

Keystone Prep High School

2017-2018

Parent Handbook



“There are no mountains our students cannot climb, if they are willing to apply themselves. Keystone Prep High School provides the training ground for their ascent. Three things are needed in equal measure for our students to thrive and succeed both in high school and in life: 1) Teachers who provide the dedicated education and inspiration, 2) Parents who are a positive support for the child and the school, putting their trust in the staff, and 3) Students who possess the commitment for their own personal success. It takes all three to have a successful partnership for your student to be ready for life beyond high school.”

PJ Petrillo – Head of School

KPHS IS AN EXTRAORDINARY PLACE!

The Purpose of this Handbook

The purpose of the Handbook is to provide a guide for school success. The administrator's job is to create the right environment where learning can flourish which is established by procedures, processes, regulations, and rules that build the infrastructure of the school. This is created through educational expertise in the written framework and design. (Handbooks) It is the educator's job to model the path, inspire the students, and provide the best education for mastery of subject matter. (Instruction) It is the parent's job to assist the school leaders and the process with enthusiasm, participation, and respect in partnering with them. (Support) It is the student's job to be dedicated to **achieving** their personal best, **honoring** their authorities and requirements, growing socially by **understanding** others who are different perhaps than themselves. (Commitment) This is the foundation for success at Keystone Prep High School. If any of these specific components falter, the process for the individual's success becomes profoundly limited, and the student's ability to go forth is greatly limited.

School History

Keystone Prep High School opened its doors originally in 2004, due in large part to a group of very dedicated educators and parents who fully committed to creating a unique high school. There was a tremendous need for a specific high school to serve our type of learner. It closed those same school doors again in 2010 during the national financial decline and investment decline. Once again, those parents were bereft with no good viable high school option for their students. Many of the other schools they attended indicated they served learners like our students but did not produce as promised. Thus, some of those same committed and tireless parents and educators, as well as a new group of parents, made personal sacrifices to reopen the doors for the second time. This happened due to the stark realization of those parents who found no other place quite like Keystone Prep High School. This school exists for challenged students coming from multiple cities across the Tampa Bay area. KPHS serves 9 – 12th grades. During the second opening, KPHS was housed at business office rental facility on Hampton Park Blvd. for two years.

in the summer of 2015 Keystone Prep High School moved to its current beautiful 35-acre permanent home at 18105 Gunn Highway in Odessa, Florida. KPHS has administrative offices, an incredible bicycle and running trail at the back of the property, a six-hoop competition gymnasium, multiple classrooms, stunningly beautiful grounds, and a wildlife nature sanctuary pond area which attracts beautiful birds. The KPHS campus is a serene place, sought after by many in the Tampa Bay community to rent for events, festivals, services, and even weddings. The school is within walking distance to the Austin P. Davis Public Library, as well as across the street from the Keystone Park and Athletic Fields. Horses can be seen grazing on the beautiful surrounding landscapes and the area is truly a peaceful and quiet community. Our students can be seen gardening for science classes, playing sports on the football field, running laps on the long driveway, throwing a ball or frisbee at lunch time, or gearing up for a long bike ride on the Tampa Bay Upper Trail. Keystone Prep High School grounds are the envy of many schools and organizations. It is a beautiful place, calming and enjoyable for all. Keystone Prep High School is a school designed by parents for students, with the best educational expertise and training out there. The KPHS evolution is extraordinary!

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This handbook provides the most current and up-to-date information on the policies of Keystone Prep High School. It should always be considered a “work in progress”. The Administration reserves the right to make any revisions that they deem necessary to promote the vision and mission of the school and provide the most effective and positive learning environment possible for our students.

Philosophy

Keystone Prep High School is a unique school designed for students who are very bright and talented but who may experience learning challenges for a variety of reasons. Each child is seen through a lens that best suits their individual learning needs. There is no cookie cutter method or one-size-fits-all routine. We do not attempt to put a square peg in a round hole. We applaud differences and relish the uniqueness of every student in our care. However, we must also help them learn to accept change, adapt to their surroundings, and become capable citizens in the world in which they will live and work in the future. It is our goal that parents will come to see what Keystone Prep represents through our mission, philosophy, strategic plan, and vision.

Keystone Prep High School is an EXTRAORDINARY PLACE. It is a school for every student who thinks and learns differently. This school is designed for the learner seeking a different path other than a traditional high school. It is designed for students who have many gifts but who may have difficulty discovering who they can become. It begins in the underpinnings of the framework and structure seen in the practices provided here. Each student must find their way, through educational guidance and discover the road they believe they are meant to be on with our help. We call this journey the Warrior's Path, for it takes grit and tenacity to discover one's best self.

That path could be a standard high school diploma which leads to being an avid cyclist and following one's passion by opening a bike shop. It could be studying for an technical degree where one prepares for training or taking specialized education to be a firefighter, or police officer, or a dental assistant. It could also on our most rigorous track, a college prep journey, where the student seeks the highest level of education to become an attorney, physician, scientist, writer or maybe even a Head of School. What is common to the three paths we offer at KPHS is the "passion" the student must come to possess, not the level. Each is valued the same. It begins with students expressing what they enjoy. We help them find ways to turn that love into a future best suited to them. As the student puts forth the effort and accepts personal responsibility, they naturally seek maturity and growth, instead of dependence on parents. Wonderful things start to happen for them individually. They begin to find their place in the world. It is time. Students get excited about their learning then as they begin developing themselves in areas they want to pursue. It is our job to help them see how grand the world at large is and how many fabulous choices are out there for them to pursue. Parents enter this **partnership** with us to help their son or daughter find themselves through academics, athletics, clubs, and in many other ways through our support, so they can be all they were meant to be. Learning to allow them to fail and recover if they don't do their work instead of excuse them is a part of this process. Remember order and structure must exist in schools and elsewhere for genuine exploration to truly begin.

Code of Honor

Required agreement for each Keystone Prep participant...

As a Board Member, I will collaborate in creating the school's mission, philosophy, strategic plan, and vision, I will secure the school's financial needs by being totally committed to and participating in fundraising for the school as my primary responsibility, I will assist in creating the needed policies for the school, and I will go above and beyond to care for the school's leaders who work tirelessly on behalf of the parents and students at Keystone Prep High School.

As an Administrator, I will create and establish all levels of function and structure for the whole educational process, I will model adherence to and support of policies and procedures, I will deliver firmness or grace as appropriate with students, I will enthusiastically support the school mission, choose respect for my educational peers, assist in any way possible to see the school succeed, and I will provide professional direction and support to the students, parents, and teaching staff in whatever way I am needed.

As an Educator, I will model a love for lifelong learning in my educational area, I will remember I am in the most important person in the world as a teacher because I can change minds, I will honor that ability to change them correctly, I will allow my personal character to reflect what I want in my students, I will work with, be loyal to, and respect my supervisors, I will communicate and engage with my students and parents, I will follow the rules asked of me, I will deliver my subject matter in an exciting way to inspire the students entrusted to me and I will always deliver my best work educationally because I know parents pay for it, and to create a thriving educational community.

As Support Staff, I will provide positive assistance to the Administrative Team and the Head the School , I will assist the school leaders with encouragement and enthusiasm, I will honor confidentiality and avoid gossip, I will not let others come to me through negativity and deflate my spirit, I will seek out only my supervisor when frustrated, I will concentrate to accomplish my job duties well, I will do my best to perform my tasks so I need only be asked once for what is desired, and I will encourage the students by providing support for them always.

As a Parent, I will support the school fundraisers, programs, projects, and the PTO, I will provide my service hours or equal financial remuneration, I will work with and be supportive of the school's administrators and teachers, I will gladly respond to the support staff when asked or called for assistance, I will recognize it costs much more to educate my child than I pay in tuition, I will help fill the gap by assisting in fundraising events, and I will be respectful and polite, using civility at all times in front of my child and others when speaking to staff.

As a Student, I agree to fully support my school, I will speak proudly of attending Keystone Prep High School, I understand that respect is earned not given, I will work my hardest to **achieve** my personal best in all my classes, I will demonstrate character, I will **honor** what is right in all areas, I will show **understanding** for students who are different than me, I will try to gain insight in their world to get along better, I will take direction from my authorities with a good spirit, and I will apply myself to learn and help others every day.

Board of Trustees

Chairman: Grady Pridgen

Secretary: Kate Walsh Calton

Treasurer: Michael Thiel

Trustee: Sean Carney

Trustee: Paula Pennington

Trustee: Joan Veccioli

Non-Member Board Advisor

K-8 Transition Education Advisor: Lois Delaney

To contact the Board of Trustees, please send a message to KPHSboardchair@keystoneprep.org.

Keystone Prep High School board meetings are held on the first Wednesday of each month.

EXECUTIVE SUMMARY

Mission

To offer a different approach to high school, where students with unique learning styles thrive academically, emotionally, and socially.

