

BABCOCK HIGH SCHOOL STUDENT & PARENT HANDBOOK

*Some people follow traditions...
at BHS, we desire to create them!*



2020-2021

Policies and Procedures

**Subject to change as needed*

***Please note the Charlotte County Code of Conduct will override any content in this manual*

http://www.babcockneighborhoodschool.org/_cache/files/a/e/ae0752b4-163b-4273-ab93-84583cd9dd74/84064EEAE9FA265E2FE5B221CD7EAE9C.code-of-student-conduct-17-18.pdf

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School Home Page

<http://www.babcockneighborhoodschool.org/bhs-high-school>

Administration

Shannon Treece

Principal

Chris Fennell

Assistant Principal

Amanda Sanford

Assistant Principal

Heather Emery

School Counselor

Kari Lewter

Curriculum and Instruction Director

CJ Mcfarlane

Technology Director

Deputy Ozzie Messa

School Resource Officer

Chris Fennell

Athletics/Extracurricular

Mission

The mission of Babcock High School is to prepare high school students to be independent, creative, and compassionate lifelong learners, leaders, and college and career ready problem solvers through rigorous and authentic learning experiences.

Vision

The vision of Babcock High School is to provide a world class education in an inspiring and healthy environment, supported by strong public/private partnerships and community involvement that promotes the highest level of academic achievement, creativity, collaboration, and environmental literacy.

Applied learning opportunities and inquiry and problem-based approaches to instruction that go beyond the walls of the classroom will instill in Babcock High School (BHS) students a profound understanding of their roles and responsibilities as citizens and leaders in their communities, both locally and globally.

Mascot Mustang

School Colors

Blue & Green

INTRODUCTION

Welcome to Babcock Neighborhood School. A place where education is unlike anything we hope you have ever experienced. The policies and procedures described in this Student Parent Handbook are applicable to all Babcock Neighborhood Schools. For updates see the Handbook posted on the Babcock Neighborhood School website at:

<https://www.babcockranch.com/school/>

BNS schools offer a unique, project-based academic environment. The mission of all BNS schools is to provide students with a rigorous and relevant academic experience that embeds standards and skills in a meaningful educational experience. The ultimate goal is to ensure that students are growing in their learning. This is accomplished through a unique learning experience that includes Cambridge AICE Curriculum and allowing teachers to have autonomy in how they utilize curriculum resources. BNS will utilize a Learning Management System (LMS) that will allow our teachers to develop essential skills, personalize learning, and culminate evidence in a meaningful attachment to the standards. Our blended learning environment provides a personalized approach to learning while ensuring the academic foci are being accomplished in tandem. The PBL (Project Based Learning) experiences are designed to engage the community at various levels and make meaningful connections for our learners. These experiences are showcased throughout the year on Exhibition Nights. Students are required to attend the Exhibition events as they are an integral component of Project Based Learning units and a time for the student to demonstrate their learning.

BNS is a Standards Based Mastery school. As such we strive to ensure that students meet all the standards for each year, rather than base their performance on an average. This is a challenge at times and can be overwhelming for students used to an average, but we believe this is critical to reflect true student growth over time and embrace a growth mindset.

Keep in mind that BNS is a public charter and we are required to take all Florida standardized assessments. We don't mind though as we believe that accountability for learning is critical. We equip students for the assessments and don't focus on "teaching" the test. We believe that through equipping students with the skills necessary for success, they will perform well on any assessment, including life.

A few things to help you through your time at BNS:

- Never hesitate to give us a call. We are here to help. Communication is critical to success and we love to hear from you directly.
- Report cards are sent home with your student at the end of each nine weeks, but you are encouraged to stay in regular contact with your child's teacher. We also encourage the teachers to stay in touch with you. Please know that we desire to support every child through their struggles and we offer tutoring at various times to support our future world changers.
- Classroom activities often require extra hands. Volunteers are highly valued by our team. Teachers will request volunteers through the platform or email as needed.

- We love field trips. We believe getting students outside the walls of BHS is critical to develop our learners with meaningful engagement. We encourage our families to please support these excursions and help ignite an excitement for adventure.
- Fun is what we want our school to be on a daily basis. We believe learning should be fun and that is always our goal.

This is not an all encompassing list of information, but hopefully this will help you understand a little more about our special school and our focus for the future world changers we are serving.

ATTENDANCE POLICIES AND PROCEDURES

ATTENDANCE HOURS

The following are the school hours for BHS. Students must be on time and present for all of their classes. Students must remain at school during these hours unless on an approved field trip or participating in a school-sponsored internship or externship program.

Babcock Neighborhood School hours are: 8:00 a.m. – 3:00 p.m.

- Students should be dropped off between 7:45 a.m. - 7:55 a.m. (Remember, school starts at 8:00, if you are dropping your child at 8:00, you will need to come inside and sign them in as they will not make it to class at 8:00. We encourage you to model positive behavior for your child and be timely in your arrival to school).
- Students should be picked up between 3:00 p.m. - 3:15 p.m. Students not picked up by 3:15 will be sent to Trail Care. Parents/Guardians will be charged the initial enrollment fee and incur fees set in Trail Care for supervision.

TRAIL CARE

- Please use the designated Trail Care parking spots in the back parking lot to drop off or pick up.
- Before care is provided from 7:00 a.m. - 8:00 a.m. at a cost of \$25/week or \$10/day.
 - Children must be dropped for before care no later than 7:30 due to school traffic jams that will occur due to high volume of cars lining up for drop off at 7:45.
- After care is provided from 3:00 p.m. - 6:00 p.m. at a cost of \$55/week or \$20/day.
 - Children picked up after 6:00 p.m. will accrue an additional charge of \$10.00 for the first minute and \$1 per each additional minute per child.
- Aftercare fees are due the Friday prior to service. An additional \$30 fee will be assessed for those families who do not pay the weekly fees in a timely manner.

***Extra-curricular participation fees are additional costs and are separate from before/after care. Please note that after care costs may be incurred for students who attend after care following their extracurricular activities.*

ABSENCES

The project-based and place-based nature of the Babcock Neighborhood School program makes school attendance critical. Multiple absences will impact student learning due to the nature of the project-based learning environment that Babcock Neighborhood School is striving to create.

Please make sure to schedule appointments, vacations, and other activities during non-school hours whenever possible (this is part of the purpose for the two week breaks in the fall, winter, and spring).

If an absence is unavoidable, please contact the main office to notify staff that your child will be absent. This step will not excuse the absence under this policy, but it will help staff to accurately record and identify student attendance in a more timely fashion. The student and parent should work cooperatively with the teacher(s), prior to the absence if possible, to complete missed work.

Excused absences may be considered if there is an illness, family emergency, funeral, legal matter, or religious holiday. If a student will miss school for three (3) or more days due to illness or injury, the student must provide a note from a doctor or nurse specifying the amount of time excused.

Statement for Truancy -- If a student is absent from school for more than 10% of our instructional time the student will be referred to the Child Study Team. Students who are out of district may be referred back to the student's home district in accordance with district guidelines.

Students may also jeopardize their course credit due to excessive absences.

LEAVING EARLY

In the event that a student needs to leave early, he/she will need consent from their parent or guardian. The procedures for leaving early are:

- Provide the office with a notice before the appointment, either by a phone call or a written note. The office staff will provide your child with an early dismissal slip to be excused from class. In addition, please provide us with a doctor's note supporting the early dismissal (this can be brought in the following school day).
- Students are only permitted to leave with individuals indicated on official paperwork and with proper identification.
- Students who need to leave early must be picked up by 2:40 p.m. or they will need to wait until regular dismissal at 3:00 p.m. In other words, students cannot be picked up between 2:40 p.m. and 3:00 p.m.

TARDIES

Please make every effort to be here on time so that your child does not miss important instructional time. In addition, the interruption of a student arriving late impacts every child in the classroom. In the event that your child will be tardy to school, please contact our office in advance.

Students who arrive late to school or are returning from an appointment must:

- Check in at the front office (please park on school property, not in the turnabout or bike lane)
- Provide a note from the parent/guardian or physician regarding their tardy
- Go to class and present teachers with an office issued tardy slip/pass

Students who are chronically tardy or chronically absent may not be permitted to receive credit for the course(s) in which they have been chronically tardy or absent, and may lose privileges associated with attending any Babcock Neighborhood School.

If absenteeism or tardiness become a hindrance to learning, the student, teachers, and their parents will have an opportunity to meet with school administration to discuss a plan of action and potential consequences to address chronic tardiness and/or absenteeism.

SCHOOL CALENDAR

Academic year calendars, daily class schedules, significant school events, and extended services information for BHS school may be found on our school webpage: [2020-2021 BHS School Calendar](#).

