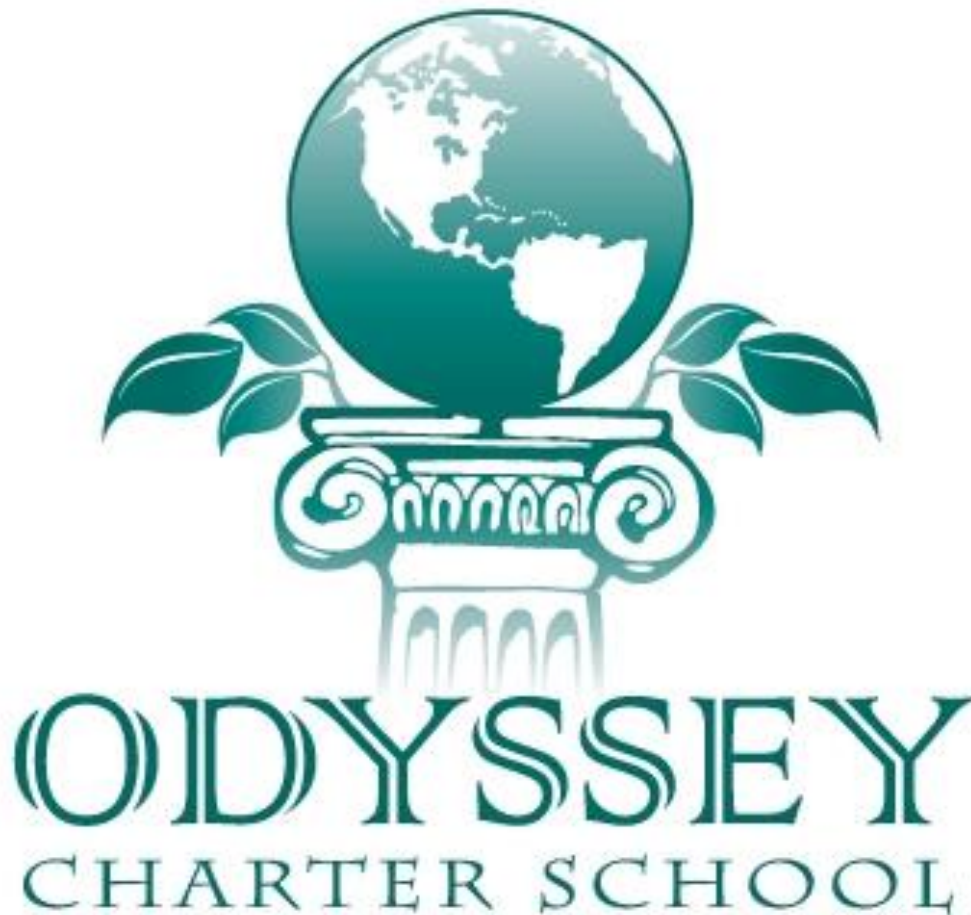




Odyssey Charter Jr/Sr High
Staff Handbook
2017-2018

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Mission & Vision

The mission of Odyssey Charter School is to work in partnership with the family and community, with the aim of helping each child reach full potential in all areas of life.

We seek to educate the whole child with the understanding that each person must achieve a balance of intellectual, emotional, physical, spiritual and social skills as a foundation for life.

Odyssey Essential Elements

There are primarily 5 Essential Elements of an Odyssey education:

1. Montessori Philosophy

Our school philosophy begins with a deep respect for children as unique individuals. We focus upon healthy social and emotional development. Our community is a warm and supportive community of students, teachers, and parents. Our students do not get lost in the crowd.

2. Positive Discipline in the Classroom

Our Positive Discipline in the Classroom program prepares children for responsible citizenship. Through class meetings, we create an atmosphere of caring based on kindness and firmness, dignity and mutual respect. We know that real learning takes place in a nonthreatening environment. We focus on solutions instead of problems. We consider our mistakes as wonderful opportunities to learn.

3. Nutrition Education

Odyssey believes in the importance of nutrition education for children. We have adopted a nutrition education program developed by Columbia University's Teachers College which we implement in Preschool through eighth grade. This program teaches students about food, culture, health, and the environment, as well as growing food, farm to table, and choice, control and change.

4. Professional Learning Communities

When teachers have opportunities for collaborative inquiry and the learning related to it, they are able to develop and share a body of wisdom gleaned from their experience. Teachers work together in planning instruction, observing each other's classrooms, and sharing feedback. Professional Learning Communities also give attention to five attributes: supportive and shared leadership; collective creativity; shared values and vision; supportive conditions; and shared personal practice.

5. Brain Gym – another important component of Odyssey

Brain Gym is a kinesthetic educational program designed to relieve stress and enhance concentration through a variety of exercises. Classroom teachers start the school day with these exercises in order to get students 'ready to learn' and include them prior to specific activities or tests.

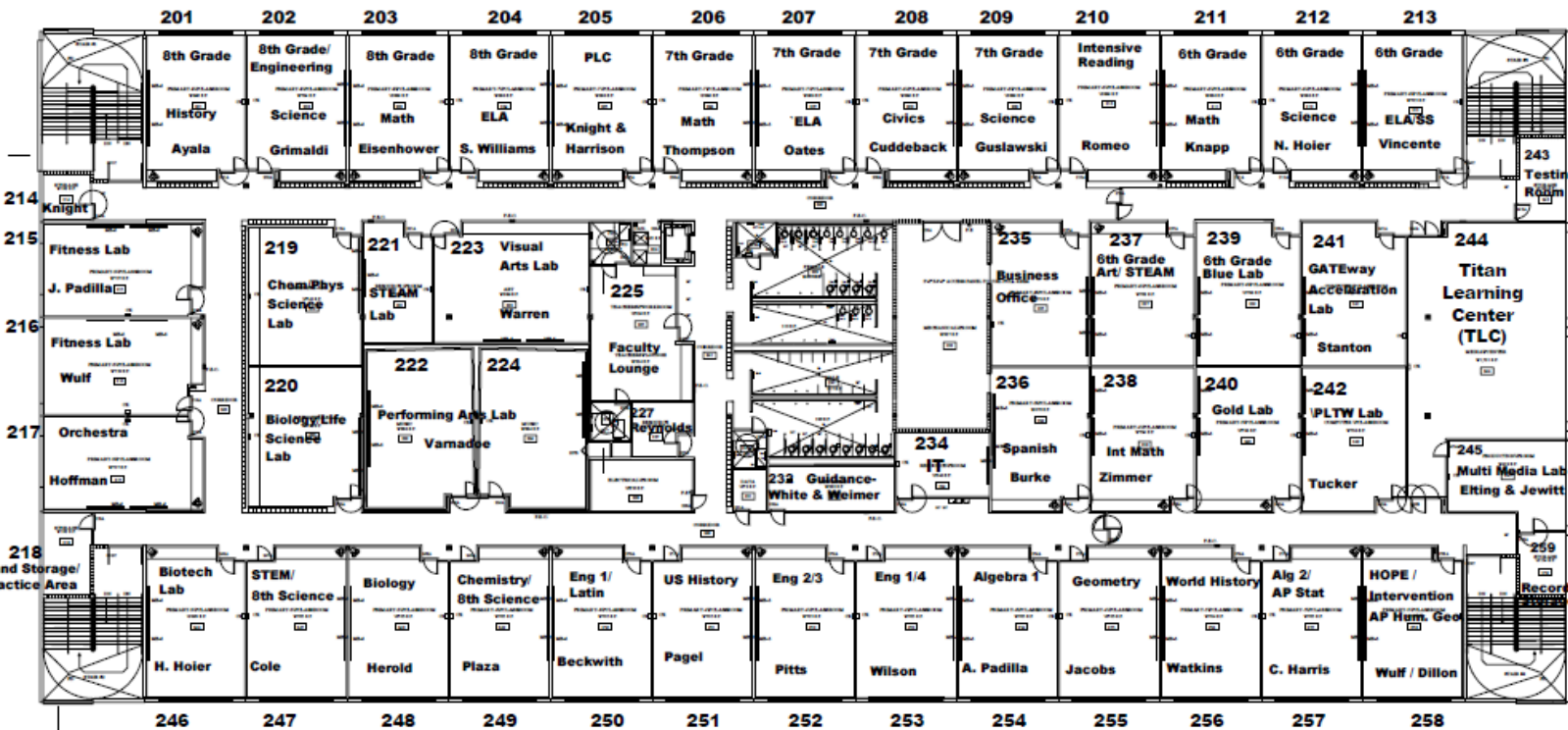
Odyssey Charter School Jr/Sr High Staff List

Department	Room	Name	Phone Extension
6th Grade	113	Moore, Dillon, T. Williams	1113
Social Science/US History	201	Ayala	1201
Science/Physics	202	Grimaldi	1202
Math/Pre-Algebra	203	Eisenhower	1203
ELA/8 th Grade	204	S. Williams	1204
PLC	205	Harrison	1205
Math/7 th Grade	206	Thompson	1206
ELA/7 th Grade	207	Oates	1207
Social Science/Civics	208	Cuddeback	1208
Science/7 th Grade	209	Guslawski	1209
Reading/ESE	210	Romeo	1210
6th Grade Math	211	Knapp	1211
6th Grade Science	212	N. Hoier	1212
6th Grade ELA	213	Vincente	1213
Administrator	214	Knight	1214
Orchestra	217	Hoffman	1217
Physical Sciences Lab	219	Science Team	1219
Life Sciences Lab	220	Science Team	1220
STEAM	221	Grimaldi	1221
Art	223	Warren	1223
Faculty Lounge	225	All	1225
Dean's Office	227	Reynolds	1227
Guidance Office	232	White and Weimer	1232
IT Office	234	Tom	1234
Business Office	235	Chapman & Joyce	1235
Spanish	236	Burke	1236
6th Grade Art	237	N. Hoier	1237
Math/Intensive Math	238	Zimmer	1238
6th Grade Lab	239	Jewett	1239
Gold Lab	240	Warren/Oaks	1240
GATEway Lab (Virtual)	241	Stanton	1241
PLTW	242	Tucker	1242
Testing Room	243	Moore/Dillon/Harrison	1243
TLC	244	Scheduled Teachers	1244
Multi-Media Lab	245	Elting/Jewett	1245
Science/STEAM	246	H. Hoier	1246
Science/Botany	247	Cole	1247
Science/Biology	248	Herold	1248
Science/Chemistry	249	Plaza	1249
ELA/Latin	250	Beckwith	1250
Social Science/US History	251	Pagel	1251
ELA/Yearbook	252	Pitts	1252