Vision

Keystone Prep High School will be the nationally recognized educational model for individualized support for students who learn differently to become successful, independent thinking, self-sufficient, creative problem solvers who are responsible contributing members of society.

Core Values

ACHIEVING

We always focus on removing the barriers, not lowering the bar. We provide a personalized learning environment and evidence based instruction which engages teens and creates self-motivated learners. We never stop challenging students to achieve individual success.

HONORING

We always honor individual uniqueness. We believe in each child's potential to learn and his ability to succeed and in helping provide supports for them to explore their personal passions. We never give up!

UNDERSTANDING

It's always our priority to understand each student's strengths, weaknesses, interests, and what motivates each individual. Our continuous desire to help each student realize his or her full potential and to create a personalized learning environment. We never underestimate the value of continuously adapting to the educational which best support each student.

Why is Keystone Prep Needed?

Our current education system provides students with a standardized, one-size-fits-all education, not recognizing or adapting to the notion that students are individuals with unique learning needs, each of whom is on an individual journey. Put simply, some try to force "square pegs into round holes," and in doing so, they may cause long-lasting damage to the psyches of our future dreamers, innovators, and thinkers squandering their talents. KPHS prides itself as an institution that applauds the uniqueness of each student.

The Keystone Prep Solution:

Keystone Prep High School seeks to nurture those students who are the "square pegs," who think and learn differently. We want to develop an academic environment where students can thrive.

The KPHS Educational Model

- Celebrates the unique gifts and interests of all individuals
- Curiosity, collaboration, compassion, confidence, critical thinking, and respect
- Develop a center for educational excellence and professional development to disseminate best practices to educators by providing access to the latest, research-based curriculum, technology, and training
- Driven by the belief that children who learn differently, challenge conventional ways of thinking and have an advantage over their peers when it comes to essential 21st century skills for success, they need to learn how to use their learning challenge to their advantage, by teaching students not only to cope with their differences but to capitalize on them
- Executive functioning skills
- Focus on college preparation and skill development
- Frequent feedback
- Helping students to be aware of the times in which they lose focus, so that students learn to identify such situations and cope with them in and out of class
- Individualized learning plans

- Multiple intelligence and multi-modal techniques
- Open communication between students, teachers and parents
- Safe environment
- Small, supportive classroom environments with low student to teacher ratio
- State-of-the-art technology

STRATEGIC PLAN

Keystone Prep High School (KPHS) desires to be a nationally recognized unique learning institution designed to prepare young adults, via individualized educational tracks, to become efficient and effective contributing members of society. We expect our students to help make the world in which they live and work a better place for all.

In 2018, by KPHS's fifth year of operation, we will reach an enrollment of 75 students. Additionally, we expect our Réussir Program, our school within a school that caters to students who are below the range of normal function yet deserve the right to a wonderful high school experience, to reach an enrollment of 10 students.

We want our parents and students to embrace a new educational culture and partnership:

- **Advocacy Program.** This program is intended to promote students' aptitude and individualized interest to ensure they will be successful beyond high school and reach their fullest potential. Our program is designed with course studies in three tracks: Standard (traditional diploma track); Technical (specialized college or training program); Honors (advanced college prep program).
- **Failure as Fuel Program.** We assist our learners in grasping that failure is a natural and positive learning experience one must understand and accept. As students and as adults it is vital to handle failure and use the challenges of failure to fuel the celebration of failure becoming victory. With genuine effort there may come failure, but with effort and failure, and learning from failure, there will come unprecedented growth.
- **Passionate Professionals Program.** We have established a thriving and robust lifelong learning community where staff, students, parents, and visitors get excited and inspired by each other's personal passions of individual pursuit, thus spreading engagement and education to new heights.

Additional Key Goals

KPHS will become a well-respected, regional, independent, and creative leader in our specific style of education. We will focus our attention on being the best advocate for promoting areas of common commitment in serving different learning modalities throughout our school family. For our KPHS community, we will make education exciting.

KPHS will cultivate a culture of acceptance that is encouraging, inclusive, respectful, and uplifting. We value everyone in our community and we are creating and modeling a unique school that strives for excellence.

Five Strategic Markers of Excellence

KPHS has prioritized five strategic markers that will be accomplished within the next two years:

1. Conceptualize and design the needed financials, materials, projects (including building projects and grounds development), programs, rigor—and a passion in delivering each of these elements—for an effective and outstanding specialized high school. Each of these elements will lead to FCIS accreditation; FCIS who will take pride in our being a participating member school.
2. Engage the public in defining, rebuilding, and communicating KPHS's unique school mission and the students in which we specialize. This will include, but not be limited to, a continually developing Website, the creation of new branding and recruitment materials, and special events.
3. Promote, preserve, and rebuild a Board of Trustees that will assure the sustainability of KPHS into the future. We will seek key community leaders who have substantial prior board experience and who will invest in educating themselves in the workings of our school and its student population. It will also take part in the FCIS process.
4. Create a Capital Campaign and Fundraising Plan Committee for the acquisition and construction of five modular unit classrooms for 2017-2018. These are our **Sky is the Limit** and **Fill the Gap** initiatives.
5. To advance community collaboration and partnerships to spread awareness of the KPHS mission.

Primary Goal

It is our goal to find the giant within each child entering our school community and entrusted to our care. It is our belief that each person has something powerful inside to share known as their gift. It is our job to help them find their gifts. We will explore and nurture that search for every student attending Keystone Prep High School. We encourage each staff member to find their own uniqueness, and share their passions with their students. It is the blend of the things one loves, combined with conquering things one doesn't, that helps a person become a well-balanced individual. All people carry a backpack of life experiences, both good and bad. Their history can shape their future in any way they allow it to occur. We don't let it limit our student's capabilities. Every individual at KPHS will strive daily to be their best self. Sometimes all of us need to leave the backpack at the door and start over to enjoy life. That is why we have mornings.

Lifelong Learning Community

Each person participating in the Keystone Prep High School experience has things to teach others. It is up to each one of us, regardless of our role - whether Administrator, Board Member, Parent, Student, or Volunteer, to discover this and offer it to help others. We encourage uniqueness in the thinking process. If a student loves comic books, let's help him learn about every career out there to be involved in comic books from art to writing. By finding those unique and special areas of interest within, we use their passions to contribute to our own lifelong learning community here in some way. KPHS is an EXTRAORDINARY PLACE! It is when that discovery of sharing your passion occurs within each of us that we begin to soar!

Keystone Prep High School is a thriving robust learning environment, created with enthusiasm and excellence for all. It takes the right people, genuinely committed with energy and passion, to achieve and deliver great work. Nothing stands in the way of that person's success. Keystone Prep is very selective about who is hired to work in this school. Potential staff members are given an Employee Profile to ensure that future team members fit and understand what it means to become a member of the KPHS staff. There is an extensive three step interview process conducted by different teams. The potential employee must commit to personally agree with our mission, philosophy, strategic plan, and vision, as well as promising to be a role model for their students regarding their own positive attitude and spirit. They need to be a compassionate person to join this dedicated team. Additionally, every staff member signs a very explicit Contract/Agreement, which further details the administration's high level of expectations for them as both a professional and supportive staff member. KPHS finds great staff members and keeps the best because of their individual dedication and the contribution they make to the community at large in Keystone Prep High School.

By having a beautiful facility and grounds, selecting very qualified and outstanding teachers with great credentials, matching the educator to the Employee Profile and Contract/Agreement commitment regarding expectations, and ensuring they share the same mission, philosophy and strategic plan, KPHS has done everything humanly possible to foster the best education for its students. To be a part of the Keystone Prep High School community - family, employees, parents, students, and volunteers personally commit to moving towards excellence! KPHS always welcomes new ideas and professional reviews. This is a great place to get an education by working together for everyone's success whether being a student or a staff member. We are all human beings who make mistakes but we seek growth and improvement every day.

Accreditation



Keystone Prep High School is a new school in candidacy review for **Florida Council of Independent Schools (FCIS)** accreditation during 2016-17. This accrediting body has rigorous standards that must be met, to be accepted and accredited in the state of Florida. Please utilize the FCIS.org website for an understanding of this outstanding organization. FCIS is located at 1211 N. Westshore Blvd., Suite 612 in Tampa, Florida 33607.

FCIS is one of the largest independent accrediting and school supervisory agents in the United States. It is an honor for Keystone Prep High School to participate and grow itself through collaboration in this FCIS family of educational institutions. Keystone Prep High School is fortunate to develop its planning, policies, and procedures, by utilizing the vast array of excellence in the FCIS collaborative schools' environment. We gain tremendous knowledge through the network of FCIS member schools. FCIS ensures standards of excellence are met by extensively training our administrators, establishing criteria for our educators and leaders to use every day in the creation and delivery of their subject materials, and by guiding KPHS in the successful development of our educational processes. Keystone Prep High School is grateful to be a member of the FCIS family. All FCIS schools have nondiscriminatory admission policies and oversight guidelines to assist our school in being exceptional for our students and families.

