member other than the principal. A search prompted by the reasonable belief that health and safety are immediately threatened will be conducted with as much speed and dispatch as may be required to protect persons and property.

The principal shall be responsible for the prompt recording in writing of each student search, including the reasons for the search; information received that established the need for the search and the name of informant, if any; the persons present when the search was conducted; any substances or objects found; and the disposition made of them. The principal shall be responsible for the custody, control, and disposition of any illegal or dangerous substance or object taken from a student.

STUDENTS HAVE THE RIGHT:

- to privacy and shall be free from unreasonable search as well as seizure of personal property. These rights shall prevail unless there is reason to believe that it is necessary to set them aside to protect the safety, health and property of the school, students and staff;

- of privacy of their personal possessions unless there is reason on the part of the principal or his or her designee to believe that the student is concealing a weapon, illegal drugs or other material that is inappropriate dangerous to himself or herself, others or property;
- to be given prior notification of any searches unless in case of emergency.

STUDENTS HAVE THE RESPONSIBILITY:

- to not carry, possess or conceal any material that is prohibited by law;
- to accept the consequences for their actions in cases where unlawful materials are found in their possession or in their desks.

SEARCH IN SCHOOL BUILDINGS OR ON SCHOOL PROPERTY BY SCHOOL ADMINISTRATORS:

The school administration retains control over desk space loaned to students. School principals, therefore, have the right and duty to inspect and search students' desks if the principal reasonably suspects, upon information received from law enforcement or otherwise, that drugs, weapons, dangerous, illegal, or prohibited matter, or such stolen goods are likely to be found in the student's possession. The principal does so in exercise of the school's duty to enforce school discipline and to protect the health and safety of the student and/or the student body. The fruits of such search may be turned over to law enforcement for inspection or examination and may be the subject of criminal or juvenile court prosecution or of school disciplinary proceedings.

BY LAW ENFORCEMENT AT REQUEST OF SCHOOL AUTHORITIES:

Administrative — If public health or safety is involved, upon request of a school principal who shall be present, law enforcement officers may make a general search for drugs, weapons or items of an illegal or prohibited nature, of students' desks.

BY LAW ENFORCEMENT OFFICER WITHOUT REQUEST OF SCHOOL AUTHORITIES:

Normally, law enforcement officers may not search students' lockers, desks or automobiles unless they have a search warrant and may not search a student's person in school unless the student is under arrest. However, there

are specific exceptions contained in Florida Statute (probable cause or stop and frisk).

INTERVIEWS IN SCHOOLS FOR INVESTIGATIVE PURPOSES BY SCHOOL ADMINISTRATORS OR DESIGNEE:

School officials have the right and duty to interview students when investigating crimes, or reports thereof, committed during school hours or on school property without prior notification or presence of parents.

STUDENT INTERVIEW /INTERROGATIONS

Ocean Studies Charter School recognizes that cooperation with law enforcement and/or social service agencies is necessary for the protection of students and staff members, safeguarding school property, and for maintaining a safe school environment. At the same time the school realizes their responsibility to protect the rights of the children in their charge and to provide for the concerns of parents/guardians regarding the welfare of their children.

SCHOOL INITIATED CONTACT:

Law enforcement and/or social service officials will be called to the school when laws have or may have been violated and in situations where the safety or welfare of students and/or employees is threatened. In these situations, students may be interviewed by law enforcement and/or social service officials in accordance with all applicable state and federal juvenile laws. When school officials have requested the assistance of law enforcement and/or social service officials in investigating a crime, unsafe or life-threatening situation involving students, staff, or district property, the law enforcement and/or social service official has implied permission to interview/interrogate students in school during school hours.

LAW ENFORCEMENT AND/OR SOCIAL SERVICE AGENCY INITIATED CONTACT:

Law enforcement and/or social service agency initiated student interviews may be permitted consistent with the established interview guidelines and as required Florida Law. Prior to conducting a student interview/interrogation the principal or designee shall be notified. When law enforcement or social service requests access to a student on school grounds, or at a school sponsored event for non-school related incidents, the official shall contact the principal or designee and advise him/her of the need to speak with the student. The principal or designee will make a reasonable effort to notify a

parent/guardian before allowing social service staff members to interview a child at school unless prohibited by law. Law enforcement and social service personnel, including liaison officers who have initiated a formal interview/interrogation, should remain as inconspicuous as possible and shall interview/interrogate students in a private setting designated by the principal or designee to avoid embarrassing and/or stereotyping the student.