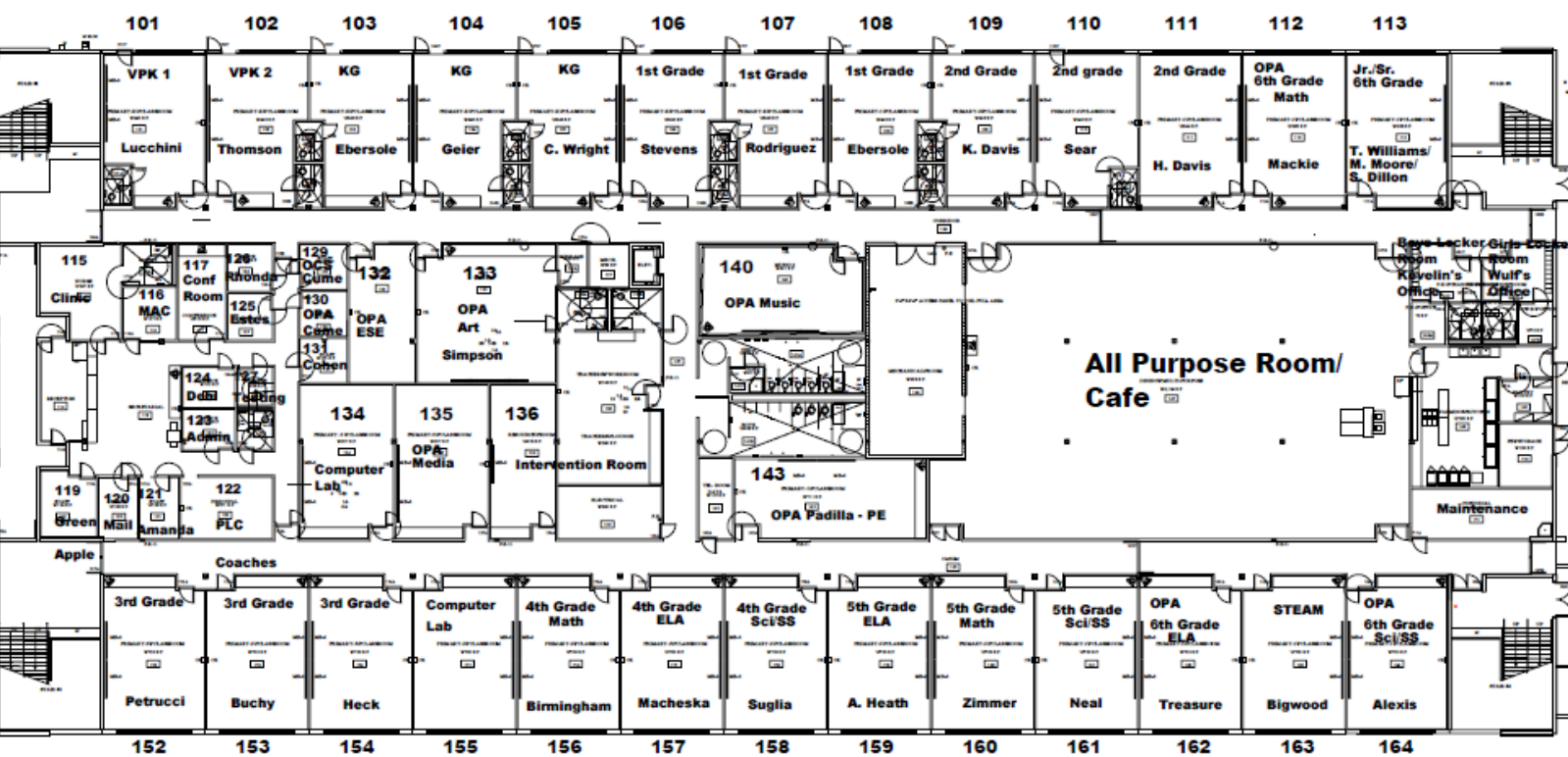
ELA/Journalism	253	Wilson	1253
Math/Algebra I	254	A. Padilla	1254
Math/Geometry	255	Jacobs	1255
Social Science	256	Watkins	1256
Math/AP Stats	257	Harris	1257
HOPE	258	Wulf & Dillon (7th Period)	1258
Records	259	Gawlowski	1259
Self Defense/Yoga	215/216	J. Padilla and Wulf	1216
Performing Arts	222/224	Varnadoe	1222
ESE Coordinator	126	Gawlowski	1126
Front Office	Front	Thompson	1000
Human Resources	121	Encarcion	1121

Odyssey Charter School Jr/Sr High Map

2nd Floor Classrooms



1st Floor Classrooms



[\(Back to Field Trip Procedures\)](#)

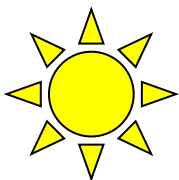
OCS Jr./Sr. High School Leadership Team (SLT) Duties/Responsibilities

Knight	Harrison	Reynolds	Tucker
Campus Leader, Master Schedule, All Faculty/Staff Assignments, Schoolwide Data Analysis, Teacher Evaluation (w/Harrison), District/State/GASM Liaison, Facebook Campus-Wide	Curriculum & Instruction, District AP Meetings, PD Facilitator, PLCs, Newsletter Editor, Jr./Sr. Website (w/Knight & Reynolds), Edline and Grades (w/ Reynolds & Dillon), Testing Support	Discipline, Edline and Grades (w/Harrison), Athletics, Transportation, Facilities, Blackboard, Duty Stations (w/Tucker & Moore), Saturday School, Field Trips, PE/Performing Arts Department Chair	Teacher Websites, Parent Engagement (w/Reynolds & Cuddeback), Duty Schedules (w/Reynolds & Moore), Fine Arts & PLTW Department Chair
Weimer	White	Havet	Gawlowski
Guidance, Student Schedules & Credits (Juniors & Seniors), SE Training (w/White), 504's, MTSS, Virtual School (w/Stanton), Dual Enrollment	Guidance, Student Schedules/Credits/ Promotion & Retention (Grades 7 – Sophomores), SE Training (w/Weimer)	Part-Time Registrar for Guidance, AS400, FTE (w/Joyce), District Reporting, Course Code Approvals	MTSS (w/Weimer, Reynolds, & Moore), ESE (w/Romeo), ESOL (w/Nelson), ESE/ESOL/504 Testing (w/Dillon & Moore)
Dillon	Moore	Joyce	Chapman
6 th grade Curriculum and Instruction Lead, Testing Coordination (w/Moore), PLCs (w/Harrison), 6 th Grade Social Science & AP Human Geography Teacher, Intensive Civics Co-Teacher (Periods 5 & 6)	6 th grade Discipline Lead, Student Schedules (Grade 6), Testing Coordination (w/Dillon), 6 th Grade Master Schedule, 6 th Grade Honors Math Teacher, Grades 7 & 8 Math Co-Teacher	Office Manager, Registrar, AS400, FTE (w/Havet)	Executive Secretary to Knight, Attendance Clerk, Discipline Record Keeping, Substitute-Coordinator, Teacher Supplies, Flyers, Front Office Display, Schoolwide Display
Encarcion	TBD	H. Hoier	Macpherson
HR, Bookkeeping, Purchasing	Athletic Director	Grants, Partnerships, STEAM Coordination	Agricultural Education Director, Farm/Botany Curricula Lead
Pitts	**Nelson**		
Senior Class Sponsor, College Tours, Yearbook	ESOL Instructional Accountability; ESOL Testing, ESOL Tutoring (As Scheduled)		

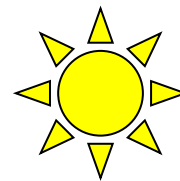
OCS Jr/Sr High Department Heads/Content Leads Duties/Responsibilities

Harrison	Wilson	Harrison/ H.Hoier	Padilla	Tucker	Cuddeback	Reynolds	Dillon
Curriculum/ Instruction Manager	English Department Chairperson	Science Department Chairperson	Math Department Chairperson	PLTW/ Physics/ Fine Arts Chairperson	Social Sciences Department Chairperson	PE & Performing Arts Department Chairperson	6 th Grade Team Chairperson

Odyssey Charter School's Birthday Policy



Odyssey Charter School's Birthday Policy



At Odyssey, we choose to celebrate the life and essence of each child during birthday celebrations, by placing attention on the birth and life of your very special child, rather than making the birthday occasion a food centered event.

The sharing of the birthday child's life history/timeline, favorite books and/or hobbies are highly encouraged to help your child to develop a true appreciation for the gift of life, the joy of friendship and the rewards in sharing of one's inner self.

Contact your child's teacher regarding participation and timing of birthday celebrations as these activities are at the discretion of each Teacher. Please review Odyssey's Wellness Policy on the School's website for suggested birthday celebration activities.

To educate students in nutrition education for optimal health, to protect the health and safety of students, and to protect the educational learning time in classrooms, the consumption of foods of any variety for birthday celebrations is prohibited at Odyssey.

Thank you for your partnership as we strive to fulfill our mission to help each child reach full potential in all areas of life.



Wise Nutrition and Healthy Lifestyles Agreement

As a member of Odyssey Charter School’s community of students, families, teachers, administrators and staff, please review the Wellness Policy and initial/sign below as appropriate. As a reminder, some tenets of the policy are:

- Wellness is fundamental to education and learning. Furthermore, a student’s ability to learn effectively and achieve high standards in school is directly related to dietary choices, physical activity, and the environmental climate.
- Our School’s role, as part of the larger community, is to model, actively practice and teach, through policies, procedures and opportunity, the promotion of family health, physical activity, good nutrition, sustainable agriculture, and environmental preservation.

Please initial:

_____ I agree that I have read, understood and will respect Odyssey’s Wellness Policy.

_____ I agree that I will actively support Odyssey’s Wellness Policy with the aim of helping each child reach their full potential in all areas of life.

_____ I agree that I will promote and encourage movement/physical activity in the classroom.

_____ I agree that I will offer non-food based rewards and celebration activities.

_____ I agree that I will help to create a respectful, kind, courteous and inspirational learning environment.

_____ I agree that to maintain a healthy and safe environment, I will respectfully prohibit foods of minimal nutritional value (high sugar, high fat, high salt, artificial ingredients) in our school, including, but not limited to, cakes, cupcakes, ice cream, candy, and soda.

Name: _____ **Date:** _____

Signature: _____ **For Staff: Job Title/Grade:** _____

Odyssey Charter School Fragrance Free Policy

A fragrance-free environment helps create a safe and healthy atmosphere for students and staff. Fragrances from personal care products, air fresheners, candles and cleaning products have been associated with adversely affecting a person's health including headaches, upper respiratory systems, shortness of breath, and difficulty with concentration. Students and staff with allergies and asthma report that certain odors, even small amounts, can cause asthma symptoms. All Odyssey Charter School, Inc. (OCS) schools use "green" cleaning products and follow best practices to limit exposure to cleaning chemicals if fragrance exists in the product. OCS recognizes the hazards caused by exposure to scented products and has developed the following policy to provide a fragrance-free environment for all students, staff and visitors to keep a safe and healthy atmosphere. This policy applies to students, staff, and visitors to all OCS schools.