The Florida Council of Independent Schools is a member of the National Association Independent Schools (NAIS) and an affiliate of the Council for American Private Education (CAPE). FCIS is also a founding member of the Florida Association of Academic Schools (FAANS). The mission of FCIS is to promote the highest standards for PK-12 education through its accreditation process, professional development programming, and advocacy efforts, when working with schools. FCIS was founded in 1954. FCIS accreditation and oversight occurs daily for 73,000 students, in approximately 160 member schools.

Education

Keystone Prep also continually updates its own school programs, trains its staff, and utilizes the most internationally researched “best educational practices,” for its school improvement processes. Staff participate in a myriad of professional workshops, training, and webinars with FCIS and many other organizations, to continuously learn and further educational goals and objectives at Keystone Prep High School. This is an active learning community, which fully fosters educational rigor and excellence, and provides numerous ways to achieve it for both students and staff. Keystone Prep High School wants students and staff to become all they can be. Parents can either foster moving towards those educational and life goals or away from them, by empowering their children rather than enabling them. Successful parents clearly understand the difference.

Educators Professional Organizations

Educators are encouraged to join their professional organizations which also advance excellence in their subject areas, as well as other support organizations that additionally help them with the kinds of students served at Keystone Prep. They may also join but are not limited to CHADD – a support group for parents of children with Attention Deficit Disorders (ADHD), the Council for Exceptional Children (CEC), the International Dyslexia Association (IDA), Learning Disabilities Association (LDA), the National Council of English Teachers (NCTE), the Florida Council of Teachers of Mathematics (FCTM), the National Council of Teachers of Mathematics (NCTM), the National Council of Social Studies (NCSS), the National Science Teachers Association (NSTA), National Association of Geoscience Teachers (NAGT) the Environmental Ed, the Florida Library Association (FLA), American Library Association (ALA), and the Net Library Advisory Council for EBSCO Publishing, to name just some of the organizations that help us advance ourselves professionally.

Discrimination, Drugs, Harassment, Sexual Exploitation, & Violence

Keystone Prep High School admits students regardless of color, creed, ethnic background, national origin, race, religion or sex. Annually, KPHS trains its staff in anti-bullying, cultural understanding, diversity, drug awareness and recognition, anti-harassment, and other related issues to intervene appropriately. It also encourages staff to gain insight into the students’ family histories and natural origins, often ultimately ending in a migration to the United States of America as a family or in their ancestors. This school desires to be accepting and inclusive. It takes knowledge to do so, and we welcome parents to share their family’s journey or history with us to accomplish this goal.

The culture we want to **achieve** is one that **honors** different beliefs through knowledge and **understands** the individuality of diversity as a lifelong learning community. Acceptance, education, patience, and tolerance, should drive knowledge, instead of assumption, intolerance, judgment, reaction, and supposition.

Keystone Prep High School has a ZERO tolerance for bullying, drugs, gender or race baiting, faith baiting or bashing, sexual harassment or physical misconduct, sexual soliciting, and any forms of violence.

Keystone Prep High School buildings and grounds are alcohol and drug-free zones. School officials reserve the right to search a student’s belongings, clothing, electronic devices, locker, social media and vehicle, without prior notification, when they have a reasonable basis to believe that a student has violated this policy, to ensure the safety of others. Law enforcement officers will be included in any investigation as needed.

Discussions about sexual orientation or related topics unless class specific, do not belong in the educational environment. Inappropriate touching will not be tolerated.

Accommodations

Keystone Prep is supportive of providing the very best accommodations for your child's needs. It is our mission to do so. We are also trying to build students who have a "can do" attitude and a positive outlook for their own future. We work hard to instill an abundance of self-confidence. We train our teachers extensively, in how to do so. We also provide auxiliary support for those students who struggle to achieve in the classroom through additional support services at a cost. The staff of Keystone Prep is required to attend in-house training and workshops and travel to approved conferences the administration selects, to further their knowledge in many diagnostic related areas, including learning variabilities. The teachers are prepared and understand accommodations and how to provide them for your students. We have several staff with vast experiences in working with our specific learners. We have highly trained supervisors experienced in student assistance programs, a team of ESE (Exceptional Student Education) certified staff, and others with learning variability knowledge. These educators hold advanced university degrees and are sought after as professionals with great abilities to select and provide supports for our type of learners. This effective and well trained team makes the determination on how those accommodations apply. The administration oversees that proper supports are provided always.

KPHS welcomes partnering with the parents regarding this educational process. As your child progresses from elementary and middle school to high school, not only should the child be growing and self-advocating more but the parents must also adapt and change too. It is no longer healthy for the child's parents to fight their battles for them as students that you once had to do for them to get an education, where they were often misunderstood. Parents can entrust those battles to the child who is becoming a young adult. Now, as the child enters high school, the most important role parents have other than being mothers and fathers, is backing your child's administration and teachers. If the parent and the school leadership are not in a partnership for this child's success, he or she cannot achieve the needed potential. That would be a tragic loss. It is important to realize the best gift you can give your child other than love is to teach them to be independent without you. You will not always be there for them, as they leave the nest and enter the world of adulthood through independence, living on their own, in technical school, or at college. They must have the skills to do this without you. Partnering with us during the high school years allows for that evolution. High School is the time to let students face the consequences for poor decision making, and to pay the price for bad judgment like not being responsible and getting their work completed on time. If young adults are not given this chance, the dependence remains and the child sees the world through a lens of the world against them. The workplace supervisors and the world at large will not tolerate that poor lens. A young adult could even be arrested for not learning to use appropriate verbal communication, or fired for being irresponsible in completing their work assignments, or dismissed by a boss who tells them their attitude is not his problem when they don't think the environment is fair to them. These are harsh realities but true. Please help us help them make this transition now.

When the educators and the parents do not have a partnership in understanding regarding this support system for consequences during the high school years, the young adult enters the world ill prepared for the future. The KPHS staff supports you as parents when students tell us how bad they have it at home. High school is where students all compare notes. Please support us in the school setting when we must make them accountable for their choices on issues of discipline or grades. We love our students and we spend seven hours a day with them, getting to know them very well. We teach them accountability, respect, and responsibility. Graduates must have this to succeed in the real world and we need your support to help us get them there.

Accommodations are for a student's learning. We can guide parents in understanding on how and when excusing behaviors can limit a student's potential, and work in partnership with parents when a student needs a parent's help to grasp the difference. The student's progression must occur throughout high school for the young adult to be successful beyond the 12th grade school doors and to be able to hold down a job later.

High school students need to learn not to call mom and dad, but rather speak politely for themselves. Each child has an Advocate assigned to them in their Homeroom, for any special attention needs. That staff member will assist them in the absence of a parent. If the student accepts a discipline a parent feels is too strong or they do not understand, please make time to speak with the Administrator/s to gain a full understanding. Parents often learn information the student doesn't want shared in those meetings. High schoolers are masters of telling things from one perspective only - theirs, so be wise and get all the facts before saying what you think to your child. You would be amazed how many students tell us what their parents have said about us over dinner. Please help us help them by redirecting your child, if you get those calls or complaints from your child, until you can find out more answers from the Administrator/s.

Arrival/Dismissal/Early Release

Arrival Policy

Students may arrive after 8:00 am and must report directly to the designated picnic table area. Please do not drop off your child earlier than this, as there is not adequate adult supervision before this time. Once students arrive, supervision must be present to ensure their personal safety. High Schools do not have before and after school daycare. **Continuous disregard for this policy may endanger your child's enrollment at Keystone Prep High School.**

Dismissal Policy

Dismissal for all students is at 3:30pm. Unless the student is enrolled in an extracurricular course or school activity, all students are required to leave campus at 3:30 pm. Students who ride a school van home must report immediately to their designated van area upon dismissal. All other students are required to remain in the designated picnic table area while waiting to be picked up. Dismissal time is not an appropriate time for a parent/teacher conference. If you would like to speak with your child's teacher or an administrator, please make an appointment in advance. All of them are happy to meet at a pre-scheduled time.

Early Release of Students

We expect our families to make every possible attempt in arranging all appointments for their children after school hours. If this is not possible, a parent or guardian must report to the main office to properly check out their child.

Schedule

Your student should arrive at school no later than **8:15**. Classes start at **8:30**. For class credit, don't be late.

1st Period **8:30 – 9:25** (5-minute restroom/snack/water break)

2nd Period **9:30 – 10:25** (5-minute restroom/snack/water break)

3rd Period **10:30 – 11:25** (5-minute restroom/snack/water break)

4th Period is Lunch or Homeroom for all students:

11:30 – 11:55 Lunch Shift **#1** (Students in Lunch Shift **#2** go to Homeroom with Advocate for Homework Lab)

12:00 – 12:25 Lunch Shift **#2** (Students in Lunch Shift **#1** go to Homeroom with Advocate for Homework Lab)

5th Period **12:30 – 1:25** (5-minute restroom/snack/water break)

6th Period **1:30 – 2:25** (5-minute restroom/snack/water break)

7th Period **2:30 – 3:25** (5-minute restroom/snack/water break)

Dismissal for some students at 3:25 Dismissal for teachers is 4:00.

