SCHOOL WIDE BEHAVIOR PLAN

School Name: Tarpon Springs High School   **School Year: 2013-14**

1. **Baseline School-wide Benchmarks of Quality Score**: 45/107 = 42%
    a. For a consecutive year, TSHS presents an upward trend in the BOQ score from the 2012/13 school year.

2. **Engagement Data:**
    a. **In reviewing the end of the year data from 2012/13, the results are as follows:**
        i. **Referrals: 219 discipline referrals per 100 students**
        ii. **Suspensions –**
            1. **In-school suspensions: 1230 days**
            2. **Out of school suspensions: 693 days**
        iii. **Attached – Schoolwide Discipline Data report from June 2013, end of the year data – see attached.**
        iv. **Attendance – 91% average daily rate**

3. **TSHS – Top 3 Goals and Strategies to reduce the occurrence of misbehavior**
    a. Tardies
        i. Goal: reduce the number of students in the hallways after the bell rings for each period and students arriving late to class without a reasonable excuse as outlined in the Student Code of Conduct.
        ii. Strategies: define the expectations, taking the time to instruct students on the policy and what is expected every day. Increase visibility in the hallways. Teachers and administrators are expected to present in the hallways during each class change and during lunch, if applicable. We will continue again this year with the implementation of a school wide tardy policy. Administrators and the Campus Monitor will work closely with students who received 3 or more tardies during a grading period. The school has an maintained an extended In School Suspension program for students who are repeatedly tardy to class. Example, a student who is tardy 5 or more times to his/her class within the one grading period, may be assigned up to 3 days IC. In addition, funds have been reserved for the implementation of ABS – Alternative Bell Schedule if necessary for cases of repeated misconduct.
    b. Defiance

i. Goal: reduce the number of documented incidences or referrals for defiant behavior in the classroom and around campus.
  ii. Strategies: being proactive, put forth effort in the beginning of school year to define the expectations, remain consistent and follow through. All teachers will begin by redirecting negative behaviors, seeking teachable moments, coaching and mentoring, utilizing all resources when applicable. In addition, remaining consistent with consequences and align classroom expectations to the school and district policies. The school has designed an extended IC – In School Suspension program for students who are repeatedly defiant on campus as well developed strategies to identify early signs of at risk behavior. Tier II and III support systems are available and will be used to assist students with behavior modification.
c. Skipping/Unauthorized Location
  i. Goal: reduce the number of students failing to report to class (skipping class) as well as reducing the number of students in authorized locations (student parking lot specifically)
  ii. Strategies: Initially, all teachers have been asked closely to monitor student attendance and document any and all cases of skipping to the assigned AP for follow up. In addition, administrators will work with the School Resource Officers, Campus Monitor and TSHS Crime Watch to identify and locate all students skipping. Student parking lot expectations have been revised for the 2013/14 school year. Students will not be permitted to be in the parking lot during the school day, in between classes, without approval from an administrator. Hall passes to the parking lot are prohibited.

In reference to decreasing the discipline GAP between black/non-black students, the School Based Leadership Team examined the data from semester II of the 2012/13 year. Its findings concluded:

  iii. The GAP between black and non-black students is widening. As of June 2013, the school wide discipline data presents 10% of the school's African America population has received 100 of the 781 discipline referrals. This indicates an overall 21% of the referrals.
  iv. The SBLT reviewed the percent in student population and percentage of each subgroup receiving referrals. In addition, the total number of black and non-black students assigned to in school suspension and out of school suspension were reviewed and discussed. The findings are conclusive – this year, TSHS continues to present a widening GAP between black and non-black students in reference to student discipline.
  v. Strategies that have been implemented and in essence, successful in supporting this trend are: integrating Cultural Competence around campus and within the classroom environment, Girlfriend Group and Role Model 5000, mentoring at risk students and PMAC group. In September 2012, TSHS joined partnership with Community Tampa

Bay, a nonprofit community based organization to bridging the gap between all ethnic sub groups on campus. This year, TSHS will host a 2nd Annual TSHS Youth Summit. The Born Eagles group will work closely with the Saint Petersburg College, Tarpon Campus Assistant Provost – Rod Davis to open communications and working relations among African American and Hispanic students.