CAMPUS POLICIES

Closed Campus: Despite the open feeling of BHS, the campus must remain closed in order to provide a safe and secure school. Students must remain within the immediate vicinity of their respective schools and with a supervisor during all school hours and be accompanied by the faculty and staff during school hours.

STUDENT PICK-UP

- Students are permitted to be dropped off for school at 7:45 a.m. and will be released for pick-up at 3:00 p.m.
- When dropping students off, parents should utilize the designated drop-off points and have their child(ren) exit the vehicle as directed by staff.
 - Students should be dropped off in the back and front loop. It doesn't matter which spot, just go to the shortest line. DO NOT block the lane that allows cars to flow through to the front. If you cannot fully pull into the back line (bumper and all), proceed to the front line. Blocking the road slows the entire process down.

Please remember, whether they come in the front or back doors, they will end up in the same hallway.

- No parking is permitted. If there is a need to bring something into the school, please park in an appropriate designated parking spot (in the front of the building, not in the parking lane on the street) and proceed to the office.
- When picking-up students, students and staff will be assisting at the curbs to help get students to their vehicles. No parking is permitted.
- No use of cell phones will be permitted in the carline due to safety. Please do not provide us with an excuse that you have an emergency. If you have an emergency, please pull out of line and park, complete your phone call, and reenter the line. Safety is our top priority.
- The lightning status link can be found on the parent webpage or by going directly to this link: <http://babcockneighborhoodschool.thormobile2.net/>

OTHER MODES OF TRANSPORTATION

- If a student brings a skateboard/bike/scooter onto campus, they should not ride on sidewalks and areas where students are present. They should remove themselves from the skateboard, bike or scooter and move onto campus on foot.
- All items must be stored properly in racks provided at the front and side of the building as directed by faculty and staff members.
- Students must wear appropriate gear, including helmets, to participate.
- If a student violates these skateboard rules, the student's skateboard may be confiscated by the school administration, and students may be subject to disciplinary action.
- Students commuting to school by bicycle should wear a helmet and take precautions to park their bicycles on the bike racks provided.
- Students are responsible for securing their bicycles, with their own locks, on provided bike racks.
- Students are **NOT** permitted to leave our property with a Third Party Vendor (i.e. Uber, Lyft, etc.). These vendors will not be permitted on our campus.

STUDENT HEALTH AND WELLNESS POLICIES

Administration of Medication at School (Prescribed or Over-the-Counter)

BHS does not have a nurse on site, but we do have an experienced health professional on hand to support all health and wellness needs. The office staff and teachers will have first-aid kits for their classrooms as a first line of defense.

The primary responsibility for the administration of medication rests with the parent/guardian, student, and medical professional. Medication will be administered during school hours only if determined by a physician to be necessary. Designated school personnel will keep records of medication administered at the school with the assistance of school personnel per the instructions of physicians, as applicable. All medication will be kept in a secure and appropriate storage location and administered per physician's instructions by designated staff.

Designated school personnel will return all personal, surplus medication to the parent/guardian upon completion of the regimen or prior to summer holidays.

In order for a student to be assisted by designated school personnel in taking prescription medication, including insulin shots, parents/guardians must provide BHS with: (1) a written and signed statement from a physician detailing the name of the medication, method, amount, and time schedule by which the medication is to be taken and (2) a written statement from the parent, foster parent, or guardian of the student indicating the desire that the school assist the pupil with the administration of the medicine. These statements must be updated at least annually. Designated staff members will establish emergency procedures for specific medical conditions that require an immediate response (i.e. allergies, asthma, and diabetes), consistent with instructions from the parents/guardians/physicians.

Certain medications may be carried by students as noted below:

- Unless otherwise prescribed by a doctor, students must keep all of their medications, including cough drops and inhalers, locked at the front office with our Site Manager. Medication will only be administered according to the physician's instructions, as described below.
- In order for a student to carry and self-administer prescription auto-injectable epinephrine ("EpiPen"), parents/guardians must provide BHS with: (1) a written and signed statement from a physician detailing the name of the medication, method, amount, circumstances during which the medication should be administered, a confirmation that the pupil is able to self-administer auto-injectable epinephrine, and (2) a written statement from the parent/guardian consenting to the self-administration, providing a release for designated school personnel to consult with the health care provider of the student regarding any questions that may arise with regard to the medication, and releasing BHS and school personnel from civil liability if the self-administering student suffers an adverse reaction as a result of self-administering medication. These statements must be updated at least annually.
- Additionally, the designated school personnel who have volunteered may use EpiPens to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from, an anaphylactic reaction. BHS will ensure it has the appropriate type of EpiPens on site (i.e., regular or junior) to meet the needs of its pupils. BHS will ensure staff properly store, maintain, and restock the EpiPens as needed. BHS will ensure any school personnel who volunteer are appropriately trained regarding the storage and emergency use of EpiPens based on the standards developed by the Superintendent of Charlotte County. BHS will distribute an annual notice to all staff describing the request for volunteers who will be trained to administer an EpiPen to a person if that person is suffering, or reasonably believed to be suffering from, anaphylaxis. The annual notice shall also describe the training the volunteer will receive.

CONTROL OF COMMUNICABLE DISEASES

BHS works to cooperate with the Charlotte County Health Department to prevent and control communicable diseases in school-age children. When there is good reason to believe a student has a contagious or infectious disease, the parent/guardian will be contacted and the student sent home. The student may return to school when well and/or released by a physician. If there is reason to believe a student is suffering from a recognized contagious or infectious disease, the student will be excluded from school until school officials are satisfied that the student no longer has the contagious or infectious disease.

- Students should be fever free for 24 hours before returning to school.

IMMUNIZATION REQUIREMENTS

State law requires that all students, kindergarten through grade 12, be immunized against certain diseases. At the time of the first day of attendance, the school is required to have proof that your child has received all currently due immunizations. Please reference requirements for Florida on the Health Department website.

Religious Exemptions must be obtained through the Health Department.

BREAKFAST/LUNCH

BNS provides breakfast and lunch for all students with access to the National School Lunch program. The lunch menus can be found here [BHS Food Menus](#):

- The cost for breakfast is \$2.00/day and lunch is \$3.00/day. Breakfast will be served from 7:00-7:50.
- Breakfast and lunch will be purchased through the MySchoolBucks web application.
- No charging is permitted. Please make sure you have funds loaded in your student(s) account at all times.

National School Lunch Program (NSLP)

BHS encourages all families to apply on-line here for the [BHS NSLP Application](#)

Applications for school meal benefits are available on this website to all students beginning July 1, 2020, and at the time of new-student registration throughout the school year. Eligibility is carried over from the previous year for up to the first 30 operating days into the new school year, or until a new eligibility determination is made, whichever comes first. **A new family application is required each school year.** Families are encouraged to submit a new application at any time when income or the number of household members changes. *Paper applications are available by request.*

*The 30 operating days begin on the first operating day of school. Operating days are the days on which reimbursable meals or milk are provided by a school or another program sponsor [7

CFR 245.2]. Carryover applies to eligibility established through a household application or through direct certification. Meals served during the carryover period are claimed at the appropriate rate, depending on the individual child's eligibility status from the previous school year.

ACADEMIC POLICIES

Academic integrity is a cornerstone of any school's commitment to the principles of free inquiry. Students are responsible for learning and upholding professional standards at all grade levels as appropriate for research, writing, and assessment. Written or other work which students submit must be the product of their own efforts. Any form of dishonest or unethical behavior is prohibited.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- **CHEATING**
- **PLAGIARISM**
- **FABRICATION:** Falsifying or inventing any information
- **FACILITATING ACADEMIC DISHONESTY:** Aiding another person in an act that violates the standards of academic honesty.
- **FALSIFYING RECORDS AND OFFICIAL DOCUMENTS**
- **MULTIPLE SUBMISSION:** Submitting the same work in two or more courses.
- **COMPUTER MISUSE:** Using technology to plagiarize, violate copyright law, or tamper with another's work.

SAFETY POLICIES

Emergency Procedures

BHS staff receives training in order to provide for the safety of students, staff, and visitors during times of emergency. Emergency preparedness includes fire, tornado, and lockdown drills which happen at regular times during the school year.

All alarms/drills are treated seriously at BHS. In the event of an emergency drill, all staff, students, and visitors are required to complete an orderly and safe evacuation of the classrooms and building. Staff and students will meet in pre-assigned areas, and they will remain there until all students are accounted for and instructed to either return to the building or move to a safer area.

Failure to follow emergency procedures or the willful attempt to compromise emergency preparedness at BHS is grounds for severe consequences, including possible suspension or expulsion.