INTERVIEWS/INTERROGATIONS REGARDING CHILD ABUSE AND NEGLECT

Investigations and interviews of students, regarding child abuse and neglect reports may be conducted by law enforcement and/or social services on school premises during school hours. Prior to conducting a student interview the principal or designee shall be notified. Law enforcement and/or social service personnel may, in the exercise of their authority to do so, exclude school personnel from the interview. The principal or designee will make a reasonable effort to notify a parent/guardian before allowing social service staff members to interview a child at school unless prohibited by law. Reasonable effort is defined as contact by telephone at home or place of employment.

INTERVIEW/INTERROGATION GUIDELINES

The following guidelines are to be used by administrators when law enforcement and/or social service personnel interview students in school during regular school hours. These guidelines do not apply to interviews conducted by district professional staff.

1. The principal or designee shall be notified prior to all student interviews conducted on school premises. The following considerations should be given before an interview shall take place at school: such as the age of the student, the purpose of the interview, the subject matter of the interview, whether the conduct occurred on school grounds, and the seriousness of the conduct at issue.
2. Interviews should be coordinated with the student's schedule in order to minimize disruption.
3. Interviews should not be conducted during an exam, except in an emergency.
4. The principal or designee should summon the student from his/her class, unless law enforcement and school administration feel the situation warrants personal contact by the officer.
5. The principal or designee will make a reasonable effort to notify a parent/guardian before law enforcement or social service staff members to interview a child at school unless prohibited by law.

6. Interviews should be conducted in a closed setting, in order to allow confidentiality.
7. No employees shall disclose any information regarding the contact between law enforcement or social services and a student to anyone except a superior, or under appropriate circumstances, to a parent of legal guardian. No information will be shared with a parent or guardian in cases related to child abuse or neglect referrals.
8. The principal or designee shall be allowed to be present at any interview/interrogation unless barred by law or excused by the student.

NOTIFICATION OF PARENT/GUARDIAN

Notification of parents or guardians when students are to be interviewed by law enforcement and/or social services will be carried out according to the following guidelines.

1. A reasonable effort will be made to contact the parent or guardian prior to the start of the interview, except in the case of child abuse/neglect referrals. The interview may proceed prior to notification of the parent or guardian if (a) the situation is determined to require prompt action, (b) the situation is determined to be of a serious nature, or (c) the attempt to contact has been unsuccessful. The parent or guardian will be notified if their child has been interviewed by law enforcement and/or social services on school premises, except where prohibited by law.
2. For emergency situations where the safety and well-being of the school community is threatened, law enforcement may interview/interrogate a student prior to notifying a parent/guardian.
3. If a student makes a request to speak with law enforcement or social services, a parental notification is not necessary and permission to speak shall be granted.

ANIT-BULLYING/ANTI-HARASSMENT POLICY

Ocean Studies Charter School is committed to providing an educational setting that is safe, secure, and free from harassment and bullying for all of its students and school employees. OSCS will not tolerate bullying or harassment of any type; physical, verbal, emotional, and cyber-attacks are not acceptable. Conduct that constitutes bullying and harassment, during school or any school-related event or program, is prohibited.

DEFINITIONS

- A. during any education program or activity conducted by the District;
- B. during any school-related or school-sponsored program or activity or on a school bus of the District; or
- C. through the use of data or computer software that is accessed through a computer, computer systems, or computer network of the District.

"Bullying" means systematically and chronically inflicting physical hurt or psychological distress on one (1) or more students or employees. It is defined as any unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by an adult or student, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation; and may involve but not limited to:

- A. teasing
- B. social exclusion
- C. threat
- D. intimidation
- E. stalking
- F. physical violence
- G. theft
- H. public humiliation
- I. destruction of property.