8th Period **3:30 – 4:25** (Advanced Classes, Clubs, Credit Recovery, Specials, Tutoring)

Attendance Policy

Florida Statute, Title XLVIII (K-20 Education Code), Chapter 1002.20 states that any child under the age of 16 is required to attend school regularly during the entire school year. This means minors can drop out at the age of 16 without a parent being arrested. If students stay in school to benefit from our educational programs, students are expected to attend school regularly, be on time, and satisfy all course requirements. **Poor attendance and/or excessive tardiness may result in a failing grade and will be taken into consideration when evaluating a student for promotion and/or graduation, as required by Florida standards.**

The attendance policy includes the following:

- An absence can be excused by phone on the same day. Voice messages must be clear and include the name of the caller, the name of the student, the date, and the reason for the student's absence. If a call was not received on the same day as the absence, then only written notification will be accepted for an excusal. The notification must be submitted in a timely fashion with the above required information via email to the Receptionist at jmaggio@keystoneprep.org.
- All classwork is required to be made up for any absence and it is the responsibility of the student to deliver it to the teacher.
- After the 3rd absence in one semester, an attendance intervention form will be initiated and notification sent home.
- After the 7th absence in one semester, a letter will be sent home reminding parents of the grade drop policy for 10 or more absences. The parent or guardian is also encouraged to contact the Administrator/s for assistance.

- After the 10th absence in one semester, any further absences must be accompanied by a physician's note or court document to be considered excused. A letter will also be sent home informing the parent or guardian that the student will receive a grade drop of one letter for that semester. The parent or guardian will also be directed to contact the school to schedule a conference with the administration. **If this is not possible, the appropriate authorities may be contacted.**
- After the 15th absence in one semester, a letter will be sent home regarding possible dismissal from the school.
- **After the 15th unexcused absence in a semester, the student has met the legal definition for truancy and law enforcement may be contacted. FOR STUDENTS THAT HAVE A DRIVER'S LICENSE, THIS MAY RESULT IN SUSPENSION OF THAT DRIVERS LICENSE BY THE STATE OF FLORIDA.**

Excused Absences

The following are examples of excused absences:

- Accident resulting in an injury to the student
- A death in the immediate family
- Dental or medical appointment that could not be made at another time
- Emergency reasons approved by the school administration
- Observance of a religious holiday
- Severe Illness of student (physician's note may be required)
- Subpoena by a law enforcement agency or a court appearance

Reporting an Absence

The parent or guardian should contact the school by 8:00 am to report the student's absence to the school Receptionist (jmaggio@keystoneprep.org). Information required will be the name of the student, the name of the caller (only a parent or guardian may report an absence), the date, and the reason for the student's absence. Upon a student's return, the Receptionist may request additional information or documentation.

Tardy Policy

A student who arrives at school after class has begun may cause a disruption to not only other students, but for themselves. A student is considered tardy if they are not in their classroom seat when the bell rings. Any student arriving after this time will be required to report to the school office to receive a tardy pass from the Receptionist. Remember tardies cost lost time affecting class credit, which could lead to no class credit.

Tardy Consequences

Students with excessive tardies (per quarter) may be subject to the following consequences in addition to lost credit:

- After the 4th tardy, a student may face a consequence of after-school detention
- After the 5th tardy, a student may face a consequence of Saturday School (4 hours)
- After the 6th tardy, a student may face a consequence of In-School suspension (7 hours – all day)
- **To receive credit for a course, students must receive a minimum of 135 hours of instructional time.** It is up to the parent and the student to record their absences and tardies. If class credit is lost due to

absences or tardies this is a nonnegotiable issue for all staff members. Staff members failing to verify their class absences and tardies will violate Florida Standards.

Unexcused Absences

The following are examples of unexcused absences:

- Any absence not excused by the administration
- Out-of-School suspension
- Vacation
- Truancy of a student

Civility Policy

The Civility Policy came about because of a former parent's aggression towards the staff on more than one occasion. We expect your full support to continue to have a healthy learning and work environment for all. Inappropriate actions, cussing, or yelling, done by a few individuals, can create a very toxic learning environment for students and staff. We have instituted this Civility Policy to insure this is appropriately handled. There is zero tolerance for intimidation and threats made to our staff or our students. Please read the following policy and ensure you as the parent, and your student understand it and adheres to it.

Purpose

Keystone Prep is committed to our students, staff, and families to create a culture of **mutual civility** and respect for all. This environment must be free from anyone bullying someone else. It must be free from anyone speaking or yelling at others. As educators, we share a commitment to academic freedom through polite open inquiry and the pursuit of knowledge. **We welcome questions when voices are under control and without preconceived attitudes or presuppositions.** However, that commitment does not include allowing a parent to use profanity, or one student to make inappropriate hand gestures at another student, or a staff member to demonstrate a hostile attitude while communicating to others. How we respond to situations is indicative of our own self-control. Everyone working in or coming into the school needs to be willing to **hear both sides of a matter.**

Incivility and disrespect in the school environment become barriers to effective communication, coaching, teaching, and performance. The impact of incivility on the staff can be severe, as it may result in high employee turnover, low productivity, reduced morale, diminished loyalty, and physiological impacts such as stress and depression that can lead to increased absenteeism. Incivility can also escalate and may lead to more severe behaviors including violence, when individuals cross boundaries or lose emotional control and endanger the workplace.

Parents, students and staff need to be able to communicate effectively together. Civility insures it. Parents need to be able to ask questions while modeling appropriate communication methods for students. This Civility Policy is Keystone Prep's commitment to a healthy and safe work environment for students, staff, and parents through the maintenance of a civil workplace. Each person within our school family is expected to adhere to the Civility Policy, while working collaboratively together for mutual goals.

What is Civility?

Civility involves treating others with dignity and respect, and acting based on facts, not perceptions. There will always be misperceptions and misunderstandings that need to be sorted out by hearing both sides of a matter based on facts, not on opinions, not on perceptions, and not on presuppositions without hearing all the information.

Feedback on classroom and work-related behavior differs from incivility in that feedback is intended to assist others to improve performance or the standard of their behavior. **Civility requires that even the most critical feedback be delivered courteously and respectfully.** Arguing is not acceptable. Listening and speaking calmly is expected. Allowing others to speak without interruption or attempting to speak over them to prove one's point is not acceptable. Attempt to find a mutual understanding and common ground with fewer emotional reactions. At times one may have to agree to disagree agreeably with others. By seeking the facts first, both parties will find the best result.

What is Incivility?

Incivility deals with a broad range of behaviors including, but not limited to, unprofessional behavior; rudeness; shouting or swearing; intimidation or bullying; threatening comments or behaviors/actions; unsolicited and unwelcome conduct, oral or written threats including email, gestures, actions or contact that cause offense, humiliation, or physical or emotional harm to any individual. Incivility can be subtle or overt. It may be a single event or may involve a continuing series of incidents. Incivility can also create a toxic work environment which may affect more than one other person. Although incivility may be subjective or unintentional, it does not excuse the behavior.

Where uncivil behaviors are sufficiently severe and/or pervasive and cause significant and unreasonable interference to the work environment, they may be deemed as creating an intimidating, hostile, and offensive environment. A toxic environment can interfere with and/or undermine work performance and can cause emotional and psychological stress. Staff members may want to leave when parents continually attempt to use aggression to problem solve issues for students. Teachers are leaving the profession in droves due to this accusatory spirit used by some parents when being demanding instead of learning to collaborate with the staff for mutual understanding. Together we are raising your children and our students. They will fail at times, but we cannot fail them. Allowing students to experience consequences for mistakes they make in high school can keep them from making those unredeemable mistakes as adults.

All staff members are expected to enforce the Civility Policy with students while supervising their students in class and at other activities. Staff members are being guided to have a zero-tolerance policy for disrespect. Faculty and staff have a responsibility to act civilly in good faith and be active participants in contributing to our community culture of dignity, inclusion, respect, and understanding for those with whom they work or supervise. This requires actions to deal with incidents of incivility. Parents and teachers need to be open about concerns and listen to each other's point of view. Incidents of inappropriateness cannot be ignored by teachers and must, without excuse, be addressed and handled by them. No one should expect positive outcomes when approaching others hostilely or are first defensive in nature. Nothing is gained or learned if one's mind is already made up without first opening the door to honest and forthright communication and understanding when working together. Adults practicing patience until all the information is shared by both parties involved encourages your son or daughter to practice that patience too.

Policy Application

Any adult violating the Civility Policy may be barred from the premises and law enforcement may be called. Students conducting themselves in this manner will be dealt with per the Student Handbook and under the safety processes recommended by the Safe Schools Act, via the Administrator/s.