Policies

1. OCS expects that all classrooms, offices, restrooms and additional spaces used by students, staff and visitors remain free of scented products.
2. Personal care products such as cologne, perfume, aftershave lotions, scented lotions, fragranced hair products and/or similar products are not to be worn in school facilities, school buses and company owned vehicles.
3. Use of air fresheners and candles is prohibited from school facilities, school buses and company owned vehicles.
4. Use of cleaning products other than those purchased by the school are prohibited for cleaning classrooms and personal workspaces.

Procedure

1. Students, staff and visitors will be informed of the OCS Fragrance-free Policy through signs posted throughout the schools, buses, and company owned vehicles.
2. Visitors will be informed of the OCS Fragrance-free Policy by school staff, calendar meeting invitations, email correspondences and signs posted throughout the schools.

Sample email message for guests: *"This is a fragrance-free school environment. Thank you for not wearing any of the following during your visit: cologne, after shave lotion, perfume, perfumed hand lotion, fragranced hair products, and/or similar products. Our chemically-sensitive students and staff thank you."*

3. Violations of this policy will be subject to the school's code of conduct and employee standard disciplinary procedure.

Odyssey Charter School, Inc. School Event Policy

Event organizer shall complete Event Agreement Form (See in SharePoint Folder) and submit to the Dean of Students and Site Administrator for approval at least one week prior to the event, along with the name of the person(s) hired to clean and organize at the conclusion of the event.

The organizer agrees to remove any/all trash from the premises and discard in Waste Management dumpster at the conclusion of the event. All areas of the facility used during the event will be cleaned at the conclusion of each event, including sweeping and mopping of floors. The school will be held responsible for any additional organization, cleaning or repair resulting from the facility usage. All furniture removed or moved will be returned to its original location and configuration after the room(s) is/are cleaned.

The event organizer will designate the person(s) responsible for checking that the facility is empty, all doors are locked and the facility is armed and secured.

Should the organizer not comply with the above specifications, the facility will not be ready for use the following school day and could possibly result in delayed cafeteria service or custodians not being immediately available as they clean and prepare for the school day.

Examples of submission:

- Dances
- Fundraising Night
- Parent Involvement Events
- Athletics
- Any other after-hour events (including weekends)

Deans of students will be setting up universal school-wide for all campuses events calendar

Social Media/Network Guidelines for Odyssey Staff

Be aware of what you post online. Social media venues are very public. What you contribute leaves a digital footprint for all to see, representing you and our school. Do not post anything you wouldn't want our students or their families to see. An Odyssey Board Policy is being developed this year, but in the meantime, here are a few staff expectations for the use of social media.

1. Odyssey Staff Members are responsible for their own behavior when communicating with social media. They will be held accountable for the content of the communications that they state/post on social media locations. Social media is not a place to discuss our schools, our community, and/or our students/families in a negative way.
2. Odyssey Staff Members may not disrupt the learning atmosphere, educational programs, school activities, and the rights of others through social media.
3. Odyssey Staff Members should be professional when writing online. It is acceptable to disagree with someone else's opinions, but please do it in a respectful and responsible way.
4. Inappropriate communications may not be included in the social media sites of Odyssey Staff Members, including but not limited to:
 - a) confidential, personally identifiable, and sensitive school information about students/families, other employees, and/or guests;
 - b) child pornography and/or sexual exploitation;
 - c) bullying/cyberbullying;
 - d) defamatory or discriminatory statements and images;
 - e) proprietary information of Odyssey and/or any Odyssey affiliate/vendor;
 - f) terroristic threats; or
 - g) illegal items and activities.
5. Odyssey Staff Members may not use their personal computers, devices, services, systems, and networks *for personal use* during the time they are required to be fulfilling their work and teaching responsibilities (unless approval has been granted by the Founder/Head of Schools or the site administrator).

Failure to comply with any of these expectations can result in a verbal or written warning, administrative action, and/or termination.

Odyssey Charter School Non-Negotiable Practices

Lesson Plans	Common Board Configuration	Active Supervision
Lesson plans are to be complete and sent to department chair by 8 am on the Monday of the week of lessons.	All common boards must be fully completed and utilized on a daily basis.	Students must be under the supervision of a certified teacher. This means actively supervising students while in and around the campus.
PLC Participation and Preparation	Data Input and Analysis	Sub Plan Folder
PLC's are a cornerstone of our school's mission. Teachers must be on time, prepared with laptop, standards, Thinking Scales, Lesson Plans, and other resources. Teachers must actively participate in the planning process. (2x per week)	Teachers must meet all deadlines for data collection and analysis and utilize data on a regular basis. Types of data we use include: *Common Cold Assessments *Student work	All teachers must keep their sub plan folder up to date and in your desk and submitted to Dr. Harrison.
Positive Discipline	Daily Agenda for Student Learning	Wellness Policy
All classrooms will actively implement positive discipline including shared decision making, classroom rules, and morning meeting.	Classrooms must use a daily agenda to front load learning for students.	All teachers will sign and support the wellness policy in classrooms and throughout the campus.
Chain of Command (Instructional Issues)	Chain of Command (Behavioral, Facilities, Busses)	Parent Concerns
<ul style="list-style-type: none"> • Discuss with Team • Discuss with Team Lead privately • Discuss with Coaches 	<ul style="list-style-type: none"> • Discuss with Team Lead • Discuss with Dean of Students 	<ul style="list-style-type: none"> • Discuss with Team Lead • Discuss with Dean of Students & Site Administrator

Odyssey Charter School 2017-2018 School Calendar

	FIRST SEMESTER		SECOND SEMESTER
July 4	Independence Day/Holiday for All	January 8	Students Return/Second Semester Begins
August 1-4	Teachers Report/Pre-Planning	January 10	Early Release Day
August 7	Professional Development	January 11	Elementary Report Cards
August 8-9	Pre-Planning	January 15	Martin L. King, Jr. Day – Holiday for All
August 10	First Day of School for Students	January 16	Secondary Report Cards Issued
August 16	Early Release Day	January 17	Early Release Day
August 23	Early Release Day	January 24	Early Release Day
August 30	Early Release Day	January 31	Early Release Day
September 4	Labor Day/Holiday for All	February 7	Elementary Conference
September 6	Early Release	February 7	Third Interim Ends
September 11	First Interim Ends	February 7	Early Release Day
September 13	Early Release Day	February 13	Secondary Interim Reports Issued
September 14	Secondary Interim Reports Issued	February 14	Elementary Interim Reports Issued
September 15	Elementary Interim Reports Issued	February 14	Early Release Day
September 18	Professional Development/Student Holiday	February 19	Presidents' Day/Professional Development Day/Student Holiday/Make-up day if needed
September 20	Early Release Day	February 21	Early Release Day
September 27	Early Release Day	February 22	Jr./Sr. High School Conference
October 4	Early Release Day	February 28	Early Release Day
October 11	Early Release Day	March 7	Early Release Day
October 13	End of First Nine Weeks	March 13	End of Third Nine Weeks
October 18	Early Release Day	March 14	Early Release Day
October 20	Elementary Report Cards Issued	March 16	Teacher Workday/Student Holiday
October 24	Secondary Report Cards Issued	March 20	Elementary Report Cards Issued
October 24	Elementary Conference	March 21	Early Release Day
October 25	Early Release Day	March 22	Secondary Report Cards Issued
October 26	Jr./Sr. High School Conference	March 28	Early Release Day
November 1	Early Release Day	April 2-6	Spring Break

Calendar continued on next page

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November 8	Early Release Day	April 9	Classes Resume
November 10	Veterans' Day/Holiday for All	April 11	Early Release Day
November 15	Second Interim Ends	April 18	Early Release Day
November 15	Early Release Day	April 20	Fourth Interim Ends
November 21	Secondary Interim Reports Issued	April 25	Early Release Day
November 22	Elementary Interim Reports Issued	April 26	Secondary Interims Issued
November 22	Student/Teacher Holiday/Make-up day if needed	April 27	Elementary Interims Issued
November 23-24	Thanksgiving/Holiday for All	May 2	Early Release Day
November 29	Early Release Day	May 9	Early Release Day
December 6	Early Release Day	May 16	Early Release Day
December 13	Early Release Day	May 21	Exams/Early Dismissal
December 19-20	Exams/Early Dismissal	May 22	Exams/Early Dismissal
December 21	Exams/Early Dismissal/End of First Semester	May 23	Exams/Early Dismissal - End of Second Semester/Last Day for Students
Dec. 22-29	Winter Break (Dec. 22 nd , 25 th & 26 th Holiday for All)	May 23	Elementary Report Cards Issued
January 1	Holiday for All	May 24	Post-Planning
January 2-4	Winter Break	May 25	Post-Planning/Last Day for Teachers
January 5	Teacher Workday/Student Holiday	May 28	Memorial Day
		Mid-June	Secondary Report Cards Issued**

	<i>2017-2018 Testing Dates TBD</i>
<i>April-May 2018</i>	<i>STATE ASSESSMENT Grades 3-10, Grades 11-12 Retakes</i>
<i>April-May 2018</i>	<i>EOC Assessments Grades 8-12</i>

Student Days - 1st Semester – 90
Student Days - 2nd Semester – 90

OCS Board Approved 5/9/17

Important Calendar Notices

Early Release Days will be every Wednesday throughout the school year - Jr./Sr. High students will be released at 2:45 p.m.

Wednesday Early Release & Planning Schedule 2017-2018

August 16		January 10	
August 23		January 17	
August 30		January 24	
September 6		January 31	
September 13		February 7	
September 20		February 14	
September 27		February 21	
October 4		February 28	
October 11		March 7	
October 18		March 14	
October 25		March 21	
November 1		March 28	
November 8		April 11	
November 15		April 18	
November 29		April 25	
December 6		May 2	
December 13		May 9	
		May 16	

Report Cards and Interim Due Dates

	Interim Ends	Interims Due in Edline	Interim Issued
First 9 Weeks	Sept. 11, 2017	Sept. 13, 2017	Sept. 14, 2017
Second 9 Weeks	Nov. 15, 2017	Nov. 15, 2016	Nov. 22, 2017
Third 9 Weeks	Feb. 7, 2018	Feb. 7, 2018	Feb. 13, 2018
Fourth 9 Weeks	April 20, 2018	April 25, 2018	April 26, 2018

	Grading Period Ends	Report Cards Due in Edline	Report Cards Issued
First 9 Weeks	Oct. 13, 2017	Oct. 18, 2016	Oct. 24, 2017
Second 9 Weeks	Dec. 21, 2017	Jan. 5, 2018	Jan 16, 2018
Third 9 Weeks	March 13, 2018	March 21, 2018	March 22, 2018
Fourth 9 Weeks	May 23, 2018	May 25, 2018	Mid June

Gradequick Check-Off Sheet

Gradequick Interim and Report Card Check Off List

___ At the beginning of each term, add a blank test to your homeroom class.

Interims (GradeQuick Elementary Interims – Part 1) handout

___ In the **homeroom class**, enter MP Conduct and C1 fields. The MP Conduct field allows you to give the S, N, and U grades in conduct. The C1 field allows you to request a conference. **(Steps 4 – 8 in handout)** Enter the information and then hide fields.