In the case of a major emergency (such as a significant tornado or fire), parents/guardians and families should contact the main phone number for your student's school. During such an emergency, BHS staff will be focused on ensuring that all students are safe and accounted for during the emergency. Once the administration is able to determine that everyone is safe or next steps are apparent, parents will be notified accordingly. BHS asks that you trust our staff and processes in addressing any emergencies that arise and allow us to keep our full attention on the situation. Students and parents/guardians are asked to do their part by not having a student leave the premises without signing proper releases.

FORTIFY FLORIDA

FortifyFL is a suspicious activity reporting tool that allows you to instantly relay information to appropriate law enforcement agencies and school officials. By accessing FortifyFL, students can provide a description of the threat, share pics and videos and optionally submit their contact information. This link should be utilized for reporting, [FortifyFL Reporting Link](#). This link can also be found on all school issued devices and our website for ease of access for our students.

DRESS CODE

The design of the BHS dress code was adopted to foster an environment reflective of learning while embracing a fun atmosphere that encourages creativity and growth beyond the traditional confines of education. The expectation is that all students will be in dress code each day and purchase their uniforms from the school.

Tops

- Polo shirts with the BHS logo and in the colors of emerald green, cobalt blue, and grey.
 - These must be purchased through BHS and should be worn Monday-Thursday.
- Sweaters and jackets are permitted (see "Other Items" below).

Bottoms

- Shorts (capri or bermuda length), skirts (shorts are required to be worn underneath), or approved jumpers (with shorts) in colors: khaki, navy blue, or black.
 - Shorts and skirts should be no shorter than 3" above the knee.
- Blue jeans without holes are acceptable and can be worn any day of the week.
- Tight fitting attire is not permitted (leggings are able to be paired with a skirt or jumper, but should not be worn alone).
- Holes in uniforms are not permitted.

Other Items

- No headgear is permitted to be worn indoors.
- Closed toe shoes must be worn.
- Natural hair color only.
- Outerwear should be a single solid color, that can include a Babcock School Logo or a logo smaller than the size of a quarter and no other writing.

Spirit Day Attire requirements (every Friday)

- All BHS shirts purchased through school (spirit shirts, Fun Run, Eagle Fest, etc.)

CONSEQUENCES FOR DRESS CODE VIOLATIONS

- Verbal Warning
- Lunch Detention & Parent Contact
- Community Service outside of school hours
- Other as determined by administration

INTERNET SAFETY & USE OF TECHNOLOGY

- Signed Acceptable Use Policy must be on file.
- Proper use and care of technology as instructed by the teacher.
- Misuse, mishandling or hacking into software and/or equipment will have consequences that could ultimately result in loss of access to the device.

SUPERVISION

It shall be the responsibility of all members of the Babcock Neighborhood School staff to educate, supervise, and monitor appropriate usage of the online computer network and access to the Internet in accordance with system policy.

There is no right to privacy nor should any user of BHS IT have any expectation of personal privacy in any matter stored in, created, received, or sent over BHS IT. These are subject to review by the schools at any time, with or without notice, with or without cause, and without the permission of any student or parent/guardian. BHS reserves the right to monitor access, retrieve, download, copy, listen to, or delete anything stored in, created, received, or sent over school computer networks, computers, e-mail system, or any other BHS IT, without notice and without the permission of any user.

Moreover, to protect the integrity of the BHS IT and the users thereof against unauthorized or improper use of these systems, BHS reserves the right, without notice, to limit or restrict any individual's use, and to inspect, copy, remove, or delete any unauthorized use of this technology upon authorization of the School Principal/Administration or his/her designee.

INTERNET

Access to email and the internet will enable students to explore thousands of libraries, databases, and bulletin boards while exchanging messages with Internet users throughout the world. Families are reminded that BHS does not control the content of the internet. Accordingly, BHS does not have control over the type of information accessible to students or the quality of the same. Although BHS does use internet filters, as described in the Internet Safety Policy,

BHS cannot completely limit access to materials that a parent/guardian or family might consider inappropriate. While our intent is to make internet access available to further educational goals and objectives, students may find ways to access other materials as well.

Babcock Neighborhood School believes that the benefits to students from access to the internet, in the form of information resources and opportunities for collaboration, exceed any disadvantages. Ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information resources. To that end, BHS supports and respects each family's right to decide if their child should not have internet access, and relies on the family to inform us of that choice. Ultimately, appropriate use of this resource is the responsibility of the user. All students will sign an Acceptable Use Policy Agreement. Please see Charlotte County Code of Conduct for consequences of improper use.

COMMUNITY CODE OF CONDUCT - Respect For Self And Others

- Treat one another with respect.
- Support teaching and learning and respect our environment.
 - How we talk and interact with one another
 - How we treat each other's property and personal space
- Vandalism: All students and staff are urged to treat school buildings and property with care and respect. No one is to injure, destroy, deface, or trespass on school property. A clean environment is important to all; vandalism will be dealt with severely. Parents/guardians will be responsible for paying for any damage done to school property by their child. People with any information about damage done to the building or its contents are expected to model positive citizenship by notifying an adult in an appropriate fashion.
- Personal electronics: Cell phones, mp3 players, and all similar electronic devices must be off, stored away, out of sight, and may not be in use during school hours, unless under the direct supervision of a BHS faculty member. If it has an on or off switch, it should be turned off for the duration of the school day. Headphones may be used only when provided by and under the supervision of a BHS faculty member.
- Computer games: BHS provides technology and internet access for the educational benefit of members of the community. Playing computer games or video games on campus during school hours is allowed only under the direct supervision of a teacher.
- Free Speech on Campus: The Supreme Court has referred to public schools as a "marketplace of ideas" where the protections of the First Amendment are particularly important. "The vigilant protection of constitutional freedoms is nowhere more vital than in the community of American schools." *Shelton v. Tucker*, 364 U.S. 479, 487 (1960)
- At the same time, the law is clear that a student's right of free speech is not unfettered and that the free speech/press protection does not prevent a school from imposing certain restrictions and/or imparting discipline for certain forms of speech that may be considered disruptive to the community, in violation of school policies and/or considered unlawful harassment, discrimination, bullying, threats and/or intimidation. In short, BHS

reserves the right to place reasonable time, place and manner restrictions on speech where the faculty and/or administration determine that such a restriction is appropriate.

- Examples of student speech that may be restricted include:
 - Speech which creates or threatens danger, and/or unlawful acts
 - Speech which threatens or presents a violation of BHS rules and standards of conduct
 - Speech which creates or threatens a substantial disruption of the orderly operation of the school
 - Speech which impinges on the rights of others
 - Vulgar, lewd, obscene, and plainly offensive speech or conduct

SEARCH STUDENT POSSESSIONS

- BHS reserves the right to examine and/or search all student possessions when, in the judgment of BHS administrators and officials, there is reasonable suspicion that the student may be in possession of alcohol, drugs, weapons, stolen goods, or any other materials that may be harmful or disruptive to the school community or in violation of any school policy, rule, or law.

STUDENT NON-DISCRIMINATION

BHS maintains that it is critical that all members of the BHS community respect each other's rights, individuality, and differences. Courtesy, tolerance, and mutual respect provide the platform for sharing, learning, innovation, and personal development. BHS is committed to equal opportunity for all individuals in education. BHS's programs and activities shall be free from harassment, discrimination, or bullying on the basis of actual or perceived sex, sexual orientation, gender, gender expression, gender identity, ethnic group identification, race, ancestry, national origin, religion, color, mental or physical disability, or any other characteristic that is contained in the definition of hate crimes in the Florida Penal Code. BHS shall promote programs which ensure that discriminatory practices are eliminated in all school activities.

The School adheres to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities in Education Improvement Act of 2004.

Any student who engages in prohibited harassment, discrimination or bullying of another student, or anyone from BHS, may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in unlawful harassment, discrimination, bullying, or intimidation of a student may be subject to disciplinary action up to and including dismissal. Any student or parent/guardian who feels that unlawful harassment, discrimination, bullying, or intimidation has occurred should immediately contact the School Principal/Administration, an adult with authority or via the website,

<https://www.yourcharlotteschools.net/bullying>.

STUDENT SEXUAL HARASSMENT POLICY

BHS is committed to making the school free from sexual harassment. This means that BHS prohibits sexual harassment by someone from or in the educational setting. BHS prohibits sexual harassment and harassment based upon pregnancy, childbirth, or related medical conditions, race, religion, creed, color, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation.