Accommodations based on a diagnosis do not apply when violating the area of civility or safety since the law will not support or make exceptions for juveniles or adults engaging inappropriately in bad conduct. We would be greatly remiss if we did not prepare our students for the future. Adults must conduct themselves appropriately. Civility is a requirement in college, in society, and in the workplace. **This policy applies to all students, staff, and parents, as well as other individuals on school premises or at school sanctioned events or sporting venues at all times.**

Falsifying Claims

Any student, staff member, or parent bringing false claims against another student, staff member, or parent may be asked to leave the school. Erroneously damaging a reputation is serious business and slander. If a false claim is

made on more than one occasion, the individual bringing the false claim or involving themselves in pushing this misinformation could be asked to leave the school permanently. Law enforcement may also be asked to investigate the individual bringing the claims, based on the misinformation or threat level. This does not eliminate genuine inquiry, but rather addresses false accusations and/or subsequent lying about those claims to others which will not be tolerated and will be dealt with expediently.

Processing Concerns

1. Please bring your information to the party you need to see in a polite manner.
2. Calmly share the data you have been told or currently believe to be accurate.
3. Listen carefully to the other party's information regarding the situation. While doing so, avoid becoming defensive or assume your information is correct and theirs erroneous. Mutually discuss a potential resolution to resolve the concern appropriately.
4. If the incident cannot be appropriately resolved between you and the other party, then seek resolution with a school administrator. Parents must first attempt to resolve issues with a student's teacher before contacting a member of the administration. If a student is uncomfortable talking directly with another student, he or she can request their Advocate or another teacher be with them. If the two students, with an Advocate or Teacher present, cannot resolve the issue of disagreement between them, then the Advocate or Teacher can schedule an appointment with the Administrator/s to resolve it.
5. Acceptance of consequences for actions per the school discipline or civility policy and/or educational directives is expected.

Curriculum

Academics

Keystone Prep follows FCIS and Next Generation Sunshine State Standards. These standards, expectations, and benchmarks are met through the implementation of education and technology into the learning process and the utilization of various teaching techniques such as auditory learning modalities, and kinesthetic and visual learning methods in the educational process.

Credit Acceleration

Keystone Prep High School allows students the option to earn high school credit for various courses provided they pass a College Level Examination Program (CLEP) or a statewide course assessment without enrolling in the course, and **upon recommendation of their administrators**. Students must be emotionally ready for the process beyond high school or for placement in advanced classes with upper classmen. If you have a student who you feel qualifies for this option, please see your school Administrator/s. This option is not recommended for every learner due to the social and emotional subset individually held for specific learners. A conflict in argument on this between parent and an administrator is resolved by the Head of School.

Courses that credit acceleration applies to include the following subjects:

- Algebra I
- Algebra II
- Biology I
- Geometry
- U.S. History

Grading Scale

90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

Graduation Requirements

To receive a diploma, students must meet the graduation requirements outlined by the Florida Department of Education. Requirements for graduation are:

- **4 credits** of English Language Arts
- **4 credits** of Mathematics
- **3 credits** of Science
- **3 credits** of Social Studies
- **1 credit** of Fine and Performing Arts, Speech and Debate, or Practical Arts
- **1 credit** of Physical Education
- **8 credits** of Electives

Promotion/Retention Policy

Students must actively participate in the learning process and show a consistent effort to meet the requirements established by FCIS and The Florida Department of Education to be promoted to the next grade. Promotion and Retention decisions are based on a student's individual progress as well as attainment of State and School benchmarks (6 credits to be a Sophomore, 12 credits to be a Junior, 18 credits to be a Senior). Goals for student promotion may be determined by the student's Individual Education Plan. Every effort will be made to assist the student, however, any student that does not show an interest in their learning, demonstrates a reluctance to put forth effort, and fails to meet the minimum course requirements, may not pass and could possibly be dismissed from Keystone Prep High School.

Change of Address and Phone Numbers

It is imperative we have current contact information on file for all students. Please notify the school office immediately for any changes in phone numbers (home, cell, and/or work) or addresses for emergencies.

Diagnosis

If applicable, the school will request psychoeducational and/or medical reports and recommend testing from outside of the school setting or through an in-school support system, to better aid the administrative teams and ensure educators recognize specific student needs, and know how to best provide the right accommodations required for appropriate support. Parents must comply with these requests.

Accommodations must be reasonable for the educational environment, and KPHS should not be considered a medical based educational model. Students needing restroom breaks beyond the 7 assigned breaks a day at every hour, may not be a fit for this school. Students needing to drink liquids or eat beyond the 7 breaks a day allowed at their lockers may be beyond Keystone Prep High School's ability to provide for currently. A medical school model may be a better educational fit. If that occurs, you may need to seek a different school that is more suited as a medical based educational program model. We fully understand requirements to provide for but also know our own legal limits of that type of provision for this educational institution as a private school.

Dress Code Policy

All uniforms must be purchased from our uniform providers Lands' End or Image Depot. Due to the possibility for students to misplace items, it is recommended that parents/students label all clothing. Consequences will be applied to students violating the dress code policy. This may include a call home to bring appropriate attire, sending the child home to change, or a referral to the Administrator/s for repeated violations.

Grooming

- All uniforms must be clean, neat, washed, and in good repair
- Hair must be of a natural color
- Personal grooming should include being bathed, using deodorant, having hair combed and neat, with no facial hair unless it is properly cared for and also groomed daily, no shadow or day old growth

Jackets and Sweatshirts

- No designs, lettering, or patterns of any kind
- Official school attire with school logo
- Winter jackets in different colors may be worn due to cold weather, but must be taken off inside (all students have lockers for their unneeded gear throughout the day)

Jewelry

- No body piercings other than earrings which are limited to posts
- No large or obtrusive jewelry may be worn
- Stretched earlobes are prohibited

Pants/Shorts/Skirts

- Jeans may only be worn on Friday (Spirit Day) if they have finished hems and are free of rips/tears
- No jeggings, leggings, or joggers
- Pants/shorts/skirts must be khaki, black, or gray in color; have no rips/tears, have finished hems
- Pants must be worn at the waistline and fit appropriately, not so tight they reveal body parts
- Shorts and skirts must be no shorter than 4 inches above the knee

- Students who wear pants must also wear a belt

Shirt

- All shirts, except for shirts with a finished bottom, must be worn tucked in at all times
- KPHS spirit shirts may be worn untucked on Friday
- Shirts must be the official uniform shirt with the appropriate logo
- Uniform shirts must be black, green, purple, or white in color

Shoes

- Boat shoes, flats, loafers, sneakers, and tennis shoes are acceptable, if in good shape
- Footwear can be any color, but must be closed toe and closed heel
- Footwear must be clean and neat, not broken down or damaged in appearance
- Footwear with laces must be tied properly always, dragging laces will cause a student a request to change style of shoe to a non-laced shoe if they cannot keep them tied
- No heels, flip-flops, house slippers or steel toed boots or heavy shoes allowed

Field Trips

Field trips are an important part of our curriculum and students are encouraged to participate in all school field trips. A Field Trip Form signed by the parent is required for each field trip (telephone permission is not accepted). Parent chaperones are an important part of our field trips to help with supervision and transportation. **Parent chaperones are expected to act in a supervisory position with students while on trips.** Any parent chaperoning for a field trip must go through safety verification and approval first. No parent will be able to chaperone or volunteer for field trips until verification has been received.

Health/Medical Issues

Emergency Illness Procedures

If a student becomes ill at school, every effort shall be made to notify parents, guardians, or an emergency contact person. An emergency information card must be on file in the school office for every student. Students will **ONLY** be released to persons on the emergency card unless otherwise notified by the parents in an email. **It is extremely important to keep your emergency card up to date with all the current contact information and phone numbers for an emergency and for student illness pick-ups.**

Health Policy

Students too ill to remain in class must request permission from their teacher to report to the office for admittance to the clinic. A parent or guardian will be contacted and a determination will be made then whether the student will go home or return to class. The health clinic is available to students from 8:30 am to 3:30 pm. Once school begins, students must have a hall pass from their teacher to see the Clinic Supervisor.

Medication Policy

Prescription medication will be administered at the school by the Clinic Supervisor at the clinic. All medications must be brought to the school by a parent or guardian and be in the container in which it was purchased with the original label clearly visible. All medication must indicate the student's name, name of medication, physician's name, dosage, and administration frequency. Students must also have an authorization form on file to receive over-the-counter medications. No student will be permitted to bring medication to school. **NO student is ever permitted at any time to self-administer medications(s).**

The regularly administered supply of medication expected to be dispensed by the Clinic Supervisor must be kept locked at school, and will not be allowed to be transported between home and school on a daily or weekly basis. When medication is discontinued or the end of the school year arrives, the medication not picked up within 5 days after the close of the school year by the parent will be destroyed.