___ In the **homeroom class**, enter comments for students by clicking on the “Memo” icon and selecting “Student Memos”. **(Steps 9 – 14 in handout)**

___ If you have a Class Memo, enter it. **(Steps 15 – 17 in handout)**

___ Check the following files for a Term # grade for every student:
Reading, Communication (or Language Arts), Social Studies, Science, Math, and Homeroom
(Homeroom grade should be a ** or NG)

___ Print preview to check for errors.

Report Cards (GradeQuick Web Elementary Progress Reports (9 week) Part 1) handout

Done one time only

___ For the first term only, you will need to go into **Reading Class** and insert Homeroom Teacher Field. **(Steps 3 – 5 in Progress Report handout)** Enter your name and then hide field.

___ For the first term only, in all your classes, (grades 3-6 do not have skills for Science or Social Studies) you need to import the skills. Homeroom gets the “Skills of Independence, Skills of Cooperation” and “The area(s) checked could help your child’s progress”. **(Step 20 in Progress Report Handout)**

Done each term

___ In the **homeroom class**, set up the “Working Below Grade Level in Reading and Working Below Grade Level in Math” fields. **(Steps 13 – 14 in Progress Report Handout)** Enter information and then hide field. Use Ctrl+c key to get the ✓

___ Enter/View skills grades for all students, for all subjects (grades 3-6 do not have skills in Science or Social Studies). **(Steps 15 – 24)**

___ In the **homeroom class**, enter comments for students by clicking on the “Memo” icon and selecting “Student Memos”. **(Steps 7-12) Note:** Click the drop down and choose **Term 1 Memo** for term 1, **Term 2 Memo** for term 2, **Term 3 Memo** for term 3 or **Term 4 Memo** for term 4.

___ Grades 3-6 ONLY - Check the following files for a Term # grade for every student:
Reading, Communication (or Language Arts), Social Studies, Science, Math, and Homeroom
(Homeroom grade should be a ** or NG)

___ If a student is working below grade level, make sure you put an asterisk by the letter grade. **(Step 27 in Progress Report Handout)**

___ Print preview to check for errors.

Brevard Public Schools
Office of Educational Technology
October 2, 2009

<http://techtraining.brevardschools.org/gradequick>

Odyssey Charter Jr/Sr High Testing Calendar

Titan's 7-12 Bell Schedule

TITAN 7th – 12th Grade

REGULAR

BELL SCHEDULE

Breakfast: 8:25 – 8:50

Period 1: 9:00 – 9:55

Period 2: 9:59 – 10:51

Period 3: 10:55 – 11:47

Period 4: 11:51 – 1:18

“A” Lunch 11:48 – 12:18

“B” Lunch 12:18 – 12:48

“C” Lunch 12:48 – 1:18

Period 5: 1:22 – 2:14

Period 6: 2:18 – 3:10

Period 7: 3:14 – 4:08

TITAN 7th – 12th Grade

EARLY-RELEASE

BELL SCHEDULE

Breakfast: 8:25 – 8:50

Period 1: 9:00 – 9:39

Period 2: 9:43 – 10:22

Period 3: 10:26 – 11:05

Period 4: 11:09 – 11:48

Period 5: 11:52 – 1:19

“A” Lunch 11:49 – 12:19

“B” Lunch 12:19 – 12:49

“C” Lunch 12:49 – 1:19

Period 6: 1:23 – 2:02

Period 7: 2:06 – 2:45

Titan's 6th Grade Bell Schedule

TITAN 6th Grade

REGULAR

BELL SCHEDULE

Homeroom: 8:25 – 8:55

Breakfast: 8:55 – 9:08

Period 1: 9:10 – 9:55

Period 2: 9:57 – 10:42

Period 3: 10:45 – 11:30

Period 4: 11:32 – 12:17

“B” Lunch 12:18 – 12:48

Period 5: 12:50 – 1:35

Period 6: 1:37 – 2:22

Period 7: 2:25 – 3:10

Period 8: 3:12 – 4:08

TITAN 6th Grade

EARLY-RELEASE

BELL SCHEDULE

Homeroom: 8:25 – 8:55

Breakfast: 8:55 – 9:08

Period 1: 9:10 – 9:46

Period 2: 9:48 – 10:24

Period 3: 10:26 – 11:02

Period 4: 11:04 – 11:40

Period 5: 11:42 – 12:18

“B” Lunch 12:19 – 12:49

Period 6: 12:50 – 1:26

Period 7: 1:28 – 2:04

Period 8: 2:06 – 2:45

Duty Post OCS JR/Sr 2017-2018

Morning needs (8:25 – 8:45)...

Wyoming Crosswalk (1) (trained by me and possibly receiving a supplement)
Carpool Crosswalks (2)
Carpool Greeters (4)
Bus Loop Supervision (3)
Front of school Supervision (1)
Bike Rack (1)
Back Door Greeter (1)
Café/Breakfast Supervision (4)
Stairwell Supervision (1 southeast/1 southwest)
Upstairs Hall Supervision (1 east/1 west/1 north/1 central)
Field and Courts (3)

Lunch Duty ‘A’, ‘B’ & ‘C’- *Divide cafe evenly into 4 sections, keeping an eye on your doors and responsible for those **tables** being cleaned up and students **behavior***

Reynolds, Dillon, Moore, Elting (‘A’ & ‘C’), Cohen ‘B’

Afternoon Needs *(Once you release your class, please lock your door and help guide students out of the building using the northeast stairwell for bus riders, car riders should exit the southwest stairwell)...*

Wyoming Crosswalk (1) (trained by me and possibly receiving a supplement)
Carpool Crosswalks (2)
Carpool Greeters (3)
Parking Lot Supervision (3)
Bus Loop Supervision (9 each assigned to a specific bus)
Front of school Supervision (1)
Front Sidewalk Supervision (1)
Bike Rack (1)
Stairwell Supervision (1 northeast/1 northwest)
Upstairs Hall Supervision (1 east/1 west/1 north/1 central)
Back of School (1)

Arrival and Dismissal Procedures at OCS Jr/Sr High

Arrival:

Students begin to arrive at **8:25am**

- 7th-12th grade students will enter the building via the **Southwest doors** (Back entrance of building) into the café.
- Once students have entered the café, they will get their breakfast and begin to eat quietly.
- 6th grade students will enter the building via the **Southeast doors** (Back entrance of the building) into their 1st period class.

All teachers are required to remain at their classroom doors to monitor hallways and to greet ALL students during each class change.

All students must be in class by **8:55am**. Students who have an excused tardy, will be provided a tardy pass, and will immediately proceed to class. Students with an unexcused tardy, must report directly to class and marked as tardy by the teacher in order for the dean to provide the necessary consequence based on the discipline policy.

Dismissal:

Students will be dismissed at **4:08 pm**

- 7th – 12th grade Bus Riding Students will exit the building via the **front (field-side) door**.
- 7th – 12 grade Car-line students/walkers/Bike-Riders will exit the building using the **back (parking lot) side door**.
- All 6th grade students will exit the **Southeast doors** (Back entrance of the building)
- **Teachers must lock classroom doors and walk with students to the bus or cars – unless on an assigned duty.**
- **All teachers are expected to monitor ALL students until ALL students have left the property.**

Requesting a Substitute Teacher

Please call or text Dr. Monica Knight, Site Administrator, at 321-446-6659 by 9:00pm the evening before or after 6:00am the morning of an absence and then she will call Barbara Marcus, sub coordinator, at 321-292-0022

All teachers are required to keep an up-to-date sub-folder in the main office. Please be sure to provide your sub-folder to Mr. Tucker by August 17th. The following are required

- Class Rosters
- Daily Class Schedule
- One Week of emergency lesson plans for EACH class

Schoolwide Procedures (Café, Classroom, Bathroom, Hallway)

OCS Jr/Sr High Café Expectations

At OCS Jr/Sr high, we...

- Try to make healthy food choices.
- Use indoor voices.
- Clean up our area.
- Remain in our assigned area/table.
- Do not leave the café without permission.
- Use the restroom during lunch time.
- Keep electronic devices off and out of sight.

OCS Jr/Sr High Classroom Expectations

In our classrooms, we...

- Come prepared and on time.
- Respect others and the learning environment.
- Use inside voices and raise our hand to speak.
- Refrain from eating outside of the café (no gum/candy or food in the classrooms).
- Ask permission to use teacher materials.
- Remain seated until we are dismissed by the teacher.
- Keep electronic devices turned off and out of sight.

OCS Jr/Sr High Bathrooms Expectations

In our bathrooms, we...

- To minimize the loss of instructional time, students are asked to use the restroom during class change
- Teachers are provided with passes to allow students to go to the restroom during the first 5 minutes of class
- Always wash our hands and flush.
- Clean up after ourselves.
- Use our time wisely and we do not loiter.
- Return to class promptly.

OCS Jr/Sr High Hallway Expectations

In our Hallways, we...

- Always have a pass.
- Walk to the right and keep moving.
- Respect personal space and keep our hands to ourselves.
- Always use indoor voices.
- Always use appropriate language.

- Keep electronic devices turned off and out of sight.
- Students may not move in the hallways without a pass
- All students are required to carry their agenda book at all times

Behavioral/Academic Interventions

Yellow Cards

- Students that disrupt the environment are offered a reflection time outside of the classroom
- Teachers complete the top of the reflection card stating how the student disrupted the environment
- Teachers MUST contact parents of any students given a yellow card
- Once completed with the reflection, an administrator determines if the student can return to the class or if consequences need to be provided
- Teachers will give all completed yellow cards to the administrator at the end of the day

Ocs Jr/Sr High Yellow Card Procedure

- 1) Student is given reflection card for a specific behavior.
 - Off-task – not following directions
 - Disrupting Class – refusing to do work
- 2) Teacher fills out the top section of the card completely
- 3) Student reports to the buddy room to complete the bottom section of the card.
- 4) Buddy room teacher reviews the student's responses and makes sure it is completed appropriately.
- 5) Student returns to class with completed reflection card
- 6) Teacher MUST contact the parent/guardian about the child's behavior and log the contact in the communication log.
- 7) Administration should be given a copy of the reflection card at the end of the day.

*Major behavior issues are to be referred to the front office.