Sexual harassment refers to behavior that, among other things, is not welcome, is personally offensive, or undermines or weakens morale. Sexual harassment can include such actions as:

- Unwelcome sexual advances
- Requests for sexual favors
- Verbal, electronic, visual, or physical conduct of a sexual nature made by someone from or in the educational setting. (This includes social media posts about peers, teachers and administration before and after-school hours.)
- BHS prohibits conduct that has the purpose or effect of having a negative impact on the recipient's educational progress, academic performance, or personal security, or of creating or contributing to an intimidating, hostile, or offensive educational environment. BHS further prohibits sexual harassment in which a student's grades, benefits, services, honors, program or activities are dependent on submission to such conduct.
- BHS will not condone or tolerate harassment of any type, including bullying, discrimination, or intimidation, by any employee, independent contractor or other person with which BHS does business, or any other individual, student, or volunteer. This policy applies to all employees, students, or volunteers and relationships, regardless of position or gender.
- Students should report any sexual harassment to the School Principal/Administration and/or teacher. Students who violate this policy shall be subject to discipline, including the possibility of suspension or possible expulsion. Any employee who permits or engages in sexual harassment of a student may be subject to disciplinary action up to and including dismissal. BHS prohibits retaliation against any participant in the complaint process. Each complaint shall be investigated promptly and in a way that respects the privacy of all parties concerned and insofar as is possible. BHS will take appropriate corrective action, if warranted.

DISCIPLINARY ACTIONS

[Click here to see Charlotte County Handbook and Code of Conduct](#)

Overview of Disciplinary Actions

The purpose of disciplinary action at BHS is to ensure that individual students, their parents/guardians, and the BHS community stay focused on growth and learning. Prompt resolution of the problem or issues is expected.

Discipline may include any one, a combination and/or all of the following depending on the circumstances, and at the school administration's sole discretion.

- Verbal and/or written warning to the student
- Loss of privileges or removal from extracurricular activities (including paid extracurriculars held on campus)
- Parent/guardian notification
- A written commitment by the student to improve his/her behavior and/or performance and/or to take certain affirmative actions to improve behavior
- A meeting with a school administrator and/ or faculty member/s

ACADEMIC CONSEQUENCES

- Suspension
- Expulsion
- Denial of Readmission
- Other forms of discipline that the school administration may determine appropriate

Suspension and Expulsion as Disciplinary Actions

BHS will regard suspension and expulsion as a last resort. Criteria for suspension and expulsion of students will be consistent with all applicable federal and state statutes and constitutional provisions. Students will be afforded due process, including a hearing and right of appeal, as described below. A student identified as an individual with disabilities or for whom there is a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Act ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal law or special education local plan area policies require additional or different procedures.

Authority to Impose Discipline

The School Principal (or his/her designee) may conduct an investigation of the facts and circumstances presented in the case of a disciplinary offense or infraction. The investigation may include search(es), a review of evidence, consulting the student, and interviewing affected parties and potential witnesses as well as the involvement of authorities.

The School Principal/Administration (or his/her designee) may consider the various disciplinary options available in any given set of circumstances, including whether alternatives to suspension or expulsion may be appropriate.

The School Principal/Administration (or his/her designee) has the authority to determine whether or not to impose a suspension under this policy. Suspensions may be imposed: (1) pending an investigation to determine whether further discipline, including the possibility of an expulsion hearing is warranted; or, (2) companion to setting an expulsion hearing. School Principal/Administrations (or their designees) have the discretion to determine which form of suspension may be imposed.

If a student matter proceeds to an expulsion hearing, the School Principal/Administration (or his/her designee) shall have the authority to hear the matter and to determine whether or not to impose an expulsion. The decision of whether or not to expel a student remains at the sole discretion of the School Principal/Administration (or his/her designee).

SUSPENSIONS

Suspension Pending Investigation

The School Principal/Administration (or his/her designee) has the discretion to and may impose a suspension directly if s/he determines it is appropriate. If the School Principal/Administration (or his/her designee) determines that a student is to be suspended, the School Principal/Administration (or his/her designee) shall provide written notice to the student's parents and/or guardians of the suspension in writing, including reasons for the suspension and the time period for the suspension ("Suspension Notice"). Academic make-up work is required during suspension. Return to school may be contingent upon submission of a written essay addressing the issue at hand and stating how the student intends to move forward or some other form of restorative process as the School may determine in its sole discretion.

Suspension Pending Expulsion Hearing

If the School Principal (or his/her designee) determines at the outset that an expulsion hearing is warranted, the School Principal (or his/her designee) may impose a suspension pending an expulsion hearing. The School Principal (or his/her designee) shall provide written notice to the student's parents and/or guardians of the suspension, the reasons for the suspension and the expulsion hearing, give notice of the expulsion hearing, and provide information regarding the BHS expulsion procedures ("Suspension Pending Expulsion Hearing Notice").

Discipline Review Meeting

If a student is placed on a suspension of any form, the school may call for a Discipline Review Meeting with the parents and/or guardians. During the course of the Discipline Review Meeting, the School Principal/Administration (or his/her designee) will discuss with the parents and/or guardians: (1) the nature of the offense; (2) the information and evidence gathered to date; and (3) next steps.

If the School Principal/Administration (or his/her designee) determines that the school will move forward to an expulsion hearing, and the school has not yet given formal notice of an expulsion hearing, the School Principal/Administration (or his/her designee) will provide the parents and/or guardians with a Suspension Pending Expulsion Hearing Notice.

EXPULSIONS

Expulsion Hearings

If the School Principal/Administration (or his/her designee) determines that consideration of expulsion is warranted, the School Principal/Administration will hold an expulsion hearing where the School Principal/Administration shall serve as the hearing officer. The student shall have the right to representation and the right to present evidence at the expulsion hearing. The School Principal/Administration will consider evidence and/or testimony as appropriate and will render a decision that shall be in the best interests of the student and BHS.

If a School Principal/Administration determines that a student is to be expelled, the School Principal/Administration shall inform the student's parents and/or guardians of his/her determination in writing including the reasons for expulsion ("Expulsion Determination Letter"). The School Principal/Administration's written notification to the parents/guardians shall also include information about the appeal and due process rights in regard to the School Principal/Administration's determination.

Right to Appeal School Principal/Administration's Determination

The parents and/or guardians (or, if at least 18 years of age, the student) shall have ten (10) days from the School Principal/Administration's Expulsion Determination Letter to submit a written request of appeal to the Principal of Babcock Neighborhood School.

STUDENT INFORMATION POLICIES

Family Education Rights And Privacy Act

The Family Educational Rights and Privacy Act ("FERPA") affords parents/guardians and students over 18 years of age ("Eligible Students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after BHS has received a request for access. Parents/guardians or eligible students should submit to the School Principal/Administration a written request that identifies the record(s) they wish to inspect. The BHS official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. When a student moves to a new school/school district, records will be forwarded upon request of the new district within 10 school days.
3. In the case of divorce or separation, a school district must provide access to both natural parents, custodial and noncustodial, unless there is a legally binding document that specifically removes that parent's FERPA rights. In this context, a legally binding document is a court order or other legal paper that prohibits access to education records, or removes the parent's rights to have knowledge about his or her child's education.
4. Pupil education records maintained by BHS consist of any item of information directly related to an identifiable pupil, including but not limited to subjects taken, grades received, standardized test results, attendance record, and health record. Pupil records are maintained at each school where the pupil is attending. The School Principal/Administration or designee is responsible for maintaining each type of pupil

record and the information contained therein. Additional records, such as psychological and special education reports, are maintained at those respective offices. *General notices, lunch menus, Parent Association information, announcement of teacher conferences, school pictures, and other similar information are not “education records” as defined by FERPA. Therefore, schools are not legally required to provide them.*

5. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate or misleading or otherwise in violation of the student’s privacy rights under FERPA. Parents or eligible students may ask BHS to amend a record that they believe is inaccurate or misleading. They should write the School Principal/Administration and clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. If BHS decides not to amend the record as requested by the parent or eligible student, BHS will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
6. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by BHS as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A BHS official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. ****Upon request, BHS discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.
7. The right to file a complaint with the U.S. Department of Education concerning alleged failure of BHS to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

With certain exceptions, FERPA requires BHS to obtain a parent/guardian written consent prior to the disclosure of personally identifiable information from his or her child’s education records. However, BHS may disclose appropriately designated “Principal/Administration information” without written consent, unless a parent/guardian has advised BHS to the contrary in accordance with this policy. “Principal/Administration information” is information that is generally not considered harmful or an invasion of privacy if released. Principal/Administration information can be disclosed to outside organizations without a parent’s prior written consent. Outside

organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. BHS has designated the following information as Principal/Administration information:

- Student's name
- Student's address
- Parent/Legal Guardian's address
- Telephone listing
- Student's electronic mail address
- Parent/Legal Guardian's electronic mail address
- Photograph
- Date and place of birth
- Dates of attendance
- Grade level
- Awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)

If you do not want BHS to disclose Principal/Administration information from your child's education records without your prior written consent, you must notify BHS in writing at the time of enrollment or re-enrollment. Please notify the School Principal/Administration for your student's school. You may also visit www.babcockneighborhoodschool.org for more information.