Prescriptions

Certain types of medication or physician's information may require further questions being answered, to ensure we provide the best support and to be sure this institution is the right type of educational environment for your student. A "Release of Information Form" may be requested from the parents to gather additional data to help the student properly. When completed, this must be returned to KPHS. Costs associated with this are the parents' responsibility, and should be asked about prior to submission through administration. KPHS is not a medical model educational environment. Administration has the right to determine if a student's specific needs are beyond our capacity to provide for. We do not have specialized medical personnel to provide supports. Therefore, a certain diagnosis may not be appropriate for this school setting. Acceptance or the ability to stay at KPHS will be based on that decision. If the supporting information is not received, it could affect the student's enrollment and their ability to remain enrolled. The school is required by law to ensure this institution is the proper educational institution for its students based on certain information, both for the safety of the student, the safety of other students, and for the capacity of the staff to be able to provide proper supports or not.

Learning Tracks

We have three tracks for our specific learners to be placed on, however we do not limit your son or daughter based on their past. We have seen many students take off like a rocket, and end up in a technical school or college when they thought it not possible, right alongside our gifted students. The student realized the power of their dedication. We believe the only limits our students have are the ones they put on themselves. We don't limit them, so be careful as parents you don't either. Track 3 or the Honors Track is by staff recommendation only.

- **TRACK 1: Standard Track** – This student feels the world must be explored but wants to do so without exertion or stress of any kind. They are happy to get their high school degree but interested in the minimal requirements. Many people think this is a bad thing but what would we do without these wonderful people who help us in life every day? These students will go on to be successful blue collar workers getting jobs in manual labor areas such as: cashiers, child care workers, clerks, construction, custodians, factory workers, food service, grocery, housekeeping, industry, maintenance, operators, park services, retail, sanitation, transportation, and warehousing. They most often work for others in businesses to make the world a better place.

- **TRACK 2: Technical Track** – This student wants to advance beyond just a High School Diploma, earning skilled or technical educational levels. They want to go above and beyond the basic high school requirements. They desire to be in the skilled labor force, where some extra study is needed to hold jobs past the high school minimal wage level. These students exert energy and positive effort to be their best and achieve their specific dreams in a variety of fields. They often become skilled in the labor force as carpenters, chefs, cosmetologists, craftsmen, dental assistants, drafters, electricians, fire fighters, masons, nursing assistants, paralegals, paramedics, police officers, plumbers, soldiers, etc. after completing a technical, specialized program or two-year college program and serving others.
- **TRACK 3: Honors Track** – This student is the highest level learner, seeking personal advancement in an advanced college prep program. These students want to be independent and seek a lifestyle of personal choices other levels may not financially provide. Students on the college prep path become leaders while yet in high school, even by their sophomore and junior year in school. They see the world through different eyes. They stop the complaining and begin to see themselves as how they relate to the world not how the world relates to me. They strive to do their very best in all aspects of life, whether in the more intense studying demands or their athletic competitions. They think and act like the adults they are becoming during high school. They leave being silly, playing games, and complaining about teachers in elementary and middle school. They try to learn from everyone they meet. They grow more personally and evaluate others less. They have a sense of the world around them culturally and are inquisitive. They drop the unqualified opinions and grasp research to prove ideas instead. They demonstrate maturity in their thinking and take personal responsibility. They are kind and helpful to other students who struggle more in their classes. They seek to use their wisdom to benefit mankind in some way. These students become accountants, administrators, astronauts, attorneys, biologists, chief operating officers, doctors, educators, engineers, geologists, scientists, and many more professional fields. **This TRACK is an earned track** after review by administrators and teachers based on academic and leadership skills. To be considered a part of this advanced college prep track, one must demonstrate ability and commitment through personal effort beyond just grade averages in several areas such as academics, entrepreneurship, leadership, and service to others. Students who remain on this level do not have behavior issues.

Lockers and Restroom Breaks

Each student at Keystone Prep is assigned a locker and a combination padlock (provided by the school) for their use during the school year. To decrease the number of materials students carry from class to class, students are encouraged to store their personal items and school materials in their secured locker. Students are given seven breaks throughout the day and are instructed to use their lockers only during these breaks for refreshment by drinking water or having snacks at their lockers. These breaks are also the appropriate time to use restrooms.

Make-up Work Policy

A student who has an excused absence is permitted to make up work that has been missed. Students are required to make the necessary arrangements to pick up their missed work and be sure all missed work is completed and returned to the teacher within the time specified by the teacher. It is a general rule that the student is allowed the

total number of days they were absent plus one additional day (1) to make up any work missed during their absence. For example, if they miss two days, they have three days to turn in work.

Mental Health/Guidance/Support Services

Guidance services are available for all students. It is the goal of Keystone Prep High School to prepare students for life outside the classroom, so we have healthcare professionals who can be available and are welcomed at any time to further assist students with academic and social skills development. Parents interested in these additional supports may contact the school administration at any time for a list of recommended healthcare professionals. In addition to services provided by healthcare professionals, through individual and group counseling, teachers and administrators assist students in making decisions concerning personal/social adjustment, course selection and requirements, and college/occupational planning, as will the student's Advocate. Staff members promote academic achievement, enhance personal and social development, assist students with educational and career exploration, coordinate academic and college/career testing and provide crisis intervention. If at any time the school administration believes more intervention is needed parents will be contacted and recommendations will be made in a partnership for other services beyond the school's capacity to deliver. As these are identified, additional parent costs may be incurred. The school also welcomes outside support services that benefit the student based on their diagnosis.

Parent and Student Responsibilities

- Be an active participant in your child's education. Assist your child with guidance on homework if needed, school projects, fundraisers, and other school related activities.
- Be in communication with teachers when grades reflect the need.
- Call in each absence and/or tardy for your child by 8:00 am.
- Cell phones must be secured in lockers for the duration of the school day, except at lunch. Be sure to discuss this with your child. Cell phones caught will be kept until a parent conference.
- Complete all volunteer hours. This can be accomplished at school, events, or helping the PTO.
- Do not allow your child to bring unapproved electronic devices to school.
- Encourage your child to be respectful representing themselves to others. Don't tolerate disrespect.
- Ensure that your child has all appropriate and required materials necessary to be a successful student.
- Ensure that your child is in the right uniform when they arrive at school each morning and replace uniforms that become worn, stained, or ill fitting.
- Ensure that your child is on time and ready for school each day.
- Read and keep up on communications from the school via email, newsletter, or text.
- Refrain from texting or calling your child during the school day. They should be able to get through a day without contact. It is a sign of maturity. Parents that need to leave a message for their child may do so by calling the front office at any time.
- Report to the clinic supervisor any medication changes, which might change your child's behavior.
- Support administration when discipline is required and in conversation to your child or others.

Parents/Visitors

Parents and guardians are welcome at Keystone Prep High School; however, it is our request that all parents and visitors respect the various rules and procedures put in place to ensure your child's safety and ability to learn in a distraction free environment. At the time of a scheduled appointment, all parents and visitors must report to the front office desk to sign in and receive a visitor's badge for building access beyond the front gym doors.

Keystone Prep welcomes the opportunity to work with parents and other qualified individuals to meet the needs of its students. To facilitate these requests in a timely manner and maintain the safety and security of its students, please follow the procedures outlined below:

- Before scheduling an observation or a meeting, the school must have a current "Authorization of Exchange of Confidential Information" on file for any individual that wishes to observe or consult
- Requests must be made at least one week in advance and approved through the Head of School
- A member of the staff will accompany all visitors to the classroom
- Follow-up discussions with the classroom teacher and/or administrator must be scheduled during a later time in an appointment in addition to actual observations, so as not to disrupt class schedules

Progressive Discipline Policy

Handling one's own classroom discipline issues is a sign of an effective teacher. In high school, the staff needs to prepare the students for the real world. Students who are in the habit of barging in through closed doors, or interrupting teacher or administrator meetings without an appointment, are practicing poor behaviors. These sorts of self-demanding student attitudes or disruptions need to be addressed. Left undealt with, they will hurt the future college student or a young employee in the workplace, where this sort of behavior would be viewed very negatively. Students need to learn now to overcome disruptive behaviors by working towards adulthood, and to insure successful college and future employment experiences. These actions might have been tolerated in the elementary school, they should have stopped in middle school, but they need to be eliminated in high school. The staff is not doing their best for the students by enabling such behaviors. Educators need to ensure they do not foster an enabling culture that eliminates success in college or the workplace later. The goal is to properly prepare our students to succeed in life after high school, whether it be college or work. By instituting a PROGRESSIVE DISCIPLINE PROCESS, we will be effectively helping students reach that goal by improving their self-control.