(fighting, swearing, bullying, disrespect)

**The goal is to have the students in the classroom as much as possible

- After 3 yellow cards, students are given a day away from school (ISS or OSS) and parents are asked to participate in a re-entry conversation/meeting

See ([Discipline Plan](#) in Appendix)

Interventions

Morning Tutorial – Daily from 8:30 – 9:00

- Students need to report directly to the media center
- Students sign in to start tutoring in specific classrooms at 8:30 am
- One staff member per subject area covers each tutoring day – these names are posted in the café
- Cards are provided to students in the café sign-in table

Academic Saturday School

- List is submitted to Reynolds by Thursday of each week
 - Blackboard is sent to all parents on list
 - Assignments are provided to Vincente and Romeo by Friday
- One staff member per subject area covers each Saturday**

Procedures to review for the Beginning of the School Year

✓	<i>Procedures and Rules</i>	✓	<i>Procedures and Rules</i>
<i>Beginning Class</i>		<i>Ending Class</i>	
	Taking Attendance/Tardy Students		Collecting Supplies & Equipment
	Absentee Assignments Process		Collecting Papers/Assignments
	Rules Posted (Collaborative)		Reviewing/Closing Lesson
	Bell Ringers/Board Work/ CBC common board configuration		Picking up the room/Cleaning Work Areas/Desks
	Distributing Materials		Class Dismissal
	Class Opening: date, agenda, standards, objectives, essential questions		Organizing materials; putting books etc. in the proper place
	Class Meetings		Formative Assessments
<i>Room/School Areas</i>		<i>Interruptions</i>	
	Shared materials		Rules for when an adult enters
	Teacher's desk		Student interaction
	Water fountain		Passing out books/supplies
	Bathroom		Turning in work
	Student desks		Sharpening Pencils
	Pencil sharpener		Collecting/Distributing assignments
	Student storage area		Conduct during interruptions, delays, or unexpected visits
<i>Setting Up Group/Independent Work</i>		<i>Computer Center/Station</i>	
	Working independently		Working independently
	Working in groups		Signaling for teacher's attention
	Identifying problems		Talking to neighbors/Asking for peer help
	Identifying/locating Resources		Lab procedures for sign up
	Identifying solutions		What to do when activity is complete
	Scheduling		Turning on/off when leaving the room
<i>Instructional Activities</i>		<i>Other Procedures</i>	
	Student movement in the room		Entering the room
	Signals for students' attention		Emergency drills
	Signals for teacher's attention		Prior to lunch
	Student talk during seat work		Safety in the hallway
	Activities to do when work is complete		Physical Education
	Student participation		Taking/Returning sports' equipment
	Transitions for movement		Bathroom expectations
	Bringing materials to group		Hallway expectations
	Expected behavior in group		Before, during, and after lunch expectations
	Noise level during independent work		Eating in the classroom

	<i>Work Requirements</i>		<i>Grading Procedures</i>
	Heading papers		Recording grades
	Use of boxes to identify answers		Rubrics
	Use of pen or pencil		Extra credit work
	Writing on back of paper		Keeping copies of papers/grades/assignments
	Neatness/Legibility		Student portfolios
	Incomplete work		Grading criteria
	Late work		Contracting with students for grades
	Missed work		Plagiarizing
	Due dates		Cheating
	Make-up work		Accept or not accept late work
	<i>Communicating Assignments</i>		<i>Checking Assignments in Class</i>
	Posting assignments		Exchanging papers
	Accepting or not accepting late work		Grading paper by other students/peer editing
	Written or verbal directions on assignments		Use of pen or pencil
	Provisions for absent students		Students correcting errors on graded papers
	Returning assignments		
	Collecting homework		
	Consequences for incomplete/missing work		
	<i>Monitoring Student Work</i>		<i>Academic Feedback</i>
	Class participation grades		Celebrating Success/Incentives
	Completion of in-class assignments		Sending student work home
	Completion of homework		Communication with parents/Edline
	Completion of assignments/grades/rubrics		Written comments on assignments/report cards
	Tracking student progress		Displaying student work
	<i>Technology</i>		<i>Field Trips</i>
	Cell phones		Permission slips
	IPODs		Required paperwork for school
	Headphones		Criteria for volunteers
	Electronic games		Buddy system
	Tablets		Provisions for Exceptional Students
	Laptops		Who attends
	<i>Parent Interaction</i>		<i>Social Media</i>
	Newsletters		Agreement form
	Conferences		Safety Use
	Open House		Professional discretion
	Phone/Email procedures		Ethical issues
	Updating Edline		Student/Teacher interaction
	Parents as a resource/Effective use of volunteers		

OCS Jr/Sr High: Field Trip Procedures

- 1) Field trip requests should be completed at least 1 month prior to the desired date (any field trip that is out of county must be board approved 2 months in advance).
- 2) All field trips should be standards based and in line with the school's mission and vision.
- 3) Teachers must complete an [Odyssey Charter School Field Trip Request Form](#) (return to Principal).
- 4) Once a field trip has been approved, complete [Parent Permission and Responsibility Statement](#) for Off-Campus Activity (keep this form and send out to parents after the trip has been approved) within 3 weeks of event.
- 5) All teachers must also complete a [Field Trip Lunch Order Form](#) to be completed and signed by the parents.
- 6) If Necessary: [Student Medical Release Form](#)
- 7) Once approved by administration, notify café and submit lunch forms at least 2 weeks prior to field trip.

Day of Field Trip:

1. No student may go on a field trip without a permission slip signed by a parent or guardian.
2. Leave a complete updated list of students and chaperones traveling on the bus with the Office Manager before you leave for your field trip. Leave a cell phone number in order to reach you in case of an emergency.
3. Homeroom teacher is responsible for finding placement of any student not going on the trip. Leave a completed list of students not attending the field trip and their location with the Office Manager.
4. Take a head count before you leave, when you arrive, and before you return.
5. Take a list of student emergency phone numbers.
6. Take the field trip first-aid kit.
7. Chaperones must be with their assigned groups at all times.
8. Keep children with special needs with a teacher.
9. Make sure you have every child when you return.
10. Call the school if you will be late returning.

Hours for Use of Bus: Reconfirmation with each campus dean at time of request

Bus Charges: The bus charge is \$7.50 (minimum) per student for in-county field trips. Out-of-county fees may be more. Any additional costs of the field trip need to be added to this fee. No student shall be denied participation in an educational field trip for inability to pay any fee or charge imposed (check with PTO).

Chaperones: The minimum number of chaperones (including teachers) on all field trips shall be one (1) for each ten (10) students. A chaperone may not bring any other children along on the field trip unless that child is enrolled in the class taking the field trip. No one chaperone may be

left alone with a student or students unless fingerprinted and background-checked (a **registered** volunteer). Two background checked chaperones may be alone with students during a field trip

Instructional Objective: An educational field trip is an extension of the classroom and regular classroom instruction. A specific instructional objective should be included in planning the activity since approval is based largely on the educational benefit to the students participating in the field trip. Consideration must also be given to students keeping up with instruction in other classes and making up work missed as a result of participation in the field trip.

Trips Out-of-County: For any trips out of Brevard County or trips that are longer than 4½ hours, a charter bus must be secured. This requires substantially higher fees. A special form called the *Student Medical Release Form for Out-of-County or Overnight Travel* is required.

Procedure for Collecting Field Trip Money: No Cash, only Checks or Money Orders. Record money collected from students on a receipt pad (obtained from the finance office). Write the student's name and the dollar amounts submitted. Take the collected money, along with the receipt pad, to accounting to be signed off at the end of each school day. Completed receipt pads require a teacher's signature as well. This must be done on a **daily** basis, even if all students have not submitted their field trip money. Student money is not to be left in the classrooms overnight. Student money kept in the classrooms during the day must be kept in a locked drawer. It is the responsibility of the teacher to keep track of incoming field trip money on a class roster. (You may have to fill out several total receipts per field trip).

Attendance/Head Counts: Each time students board the bus or gather at a different location, attendance/head counts must be taken in order to track students.

Parent Drivers: For a small field trip (for example: the spelling bee), where only a few students will be attending, a teacher may choose to have parent drivers. If parent's drive, the vehicle must be on the FLDOE approved vehicle list (located in the Field Trip binder in the front office) and the driver must have appropriate insurance. The parent must meet volunteer requirements. Students may ride in a car with two background checked (listed) volunteer chaperones or one fingerprinted and background checked (registered) volunteer chaperone. All chaperones are to be directed to the front office for proper paperwork.

Emergency Procedures Folder

In an Emergency Evacuation: Teacher brings the **EMERGENCY FOLDER** with **RED** folder, **GREEN** folder, and **class list** (for attendance purposes)

- Take attendance
- If all students are present, hold up Green folder
- If you are missing a student hold up Red folder
- If you have an extra student, hold up Green and Red folders simultaneously

FIRE DRILL/ALARM PROCEDURES

Fire drills are conducted monthly (twice during the month of August).

TEACHERS: When a fire alarm sounds, teachers must:

1. Be familiar with classroom evacuation route, fire alarms, fire exit facilities and fire extinguishers.
2. Acquaint students with procedures to be followed in the event egress routes are not usable and the subsequent procedures of notifying the administration. All students and personnel will evacuate quickly in an orderly fashion, using the primary exit route if possible.
3. Bring attendance books on all drills or evacuations. Attendance must be taken prior to evacuation (head count) and at the designated spot.
4. Close (but **not lock**) their doors upon exiting the classroom.
5. Keep students in their assigned areas until the **all-clear** signal is given.
6. Account for all students upon returning to the classroom.

When all classes have been viewed the Site Administrator will sound the **ALL CLEAR**.

****Please see the Emergency Procedures Folder on SharePoint Site for further reference****

Odyssey Charter School Jr/Sr High Procedure for Attendance

(Contact Brevard County School Help Desk (633-1000 Ext 735) to obtain access to your Presto Account for Attendance)

All attendance **MUST** be accurately maintained:

Electronically: (<https://brevard1.brevard.k12.fl.us:8032/presto/presto>) &

Manually: in your *Green Combination Plan and Record Book*.

When you receive your *Green Combination Plan and Record Book*, go toward the back of the book (past the 'Lesson Planning Portion') and find (Subject and Section in the upper left corner):

- 1) Fill in the students' names in PENCIL
- 2) Fill in the Dates along the top in PEN

In order to maintain accurate attendance, within the 1st five minutes of each class:

- 1) Log into <https://brevard1.brevard.k12.fl.us:8032/presto/presto> &
- 2) Fill in your *Green Combination Plan and Record Book*

If a student is **not** in YOUR class:

- 1) Mark A in <https://brevard1.brevard.k12.fl.us:8032/presto/presto> &
- 2) Write A in the space for that student under the given date

If a student is **Tardy** within the 1st five minutes:

- 3) Mark T in <https://brevard1.brevard.k12.fl.us:8032/presto/presto> &
- 4) Write T in the space for that student under the given date

If a student arrives after the 1st five minutes **without a pass**:

- 5) Leave everything in <https://brevard1.brevard.k12.fl.us:8032/presto/presto> as you originally had it &
- 6) Email Admin and Chapman

If a student arrives **with a pass**:

- 7) Delete the mark in <https://brevard1.brevard.k12.fl.us:8032/presto/presto> &
- 8) Erase the mark for that given date

Odyssey Charter School Jr/Sr High Grading Policy (2017-2018)

The following policies shall be implemented in order to establish suitable uniform procedures for marking and reporting progress of students to their parents/guardians.