"Bullying" and **"harassment"** also encompass:

- A. Retaliation against a student or school employee by another student or school employee for asserting or alleging an act of bullying or harassment. Reporting an act of bullying or harassment that is not made in good faith is considered retaliation.
- B. Perpetuation of conduct listed in the definition of bullying and/or harassment by an individual or group with intent to demean, dehumanize, embarrass, or cause emotional or physical harm to a student or school employee by:
 - 1. incitement or coercion
 - 2. accessing or knowingly and willingly causing or providing access to data of computer software through a computer, computer system, or computer network within the scope of the District school system
 - 3. acting in a manner that has an effect substantially similar to the effect of bullying or harassment

4. engaging in bullying against an individual's: sex, race, color, religion, national origin, age, disability (physical, mental, or educational), marital status, socio-economic background, ancestry, ethnicity, gender, gender identity or expression, linguistic preference, political beliefs, sexual orientation, or social/family background, or being viewed as different in its education programs, or admission to education programs.

"Cyber-bullying" means electronically transmitted acts (i.e., internet, e-mail, cellular telephone, personal digital assistance (PDA), or wireless hand-held device) that a student or a group of students exhibits toward another particular student(s) and the behavior both causes mental and/or physical harm to the other student and is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student(s).

"Cyber-stalking" means to engage repetitively in an unwanted course of conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at a specific person, causing substantial emotional distress to that person and serving no legitimate purpose.

"Harassment" means any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a student or school employee that:

- A. places a student or school employee in reasonable fear of harm to his/her person or damage to his/her property
- B. has the effect of substantially interfering with a student's educational performance, opportunities, or benefits; or
- C. has the effect of substantially negatively impacting a student's or employee's emotional or mental well-being; or
- D. has the effect of substantially disrupting the orderly operation of a school.

EXPECTED BEHAVIOR

Appropriate behavior is essential in maintaining an environment that provides each student the opportunity to obtain a high quality education in a uniform, safe, secure, efficient, and high quality system of education.

Ocean Studies Charter School expects all stakeholders to conduct themselves in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of

other students and school staff, the educational purpose underlying all school activities, and the care of school facilities and equipment.

The standards for student behavior shall be set cooperatively through interaction among students, parents/guardians, staff and community member, producing an atmosphere that encourages students to grow in self-discipline. Students are expected to conform to reasonable standards of socially acceptable behavior; respect the person, property, and rights of others; obey constituted authority; and respond appropriately to those who hold that authority.

CONSEQUENCES

Consequences and appropriate remedial action for students who commit acts of bullying or harassment or found to have falsely accused another as a means of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion, as outlined in the Student Code of Conduct.

Consequences and appropriate remedial action for a school employee found to have committed an act of bullying or harassment or found to have falsely accused another as a means of bullying or harassment shall include discipline in accordance with school policies, administrative procedures, and the collective bargaining agreement.

Consequences and appropriate remedial action for a visitor or volunteer found to have committed an act of bullying or harassment or found to have falsely accused another as a means of bullying or harassment shall be determined by the school administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials if appropriate.

PROCEDURE FOR REPORTING

Any student or student's parent/guardian who believes s/he has been or is the victim of bullying or harassment should immediately report the situation to the school principal. The student may also report concerns to teachers and other school staff who will be responsible for notifying the appropriate administrator. Complaints against an employee should be reported to their supervisor. All reports should be filed as soon as possible and may be filed up to ninety days after the last alleged act of bullying occurred.

All other members of the school community, including students, parents, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy.

Written and oral reports shall be considered official reports. Reports may be made anonymously. Reports may be delivered to the front office at each school. A reporting form can be found at Keysschools.com Formal disciplinary action may not be based solely on the basis of an anonymous report.

PROCEDURE FOR INVESTIGATION

All complaints about bullying and/or harassment that may violate this policy shall be promptly investigated by an individual, designated by the principal, who is trained in investigative procedures. Documented interviews of the victim, alleged perpetrator, and witnesses shall be conducted privately and shall be confidential.

Reasonable effort shall be made to respond expeditiously to all reports of bullying. A maximum of 10 school days shall be the limit for the initial filing of incidents and completion of the investigative procedural steps. The highest level of confidentiality possible shall be provided regarding the submission of a complaint or a report of bullying and/or harassment and for the investigative procedures that are employed.

SCOPE

The investigator will provide a report on the results of the investigation with recommendations for the principal to make a determination if an act of bullying or harassment falls within the scope of Ocean Studies Charter School authority. If the action is within the scope of Ocean Studies Charter School, Ocean Studies Charter School procedures for investigating bullying and/or harassment shall be followed. If the action is outside the scope of the Ocean Studies Charter School, and believed to be a criminal act, the action shall be referred to the appropriate law enforcement agency. If the action is outside the scope of the Ocean Studies Charter School and believed not a criminal act, the principal shall inform parents/guardians of all students affected. Notification shall be by telephone or by personal conference and in writing and shall be consistent with the student privacy rights under applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA). The notice shall advise the individuals involved of their respective due process rights including the right to appeal any resulting determination or action to the State Board of Education.