4. **School – wide Guidelines for Success/Expectations:**

The following guidelines were set up this summer by the School Based Leadership Team to set the foundation for successful behavior on campus. The acronym "T.S.H.S" was chosen to represent the heart of Tarpon Springs High School. At the end of the school year, the faculty and staff met and decided to keep the guidelines the same and look to revise and modify for the 2014/15 school year. The entire learning community at Tarpon Springs High School wants to instill the best behavior expectations so all students will:

T: Think responsibly
S: Show respect
H: Help others
S: Seek opportunities

5. **Modified Student Dress Code**

See attached document.

6. **Plan/schedule for teaching guidelines and rules:**

☐ August 2013 – Pre-school Planning

  o All staff will receive training on the revised TSHS Common Area Rules/Expectations for students.

    ▪ Including behavior and Tardy Room process and consequences.

  o All staff will be asked to design, implement and send the assigned AP a copy of their classroom discipline system for review.

☐ August 2013 – 1st day of school

  o All staff will be asked to teach/review the classroom rules, expectations and review the modified dress code with all students and classes.

☐ August 2013 – 2nd week of school

- o AP's will be conducting assemblies in each grade level English class

- o The common area rules/student expectations/consequences and also modified dress code will be discussed.

- ☐ September 2013 thru June 2013
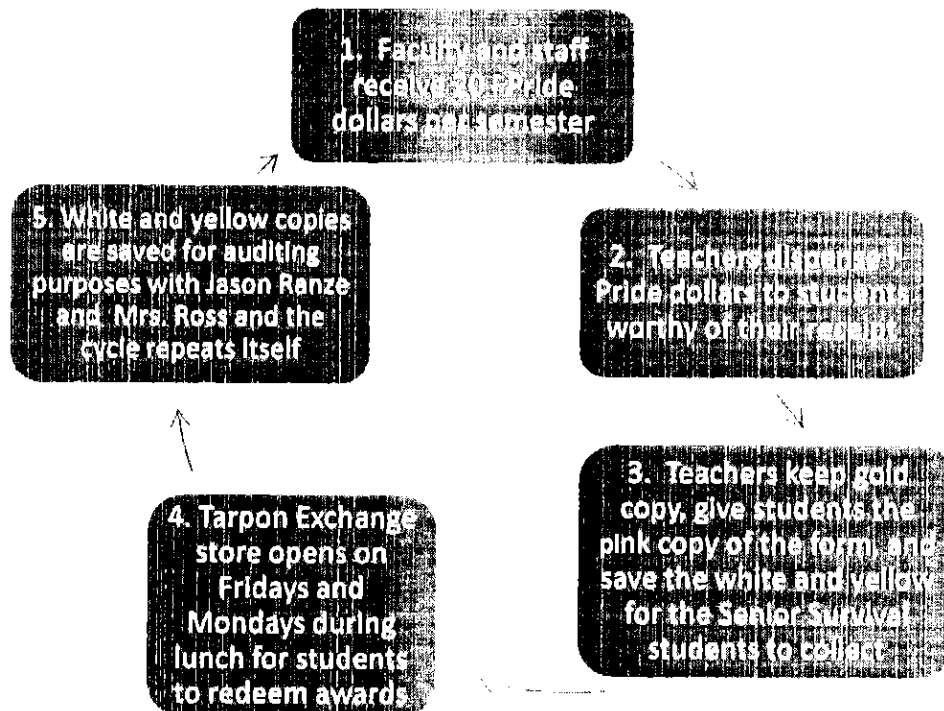
  - o Ongoing training as needed.

7. School Reward/Recognition system:

TARPON SPRINGS HIGH SCHOOL
TARPON EXCHANGE- POSITIVE BEHAVIOR SYSTEM

Mission: To reward students extrinsically for demonstrating appropriate behavior and making respectable choices as students of Tarpon Springs High School.
Steps to Success:

Outcome: Reduce discipline referrals by 5% in Semester one. Focus is on tardies, defiance and skipping.