- 1) **Mastery Grading** – Grades shall be a measure of a student’s progress and achievement in mastering the subject matter. Grades should be based on the quality of work done and they should reflect a comprehensive evaluation of a student’s progress on a number of assignments/projects/assessments. *A student’s regular attendance, daily preparation, and promptness in completing assignments should be consistent and congruent with these grades and taken into consideration in reporting a student’s progress. However, these will not be used as sole components of assignment/assessment/project grades.*

- 2) **Grading Scale** – Letter grades shall be issued each marking period based on the following numerical values as established by F.S. 1003.437 (F.S. 232.2463):
 - A = 90-100
 - B = 80-89
 - C = 70-79
 - D = 60-69
 - F = 0-59

- 3) **Lowest Grades Available** - No grade lower than fifty (50) will be recorded for each grading period. If the student earns an average grade less than fifty (50), or if a student receives a failing grade due to excessive unexcused absences, the **minimum** grade to be recorded will be fifty (50). This grading floor is intended to prevent the student from reaching a situation that can result in a reduction in academic motivation.

- 4) **9 Week Progress Reports** – During the 5th week of each nine-week grading period or by the date indicated in our school calendar, teachers are required to send out an interim report to parents.

- 5) **Semester Examinations** – Formal, written, comprehensive semester exams, or a site-administrator-approved alternative assessment where traditional assessments are not appropriate, shall be required at the end of each semester. All Semester exams must be preapproved by school administration. Exams (unless they are BPS local assessments) will be made available to parents/students for two weeks following the close of the semester.

- 6) **State End-Of-Course (EOC) Courses** – Courses where state-required End-of-Course (EOC) Exams are given will **not** administer a second semester exam. One (1.0) credit will be earned upon successful completion of the course (and the EOC) or for passing the

EOC Exam with a level 3 or above. The final course grade for EOC courses will be determined by the following:

- 1st Semester Average = 35%
- 2nd Semester Average = 35%
- EOC Exam = 30%*

1st Semester Average is calculated like all other courses (See #5).

2nd Semester Average is calculated by averaging the 3rd and 4th nine-week grades.

*The EOC exam grade will be calculated by the BPS Office of Testing and Accountability from the students' EOC scores.

- 7) **Calculation of Semester Averages** – To calculate the semester average, the first and second nine-week grading periods are weighted 40% each and the semester examination is weighted 20%. Electives and other special courses can have different weighting based on approval from the site administrator.
- 8) **Student Attendance (High School)** – Students that fail a class due to not meeting the Brevard Public School's attendance policy will be given a "Failure due to Absences" (FA) grade. Students in this situation will need to retake the course to receive high school credit.
- 9) **Grade Changes** – Grades, once recorded, other than an "Incomplete," will not be changed without approval of the site administrator. The site administrator may approve a grade change for justifiable reasons using the OCS Grade Change Form (attached).

Homework Policy

As a mastery-based school and keeping in line with Marzano's Deliberate Practice for Deliberate Growth: Domain 1 and Element 16, please reflect on the following when assigning homework:

As the Teacher are you:

- Assigning no more than 30 minutes of homework in your subject area?
- Designing homework activities that allow students to access and analyze content to deepen knowledge or practice a skill, strategy, or process?
- Communicating a clear purpose and giving directions for homework?
- Utilizing homework assignments that allow students to access and analyze content independently?

When asked about homework, are your students able to:

- Describe how the homework assignment will deepen their understanding of informational content or help them practice a skill, strategy, or process?
- Ask clarifying questions about homework that help them understand its purpose?



GRADE CHANGE FORM

Student Name: _____
 Student Grade Level: _____
 Teacher: _____

Student #: _____
 Course: _____
 Date: _____

	SEMESTER 1			SEMESTER 2	
	<i><u>Previous</u></i>	<i><u>New</u></i>		<i><u>Previous</u></i>	<i><u>New</u></i>
	<i><u>Grade</u></i>	<i><u>Grade</u></i>		<i><u>Grade</u></i>	<i><u>Grade</u></i>
Q1	_____	_____	Q3	_____	_____
Q2	_____	_____	Q4	_____	_____
Midterm exam	_____	_____	Final or EOC	_____	_____
S1	_____	_____	S2	_____	_____

Reason for Grade Change: _____

Teacher's Signature: _____ Date: ____ - ____ - ____

=====

Office use only:

Change posted in computer by: _____ Date ____ - ____ - ____

Site Administrator's Signature: _____ Date: ____ - ____ - ____

MTSS/IPST

A **Multi-tiered System of Support (MTSS)** is a term used to describe the **Repose to Intervention RTI** model used to create a school-wide culture, climate, and environment for all students, including learners who struggle for a myriad of reasons. The use of targeted interventions, developed as a tiered approach, is designed to ensure that students are supported and provided appropriate interventions.

Individual Problem solving Team (IPST) is a multidisciplinary, instruction-driven team that assists students, families, and teachers in seeking positive solutions for all students. Through examination of prior intervention data and all relevant cumulative history they problem-solve at the most intense level. This multidisciplinary, instruction-driven team assists students, families, and teachers in seeking positive solutions for all students. The primary goal of the IPST is to support teachers and parents by generating effective academic and behavioral strategies for individual targeted students.

As a team, we will meet to discuss student progress on a monthly basis and review intervention data. When meeting, we may decide to change an intervention, continue monitoring student progress in the current intervention, or refer a student for a formal evaluation. If a student is referred for a formal evaluation, IPST forms 1-8 **MUST** be completed and returned to the ESE coordinator before the meeting.

- Classroom teachers are responsible for completing IPST forms 1, 2, 3, and 7 (please include ALL students from the intervention group on form 7).
- The IPST team is responsible for completing forms 5, 6, and 8.
- The interventionist, Coach, or ESE teacher (not classroom teacher) is responsible for completing form 4.

SCHOOL BOARD OF BREVARD COUNTY, FLORIDA

Individual Problem Solving Team (IPST)

Quick Reference Sheet

Form	Title	Who/When	What
IPST FORM 1	<i>History and Cumulative Review</i>	Classroom teacher completes this prior to any IPST meetings.	When a teacher has a concern about a student academically or behaviorally that warrants further investigation, this form serves to collect this information.
IPST FORM 2	<i>Parent/Guardian Contacts and Staff Consultations</i>	Classroom teacher completes this prior to any IPST meetings.	This form documents parent/guardian contacts and professional consultations for academic and behavioral concerns.
IPST FORM 3	<i>Classroom Observation</i>	Classroom teacher completes this form at the beginning of the individual problem solving process.	This classroom observation provides information about the student's performance in the general education classroom setting.
IPST FORM 4	<i>Classroom Observation – Third Party Observation</i>	A person from the IPST, other than the instructor, is responsible for completing this form during routine classroom instruction.	This classroom observation provides information about instruction, curriculum, and environmental factors and documents the relationship between the student's classroom behavior and academic performance.
IPST FORM 5	<i>Academic Data Collection</i>	The IPST is responsible for this: Classroom teacher completes the individual student and classroom peer data. Grade level, school, and district data provided by guidance and/or school psychologist.	This form documents the student level of performance compared to benchmarks and peers. Additionally, this information is used in problem analysis to determine if this is a learner or core issue.
IPST FORM 6A	<i>Academic Problem Identification/Analysis / Hypothesis</i>	The IPST is responsible for completing this form when considering the development of supplemental or intensive academic interventions.	This form documents the identified problem, hypotheses that were formulated as to why the problem is likely to be occurring and the necessary growth needed for the student.
IPST FORM 6B	<i>Problem Behavior Identification/ Analysis/ Hypothesis</i>	The IPST is responsible for completing this form when considering the development of supplemental or intensive behavior interventions.	This form documents behavior concerns, intervention history, relevant data and hypotheses that were formulated as to why the problem is likely to be occurring.
IPST FORM 7	<i>Intervention Design and Ongoing Progress Monitoring (OPM)</i>	The IPST is responsible for the intervention design. The intervention provider is responsible for the ongoing progress monitoring including attendance.	This form documents the intervention design, goal statement, and ongoing progress monitoring data.
IPST FORM 8	<i>Analysis of Interventions and Recommendations</i>	The IPST is responsible for completing this form as the final stage of the IPST process.	This form documents the determination of response to interventions during the entire process; analysis of fidelity of interventions, and recommendations based on the analysis.

OCS Jr/Sr High Committees

****Teachers and Staff – Please sign up for 2 committees****

Class Sponsors Signups TBD

Mentor Teachers

Fine and Performing Arts (Musicals, Performances)

Website/Social Media

Titan Pride

Community Service

Academic Competitions

Green Team

Student Events (Dances, Field Trips, Assemblies,
8th Grade Stepping Up, Grad Venture, Field Day)

Schoolwide Data Analysis and SIP Planning

Positive School Culture (Discipline/Attendance)

Community Partnerships/Outreach

Sunshine Committee

Family Involvement & Engagement

STEAM

Titan Booster Club

Environmental Club

National Art Honor Society

National Honor Society

National Junior Honor Society

Student Government

Fine and Performing Arts Club

Green Team

Young Engineers

Robotics

School Newspaper

MathemaTITANS

Strategy Club

Chess Team

Book Club

Future Educators of America

Student Mentors

Restorative Justice Club

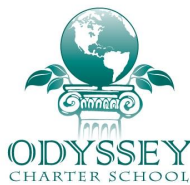
Community Service Club

****Suggestions?...**

Appendix

- [Field Trip Request Form](#)
- [Field Trip Parental Permission Form](#)
- [Field Trip Lunch Form](#)
- [Student Medical Release for Out-Of-County Field Trip Form](#)
- [MITEL 5000 Quick Reference Guide](#)
- [Discipline Plan](#)

- In-County Trip
 - Out-of-County Trip
 - Overnight Trip
- (Check all that apply)



Field Trip Request Form

Teacher Name(s): _____ Date of Request: _____

Field Trip Date: _____ Field Trip Times: _____ am/pm to _____ am/pm

Destination: _____ City: _____

Distance From School: _____ Phone: _____ Contact: _____

Admission Cost for Students and Adults: _____ Other Costs: _____ (tolls, lunch, etc.)