If the bullying incident results in the perpetrator being charged with a crime, the principal shall inform the parent/guardian of the identified victim(s) involved in the bullying incident about the Unsafe Schools Choice Option.

Upon the completion of the investigation and if criminal charges are to be pursued against the perpetrator, the appropriate law enforcement agencies shall be notified by telephone and/or in writing.

According to the level of infraction, the victim's parents will be notified by telephone and/or in writing of actions being taken to protect the child; the frequency of notification will depend on the seriousness of the bullying or harassment incident.

SEXUAL HARASSMENT

Pursuant to Title VII of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972, "sexual harassment" is defined as: Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, when:

- A. retaliating against a person who has made a report or filed a complaint alleging harassment, or who has participated as a witness in a harassment investigation;
- B. filing a malicious or knowingly false report or complaint of harassment;
- C. disregarding, failing to investigate adequately, or delaying investigation of allegations of harassment, when responsibility for reporting and/or investigating harassment charges comprises part of one's supervisory duties.

Sexual harassment may involve the behavior of a person of either gender against a person of the same or opposite gender.

Prohibited acts that constitute sexual harassment may take a variety of forms. Examples of the kinds of conduct that may constitute sexual harassment include, but are not limited to:

- A. submission to such a conduct is made either implicitly or explicitly a term or condition of an individual's employment, or status in a class, educational program or activity;
- B. submission or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual;
- C. such conduct has the purpose or effect of interfering with the individual's work or educational performance;

- D. of creating an intimidating, hostile, or offensive working and/or learning environment;
- E. of interfering with one's ability to participate in or benefit from a class or an educational program or activity.

Not all behavior with sexual connotations constitutes unlawful sexual harassment. Conduct must be sufficiently severe, pervasive, and persistent such that it adversely affects an individual's employment or education, or such that it creates a hostile or abusive employment or educational environment.

NOTE: Any teacher, administrator, coach, or other school authority who engages in sexual conduct with a student may also be guilty of the criminal charge of "sexual battery". The issue of consent is irrelevant in regard to such criminal charge.

REPORTS AND COMPLAINTS OF HARASSING CONDUCT

Members of the School community and third parties are encouraged to promptly report incidents of harassing conduct to an administrator, supervisor, or other School District official so that the Board may address the conduct before it becomes severe, pervasive, or persistent.

Members of the School community or third parties who believe they have been unlawfully harassed by another member of the School District community or a third party are entitled to utilize the Board's informal and/or formal investigation and complaint processes. Initiating a complaint, whether formally or informally, will not adversely affect the complaining individual's employment or participation in educational or extra-curricular programs. While there are no time limits for initiating complaints of harassment under this policy, individuals should make every effort to file an informal or a formal complaint as soon as possible after the conduct occurs while the facts are known and potential witnesses are available.

FOR THE FORMAL PROCESS FOR ADDRESSING COMPLAINTS OF HARASSMENT PLEASE SEE THE SCHOOL BOARD POLICIES

The administrative procedures will also include a formal complaint process. While the formal complaint process may serve as the first step to resolution of a charge of unlawful harassment, it is also available in those circumstances when the informal complaint process fails to satisfactorily resolve a concern. Because of the need for flexibility, no specific time lines are established for initiating the formal complaint process; however, once

the formal complaint process is begun, the investigation will be completed in a timely manner (ordinarily, within 31) calendar days of the complaint being received).

Although not required, members of the School community or third parties who feel they have been unlawfully harassed should file a formal written complaint with the principal of their school building or with one of the compliance officers identified in the administrative procedures. Oral complaints of harassment will be reduced to writing by the individual receiving the complaint and the complainant will be asked to verify the accuracy of the reported charge by signing the document. Complaints received by a school building principal will be immediately reported to the appropriate district official identified in the administrative procedures.

After a complaint is filed, the designee shall conduct a prompt and timely investigation. The investigation may include interviews of the complainant, the individual accused of engaging in harassing behavior, and any other witness who may reasonably be expected to have information relevant to the situation. All interviewed parties and witnesses will be provided an opportunity to present any evidence that they reasonably believe to be relevant to the situation.