CUSTODY MATTERS

Schools are not the forum to mediate custody disputes and other personal family matters. Custody matters and other family law disputes must be handled by the courts. The schools do not have an independent legal basis to refuse a biological parent access to his or her child and the child's school records unless a valid, effective, and signed court order specifically setting forth limitations is on file at the school office.

MEDIA RELEASE

BHS reserves the right to make, produce, reproduce, exhibit, distribute, publish, and transmit by means of live broadcast, videotape, photograph and print student's name, grade, voice, picture, likeness and actions as an individual in connection with school activities. Your child's image or likeness may appear in occasional candid photos without any type of name identification and the use of these candid photos of your child is permissible. BHS is frequently approached with requests for interviews and pictures by print and broadcast media outlets. For individual student interviews with outside organizations, parent or guardian permission will be obtained prior to publication.

Parents/guardians who prefer that their child not be photographed or video recorded for publication by the school (i.e. school website, newsletter or other school publication), **need to indicate their preference annually during registration**. Schools make every effort to ensure the wishes of the parent/guardian. Please be aware that photographing and video recording by devices such as mobile phones may take place without the knowledge of the teacher or school officials.

RETURNING STUDENTS

BHS retains the option, at its sole discretion, to re-enroll students who have previously left, consistent with BHS enrollment procedures. If you wish additional information about this, please contact your School Principal/Administration.

HOMELESS STUDENTS

A staff person shall be designated as the School Liaison for homeless students as defined by applicable law. Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the School Liaison. Please contact your school office for the name and contact information for the School Liaison, and for further information about the BHS policy regarding homeless children and youth and supports available for homeless BHS students.

VOLUNTEER POLICIES

Parents and guardians wishing to volunteer at BHS schools will be asked to fill out volunteer forms, agree to a background check and drug testing, and possibly submit to a TB assessment in accordance with applicable law. The fee varies. Please verify with the office which requirements will apply to your volunteer status.

RESOLUTION PROCEDURES

BHS encourages parents/guardians, community members, faculty, staff, and administration to work cooperatively to resolve issues. Parents/guardians or community members with general concerns or complaints must notify the School Principal/Administration.

If the concern is with a teacher or staff member, contact that teacher or staff member directly to set up a mutually agreeable time to discuss the complaint. Remember that such meetings should not interrupt a teacher's instructional time. Concerns handled at this level do not need to proceed further in the process.

1. Concerns not resolved directly with a teacher or staff member should be brought to the attention of the Principal/Administration (or his/her designee). The School Principal/Administration (or his/her designee) may call or meet with the individual

expressing concerns to discuss and address the concern(s). Concerns handled at this level do not need to proceed further in the process.

2. Concerns relating to the administration and operation of BHS may be discussed informally with the School Principal/Administration (or his/her designee). Concerns handled at this level do not need to proceed further. If the complainant is dissatisfied with the School Principal/Administration (or his/her designee), the individual may contact Babcock Neighborhood School's Governing Board Chair (or his/her designee).
3. The Board Chair will determine if the matter will be handled directly by him or her or by a committee of the Board. The Board Chair or committee of the board will potentially meet with the complainant, discuss the facts and circumstances for which the concern is based and make a determination as to how to best resolve the matter.
4. The decision of the Board Chair or committee of the Board is final.

Remember, if you have any questions or need assistance in any realm at Babcock Neighborhood School, please give us a call!

CURRICULUM INFORMATION

Parent Involvement

A student's high school program is an important link to his or her future. Parents are encouraged to become actively involved in helping their child choose the courses he or she will take while they are in high school. A cooperative effort can help make the student's high school years meaningful and productive. Parents are invited to contact the school counselor if they have questions.

Student Involvement

High school course selection should be based on information which students receive from their school counselor, teachers, and parents. Careful review of available electives will benefit students in preparing for what they plan to do beyond high school.

School Counselor Duties

The school counselor supports academic achievement and student development. They provide direct services to students through interactions in the classroom, small and large group activities, individual student planning, and responsive services with counseling and crisis response. They also provide indirect services through consultation and collaboration with parents, teachers, other educators and community organizations. School counselors also serve as student advocates to promote academic, career, personal and social development.

Furthermore, school counselors:

- Give personal attention to each student in accordance with individual needs
- Assist the student in understanding his/her environment so that wise career choices may be made
- Help the student select appropriate studies and training in high school
- Help the student become aware of the available course offerings and to guide the student and parents in appropriate course selections
- Discover the educational, vocational, social, and emotional needs of the student and to assist in meeting those needs
- Provide in-depth information regarding educational opportunities related to career and academic interests after high school graduation

One of the challenges faced in making wise career choices is the rapid change in occupations in contemporary society. Students need to learn as much as possible about their career interests in order to develop flexible skills in the area(s) of their greatest ability.

Throughout the instructional program's students have opportunities to expand their knowledge of various careers and to participate in simulated and/or actual vocational experiences. Specialized on-the-job training programs are also offered through career and technical education courses as described in this publication. The school counselor has many materials that may help students to know themselves better and to become informed about the many types of work and jobs that are available. These services are a valuable aid in planning a future.

STUDENT REGISTRATION

Students are scheduled for courses based on student course needs and previous performance. At the end of the school year students will meet with their counselor or with the assistance of their teachers to select their course preferences for the upcoming school year using a course registration sheet. Students will review credits earned, course grades and any requirements that are needed to get into special programs such as advanced placement or dual enrollment. This process will finalize the student's course requests, this does not finalize their course schedule. Schedules are then created based on the student information collected in the registration process as well as staffing capabilities. The schedule is not official until the first day of school, when the students will receive an official copy of their schedule for the current semester and/or year.

Babcock High School adheres to the [Charlotte County Student Progression Plan](#). This plan provides detailed information on the expectations of each grade level.

COURSE CREDIT

Definition of High School Credit [F.S. 1003.436(2)] One full credit is defined as a minimum of 135 hours of instruction in a designated course of study which contains student performance standards based on state standards.

- The school district maintains a one-half credit earned system; full year courses will reflect two .5 credit awards.
- A student enrolled in a full-year course shall receive one-half (.5) credit if the student successfully completes either the first half or the second half of a full-year course, but fails the other half of the course, and the averaging of the grades obtained in each half would not result in a passing grade.
- A student enrolled in a full-year course shall receive a full (1.0) credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course, but the averaging of the grades obtained in each half would result in a passing grade.
- Three (3) semester hours of college credit earned through dual enrollment and satisfying the requirements of the district's articulation agreement shall also equal one-half (.5) high school credit unless otherwise designated by the Articulation Coordinating Committee or the Florida Department of Education.
- A complete list of courses of study is available by accessing the Florida Course Code Directory

High School Courses taken in Middle School

Middle School students may earn high school credit for particular courses if applicable to their middle school course offerings.

- Middle school students in grade 8 may take Algebra 1, Algebra 1 Honors, and Geometry Honors, any first- or second-year foreign language course, high school career and technical education courses and Health Opportunities through Physical Education (HOPE) to earn high school credit.

GRADING SCALE

Florida Uniform Grading Scale for grades 9-12 is as follows:

Grade Percentage Quality Point Value Progress

- A - 90 – 100; 4 Quality Points; Outstanding Progress
- B - 80 – 89; 3 Quality Points; Above Average Progress
- C - 70 – 79; 2 Quality Points; Adequate Progress
- D - 60 – 69; 1 Quality Point; Lowest Acceptable Progress
- F - 0 – 59; 0 Quality Points; Failure No Grade

CALCULATING GRADE POINT AVERAGE

Grade point averages (GPA) shall be computed by grade weight averages. A student's overall (cumulative) grade point average shall be computed by adding together the grade point average for each course and dividing it by the total number of credits attempted.

GPA must be computed to four decimal places (e.g., 1.9555 cannot be rounded up to 2.0).

All semester grades are averaged to determine a student's cumulative grade point average (GPA) and class rank. Class rank will be calculated on both an unweighted and weighted basis.

Final grades are averaged per district policy as follows:

- First Semester 35%
- Second Semester 35%
- Semester exam or End of Course Assessment (EOC) 30%

GRADE FORGIVENESS FS 1003.4282(5)

In order to improve GPA and assist with graduation requirements, a student may retake a course in which a "D" or "F" was attained.

In cases where a course is no longer offered or where scheduling does not permit, the closest equivalent may be substituted.

When the grade forgiveness policy is used, only the higher grade will be averaged into the GPA.