There may be students who seriously cross a discipline line occasionally, but that should be infrequent. Teachers need to abide by and establish good discipline in their classrooms. They cannot ignore behaviors one day, then want to enforce them the next day. They must be consistent and **always follow the policies with their students**. Teachers should spend time discussing this progressive discipline process with their students in Homeroom. Students need to understand it and know it is in force. Students must be respectful, not use foul language, and follow simple directions without arguing. This has little to do with an educational accommodation... most Kindergartners can do it. It has much more to do with low expectations on behavior, a poorly run child centric lifestyle, and/or continual enabling. Teachers are not preparing their students for college or the workplace, if they tolerate this in the high school setting, but rather damaging their student's future ability to succeed in college or the workplace. Those future environments will not offer accommodations. We want to do our best to ensure our students succeed in life beyond Keystone Prep. Progressive discipline is ultimately at the discretion of the Administrator/s.

Students must:

1. maintain appropriate grade point averages as specified by the activity coordinators or certification agencies, such as Florida Council of Independent School (FCIS), Florida High School Athletic Association (FHSAA), the Robotics Organized Builders of Tampa (ROBOT League), and KPHS club guidelines,
2. uphold appropriate behavior as detailed in the KPHS Student and Parent Handbooks, and
3. sustain good conduct, inclusive of KPHS dress code and cell phone policies.

Failure to meet all requirements will result will prevent students' participation in curricular or extracurricular activities. This includes activities such as: athletics, robotics, or any other school function where the student represents Keystone Prep High School.

Progressive Discipline Step 1 (Classroom)

Student writes report that parent signs. A student exhibiting poor behaviors will receive an additional work assignment on the day of their offense, entitled: **Discipline Assignment for Disruptive Behavior – Step 1, to be signed by the parent and returned to school the following day.** It will be due to the Administrator/s and put in the student's discipline folder. This is an attempt at the lowest level for the student to be responsible for their own behavior and understand it must be changed. If the student takes their own responsibility and does their assignment, the problem ends there. The parent is notified that the student has entered the progressive discipline process, by signing the form. This allows the parent discussion time with their student, to encourage behavior changes. (Student responsibility)

Progressive Discipline Step 2 (Teacher and Administration - Detention)

Parent is called by the teacher. If the student fails to complete the assignment opportunity, they are moved to Step 2. It is entitled **Failure to Complete Discipline – Step 2.** A form will be filled out by the teacher and given to the Administrator/s on the following day. **On Step 2, the teacher will call the parent the next day,** to explain the offense and tell the parent the student had the opportunity to get this problem fixed themselves without involving the Administrator/s, but failed to comply. The teacher will state what the student did behaviorally. Now a second failure to follow reasonable directions has resulted in a parent call for their assistance, and culminated in an **After-School Detention** for one hour the following day with a teacher or the Administrator/s. If the student misses athletic competitions or other extracurricular activity, due to their failure to comply in Step 1 that is unfortunate. They had a previous opportunity to resolve this simply. The Step 1 assignment previously required, will be done during the **After-School Detention.** The After-School Detention Form is also sent to the After-School Detention Supervisor with the assignment due from the teacher. The After-School Detention Supervisor turns in the completed assignments to the Administrator/s before leaving school at the close of that same day.

Progressive Discipline Step 3 (Staff - Saturday School)

Saturday School for 4 hours and possibly more In School Suspension days, based on the incident's seriousness and the history of the student's behavior. A student failing to comply with previous opportunities for the student (and/or parent) to resolve the problem **will then result in a Saturday School being given, if no other school violations exist.**

In the case of other violations which have also occurred simultaneously or near the incident, additional In-School Suspension may be added. Each case at Step 3 must be individually evaluated and needs a comprehensive review based on the overall student issues occurring in the school for this defiant student. Step 3 discipline will be an

intervention on the student by the school discipline team perhaps involving parents in a meeting held at the school. (School responsibility)

Progressive Discipline Step 4 (Out of School)

A **Removal from School – Step 4** action will be implemented. The parent will be called to pick up their child or the student will be asked to drive home. The student will not be allowed to stay at the school to wait more than 30 minutes, after the call is made. The decision by the student to ultimately end up here, drastically impacts their parent's life rather than the simpler process of them complying with reasonable direction. **It clearly reveals the student has a major problem with authority.** Calling a parent to leave work and immediately pick up a student, due to their student's egregious behavior, is a very serious offense but not necessarily a final resolution, based on the type of student offense or the number of repeated attempts to change the student's behavior that have occurred previously without success. When such an offense occurs, the parent will be called to pick the student up from school immediately.

These sorts of behaviors take time away from the educational process, disrupt education for other students, and degrade the staff who are paid to educate, not referee disruptive behavior. Most importantly, they take time away from the parents who must now deal with their child's behavior and their failure to comply. When this student's behavior disrupts the educational process, and affects other students, those students' parents become upset and rightly so. They are not paying for their own child's educational process to be violated. The teacher must deal with the issue instead of teach. The other students miss learning. A school is a place for education, not a juvenile delinquency prevention center. The school must enact correct educational environment standards. Behaviors such as disrespect to school staff, excessive disruptions, failure to comply with reasonable directions, and using foul language or defiance etc. cannot be tolerated. If a parent is called by the school to pick up their student on **Removal from School – Step 4**, due to these ongoing inappropriate behaviors, **it is serious.** Discussion with student and the parent notification failed in Step 1, parents being called by the teacher again in Step 2 failed, then an intervention and review with the educational staff and a possible meeting with the parents in Step 3 failed, so now at Step 4 has no other action but a one week suspension from school being delivered by the Administrator/s. Three prior attempts were made to resolve this behavior by the staff. If the student would have complied at any of the prior steps this would not be happening. Discussion is over by the time we reach Step 4. Now it falls to the parents to take responsibility for their child, and deal with it in the home. The parent and student then each write a letter to the Administrator/s assuring the school their student's behavior will change before student is allowed re-entry to school. Both the student and the parent must sign their letters. The parent and staff are working in a partnership or in tandem to improve the student's behavior. (Parent Responsibility)

Progressive Discipline 5 (Semester Suspension)

Semester Suspension Step 5 – The student receives a suspension for the entire semester. Re-entry would have to be-evaluated by the discipline team and ESE staff. This meeting would include the Administrator/s, ESE staff and relevant others. (Head of School Responsibility)

School Schedule

Students are expected to be at school every day if they are well. Students are required to have 135 hours of bona fide classroom instruction, to receive class credit. Missing classes may mean a reduction in credits to graduate, as

required by Florida educational standards. Even with medical excuses there are some limitations to credit recovery. Being tardy to high school falls into that same credit loss area depending on amount of time gone in class. Students need to be on time and miss school minimally, if graduation from high school is the goal. As a parent, we want to make you aware of this in advance, as it could affect a student's ability to graduate on time. Credit recovery can be costly based on the type of class. Summer school may be required to retrieve lost credit due to absences or tardies.

Self-Advocacy

Teaching a child effective self-advocacy skills will enhance a student's future success. We work with therapists who know how to appropriately teach self-advocacy. Please remind your children not to be disrespectful by condemning, criticizing, and negatively hyper-evaluating their administrators or teachers. Education is a trained field.

Young adults must learn; **students' opinions are not necessarily truth** and they should come to understand that informed decisions are made based on fact or training, not supposition. Certainly, we want our students to express themselves, even in areas they struggle to understand, but arm chair quarterbacking and loud hostile arguments that disrupt the academic environment will lead the administration to helping students find an environment that makes them happier. That will not be condoned or tolerated at Keystone Prep High School.

We will also not let them disrespect their parents in our presence, so expect us to stop a meeting if we see this happening. Anger or yelling is not successful advocating. If they want to be treated with respect and understanding, and receive accommodations for challenges, then students must also accommodate others and treat them with respect and understanding. High school is all about learning to listen and to consider another person's perspective. Self-advocating is not telling everyone how smart you are with nothing to show for it. Respect is earned by being approachable, not through arrogance, defensiveness, and hostility.

This is the last step before our students are thrust into the world of work or study, without their parents. Those worlds rarely accommodate them like we well, so we must prepare them. The graduates must be ready. We want them to succeed and will do our best to insure they do. We are trained in how to make that happen. The best parents understand this and support teachers by holding the line for them, as our students cross those bridges successfully. Parent expectations on how accommodations are applied should be appropriate for the high school level. If you struggle with this information, seek out one of the administrative team or the assigned teachers over those accommodations, for further guidance. We are happy to assist you in the transition. It is important to understand that we poll our graduates to find out if they were ready after graduation and to learn how the school can improve too. They have taught us, parents who intervene too much are not helpful past graduation.