At the conclusion of the investigation the designee will prepare and deliver to the Board of Directors a written report summarizing the evidence gathered during the investigation and providing his/her recommendations regarding whether or not the complaint of unlawful harassment has been substantiated. The written report must be based on the totality of the circumstances involved in the complaint, the nature of the alleged conduct, the context in which the alleged conduct occurred, and the ages and maturity of the individuals involved.

A copy of the written report will also be delivered to the member of the School community or third party making the complaint and the individual accused of the harassing conduct.

Upon review of the written report the Board of Directors will either issue a final decision regarding whether or not the complaint of unlawful harassment was substantiated, or request that further investigation be conducted. A copy of the Board of Director's action will be delivered to both the complainant and the individual accused of the harassing conduct.

The decision of the Ocean Studies Charter School Board of Directors shall be final.

CHILD ABUSE PREVENTION

Teachers are mandated by Florida law to report suspected cases of child abuse, neglect, exploitation, or deprivation to the Florida Department of Children and Families via the abuse hotline at 1-800-96 ABUSE (1-800-962-2873). The reporter's identity is kept strictly confidential.

SPECIAL EDUCATION

Ocean Studies Charter School along with the Monroe County School District ensure that all students suspected of having a disability are identified, evaluated, and provided appropriate, specially designed instruction and related services, if it is determined that the student meets the state's eligibility criteria and the parent/guardian consents to initial placement. Prior to referral for evaluation, the student must have participated in the school's progress monitoring plan and intervention programs.

Students with disabilities who are eligible and require special education will have an Individual Educational Plan (IEP). The IEP describes the student's strengths and weaknesses and documents the services and supports the student needs in order to access a Free and Appropriate Public Education (FAPE) in the least restrictive environment (LRE).

The IEP is a working plan that must be developed by the IEP team at least once every 12 months and reviewed, when appropriate, to revise and address any lack of expected progress toward annual goals, or to consider any new information that has been provided through re-evaluation or by the parent/guardian. Parent/guardian involvement in the special education process is very important. Parents/guardians will be asked to participate in the IEP process each year and to consider the need for their child's re-evaluation at least once every three years.

ENGLISH LANGUAGE LEARNERS (ELL)

Students identified as Limited English Proficient (ELL) must meet the district levels of performance. However, ELL students who are identified as being substantially below grade level in reading in English may be retained. ELL students will be under the supervision of an ESOL-certified person and will follow or exceed the curriculum guidelines and accommodations outlined by the district.

ESE STUDENTS

Specific determinations for retention of students with disabilities shall be determined on an individual basis considering the following factors:

disability, diploma option, grades, state assessments, portfolios etc. For additional ESE information regarding evaluations, data and placement of students into ESE programs please refer to the State of Florida & School Board Approved Admissions and Placement Manual.

504 STUDENTS

Parents may refer students for a 504. Students with 504 plans must meet the district levels of performance. The Team must determine if the reason(s) for retention is/are caused by the disability of record on the active Section 504 Accommodation Plan. For additional 504 information regarding evaluations, data and placement of students 504 plan please refer to the State of Florida & School Board Approved Admissions and Placement Manual.

GIFTED STUDENTS

The school provides testing for gifted students through the Monroe County School District. Students are identified by their teachers through the results of standardized tests, benchmark assessments, and/or above level achievement in the classroom. Students who qualify for the gifted program will be provided instruction in their classroom setting by a teacher who is gifted endorsed or working towards gifted endorsement.

TUTORIAL/REMEDIATION PROGRAM

Remediation must be based on the results of diagnostic assessment(s), and it must be systematically embedded in the total educational program for the student. The daily instruction for the student will be modified based on both the diagnosis and the contents of the Progress Monitoring Plan or other educational plan(s) (e.g., IEP, ELL Plan). Remediation must include an instructional program that is not identical to that provided during the previous school year.

The Tutorial/Remediation Program provides immediate and ongoing assistance to students throughout the school year as needed. As required by Florida Statute §1008.25(4)(b), schools must develop, in consultation with the student's parent, a progress monitoring plan. A progress monitoring plan is intended to provide the school district and the school flexibility in meeting the academic needs of the student.