8. Classroom Management Plans:

All classroom teachers are expected to design and implement a classroom management system that promotes student accountability and achievement.

The system should include the following:
- ☐ 3 to 5 classroom rules

- Strategies to ensure success in the course

- Performance and behavior expectations

- A list of progressive discipline consequences to follow any lack of adherence to the rules.

    - Parent contact should be included as one of the consequences.

- Alignment to PCS and TSHS policies.

Reminders:
- Management system should be reviewed on the 1st day of class.

- Posted in the classroom so it is visible to all students.

- Reviewed at Open House night with parents.

- Published in the Course Information Sheet or Syllabus.

9. School process for responding to problem behavior:

- Assistant Principal for each grade level will review bi-monthly discipline reports.

    - Identification of students with an excess of 5 or more referrals will take place.

    - Needs assessment will take place with all (7) of student's teachers to determine frequency of issues.

    - Classroom observation and anecdotal recordings will follow. Findings and data will be reviewed at the upcoming conference.

- Parent conference will be requested to develop a Success Plan.

    - Assistant Principal, parent, student, Guidance Counselor and Behavior Specialist will meet to review concerns and develop a support plan.

    - Follow up dates will be determined for review and modification.

- Data collection and review

    - If student is still presenting and displaying problem behavior or at risk behavior.

o Referral to the Child Study Team or MTSS team will take place.

■ Followed by a request for Social Work or Psychological support/service.

❖ Follow up conference again to determine if alternative placement and/or evaluation is necessary.

10. Student Discipline Infraction and Definitions.

Infraction	Definition
Bullying	Systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees and may involve but is not limited to teasing, social exclusion, threat, Intimidation, stalking, cyber-stalking, physical violence, theft, sexual, religious, or racial harassment, public humiliation, destruction of property.
Class Disruption	Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.
Defiance	Student failure to respond to adult requests.
Disrespect	Student refusal to follow directions, talks back, and/or delivers socially rude interactions.
Harassment	Any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a student or employee. Types of harassment include (racial, sexual, religious, gender).
Inappropriate Language	The use of profane or vulgar language expressed in a manner in which others can hear.
Profanity towards another person	Student delivers verbal messages towards another student or adult that can include swearing, name calling or vulgarities.
Skipping	Student leaves or misses class without permission.

11. Guidelines and process for issuing a tardy pass

Goals:
❖ Consistency between administrators.

❖ Accuracy with record keeping.
❖ Commitment to the process – implementation with fidelity.
❖ Model efficiency.

Reminders:
❖ Teachers will be asked to lock classroom doors during the first 10 minutes of each class.
❖ Administrators, Campus Monitor and SRO's will work collaboratively to direct students seen in the hallways after the bell rings to the tardy room.
❖ One administrator will cover tardy room each period (first 10 minutes). All other administrators, including principal will help when available.

Process:
❖ Students will enter tardy room
❖ Administrator will record student's name, issue consequence, distribute pass and send student back to class.
❖ Consequences
- 1st tardy: warning
- 2nd tardy: warning
- 3rd tardy: detention
- 4th tardy: detention
- 5th tardy: IC (1 day)
- 6th tardy: IC (2 – 3 days)
- Excessive tardies will likely result in an extended IC with administrative approval on a case by case basis.
❖ After the Tardy Room closes:
- o Students will report to their assigned grade level office for a pass.
- o Grade level clerks will maintain a log of students arriving late for tardy passes.
- o Prior to the midpoint of the class period:
  - ▪ Grade level clerks will issue a tardy pass to the student(s).
  - ▪ Please send student(s) to class.
  - ▪ Next, update Portal – documenting "unexcused or excused" tardy depending on circumstance.
    - ▪ Excused tardy – doctor's appointment, illness, court
    - ▪ Unexcused tardy – all other circumstances
    - ▪ Please review Portal and if the tardy adds a 3rd, 4th, or 5th or more (per grading period) **please have student wait to see AP. AP will issue consequence/referral at that time.**
- o If a student arrives after the midpoint of the class period:
  - ▪ Grade level clerks will:
    - ▪ Call the AP to explain to student that they have missed half of the class period and are considered absent.
  - ▪ Student will be offered the following options:
    - ▪ Wait in the office until next period.
    - ▪ Go to class – to obtain HW assignment or pertinent announcements.
    - ▪ Wait in IC until period next period.
    - ▪ Walking around campus or waiting in the courtyard is not an option for them.