If the students will be gone for lunch, where will they be eating lunch? _____

Mode of Transportation: _____

Transportation Cost (will be determined by administration): _____

Reason/Objective for the field trip? _____

Which classes will be going? _____

Total Students: _____ Total Staff: _____ Total Parent Volunteers: _____

***All Field Trip Request Forms are to be given to the Principal for approval. Field trips should be requested at least 4 weeks prior to the requested field trip date for in-county field trips and 2 months prior for out-of-county field trips. Teachers should verify with the Volunteer Coordinator that all volunteers have appropriate screening. All teachers, staff and chaperones MUST ride the bus with students. ALL field trip fees must be collected and turned in at least 3 days prior to the trip date. Monies collected should be turned in to the Bookkeeper on a "monies collected" form. A school check will NOT be issued that exceeds the cost collected for admission.*

Primary Teacher Signature

Date

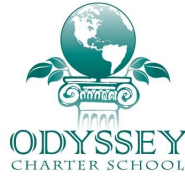
OFFICE USE ONLY:

Date Received: _____ Principal Signature: _____

Administrative Approval: _____ Disapproval: _____ Board Approval (if applicable): _____
Date

Routing (Initial and Copy):

_____ Asst. Principal _____ Office Manager _____ Bookkeeper
 _____ Café _____ Bus Drivers _____ Teacher



Field Trip and Off-Campus Activity
Parental Permission and Responsibility Form

Student Name(s): _____ Date of Notification: _____

Activity or Event: _____

Event Address: _____

Field Trip Date(s): _____ Departing: _____ *am/pm* Returning: _____ *am/pm*

Teacher/Sponsor in Charge: _____ Grade/Class: _____

I would like to be a Chaperone and agree to follow Volunteer Registration Procedures.

Cost per Student: _____ Cost per Chaperone: _____ Fee(s) Enclosed: Check Cash

Mode of Transportation: _____ **Please return this form by:** _____

Conditions:

1. When transportation is not provided by the school, the parent or guardian and student are responsible for transportation to and from the off-campus activity and are responsible for the student's actions while he/she is in route to and from the site.
2. The parent or guardian and student understand that the school, its officers, agents or employees are not responsible for the student during the time he/she is traveling to or from the off-campus activity, unless the school is providing transportation.
3. The parent or guardian and student will assume the liability of the student's participation in the off-campus activity.
4. Parent or guardian permission for the student to participate in the above activity(ies) may be withdrawn by written notification to the principal or by a change in the student's schedule approved by the principal or designee.
5. It is the intent of the parent or guardian and the student to make up work for classes which will be missed in connection with the student's participation in this activity.

****Does your child have any special allergies or health problems or is on any special medication of which we should be aware?** Yes No **Please advise:** _____

Medical Emergencies:

I/We authorize the teacher or chaperone in charge of the field trip to seek medical treatment for my child.

I/We have read and understand the information above and accept the designated responsibilities.

Permission for the student named above to participate in the off-campus activity is:

Granted Denied **Parent Emergency Contact Number(s):** _____

Student's Signature (Optional for Elementary) Date

Parent/Guardian Signature (Required for all) Date

Parents should direct questions concerning the activity to the School Office at 321-345-4117, or the following school personnel contact:

Teacher/Sponsor Name: _____ Phone: _____



FIELD TRIP LUNCH ORDER FORM

Café Bag Lunch includes:

- Turkey Sandwich
- Fresh Apple
- Baby Carrots
- Milk

Please mark your selection:

_____ My child will bring a home lunch.

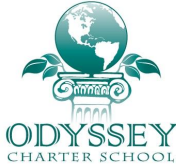
_____ My child will order a bag lunch from the café.
(The price is the same as an in-school lunch)

Student name _____

Grade _____

Lunch Number _____

Teacher Name _____



**STUDENT MEDICAL RELEASE FORM FOR
OUT-OF-COUNTY OR OVERNIGHT TRAVEL**

School Year _____

Name of Student (Please Print) _____

Address _____

Home Phone _____ Date of Birth _____ Place of Birth _____

Parent/Guardian Work Phone _____ Other Emergency Phone _____

This agreement to travel and participate in activities or events sponsored by Odyssey Charter School is entirely voluntary on our part. It is also agreed that we will abide by all the rules set down by the school.

Odyssey Charter School and its teachers desire that students and parent(s) or guardian(s) of students have a thorough understanding of the implications involved in a student's participating in a voluntary extra-curricular activity. For this reason, it is required that each student in Odyssey Charter School and his/her parent(s) or guardian(s) read, understand, and sign this agreement prior to the student's being allowed to participate in any out-of-county or overnight school trips.

1. I/We, the undersigned, as parent(s) or guardian(s), give my/our consent for the student identified herein to participate in activities as a representative of his/her school.
2. I/We will not hold Odyssey Charter School, its officers, employees, or anyone acting on its behalf, responsible or liable for injury occurring to the named student in the course of such activities or such travel, not due to its negligence.
3. I/We understand that all school officials will complete required accident insurance forms, after which all claims under insurance policy, or policies, for injuries received while participating in school events, shall be processed by the student, his/her parent(s), or guardian(s) through the company agent handling the student's insurance policy and not through the school officials.
4. I/We hereby accept financial responsibility for equipment or instruments lost by the student identified herein.
5. I/We authorize the school to transport and to obtain, through a physician of its own choice, any emergency medical care that may become reasonably necessary for the student in the course of such activities or such travel. I/We also agree that the expenses for such transportation and treatment shall not be borne by the school or its employees.
6. I/We accept full responsibility and hereby grant permission for my/our son/daughter to travel on any school related trip by bus or car. This statement remains in effect until the end of this school year unless cancelled by me/us in writing to the school.

 Student's Signature (OFFICIAL SEAL) Parent/Guardian Signature Date

State of Florida, County of _____ . Sworn to and subscribed before me this _____
 _____ day of _____, 20 _____ by _____, who
 is personally known to me or has produced _____ as identification.

 Signature of Notary Public Typed, Printed or Stamped Name of Notary

 My Commission Expires Notary Public Commission Number



MITEL 5000 QUICK REFERENCE GUIDE

USER GUIDES & WEEKLY TIPS:

<http://edocs.mitel.com/UG/Index.html>

<http://www.mitel.com/Products/BusinessTelephones>
(Select Model) More Information / Interactive User Guides

The Tech Company



VOLUME CONTROL FOR SPEAKER / HANDSET / RINGING PHONE

- Press **SPEAKER** button
 - Lift **HANDSET**
 - While phone is **RINGING**
- Press the **Volume/Scroll** key to desired level
- Hang up

OUTBOUND CALL

- Press the “**8**” button
- Dial telephone number

INTERCOM CALL

- Dial the individual’s extension number
- Speak normally to use the set hands-free or pick up the handset for privacy

SPEAKER VS HANDSET

- To switch from **HANDSET TO SPEAKER**, press **SPEAKER** and place handset in cradle. Continue conversation
- To go from **SPEAKER TO HANDSET**, **LIFT HANDSET**. Continue conversation

PLACING CALLS ON HOLD

- While on the call, press the **HOLD** button
- To return to the call, press the **ANSWER** or **Call Key**.

USING CAMP-ON

Camp-on keeps you connected to the called extension until it becomes available. You cannot use Camp-on if the called extension is in DND, or if the call is forwarded to voice mail.

- To use Camp-On, stay on & wait for the extension to start ringing. Do not hang up

TRANSFERRING A CALL

- While on the call, Press the **TRANSFER** button
- Dial the extension number & Announce the call if desired
- Hang up to release the call to the extension
- *If person does not want to take the call, press **TRANSFER TWICE OR PRESS THE FLASHING CALL** key*

PLACING A CALL ON HOLD AT ANOTHER EXTENSION (TRANSFER-TO-HOLD)

- While on the call, press the **TRANSFER** button
- Dial the extension number where you wish the call to go
- Press the **HOLD** button & Hang up to complete transfer.
- Locate or page the individual to inform of call on hold.

TRANSFERRING A CALL TO A VOICE MAILBOX

- While on the call, press the **VMAIL** button
- Dial the mailbox number & Hang up to complete the call to that voice mailbox.

PAGING

- Lift **HANDSET** and Press **PAGE** and enter zone number.
- Make announcement
- Depress **FLASH HOOK** then place handset down.

RETRIEVING A CALL - (REVERSE TRANSFER)


- *FROM ANY OTHER PHONE*, press “**4**” then the extension number where call is holding.

CONFERENCE CALLS

- With call in progress, press **CONF**
- Press **OUTGOING** and dial next number to conference
- With second call in progress, **CONF**
- Press **OUTGOING** and dial next number to conference
- Press **CONF** twice to bridge all calls.

DIRECTORY

- Press **3-0-7** or **DIRECTORY** button
- Enter **1** – Intercom, **2** – Outside (System Speed Dial numbers)
- Spell name on keypad
- Name will appear as you enter letters
- Press **#** to Dial

Button	Characters Represented
0	0
1	1
2	2 ABC abc Ç å ä å ç Å Ä å
3	3 DEF def e é ê ë È
4	4 GH Igh iiii I
5	5 JKL jkl
6	6 MN O m n o ö ô õ Ö ö Æ Æ
7	7 QPR S qpr s
8	8 TU V tu v ü û Ü Ü
9	9 WXYZ wxyz y
▲ (Up)	Scroll to next entry
▼ (Down)	Scroll to previous entry
*	Cancel search
#	Activate selection
 (Hold)	Move the cursor to the left, deleting existing characters.

CALL LOGS

- Press **3-3-3** or **LOGS** button
- Select **1** – MISS Calls, **2** – RCV Calls, **3** – DL Calls, **4** – CLR
- Press **Up** or **Down** volume control keys to scroll through entries.
- The display shows the party's name and the extension or outside of (if available) and the date and time
- **To Return A Call Or Redial A Number**
 - Press # while the display shows the number
- **To Delete Individual Call Log Entries**
 - Press 0 to delete the displayed entry

VOICEMAIL

RECORDING YOUR GREETING

- Press **VMAIL**
- Press *
- Enter mailbox number
- Enter password: # (initial password is your extension number #)
 - **FIRST TIME TUTORIAL**
- Enter *new* password + #
- Say **NAME ONLY**
- Listen to an introduction or press “#” to bypass intro.
- Hear “Your mailbox is fully setup”
- For **PERSONAL OPTIONS** Press “4”
- To **RECORD A GREETING** Press “1”
 - To Select the **PRIMARY GREETING** Press “1”
 - Record at the tone and press #
 - Press # to **ACCEPT** –or–press “3” to **RE-RECORD**
 - Press #. Must hear “**GREETING SAVED**”

LEAVING A VOICE MESSAGE

- Press **VOICE MAIL**
- Enter mailbox number
- Press # to bypass greeting
- Record at the tone

RETRIEVING MESSAGE

- Press **SPKR**—or—lift the receiver
- Press blinking **MSG**—or—press **VMAIL**; dial * + enter your mailbox number
- Enter password, then #
- Press “**1**” for New messages; “**3**” for Saved messages
- Press “**9**” to **DELETE**, Press “**7**” to **SAVE** or “**3**” to **COPY** to another mailbox