The educational process at KPHS is like a three-legged stool, the school, the parents, and the student must all do their part, to insure ultimate success for the learner. If one of those legs falls off, the stool no longer stands. This three-way partnership must be fueled by listening to understand. It is the time in life when parents begin to let go, as sad as that is for all of us. The students must begin to manage their own lives and issues. We see them succeed daily in this area, when the parents allow students the opportunity. High School is about learning to experience the consequences for failure to finish lessons before arrival at college or in a job. In the world of work, those accommodations will not be there. Please allow the educators to help them grasp how they can adjust now. Dropping out of college or being fired from a job, is not the outcome any of us are hoping for. Accountability must begin in full, at this phase of the educational process, for students to succeed later in life. We ask you to trust that the educators will let you know when we need your help. You can always monitor your student's grades on Teacher

Ease, and apply the pressure you think appropriate at home for their school improvement, but please do not run to their rescue in the school setting if they have trouble. Conferences will be held to further our partnership with you when needed. If you hear about an issue and have questions, please contact the Administrator/s. If educators become overly concerned, they will be telling administrators who then will contact parents, if parents don't hear from them directly.

Staff Communication

While educators are on campus a specific number of hours per day, they all take work home and plan for lessons well beyond regular school hours. Teachers will do their best to keep parents informed and respond to emails within an appropriate time frame, but excessive demands for over communication cannot be met. Each student deserves the same level of dedication from teachers. Please begin inquiries with the appropriate teacher. If an educator fails to respond within 48 hours, you should then contact the Administrator/s, and then the Head of School, if necessary.

Student Drivers

Any student of legal driving age and possessing a valid driver's license must comply with all guidelines when driving to school. They must also ensure that all appropriate paperwork has been submitted to do so.

- Students are required to obey the rules of the road and drive in a safe and responsible manner.
- Students are permitted to only use their vehicles for traveling to and from school. Students are not permitted under any circumstance to leave school during the day.
- Vehicle make and model information must be on record with the school, as well as a copy of the Driver's License and Insurance Card.
- Students are required to park in the designated student area, and must be very attentive to backing in or out, or moving too quickly with students walking across the parking lot.
- Students are not permitted to carry other students as passengers to and from school without the written permission of their parent/guardian and the passenger's parent/guardian.
- Students are required to notify the school of any passenger who may be travelling with them to and from school.
- Student drivers, a parent/guardian and, if relevant, the parent/guardian of any passenger, must sign the Parent permission and Student Agreement Form.

Any student found to be in violation of any of these guidelines will face serious consequences which may result in car driving privileges being revoked. Any unsafe driving behavior or breaches of road rules will be reported to the Administrator/s and Head of School.

Technology/Equipment Policy

Commercial Use

School information resources should not be used for commercial purposes, including advertisements, solicitations, promotions or other commercial messages unrelated to pre-approved school use. Photos may not be copied.

Copyrights and Licenses

Users must not violate copyright laws and must respect licenses of copyrighted materials at all times. For the avoidance of doubt, unlawful file-sharing - using the school's information resources is a violation as well as falsifying information to represent it as one's own when it belongs to someone else.

Equipment

The Technology Policy is an agreement that the signees are the steward of their assigned computer/notebook/tablet. This requires that they are responsible for any abuse causing the computer/notebook/tablet to malfunction due to:

- abuse of the computer/notebook/tablet
- breaking the computer/notebook/tablet
- damaging the computer/notebook/tablet
- dropping or tossing the computer/notebook/tablet
- harmful neglect of the computer/notebook/tablet
- spilling water or beverage on the computer/notebook/tablet

In the event the computer/notebook/tablet equipment experiences any of the above listed infractions, the user will be fully responsible for the replacement cost of the device and for paying for the new computer/laptop/tablet to be programmed by our specified agent. **This combined total replacement cost is to be paid immediately, so the equipment can be replaced.**

Personal Use

School information resources should not be used for activities unrelated to the appropriate intended academic functions, and only be used by students when working appropriately in the educational setting.

Prohibited Technology Usage

Users must not download, message, send, share, sext, text, participate in, view or watch any fraudulent or inappropriate technology use including but not limited to: harassing, obscene (i.e. pornographic), threatening, or other such messages or material that are a violation of applicable law or school policy, in particular, contributing to the creation of an inappropriate or hostile academic or work environment, which will result in immediate suspension.

Political Use

School equipment and information resources must not be used for partisan political activities as prohibited by federal, state or other applicable laws, and may not be used for other political activities to remain in compliance with federal, state and other laws due to our 501c3 status. School emails cannot be used to promote partisan politics or personal belief systems.

Security

Users are expected to take reasonable safeguards against the transmission of security threats over the school network. This includes not opening or distributing infected files or programs and not opening files or programs of unknown or untrusted origin. If a user believes a computer or mobile device might be infected with a virus, they should alert the Administrator/s immediately. Users should not attempt to remove the virus or download any programs to help remove the virus.

Social Media

Users must respect the purpose of and abide by the terms of use of online media forums, including social networking websites, mailing lists, chat rooms, blogs etc. including never using such sights for bullying or for defamatory remarks about others in our student or staff population. **Be careful when commenting to support other sites. If commenting negatively about the school, or the staff, or other students you may forfeit a scholarship or be asked to leave the school.**

Technology Policies Related to Personally Owned Computers/Notebooks/Cell Phones and Resources

Keystone Prep does not ask students or staff to use their personally owned resources to conduct school business. Individual units being brought into or operated within the school setting are bound by the same policies as listed here. Any personally owned resources used for any activities, business, or personal needs while on our campus or grounds, are subject to this policy and must comply with all Keystone Prep requirements pertaining to that type of resource and to the type of data needs involved. The resources must also comply with any additional requirements (including security controls for encryption, patching and backup) specific to the particular school functions for which they are used, and to ensure our school technology systems are not compromised in any way by personal equipment. If such a compromise occurs and it can be traced to a specific user, all costs related to the repair of the school's system will be passed on to the user identified as creating the said breach. Where use of external networks is involved, policies governing such use also are applicable and must be followed.

Technology Responsibility

Offenses regarding technology users may result in serious discipline consequences and/or law enforcement being called to investigate the misuse if it involves bullying or hacking on a school device. Reporting that “a friend or someone else used the computer/notebook/tablet” will not halt the investigation or remove discipline consequences, as the computer/notebook/tablet is assigned to a specific individual, who is also required to have it in their personal possession at all times, and the said equipment is never to be left unattended. **The user is fully responsible that no other person accesses their equipment.**

Technology Use Requirements

Keystone Prep is a non-profit, tax exempt 501(c)(3) organization and as such is subject to specific federal, state and local laws regarding sources of income, political activities, use of property, technology use, and similar matters. Due to the tax-exempt status, Keystone Prep is also subject to government regulations for that status, and thus must ensure proper use of property/services under its control. Use of the school's technology information resources must comply with federal, state, and local policies and obligations (including licenses and subcontracts), and abide by all federal and state laws relative to proper technology use.

Web Access

Web access will be restricted in compliance with KPHS regulations and school policies. Web browsing may be monitored and web activity records may be retained indefinitely. Users are expected to respect that the web filter is a safety precaution, and should not try to circumvent it when browsing the Web. If a site is blocked and a user believes it shouldn't be, they should alert the Administrator/s over technology.

Testing/504s/IEPs

Keystone Prep requires all families to have up-to-date testing and either 504 or IEP documentation on file with the Registrar. Keystone Prep will make every attempt to schedule a mutually agreed upon time for all IEP and 504 meetings. It is the policy of Keystone Prep to send two written notices of the IEP or 504 meeting. If KPHS does not receive a response from a parent, or a parent is unable to attend, KPHS will hold the meeting at the scheduled time and send home copies of the IEP or 504 for a parent's review. If a parent feels that additional information needs to be added and/or changed, dialog will be held between involved parties.

IEPs must be reviewed a minimum of once a year prior to the expiration date of the current IEP in order to be in compliance with federal guidelines.

Volunteer Commitment

Keystone Prep High School stresses that all families volunteer time at the school. It is our belief that family involvement is essential to the success and development of each child and advancement of the school. Parents may volunteer at the school in a variety of ways: driving students to events, securing donations of goods and services in support of school events, or to personally donate money, service, or time to the school. Parent volunteer hours will be monitored and tracked by the school. All scholarship families are required, along with their child, to be at every school fundraiser. The school fundraisers are raising money for your child's scholarship. If not supported by the recipient, how can they expect a scholarship? This is KPHS's only method of raising that scholarship money for students and it needs support.

Weather Emergency Drills/Warnings

Drills

Keystone Prep performs regular fire, shelter in place, and lock-down drills. Drill safety routes are posted in each classroom. As these drills are designed to prepare students for certain events, students are to follow these directions. When prompted to do so, students shall leave the building quickly in single file and silently in an orderly manner. Teachers must take their class roles with them. When the building is emptied and the signal given, the students are to return immediately and in the same orderly manner to their classroom. When students are required to remain in the building, they are to listen carefully for all directions and move quickly and quietly to the designated areas, until the signal is given to release them.

Inclement Weather

If it should be necessary to close school for any reason, the announcement will be sent to parents via text broadcasting. It is our policy to follow Hillsborough County School District's weather determination on school closings. **We do not follow Hillsborough County for days off school or for other matters.**

Tornado

Tornado safety rules are posted in each classroom. Students are to follow these directions. Tornado drills are conducted on a regular basis.