- Grade level clerks will update Portal – documenting absence and adding comment

12. Intervention Center – Process revised 2013

IC objective: To provide a systemic and effective intervention for students assigned to In School Suspension.

- Students enter and sign in for IC
  - o IC coordinator reviews expectations with students.
- Students are issued the following:
  - o Seat assignment
  - o Class work assignment sheet
  - o Self Assessment
  - o Points checklist
- Self Assessment are completed and returned to IC coordinator
  - o IC Coordinator creates a folder for each student for future reference and documentation.
- Students are encouraged to complete the class work assignment sheet and begin working on their daily assigned work.
  - o IC Coordinator will send an email to the student's teachers requesting assignments.
  - o Any discrepancy with assignments or lack of, students are to speak with IC coordinator for follow up.
- Break – 11:00 – 11:30 a.m... students will receive a break and opportunity to have lunch via the satellite cafeteria adjacent to the IC room
  - o Unless an emergency arises, no student will be permitted to walk about campus during time in IC.
- Misconduct issues a
  - o If a student chooses to be uncooperative and defiant for any reason in IC, the IC coordinator will call for an administrator to remove student from IC.
- During 7th period each day, administrators will rotate/visit the IC to conduct exit interviews with students and sign off on the daily point checklist.
  - o Failure to respond to the appropriate interventions and conditions of IC, may result in the assignment of additional days of IC and/or parent conference.
- See attached references for IC – appendices B, C, and D

13. Discipline Matrix – revised August 2013

INFRACTION	1st Offense	2nd Offense	3rd Offense
Alcohol	1-10 day OSS/Face		

	It/Reassign		
Arson	Follow PCS Policy		
Battery on Adult	1-10 day OSS /Reassign		
Battery on Student	1-10 day OSS /Reassign		
Bullying	Follow PCS Policy		
Bus Misconduct	Follow PCS Policy		
Cell phone	Adm Det	Adm Det	Adm Det
Cheating	Zero for Work, Adm Det, ABS	IC	IC
Class Disruption	Adm Det, IC, A	IC	IC
Defiance	Adm Det, IC,	Adm Det/ABS	IC
Disrespect	Adm Det, IC, **ABS**	Adm Det/ABS	IC
Dress Code	See Code of Conduct	See Code of Conduct	See Code of Conduct
Drugs	1-10 day OSS/Face It/Reassign		
Electronic Device	Adm Det – (1 hour)	Adm Det – (2 hour)	Repeated Misconduct
Fail to report to IC	3 days IC	5 days IC	7 - 10 days IC
Fail to report to office	1 day IC	2 days ABS	3-10 days ABS
False ID/Fail to ID	1-10 day OSS	1-10 day OSS	1-10 day OSS
Fighting	1-10 day OSS	1-10 day OSS	Reassign
Forgery	1-5 day IC	OSS	OSS
Gambling	1 - 3 day IC	3 - 5 day IC	7 – 10 day IC
Harassment	Follow PCS Policy	Follow PCS Policy	Follow PCS Policy
Leaving Campus	1 - 3 days IC	3 – 5 days IC/ no permit (30 days)	7 – 10 days IC & no permit (60 days)
Missed ABS	Do not return to school		
Missed Adm Detention	1 – 3 days IC	3 – 5 days IC	6 – 10 days IC
Profanity/Adult	1-3 days OSS	3- 5 days OSS	5-10 days OSS
Profanity/Student	1 -3 days IC	3-5 days IC	7 – 10 days IC
Repeated Misconduct	1 – 5 days IC	5-10 days IC with contract	Reassign
Sexual Harassment	See Code of Conduct	See Code of Conduct	See Code of Conduct
Sexual Misconduct	See Code of Conduct	See Code of Conduct	See Code of Conduct
Skipping Class	Adm Det, IC	Adm Det/IC	Adm Det/IC
Smoking	3 days IC	OSS & SRO	OSS & SRO
Stealing	Adm Det, 1 – 3 days IC	3 – 5 days IC/OSS	7 – 10 days IC/OSS
Tardy	Warning	Warning	Adm Det/IC
Threats to any Staff	OSS 1-10 days	Reassignment	
Tobacco	SRO, Adm Det, 1 – 3 days IC	5 – 10 days IC	7 – 10 dats UC
Trespassing	OSS 1-10 days		
Unauthorized area	Adm Det, 1 – 3 days IC	Adm Det/3-5 days	Adm Det/7-10 day