- All grades, whether replaced or not, will appear on the student transcript.
- Courses must be taken in the proper sequence as much as possible.
- Honors courses can only be repeated during a regular school year.
- If a student chooses to take a general level class to replace a failed honors course, then the general course and grade obtained will replace the honors course. The original honors grade will not be used to compute the student's GPA.
- For courses in which a "D" or "F" was earned, the "D" or "F" earned will be replaced with the grade earned subsequently in the same or comparable course.
- Any course grade not replaced shall be included in the calculation of the cumulative grade point average.

SPECIAL AND OPTIONAL ACCELERATED PROGRAMS

Special and Optional Program Course Weighting (As found in the Charlotte County Public Schools High School 2020-2021 Student Progression Plan)

All courses designated as "level 3" in the Florida Department of Education's Course Code Directory are to be assigned and honors weight (.50), unless that course is AP, DE, AICE, or IB. These courses are to receive a full 1.0 weight.

1.0 Additional Point Value for

- All courses at the Advanced Placement, AICE, IB, Dual Credit, or CTE Career-Dual level.

.50 Additional Point Value for

- Core courses (Math, English, Science, Social Studies) at the honors level as designated in the Course Code Directory (this includes courses identified as Pre-AICE);
- Foreign language courses as Level III and above
- CTE Courses at Level III and above

Dual Enrollment (Please see School Counselor for required Student Agreement)

Dual Enrollment is a program that allows high school students to simultaneously earn college or vocational credit toward a postsecondary diploma, certificate, or degree at a Florida public institution while also earning credit toward a high school diploma. Dual Enrollment courses are free to students who attend a Florida public college, technical college, or university; this includes registration, matriculation, or laboratory fees for courses taken through Dual Enrollment. Instructional materials (such as books) are provided to public school students free of charge. To qualify for Dual Enrollment, a student must meet the criteria that are established by the District/School articulation agreement and which are included in the Inter-institutional Articulation Agreement with the other institution.

Early Admission Program (Please see School Counselor for required Student Agreement)

Early admission shall be a form of Dual Enrollment through which eligible secondary students enroll in a postsecondary institution on a full-time basis in courses that are creditable toward the high school diploma and the associate or baccalaureate degree. Students enrolled pursuant to this subsection shall be exempt from the payment of registration, tuition, and laboratory fees. Unique programs exist at Florida Gulf Coast University, the Accelerated Collegiate Experience, and Florida SouthWestern State College. Interested students should speak with the school counselor for additional information.

When students leave high school as Early Admission Program students, they may participate in graduation exercises with their graduating class and may be ranked in class using District/School policy regarding weighting of Dual Enrollment classes.

Advanced International Certificate of Education (AICE) (Please see School Counselor for required Student Agreement)

The Cambridge AICE program provides an advanced academic pre-university qualification for students who are studying Cambridge International A and AS Levels. The Cambridge AICE program offers students the opportunity to tailor their studies to individual interests, abilities, and future plans. The program combines breadth of study with choice and flexibility. The Cambridge AICE program involves the selection of subjects from three curriculum areas: Mathematics and Science, Languages, and Arts & Humanities.

Cambridge AICE is an international pre-university curriculum and examination system, which emphasizes the value of broad and balanced study for academically able students. Program strengths lie in the flexibility and structure of the curriculum encouraging in-depth, working knowledge of each subject, and in essay-based examinations as assessment of that knowledge and skill mastery. There are three secondary course levels:

International General Certificate of Secondary Education (IGCSE) - These courses are intended for 14-16 year old students, and are usually implemented as Freshmen and Sophomore level courses. These courses are labeled Pre-AICE.

AS level - The course syllabus includes the first portion of the Cambridge International A level course; year one. Passing this assessment earns one point towards the Cambridge diploma and college credit as assigned by the state articulation agreement.

A level - Cambridge International A Level is typically a two-year course, and Cambridge International AS Level is typically one year. Some subjects can be started as a Cambridge International AS Level and extended to a Cambridge International A Level. Passing this assessment earns one point towards the Cambridge diploma and college credit as assigned by the state articulation agreement.

The Cambridge AICE program emphasizes the importance of critical thinking skills and communications in today's global world. Cambridge AICE Exams are taken at the end of the course as determined by the Cambridge program and are paid for by the school provided that the student is enrolled in the corresponding class. Students are required to take the Cambridge AICE assessment. If the Cambridge AICE assessment is not taken the student is responsible for the cost of the exam. Interested students are encouraged to speak with their school counselor for more details. For further information here is a brief guide for parents <https://www.cambridgeinternational.org/Images/268772-cambridge-international-as-a-level-a-guide-for-parents.pdf> or visit the University of Cambridge AICE website at: www.cie.org.uk

AICE (Advanced International Certificate of Education) Diploma Requirements:

- Seven credits to include at least one exam from each curriculum group
 - Math and Science
 - Languages
 - Arts & Humanities
 - Plus Global Perspectives AS level

Advanced Placement (AP) Program

The Advanced Placement Program provides college-level courses and exams in various subject areas for students in secondary schools. More than 2,900 universities and colleges worldwide grant credit, appropriate advanced course placement, or both to students who have performed satisfactorily on the exams, and approximately 1,400 institutions grant sophomore standing to students who have demonstrated their competence in 30 credits or more. Approximately 14,000 high schools throughout the world participate in the Advanced Placement Program.

AP Exams are taken each May and are paid for by the school provided that the student is enrolled in the corresponding AP class. Students are required to take the AP assessment. If the AP assessment is not taken the student is responsible for the cost of the exam. Speak with your counselor or teachers about AP Program offerings and eligibility.

For further information visit the College Board website at: www.collegeboard.com or contact: College Board, Southern Regional Office, 3700 Crestwood Parkway, Suite 700, Duluth, GA. 30096-5583, phone: (770) 908-5460.

Florida Virtual School (FLVS) (Please see School Counselor for required Student Agreement)

The number of credits that may be earned in Florida Virtual School (FLVS) toward meeting the high school graduation requirements is unlimited. Students who are currently enrolled full-time in Babcock High School may use Florida Virtual School to supplement their school coursework. It is recommended that students enroll in only one FLVS course at a time.

Babcock High School (BHS) will not deny access to a course offered by FLVS assuming the desired online course is an appropriate placement based on the student's academic history, grade level, and age. In assessing whether a course is an appropriate placement, school counselors will use the FLVS placement parameters and prerequisite/grade level requirements.

1. Beginning with 9th grade students, one complete online course must be successfully completed to meet graduation requirements. Please check with your school counselor on the definition of "complete course." The course can be taken during or after the school day, or during summer school. Middle school students who successfully complete an online high school course have met the requirement.
2. Students must be enrolled as full-time students and cannot take fewer than eight credits and total courses must add up to eight credits.
3. Priority for placement in school labs will be given to students who have not met the online course requirement.
4. Students may not withdraw from a BHS course to take a FLVS course or other online course after the established deadlines. A student must be assigned to a FLVS teacher either before the school year or semester begins or within the first five days of either semester to be able to withdraw from a BHS face-to-face course. Should a student drop a virtual course after the drop add period the student will receive a WP or WF from FLVS which is placed onto the student's academic record.
5. Students may take online courses through FLVS or other online providers to receive high school credit (pending clarification from FLDOE with regards to other online providers).
6. The administration of the school determines placement for all students.

Charlotte Technical College (CTC)

Technical Dual Enrollment students must be assessed and advised in appropriate A.S. or technical certificate career pathways at the College. A Technical Dual Enrollment student must be concurrently enrolled in a high school program with a minimum 2.0 unweighted high school GPA. The technical college dual enrollment program is designed to provide career training for qualifying high school students. Transportation is not provided.

Successful coursework in these programs help prepare students for employment and will propel students to advanced standing at Florida public technical colleges. It may also lead to advanced standing at many Florida colleges through articulation agreements. For more information please visit www.charlottetechcollege.net or call 941-255-7500.

VOLUNTEER / COMMUNITY SERVICE

Community service hours are NOT required for a high school diploma. They are required for the Florida Bright Futures Scholarship as described below.

- A. One Hundred (100) hours must be documented for the:
 - Bright Futures Academic Scholars Award
- B. Seventy-Five (75) hours must be documented for the:
 - Bright Futures Medallion Award
- C. Thirty (30) hours must be documented for the:
 - Bright Futures Gold Seal Award
- D. Recommended for many scholarships (local, state, national, and college/university)
- E. Some colleges and universities also review student's community service endeavors
- F. Can be documented by using correct official paperwork

Requirements for Documenting Volunteer/Community Service Hours

- A. Be considered capable of representing the school well in the community site
- B. Be capable of participating in activities off-campus without the direct supervision of school personnel
- C. Be able to arrange own transportation to and from the site
- D. Middle school students may begin accumulating community service hours once they have completed 8th grade.