STUDENT HEALTH

At OCS we are concerned for your child's well-being and good health. Students who may have infectious conditions, such as chicken pox, strep

throat, or head lice should stay home until they have fully recovered. We ask that you contact our school office and notify us if your child will be absent due to sickness. Students with a fever (100.1 or greater), sore throat, eye infection, persistent cough, or severe nasal excretions should remain at home. Students with symptoms of vomiting, diarrhea, or undiagnosed skin rash should remain home as well. If your child becomes ill at school or exhibits any of the above symptoms, we will contact you to arrange for early dismissal. If any of the above symptoms are exhibited the student must be symptom free for 24 hours before returning to school.

At school if your child is injured we ask that teachers fill-out an "Ouch Report" and notify the parent if the injury is severe or is related to the head. A copy of the report is placed in the child's folder. In the event of a medical situation that requires immediate attention, we will want your child to see a doctor right away. Please remember to keep your emergency contact information up to date. We must be able to reach you at any time during the school day.

HEAD LICE

In the Keys, we find that head lice are a continuous problem that we must address throughout the school year. The school will call the parent or guardian if lice or nits are found on their child. Parents are asked to pick-up their child within 30 minutes of the phone call to prevent further spreading of this infestation. Lice are non-discriminatory and have no bias for gender, race, religion or socio-economic status. Lice have a 14 day incubation period. As per Monroe County School District Policy, students will not be able to return to school until all living nits are removed from the child's head.

You may notice that head lice checks may be conducted, before school starts, during the school year if we are aware that a student has been found to have lice. During these head lice checks we ask that you accompany your child through the checking process in case lice are found and your child must return home.

STUDENT RECORDS

Any person other than the student, his/her parent(s), guardian(s), teachers, counselors, or school officials, may gain access to the student's records or file by presenting the original copy of a release of information statement prepared and signed by the parent(s) stating the specific items to be released and to whom the information is to be given. Records are also released to other educational institutions as provided for in the State Regulations without prior parental or student consent.

The Family Educational Rights and Privacy Act (FERPA) afford parent(s)/guardian(s) certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 10 days of the day the School District receives a request for access. Parent(s)/guardian(s) should submit to the school principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent(s)/guardian(s) believe are inaccurate or misleading. Parent(s)/guardian(s) or eligible students may ask the School District to amend a record that they believe is inaccurate or misleading. They should write the school principal and clearly identify the part of the misleading. If the School District decides not to amend the record as requested by the parent(s)/guardian(s) of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent(s)/guardian(s) when notified of the right to a hearing.

FREE AND REDUCED LUNCHES

Ocean Studies Charter School participates in the National School Lunch Program. Families wishing to purchase lunch for their child shall place the order in the morning with the classroom teacher when attendance is taken. Our school is also part of the Free/Reduced Lunch Program. Applications for the Free/Reduced Lunch program are found on our website. Please see the office staff if you have any questions.

FOOD POLICY

Ocean Studies Charter School is a sugar-free, milk and water only school. We believe that good nutrition is important to a child's health and ability to learn. We ask that the food brought from home be well-balanced and natural, as free from preservatives as possible. Pizza is available for purchase one day a week.

Students should bring a packed nutritious lunch and snacks. Gum, candy, soda, sugary drinks, desserts, and juice are not permitted. Food items that list sugar by any name in the first three ingredients are not acceptable for snack or lunch. Please do not send food that requires heating to school. Food that needs to be heated must be done at home and placed in a thermos to keep warm until lunchtime.

BIRTHDAYS

Montessori classes have a special birthday celebration in which we tell the class the story of the birthday child's life as they walk around the sun. You are welcome to send in a special snack in honor of your child's birthday. However, please do not bring in any desserts or sweet treats.

We ask that you do not send birthday party invitations to school to be distributed; rather invitations should be sent through the mail. The only exception to this rule would be if every child in the class is invited. Sugary treats brought to the school will be turned in to the office to wrap and hold till end of day. Students can take home to eat.

CELL PHONE AND ELECTRONIC DEVICES

We ask that students do not bring cell phones or other electronic devices to school as they can be distracting and easily damaged. It is important that items of value, whether monetary or personal, are not brought to school as they can be lost or broken. Cell phones will be turned in to the office to hold for the day.