		IC	IC
Vandalism	Restitution and OSS		
Weapons	1-10 day OSS /Reassign		

Consequences may vary and are at the discretion of the Administration

14. TSHS Training Schedule and Data Analysis Plan

Goal: to systemically share discipline data with all stakeholders at TSHS on a monthly basis.

a. This year, TSHS will be adhering to a systemic meeting calendar for School Based Leadership Team, Child Study Team and MTSS – academic and behavior. 1st and 3rd Tuesday – School Based Leadership Team
   i. Discipline data will be disseminated and reviewed
b. 1st and 3rd Thursday – Child Study Team
   i. Attendance concerns
   ii. Data review
c. 2nd and 4th Thursday – MTSS
   i. Academic and behavior concerns
   ii. Support interventions
   iii. Data review
d. In addition, during the last week of the month, grade level secretaries will be sending out 5 day attendance warning letters to all parents of students who have missed (5) or more days of school. This will be followed by the Child Study Team.

August 2013   Review end of the year discipline data with stakeholders.
Monthly   Track/Send data electronically to staff reflecting and SBLT:

☐ Total monthly discipline referrals

☐ Total referrals by discipline code

☐ Total referrals by disposition code

☐ Number of students counseled

☐ Number of bullying investigations

☐ Number of students who withdrew from TSHS

☐ Number of students arrested

- [ ] Number of students who were Baker Acted

- [ ] Number of parent conferences

- [ ] Number of students reassigned or expelled.

| January 2014: | Review and modify expectations/rules/consequences as needed. |
| January – June 2014 | Continue with monthly dissemination of data to all stakeholders – staff, SAC and PTSA |

List of Projected Staff Training and follow-up coaching to promote an understanding and implementation of positive & proactive multi-tiered systems of support for 2013-14 Include specific professional development aligned to improving social behavior at the school-wide, classroom, and subgroup levels.

1. Text, Task and Instruction
2. Positive Behavior Support
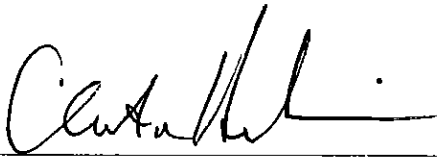**3. Differentiated Instruction**