RETRIEVING MESSAGES FROM OUTSIDE

- Call into Auto-Attendant or access voice mail
- Press *
- Enter mailbox number
- Enter password, then #
- Press “**1**” for New messages; “**3**” for Saved messages
- Press “**9**” to **DELETE**, Press “**7**” to **SAVE** or “**3**” to **COPY** to another mailbox

***VOICEMAIL TIP:** Listen closely to the prompts at all times.*



Discipline Plan Secondary 7th-12th Grades Student Behaviors and Range of Corrective Strategies

<i>Student Behavior (Incident)</i>	<i>Range of Corrective Strategies (Action)</i>
<p>Level 1 Behaviors: relatively minor misbehavior or general disruption that affects the orderly operation on a school campus, a school bus/bus stop, at a school/school board sponsored function, or while at other school board facilities.</p> <p style="text-align: center;">LEVEL 1</p> <ul style="list-style-type: none"> • Cheating • Classroom Disruption • Disengaged Behavior • Dress Code Violation • Electronic/Telecommunication Device Misuse (Minor) • Failure to Serve an Admin Detention • Failure to Serve an Extended Detention • Failure to Serve a Teacher Detention • Horseplay • Network/Internet Misuse (Minor) • Plagiarism • Profanity, Obscene, or Vulgar Language (Minor) • Public Display of Affection • Tardy to Class* • Tardy to School* • Unauthorized Possession of Item(s) • Unauthorized Publication(s) • Vehicle/Parking Violation <p>*These incidents should never lead to out of school suspension.</p>	<p>The principal or designee <u>must</u> select at least one (1) of the following strategies from Plan 1. Repeated Level 1 incidents may be advanced to Level 2 with approval from the Office of Leading and Learning.</p> <p style="text-align: center;">PLAN 1</p> <ul style="list-style-type: none"> • Administrative Detention • Bicycle or Skateboard Privilege Staggered/Suspended/Revoked • Check-in/Check-Out with Identified Staff Member • Conference with Student • Confiscation of Item(s) or Device(s) • Daily or Weekly Report to Parent/Guardian • Extended Detention • Home Visit • In-School Suspension • Loss of Privilege(s) • Mentoring • Parent/Guardian Conference • Parking Privilege Suspended/Revoked • Peer Mediation • Phone Conference • Plan Meeting (504, ELL, IEP, or IPST) • Reassigned Bus Seat • Referral to Community Based Organizations • Referral for Functional Behavioral Assessment/Behavior Intervention Plan • Referral to Certified School Counselor • Reflective Assignment • Restorative Practice Informal/Formal Conference • School Service Work • Seating Change • Social/Academic Instructional Groups • Stay Away Contract • Student Behavior Contract • Teach/Reteach Student Expectations • Wardrobe Change
<p><u>Special Considerations</u> Good faith attempt must be made immediately to contact parent(s)/guardian(s). If the behavior is related to gangs, weapons, retaliation or hate crimes, then next level corrective strategies may be necessary. Report to law enforcement any criminal conduct.</p>	

Students with Disabilities (IEP/Section 504): Disciplinary action(s), as outlined in this document must comply with the Individuals with Disabilities Act (IDEA) and Section 504 of the Rehabilitation Act of 1973, as well as state and local regulations. For detailed information regarding students with disabilities refer to the IDEA or Section 504 Procedural Safeguards.

<i>Student Behavior (Incident)</i>	<i>Range of Corrective Strategies (Action)</i>
<p>Level 2 Behaviors: more serious than Level 1 behaviors and significantly interfere with the learning and/or the well-being of self and/or others on a school campus, a school bus/bus stop, at a school/school board sponsored function, or while at other school board facilities.</p> <p style="text-align: center;">LEVEL 2</p> <ul style="list-style-type: none"> • Ammunition Possession • Bus/Transportation Procedure Violation (Minor) • Chemical Spray Misuse • Failure to Report Criminal Offense • False Reporting • Forgery • Gambling • Larceny/Theft Less Than \$300 • Leaving School Campus Without Permission • Medication Policy Violation • Out of Assigned Area • Pornographic Materials (Minor) • Possession of Stolen Item(s) • Threat to Property • Tobacco (TBC) • Trespassing (TRS) 	<p>The principal or designee <u>must</u> select at least one (1) of the following strategies from Plan 2. The use of corrective strategies from Plan 1 may also be used to address Level 2 behaviors. Repeated Level 2 incidents may be advanced to Level 3 with approval from the Office of Leading and Learning.</p> <p style="text-align: center;">PLAN 2</p> <ul style="list-style-type: none"> • Bus Suspension (Short Term) • Classroom Reassignment • Extended Detention • Financial Restitution • In-School Suspension • Mentoring • Out-of-School Suspension (1-3 Days) • Report to Law Enforcement • Reverse Suspension • Safety Plan • Suspension Pending Parent/Guardian Conference (up to 3 days) • Suspension/Revocation of Network/ Internet Access

<i>Student Behavior (Incident)</i>	<i>Range of Corrective Strategies (Action)</i>
<p>Level 3 Behaviors: more serious than Level 2 behaviors that include serious disruption of school order and/or threats to the health, safety and well-being of self and/or others and/or property of others on a school campus, a school bus/bus stop, at a school/school board sponsored function, or while at other school board facilities.</p> <p style="text-align: center;">LEVEL 3</p> <ul style="list-style-type: none"> • Bullying (BUL) • Bus/Transportation Procedure Violation (Major) • Counterfeit • Cyberbullying (BUL) • Electronic/Telecommunication Device (Major) • Fighting (Non-SESIR) • Inciting • Physical Aggression, One-sided • Possession of a Potentially Dangerous Object • Profanity, Obscene or Vulgar Language (Major) • Sexting • Vandalism Less Than \$1,000 • Verbal Confrontation • Willful Disobedience/Insubordination 	<p>The principal or designee <u>must</u> select at least one (1) of the following strategies from Plan 3. The use of corrective strategies from Plans 1 and 2 may also be used to address Level 3 behaviors. Repeated Level 3 incidents may be advanced to Level 4 with approval from the Office of Leading and Learning.</p> <p style="text-align: center;">PLAN 3</p> <ul style="list-style-type: none"> • Bus Suspension (Long Term) with Office of Leading and Learning approval • Extended Detention • In-School Suspension • Out-of-School Suspension (1-3 days) • Out-of-School Suspension (4-5 days) with approval from the Office of Leading and Learning • Suspension Pending Parent/Guardian Conference (up to 3 days)
<p><u>Special Considerations:</u> Good faith attempt must be made immediately to contact parent(s)/guardian(s). If the behavior is related to gangs, weapons, retaliation or hate crimes, then next level corrective strategies may be necessary. Report to law enforcement any criminal conduct.</p> <p><i>Students with Disabilities (IEP/Section 504):</i> Disciplinary action(s), as outlined in this document must comply with the Individuals with Disabilities Act (IDEA) and Section 504 of the Rehabilitation Act of 1973, as well as state and local regulations. For detailed information regarding students with disabilities refer to the IDEA or Section 504 Procedural Safeguards.</p>	

<i>Student Behavior (Incident)</i>	<i>Range of Corrective Strategies (Action)</i>
<p>Level 4 Behaviors: the more serious acts of unacceptable behaviors that seriously endanger the health and well-being of self and/or others and/or cause significant damage to property on a school campus, a school bus/bus stop, at a school/school board sponsored function, or while at other school board facilities.</p> <p style="text-align: center;">LEVEL 4</p> <ul style="list-style-type: none"> • Alcohol Possession/Sale/Use/Distribution (ALC) • Arson (ARS) • Assault (TRE) • Breaking and Entering/Burglary (BRK) • Cyberstalking (TRE) • Disruption of Campus - Major (DOC) • Drug Sale/Distribution Excluding Alcohol (DRD) • Drug Use/Possession Excluding Alcohol (DRU) • Explosives (WPO) • False Accusation Against a Staff Member • Felony (Off Property) • Fighting (FIT) • Harassment (HAR) • Hazing (HAZ) • Larceny/Theft \$300 or Greater (STL) • Network/Internet Misuse (Major) • Other Major Offense (OMC) • Physical Attack (PHA) • Robbery (ROB) • Sexual Assault (SXA) • Sexual Harassment (SXH) • Sexual Offense (SXO) • Threat/Intimidation (TRE) • Vandalism \$1000 or Greater (VAN) 	<p>The principal or designee <u>must</u> select at least one (1) of the following strategies from Plan 4. The use of corrective strategies from Plans 1, 2, and 3 may also be used to address Level 4 behaviors, for all Level 4 behaviors, contact the Office of Leading and Learning.</p> <p style="text-align: center;">PLAN 4</p> <ul style="list-style-type: none"> • Out-of-School Suspension (1-5 Days) with Approval from the Office of Leading and Learning • Out-of-School Suspension (up to 10 days pending investigation) • Recommendation for Alternative Placement • Recommendation for Expulsion • Report to Law Enforcement • Transfer student to ALC
<p><u>Special Considerations</u> Immediately contact parent(s)/guardian(s). Report to law enforcement any criminal conduct.</p> <p><i>Students with Disabilities (IEP/Section 504):</i> Disciplinary action(s), as outlined in this document must comply with the Individuals with Disabilities Act (IDEA) and Section 504 of the Rehabilitation Act of 1973, as well as state and local regulations. For detailed information regarding students with disabilities refer to the IDEA or Section 504 Procedural Safeguards.</p>	

<i>Student Behavior (Incident)</i>	<i>Range of Corrective Strategies (Action)</i>
<p>Level 5 Behaviors: the most serious acts of unacceptable behaviors that seriously endanger the health and well-being of self and/or others and/or cause significant damage to property on a school campus, a school bus/bus stop, at a school/school board sponsored function, or while at other school board facilities.</p> <p style="text-align: center;">LEVEL 5</p> <ul style="list-style-type: none"> • Battery with More Serious Injury (BAT) • Bomb Threat (DOC) • Homicide (HOM) • Kidnapping (KID) • Sexual Battery (SXB) • Weapons Possession (WPO) 	<p>The principal or designee <u>must</u> select at least one (1) of the following strategies from Plan 5. All Level 5 behaviors <u>must</u> be reported to law enforcement and to the Office of Leading and Learning.</p> <p style="text-align: center;">PLAN 5</p> <ul style="list-style-type: none"> • Out-of-School Suspension (up to 10 days pending investigation) • Recommendation for Alternative Placement • Recommendation for Expulsion • Report to Law Enforcement
<p><u>Special Considerations</u> Immediately contact parent(s)/ guardian(s).</p> <p><i>Students with Disabilities (IEP/Section 504):</i> Disciplinary action(s), as outlined in this document must comply with the Individuals with Disabilities Act (IDEA) and Section 504 of the Rehabilitation Act of 1973, as well as state and local regulations. For detailed information regarding students with disabilities refer to the IDEA or Section 504 Procedural Safeguards.</p>	