Criteria for Documenting Volunteer/Community Service Hours for the Bright Futures Scholarship

The student must:

- A. **Obtain prior approval from his/her school counselor** to ensure that the community service site meets the criteria and that the student will receive community service hours for volunteering.
- B. Volunteer services to a local non-profit community agency that meets the following guidelines:
 - 1. All services are of an altruistic nature, unpaid, and not for personal gain
 - 2. All services are supervised by an approved adult representative of the agency
 - 3. Service does not interrupt a student's regularly scheduled school day
 - 4. Service must be completed by the last semester of the student's senior year
 - 5. The site is related to service, humanitarian/caring, community needs and does not involve:
 - a. direct supervision/ownership/operation by a family member
 - b. the presence of illegal substances or unsafe conditions
 - c. the use of students for financial gain
 - 6. The student will be responsible for identifying a social, civic or professional area of interest as well as:
 - o Developing a plan for personal involvement in addressing the issue or learning about the professional area, as well as evaluating and reflecting on such experience through a paper/reflection.
- C. Obtain documentation of service hours from the site supervisor, on agency letterhead, of student hours, dates of service and service activities.

All community service documentation is returned to the school counselor once service hours are completed. The service hours will be placed on the student's transcript after an evaluation is completed by the school counselor.

Grade Level Classification and Placement

(As found in the Charlotte County Public Schools High School 2020-2021 Student Progression Plan)

A student's learning path is unique to that student's academic needs and college or career interests. Students will be considered freshmen, sophomores, juniors, seniors and fifth-year seniors based on the credits they have achieved.

- In order to be classified as a sophomore (grade 10), the student must have completed one year of high school with a minimum of five credits to include one credit in mathematics and one credit in English.
- In order to be classified as a junior (grade 11), the student must have completed two years of high school and been awarded eleven credits to include two credits (of four) in mathematics and two credits (of four) in English.
- In order to be classified as a senior (grade 12), the student must have completed three years of high school and been awarded a minimum of 16 credits, or at the beginning of the third year of high school, the student must have declared the intent to graduate under the 18 credit ACCEL Diploma Option.
- Students in the regular education programs not reaching graduation status in four years ("fifth year senior") shall be provided the opportunity of a fifth year to meet the district's graduation requirements. Remediation shall be provided to assist the student passing the state-required assessments necessary to earn a high school diploma.
- High schools may promote retained students from grade 9 to grade 10, grade 10 to grade 11, or grade 11 to grade 12 at the end of the first semester upon documentation of awarding the required make-up credit(s).
- A junior who is enrolled in a 24-credit diploma program may be moved to senior status at the end of the first semester if enrolled in the necessary coursework to graduate in the spring.

When students do not meet classification requirements, they may only proceed to the next grade level on the recommendation of the Administrative Team and the approval of the Principal. A Certified School Counselor's recommendation to modify grade level classification procedures of any particular student must have the prior permission of the school's Principal or designee.

SCHEDULING AND PROGRAM CHANGES

Course Withdrawal

Students who wish to withdraw from any course should submit a course change form to the Counseling Office within the first five school days of the semester. There are no schedule changes after the 5-day drop add period.

If a student withdraws after the second quarter of a one credit course, he/she receives a grade of A, B, C, D, or F for a half-credit version of the course.

This policy applies to all high school courses, including **high school courses taken by middle school students**.

Academic Level Changes

When a high school student transfers to a different level of the same or a very similar course, a withdrawal grade is not placed on his academic record. Examples of this situation include a student moving from an Advanced Placement course to an Honors course and a student moving from an Honors course to a non-Honors course.

If a student transfers to a different level of the same or a very similar course after the first half of a one-credit course, the student receives a grade of A, B, C, D, or F for a half-credit version of the course from which the student withdrew.

If a student transfers to a different level of the same or a very similar course other than at the start of the third quarter, the student brings earned grades from the previous course with him. For example, if a student transfers after the completion of the first quarter, the first quarter grade in the previous course becomes the first quarter grade in the new course. If a student transfers during a quarter, the grade at the time of the transfer is applied as the grade for all the work in the new course that occurred in the new course during that quarter before the student entered the course.

Students may not withdraw from a BHS course to take a FLVS course or other online course after the established deadlines. A student must be assigned to an FLVS teacher either before the school year or semester begins or within the first five days of the semester to be able to withdraw from a BHS face-to-face course.

High School Students including middle school students taking high school courses	
Transfer to a different academic level	Current grades go with the student; A, B, C, D, or F awarded for the first half of the course if the second quarter is complete

*This procedure also applies to middle school students transferring from one high school course to another high school course, or from one high school course to a similar middle school course. Specifically, middle school students in Algebra 1, Algebra 1 Honors, or Geometry Honors may only request academic level changes and not course withdrawals.

When a middle school student transfers from a high school course to a similar middle school course before the end of the 2nd quarter interim period, a withdrawal is not placed on the

student's academic record. For example, no WF or WP is placed on the academic record of an 8th grade student who transfers from Algebra 1 to M/J Pre-Algebra, before the end of the 2nd quarter interim period.

If a middle school student does not transfer from a high school course to a similar middle school course before the end of the 2nd quarter interim period, the only other date the student could transfer would be on the first day of the second semester. A student who transfers on the first day of the second semester receives a grade for the first semester of the high school course and the grade becomes a part of the student's academic history. If it is a passing grade, the student receives .5 credit for the course.

A middle school student cannot transfer from a high school course to a middle school course after the first day of the second semester. For example, an 8th grade student cannot transfer from Algebra 1 to M/J Pre-Algebra after the first day of the second semester.

Middle School Students Transferring from a High School Course to a Similar Middle School Course	
On or before the end of the 2 nd quarter interim	No WF, WP, grade or credit
First day of second semester	Course grade placed in academic history for first half of course; .5 credit awarded if D or higher is earned
After first day of second semester	No transfer

Placement Parameters

The students' tentative course request(s) involve many factors including but not limited to the consideration of test scores, student's overall academic record, teacher and staff recommendations, student related interests, and graduation requirements.

If a student does not satisfy a particular placement parameter, counselors may still place a student in the course after considering the student holistically, including recommendations from teachers.

Placement parameters relate to selection of specific courses, as well as selection of the academic level (Advanced Placement, AICE, Honors, regular) of courses.

A parent may override the course recommendations that are made after review of placement parameters and other information. To exercise this option, a parent should complete the Course Placement Override Form. The form may be obtained from the Counseling Office.

In order to comply with Florida statute regarding reading or mathematics instruction for students who score at Level 1 or 2 on the statewide ELA and/or mathematics assessment will be enrolled into an intensive reading course.

Prerequisites and Grade Level Requirements

In order to take some courses, students are required to have successfully completed a prerequisite course and/or be in a certain grade. Students must meet the prerequisite and grade level requirements except when the Principal or his/her designee concludes that one of the following situations exists:

- a student has failed a Science, Social Studies, or English course and is enrolled concurrently in the failed course and the next course in the sequence;
- school staff members have reviewed information and concluded that there is evidence indicating likelihood of success in a course even if a prerequisite has not been successfully completed (for example, a school may waive a prerequisite for a foreign language course after considering the results of an assessment of foreign language proficiency);
- a student is retaking a course for grade forgiveness in accordance with District and state guidelines;
- the school is changing the typical course sequence and allowing students to access the altered sequence equitably (for example, if a school offers AP US History and AP World History in alternating years, it could allow students to take AP US History before AP World History even though this is not the typical course sequence);
- and/or other reasons as determined by the Principal or designee.

School staff members determine whether a situation exists to justify an exception to prerequisite and grade level requirements. Students and parents **may not override** prerequisite and grade level requirements.

DIPLOMA OPTIONS

24 – CREDIT STANDARD DIPLOMA OPTION [F.S 1003.4282, 1003.4285]

This program takes the traditional four years to complete high school and requires students to take at least 24 credits in core content areas. Foreign language credit is not required for this program, Although it is recommended for Florida college preparation and is required for admission to Florida's state universities. This program is designed for a variety of students with differing academic abilities. The standard diploma prepares, and may qualify the student for a variety of post high school opportunities, including a military career, entry-level or apprentice jobs, admission to a vocational or technical school, admission to a state college, or admission to a four-year college or university.

18 – CREDIT ACCELERATED STANDARD DIPLOMA OPTION [F.S. 1003.4282, 1002.3105]

The requirements of this program are identical to the 24-credit standard diploma program option except:

- 1 credit in PE (HOPE) is not required
- 3 electives are required instead of 8
- Online course is not required • 18 total credits (student may earn additional credits)

This diploma program may be completed in three years, but students may take longer to complete it. All other graduation requirements for a 24-credit standard diploma must be met.

Certificate of Completion

Students who are unable to meet graduation requirements for a standard diploma will receive a Certificate of Completion. A Certificate of Completion is not a diploma.