BOOK BAG POLICY

At OSCS School students are provided with cubbies to keep their belongings. Book bags are not permitted; the only exception is on days when the student may have field trip, related items that are necessary for off-campus activities are allowed. Any bags needed for afterschool activities will be left in the front file room until afternoon pick-up.

FIELD LABS AND OUTINGS

Ocean Studies Charter School has frequent field labs throughout the school year to enhance the curriculum as well as the students' overall educational experience. Labs are planned to coordinate with subjects being studied by the class or to take advantage of special community events. Notice of upcoming field labs will be sent home in advance. Permission slips and any required fees must be returned to school in advance of the lab, in order for your child to be able to participate.

We use the OSCS vehicles and/or parents may be asked to assist with transportation. All field lab drivers must have completed a school district background screening, have a valid driver's license, and must possess insurance. Our school insurance does not cover field lab volunteer drivers.

Instructors will assign students to each car; students may not switch cars. Please do not make any stops to or from a trip. If you volunteer to chaperone on a trip, please stay with the group of children assigned to you. Any vehicle used to transport students under this policy shall be:

1. Currently registered in the State of Florida,
2. Insured for personal injury protection and property damage liability in at least the minimum amounts required by law, and
3. in good working order.

An employee, parent, or other adult wishing to transport students in a private vehicle will request approval by submitting his/her driver's license, vehicle registration, and insurance card with the completed Private Vehicle Request form to the principal within five (5) business days before the planned travel. The principal will follow the established procedure to determine whether approval of the request to transport students in a private vehicle is appropriate. We do request that if a parent volunteers to transport students to NOT purchase treats or souvenirs.

Student transportation in private vehicles may only be authorized for labs within the State of Florida. When transportation is authorized in a private vehicle, students may only be required to use the occupant crash protection system provided by the vehicle manufacturer. A student who is transported to an activity in a private vehicle approved under this policy shall return from the activity in the same vehicle, unless the student is released to his/her parent. Notwithstanding any other provision of this policy, in an emergency situation which constitutes an imminent threat to student health or safety, school personnel may take whatever action is necessary under the circumstances to protect students.

PARENT VOLUNTEER HOURS

At part of your commitment to Ocean Studies Charter School parents or guardians are asked to complete a minimum of 15 volunteer hours during the academic school year. Such service may include fundraising, help with field labs, grounds maintenance, preparing for school-related events, preparing materials for your child's classroom teacher at home, or helping with any other need of the school program. Family involvement is an important part of your child's education and at OSCS we hope to create a sense of community amongst our parents, staff, and students. More information regarding volunteering will be sent with your child on the first day of school.

COMMUNITY SERVICE

Community service is an integral part of our success. We teach our students about the importance of being good citizens of the world. The students learn about doing their part to give back to our local and global society. Community service activities are scheduled throughout the school year. Communication is circulated to the parents via email, Remind, and flyers. We ask for your involvement in these activities as they set a great example for the students and the community members.

COMMUNICATION

Ocean Studies Charter School recognizes the importance of communication. The Principal and all classroom teachers are available by appointment to address parent needs. Please address all classroom and curriculum questions to your child's teacher before seeking assistance from administration. During school hours, it is the priority of the teachers to attend to students' needs; teachers are not available to discuss issues during the hours of 7:45 and 3:45. Telephone messages concerning absences or late arrivals should be made to 305-852-7700 between 7:45 and 8:30 a.m.

During the school year, we will send electronic messages such as newsletters, announcements, and flyers. In addition, paper copies may be sent home. Paper copies will be distributed by the classroom teachers. Please be attentive to these forms of communication.

VISITORS TO THE SCHOOL

Parents/guardians and other patrons of the district are welcome and encouraged to visit the schools. All visitors are expected to report and sign in at the reception office. The visitor must be on a student's contact list or have met with the Principal for approval. All visitors must bring a picture ID. The picture ID will be run through the Monroe County School District Raptor System to run a background check. If there is an issue with the background check, the visitor will be asked to leave campus. If the visitor does not willingly leave campus, the School Resource Officer will provide assistance. Visitors to the schools must respect the learning environment and maintain proper behavior and decorum. Disruption of the orderly process of the school is prohibited. The principal or his/her designee is authorized to deny access, ban or bar future access, remove or request the removal of any visitor whose behavior is disruptive to the educational/working environment of the school. Any visitor to the schools who has been asked to leave may appeal to the Office of the Superintendent.