- ❖ August 2013

- ❖ December 2013

- ❖ March 2013

- ❖ May 2013

Evaluation/PDSA

Mid-year: February 21, 2014

End of the year: June 20, 2014

Principal Signature

By Demographics	Demographics		Referral Review				Suspension Review			
	# Students in Student Population	% in Student Population	# Referrals	% of Referrals	# of Students Receiving Referrals	% Receiving Referrals	# of Students Assigned OSS	% Assigned OSS	# of Students Assigned ISS	% Assigned ISS
All students	1528		3647		707	46%	149	10%	407	27%
Black students	158	10%	781	21%	100	63%	25	16%	64	41%
Hispanic students	161	11%	418	12%	79	49%	17	11%	39	24%
White students	1127	74%	2281	63%	498	44%	103	9%	285	25%
Asian students	19	1%	39	1%	5	26%	1	5%	3	16%
Am. Indian students	5	0%	4	0%	2	40%			1	20%
Multi-Ethnic students	57	4%	124	3%	23	40%	3	5%	15	26%
Econ. Disadvantaged	614	40%	2058	56%	335	55%	82	13%	203	33%
Students w/Disabilities	151	10%	520	14%	96	64%	32	21%	59	39%
English Language Learners	12	1%	62	2%	4	33%	3	25%	3	25%
Male	656	43%	2253	62%	383	58%	99	15%	251	38%
Female	872	57%	1394	38%	324	37%	50	6%	156	18%

By Gr. Level	Demographics		Referral Review				Suspension Review			
	# Students in Student Population	% in Student Population	# Referrals	% of Referrals	# of Students Receiving Referrals	% Receiving Referrals	# of Students Assigned OSS	% Assigned OSS	# of Students Assigned ISS	% Assigned ISS
Pre-K	8	1%								
Kindergarten										
Grade 1										
Grade 2										
Grade 3										
Grade 4										
Grade 5										
Grade 6										
Grade 7										
Grade 8										
Grade 9	378	25%	744	20%	154	41%	23	6%	96	25%
Grade 10	373	24%	1111	31%	181	49%	50	13%	102	27%
Grade 11	380	25%	1219	33%	217	57%	50	13%	137	36%
Grade 12	389	26%	572	16%	154	40%	26	7%	72	19%

By Location: List top 5 locations in which referrals occur.	# of Referrals	% of Referrals
CLS	1750	51%
OTHR	183	5%
PARK	37	1%
BUS	30	1%
MALL	19	1%

By Referral Reason: List the top 5 reasons referrals were made.	# of Referrals	% of Referrals
Tardies	1405	41%
Defiant	475	14%
Skipping	254	7%
Disrupt	204	6%
Unauth Loc	196	6%

TSHS Modified Dress Code (MDC) for 2013-2014

Tarpon Springs High School's mission is to prepare every student to be a productive citizen and provide them the skills necessary to be successful in life.

We believe a neat and professional dress code will help us promote a campus environment conducive to learning and academic success, which will help us achieve our mission.

Changes to the dress code as outlined in the Pinellas County Code of Conduct are highlighted below in yellow. All other aspects of the dress code in the Code of Conduct will remain as printed in the Code of Conduct.

TOPS-General Guidelines

No words or images are allowed unless they meet the following guidelines:
*Writing, insignias, and logos are permitted if they are for Tarpon High teams, clubs, or programs. Event t-shirts, polos, and sweatshirts, which involve TSHS participation, are also permitted.
No holes, tears, frayed edges
No gauze or see-through material
No sleeveless tops of any kind permitted
No outerwear can be used as a cover-up
No manufacturer logos larger than a 3 x 5 index card

T-shirts:
Any color or pattern
Crew neck only (No scoop or V-neck)

Polo:
Any color or pattern
Only the top button can be unbuttoned

Dress shirts/dresses:
Any color or pattern
Dresses must reach to the top of the kneecap or longer
Dress necklines should not extend below the bottom of collarbone
Only the top button can be unbuttoned on dress shirts

Coats/sweatshirts/jackets:
All will be accepted, providing they adhere to the Pinellas County School's existing dress code.
Cannot be used to cover up non-approved tops

BOTTOMS-General Guidelines

No words or images are allowed unless they meet the following guidelines:
*Writing, insignias, and logos are permitted if they are for Tarpon High teams, clubs, or programs. Event t-shirts, polos, and sweatshirts, which involve TSHS participation, are also permitted.
No holes, tears, frayed edges
No tight fitting spandex or leggings
No undergarments shall be visible
No athletic shorts

Shorts/Pants/Capris/Skirts:

Any color or pattern
Must be worn at the waist
Must extend, at a minimum, to the top of the kneecap

OTHER

No hats, caps or head coverings
No Slippers

*TSHS athletic teams, cheerleaders, career academies and programs may wear their uniforms on approved, designated days

*Dress up days for homecoming and college week will be honored and announced with specific guidelines.