Certificate of Completion, 24-Credit Option:

Certificate awarded to students who have completed the 24-credit option per section 1003.4282, F.S. but failed to earn passing scores on the state approved graduation assessments required under F.S.1008.22 (the FSA ELA, Grade 10 assessment and the Algebra I EOC assessment) or earn a concordant and/or comparative score, or do not achieve the required 2.0 cumulative unweighted GPA.

Certificate of Completion, 18-Credit ACCEL Option: Certificate awarded to students who have completed the 18-credits ACCEL option, section 1002.3105(3), F.S. but failed to earn passing scores on the state approved graduation test or concordant and/or comparative score, or do not achieve the required 2.0 cumulative unweighted GPA. A student who is entitled to a Certificate of Completion may elect to remain in high school for up to one additional year and receive instruction to remedy the deficiencies. A student who has received a standard Certificate of Completion, who subsequently meets the requirements for a standard diploma, shall be awarded a standard diploma whenever the requirements are completed.

NOTE: FOR MORE INFORMATION ABOUT GRADUATION OPTIONS, PLEASE REFERENCE ONLINE STUDENT PROGRESS PLAN. The most current version of this can be found at <http://www.fldoe.org/academics/graduation-requirements/> as well as the Charlotte County District Website <https://www.yourcharlotteschools.net/Page/18019>

FLORIDA GRADUATION REQUIREMENTS

English: 4 Credits, Must Pass 10th grade ELA Florida Standards Assessment

Math: 4 Credits which includes Algebra I* (Must Pass EOC) and Geometry* (or Florida Standards Assessments, if applicable)- 2 credits may be substituted with allowable industry certification courses that lead to college credit.

Science: 3 Credits, which includes Biology*, and 2 more courses equally rigorous as Biology – 2 of the 3 courses must have a lab component and 1 credit (excluding Biology) may be substituted with an allowable industry certification course that leads to college credit.

Social Studies: 3 credits as follows; 1 credit World History, 1 credit US History*, 0.5 Credit US Government, 0.5 Credit Economics

World Language: No requirement for diploma, but 2 credits (same language) required for state university admission

Fine Arts: 1 credit in Fine or Performing Arts or Practical Arts

Physical Education: 1 credit to include integration of Health (HOPE)

Digital Learning: 1 credit in an online course

Electives: 8 credits

GPA: Cumulative unweighted 2.0 on a 4.0 scale

Total Credits: 24

*END OF COURSE EXAM. THESE COURSES REQUIRE THE STUDENT TO TAKE AN END OF COURSE EXAM THAT IS DEVELOPED BY THE STATE AND WILL COUNT AS 30% OF THE STUDENT'S COURSE GRADE.

BABCOCK HIGH SCHOOL COURSE OFFERINGS

2020-2021

CAREER AND TECHNICAL EDUCATION

Arts, A/V Technology and Communication

DIGITAL DESIGN I 82095100 1 Credit

This course is designed to develop basic entry-level skills required for careers in the digital publishing industry. The content includes computer skills; digital publishing concepts and operations, layout, design, and measurement activities; decision-making activities, and digital imaging, as well as communication, collaboration and decision-making activities; critical thinking; and problem solving.

TELEVISION PRODUCTION 1 87721100 1 Credit

This course covers competencies in safety, lighting, basic television production equipment, broadcast script interpretation, teamwork, research and audio and video editing.

Business, Management and Administration

EMERGING TECHNOLOGY IN BUSINESS 82070100 1 Credit

This course is designed to teach emerging technology and the effects of its application on society. The content includes, but is not limited to, electronic research methods; business communications including speaking, listening, writing, and telecommunicating; multimedia presentation skills; ethical considerations related to technology; and emerging technologies affecting business environments. Instruction is designed to provide an understanding of the advances being made in technology today and in the future

Marketing, Sales and Services

MARKETING ESSENTIALS 88271100 1 Credit

The purpose of this course is to develop the competencies essential to marketing. These competencies include human relations, employability, communication, math, and economic skills. The fundamentals of marketing and selling are also included.

DRAMA-THEATRE ARTS

THEATRE 1 04003100 1 Credit

This course promotes enjoyment and appreciation for all aspects of theatre. Classwork focuses on the exploration of theatre literature, performance, historical and cultural connections, and technical requirements. Improvisation, creative dramatics, and beginning scene work are used to introduce students to acting and character development.

THEATRE IMPROVISATION 04006200 1 Credit

In this course students learn to communicate effectively, both verbally and non-verbally; develop and build critical listening and collaborative skills, and think and solve problems quickly and appropriately on the spot, which transfers well to academic, career, and social arenas. Through collaboration, communication, and performance activities, students engage in improvisation as a stand-alone art form and as an acting methodology. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

ENGLISH / LANGUAGE ARTS

INTENSIVE READING 1000410C Multiple Credits 1000410G 1000410R 1000410S

The purpose of this course is to provide instruction that enables students to accelerate the development of reading and writing skills and to strengthen those skills so they are able to successfully read and write grade level text independently. Instruction emphasizes reading comprehension, writing fluency, and vocabulary study through the

PRE-AICE ENGLISH LANGUAGE IGCSE LEVEL 10015600 1 Credit

The purpose of this course is to enable students to communicate accurately, appropriately and effectively in speech and writing. Students will also be able to understand and respond appropriately to what they hear, read and experience. The course also provides a variety of writing opportunities calling for the use of different styles and tones.

AICE GENERAL PAPER AS LEVEL 10093600 1 Credit

The purpose of this course is to encourage students to make cross-curricular links; to develop a maturity of thought appropriate to students at this level; and to achieve an understanding and usage of the English language which enables them to express arguments, ideas and opinions in a reflective and academic manner. An awareness of the wider implications of particular issues will enhance the quality of the student's response to the questions; the General Paper is not a test of general knowledge. The key objective is for the student to convey information or opinion in a way that is thoughtful, perceptive and immediately intelligible to the reader.

MATHEMATICS

ALGEBRA 1 12003100 1 Credit

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Standards for Mathematical Practice apply throughout and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

GEOMETRY 12063100 1 Credit

The fundamental purpose of Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The Standards for Mathematical Practice apply throughout and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The course includes topics on congruence, constructions, proof, similarity, trigonometry, measurement, circles, and coordinate geometry.

PRE-AICE MATHEMATICS 2 IGCSE LEVEL 12098200 1 Credit

The purpose of this course is to enable students to: develop their mathematical knowledge and oral, written and practical skills in a way which encourages confidence and provides satisfaction and enjoyment; read mathematics, and write and talk about the subject in a variety of ways; develop a feel for number, carry out calculations and understand the significance of the results obtained; apply mathematics in everyday situations and develop an understanding of the part which mathematics plays in the world around them.

PHYSICAL EDUCATION

TEAM SPORTS 1 15033505 .5 Credit

The purpose of this course is to enable students to acquire basic knowledge of team sports play, develop skills in specified team sports, and maintain or improve health-related fitness.

SCIENCE

BIOLOGY I 20003100 1 Credit

A survey course designed to develop an understanding and appreciation of living organisms. Inquiry, observation, field study and experimentation provide a scientific view of our world. Contents include: cell structure and function, biochemistry, genetics, taxonomy, human systems, plants and animals. Course Level: 2 (BI-Biology)

BIOLOGY I HONORS 20003200 1 Credit

For the talented student, advanced biology is an accelerated college preparatory course designed to develop an appreciative scientific attitude toward the interrelationship of living organisms. Inquiry, observation, field study, and experimentation provide students a scientific view of their world. Contents include the study of the scientific process, cellular and molecular biology, genetics and development, comparative anatomy, and human systems. Course Level: 3 (BI-Biology)

SOCIAL STUDIES

PRE-AICE WORLD HISTORY IGCSE LEVEL 21093210 1 Credit

The purpose of this course is to promote the acquisition of knowledge and understanding of human activity in the past, promote an understanding of the nature of cause and consequence, continuity and change, similarity and difference, and to encourage international understanding.

WORLD LANGUAGES

FRENCH 1 07013200 1 Credit

French 1 provides the student with a sound basis for learning contemporary French and increases the student's awareness and understanding of the French-speaking world, its people and culture. Basic language skills are developed: listening comprehension, speaking, reading, and writing. Co-curricular field trips are offered as part of class study.

SPANISH 1 07083400 1 Credit

The purpose of this course is to enable students to begin to acquire proficiency in Spanish through a linguistic, communicative, and cultural approach to language learning. Emphasis is placed on the development of listening, speaking, reading, and writing skills and on acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

Each year the course offerings will be updated to encompass all subject areas and particular course offerings for BHS. Course progression plans and academy pathways will also be included once developed.