During the first month of the school year, students are establishing their routines and familiarizing themselves with the learning environment. The teacher and students are building their community of learners. For this reason, we ask that parents avoid class observations during the first month of school.

Thank you for remembering to silence your cell phone before entering any classroom.

CONFERENCES AND PROGRESS REPORTS

Formal Parent/Teacher conferences are held three times a year. Student progress in our program is discussed at these conferences. Parents are required to attend these three formal conferences.

Formal progress reports are presented two times a year. The teachers base these reports on student observations and student work. Emphasis is not placed on achieving a "grade", rather, students' progress toward understanding and mastery of concepts.

OFFICE HOURS AND CONTACT INFORMATION

Ocean Studies Charter School is open from 8:00 a.m. to 4:00 p.m. on school days.

We are located at 100360 Overseas Highway, Key Largo, FL 33036.

School Telephone Number – 305-852-7700

School Fax Number – 305-852-3027

Visit us online at www.oceanstudiescharterschool.org

RESPONSIBILITIES OF EACH OCEAN STUDIES TEAM MEMBER

Students will:

1. Behave in a manner that respects and accepts classmates, teachers, school facilities, resources and self.
2. Abide by expectations, guidelines, rules and regulations established by the school
3. Attend school daily and on time.
4. Display positive attitude and best effort

Parents will:

1. Set an example of respect and acceptance of other persons, the school and learning.
2. Read and review school expectations, guidelines, rules and regulations with family members.
3. Work as a team with the school to help the student succeed academically and behaviorally.
4. Communicate with school officials regarding concerns relative to academics and student behavior.
5. Making sure the student attends school daily and on time.
6. Volunteer at least 15 hours a year.
7. Read at home with their student(s) for at least 20 minutes each night.

The Teachers and Principal will:

1. Treat each child with dignity and respect and create a climate and culture of respect and acceptance.
2. Communicate with students and parents regarding academic and behavior progress.
3. Inform and maintain communication with parents
4. Create intervention plans for social and academic needs
5. Provide necessary resources and materials
6. Offer praise and encouragement
7. Challenge students to achieve
8. Monitor student attendance

The School Board is Responsible For:

1. Establishing school district policy relative to student behavior and discipline.

The Community is Responsible For:

1. Maintaining a standard of conduct for adults, youth and children that will foster appropriate behavior.
2. Cooperating with the Board of Education and school personnel in the enforcement of school expectations, guidelines, rules and regulations.
3. Providing educational and recreational opportunities to allow for the development of appropriate student behavior.

Acknowledgement of Receipt of Handbook

Please sign this form and return it to school. Your signature(s) indicate that you have received the handbook for the Ocean Studies Charter School and have read & understand its policies and procedures.

This handbook contains the policies and procedures of the Ocean Studies Charter School. It is only meant to serve as a reference guide. The Charter Board and Principal reserve the unilateral right to add, delete, or amend these policies and benefits provided for in this handbook. Families of students enrolled in the Ocean Studies Charter School should feel free to contact the Principal with questions concerning the contents of this handbook.

Parent/Guardian Name: (Please Print)

Parent/Guardian Signature:

Student Signature:

Date: _____

Addendum 1

In the event that OSCS is open under Level 2 or Level 3 as described in the OSCS Reopening, Operations, and Instructional Continuity Guide, a car line will be used for the safety of the staff and students. Car line procedures are subject to change based on need. The following procedures will be in place for the car line:

Drop off between 7:30 – 8:30:

- Park and walk students to front door
 - Parents are not allowed in the building at this time
 - Please be prepared to take your child with you if their temperature is 100.4 or above, a doctor's note will be required to return to school
 - If one of your children has a fever, please be prepared to take all of your children with you until a doctor's note clears them for return
- Car line
 - Five cars at a time will be dropping off
 - To prevent back up onto US-1
 - Please do not ask staff members questions
 - Please have your child ready to get out of the car as soon as the door is opened for them by an adult
 - Please be prepared to take your child with you if their temperature read is 100.4 or above, a doctor's note will be required to return to school
 - If one of your children has a fever, please be prepared to take all of your children with you until a doctor's note clears them for return

Pick up between 3:00 – 4:00

Car line only:

- Five cars at a time will pick-up
- Students will be lined up behind cones and social distance from other students
- To prevent back up on US-1 please do not ask staff members questions during car line pick up or drop off.