*All other aspects of the PCSB dress code are still in effect

Tarpon Springs High School 2013-2014 Frequently Asked Questions (FAQ's)
• What are the color options for tops and bottoms?
o Students will be able to wear any color, including stripes or patterns

• What about jeans?
o Jeans can be worn as long as they do not have rips, holes, writing, or pictures.

• What are we trying to achieve with this new dress code and how will it be enforced more effectively?
o The new modified dress code reduces the judgment calls that teachers and staff have to make throughout the day. A clearly defined dress code, which allows for student expression will, by its nature, be easier to enforce. This

will lead to a more consistent and fairer enforcement of the dress code. Students who are identified as being out of dress code will be sent to their respective assistant principal with a dress code referral. Students will not be allowed to return to class out of dress code.

• What are the consequences for a student out of dress code?
o The student will be given the option of changing into clothes that meet the code. A parent or guardian can also bring clothes to school if needed. Students who do not change will be sent to the ISS room. Repeated violation of the dress code will require progressive discipline from the assistant principal

• Is a picture of a heart or flower considered "imaging" on a shirt?
o Yes

• Why can't boys wear shorts, since girls are the ones who wear short-shorts?
o With the new modified dress code, both boys and girls can wear shorts that are worn at the waist and extend to the top of the kneecap.

• Why is there a restriction on outerwear (when it's the most expensive to buy)?
o All outerwear is accepted. However, outerwear with inappropriate writing and pictures will not meet the dress code

• Are teachers being upheld to any kind of dress code? How do you address teachers who wear inappropriate clothing?
o Teachers are required to dress professionally through the bargained agreement/contract. Inappropriate clothing worn by staff will be addressed by the staff member's respective site based evaluating administrator

• What about pajama pants?

o Pajama pants do not meet the PCSB dress code and cannot be worn

• What about gym shorts with a big Nike emblem?

o Gym/athletic shorts are only permitted in P.E. class, dance class and band classes.

• I heard we can't wear dresses. Is that true?

o Girls CAN wear dresses however, the neckline cannot extend lower than the collarbone and cover-ups cannot be used to hide non-approved attire. All dresses must have sleeves.

Call 943-4900 and ask for Mrs. Marino on Thursday, May 30, and Friday, May 31, from 8am to noon each day. Mrs. Marino will ask you a couple of questions to identify you child, she will then record whether or not you support the proposals. Tarpon Springs High School

Modified Dress Code Implementation

August 2012
- Clearwater High implements Modified Dress Code (MDC)

February 2013
- CHS Principal Keith Mastorides reports on success of MDC to Principals at monthly Principal's meeting

March 2013
- Tarpon High teachers form committee to investigate MDC at TSHS

April 2013
- Committee writes first draft of MDC proposal for TSHS for 2013-14
- Committee shares proposal with SAC at April SAC meeting
- Committee conducts survey with staff – 90% of staff approves MDC
- Committee collects informal input from students
- Using input from staff, SAC, and students, committee writes 2nd draft

May 2013
- Committee shares 2nd draft with SAC and collects SAC input
- Final draft written to reflect updated SAC input
- School places final proposal on school website and places a School Messenger call to parents asking them to call the school to share their input
- 32 parents call school – 21 are against the proposal as stated, 4 of those are against the proposal because it is not strict enough or does not call for uniforms. The vote effectively becomes 17 against a MDC and 15 for a MDC or uniforms

June 2013
- Parent input shared with SAC
- SAC votes to approve final proposal of MDC with 80% in favor of the proposal
- Staff votes to approve final proposal of MDC with 91% in favor of the proposal
- Results shared with school community via school website

July 2013

- School Messenger message sent on July 9 to all families directing them to school website to view more on the MDC.