

# Seminole County Middle/High School

## STUDENT HANDBOOK

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# **STUDENT HANDBOOK**

## **WELCOME**

We would like to welcome you to the Seminole County Middle/High School and hope that you have many exciting, successful experiences while you are a student in this school. It is our hope that this handbook will be helpful to you and if you have questions about it, please feel free to talk to us. We hope you will take advantage of the many opportunities you have for learning and for participation in various activities.

## **NONDISCRIMINATION NOTICES**

The Seminole County Board of Education does not discriminate on the basis of race, sex, color, religion, national origin, or handicaps in educational activities and employment. Dr. Marie Barber, Director of Support Services, coordinates Title VI and Title IX at 229-524-2433, Dr. Cynthia Bryant, Vocational Equity Coordinator, coordinates Title II at 229-524-5135, and Dr. Sandy Malone, Special Education Director, coordinates Section 504 at 229-524-2433.

State law prohibits discrimination based on gender in athletic programs of local school systems (Equity in Sports Act. O.C.G.A. § 20-2-315). Students are hereby notified that Seminole County System does not discriminate on the basis of gender in its athletic programs. The Sports Equity Coordinator for this school system is Cynthia C. Bryant, Seminole County High School, 229-524-5135. Inquiries or complaints concerning sports equity in this school system must be submitted in writing to the sports equity coordinator.

# STATEMENT OF PHILOSOPHY

We believe the aim of education should be to provide students with the opportunity to develop to their highest potential mentally, morally, socially, physically, and spiritually in order that they may become happy and useful members of our society, capable and desirous of making positive contributions to that society.

We believe that all students should have an opportunity to participate in a total, well-rounded school program on which the fundamental principles of our democratic way of life are operative.

We believe that the curriculum should be flexible enough to insure basic knowledge, understanding and skills that arouse interest in students. It should also provide for individual student interests and abilities, and should permit teachers to exercise their judgement and initiative in the choice and arrangement of activities, subject matter, and methods of presentation.

The school should aid students in becoming aware of the nature of society so that they can find their place in a world larger than themselves. To help accomplish this, available community activities should be utilized in the teaching process.

The school should shape its organization and instruction so as to give the students a fund of knowledge and experience which will help them discover both the opportunities and the limitations within which they may hope to find their highest individual freedom, their greatest happiness, their best adjustment to society and to give their service to humanity.

## **OBJECTIVES**

1. To develop a curriculum that is flexible enough to insure basic knowledge, understanding, appreciation, and skills which will contribute to the continued growth of students.
2. To encourage the qualities of cooperation, loyalty, respect, integrity, and self-discipline in students which are necessary for successful living in a democratic, multi-ethnic society.
3. To help each student to realize his/her role in the school, community, state, nation, and world.
4. To provide for desirable experiences for creative expression and for the appreciation of our culture.
5. To instill in students useful skills and desirable practice in activities suitable for use during leisure time.
6. To teach good citizenship based on democratic principles.
7. To foster development in pupil behavior and progress through cooperative education.
8. To capitalize on community resources and activities which may be utilized in the teaching process.
9. To help students establish a set of moral and spiritual values which should be an asset to the individual in making wise choices.
10. To instill in students the need for life-long learning.

## **BELIEFS**

We believe that

- learning is enhanced through family and community involvement.
- because student learning is the priority of Seminole County Middle/High School, learning needs will be the primary focus of all decisions made by and for our school.
- each student is a valued and unique individual whose needs will be provided for through current curriculum designed to include a variety of instructional approaches.
- the faculty and staff of Seminole County Middle/High School will endorse positive relationships with students which will promote self-esteem, trust, morality and mutual respect.
- a safe environment is essential for student learning.
- the commitment for continuous school improvement will support our vision to educate and graduate independent thinkers who will be productive and responsible citizens.

## **MISSION**

The mission of Seminole County Middle/High School is to educate and graduate independent thinkers by providing a standard of high expectation through rigorous and balanced curriculum instruction.

## **VISION**

The vision of Seminole County Middle/High School is to educate and graduate independent thinkers who will become productive world citizens.

## **VISITATION**

Visitors are welcome at SCM/HS. Visitors will be asked to sign in and instructions will then be given.

Conducting a conference with the teacher on this visit would be inappropriate. Appointments for conferences with teachers regarding student performance should be made in the Guidance Office.

Friends and alumni are not allowed to attend classes with students or visit with teachers during class time.

## STUDENT SERVICES

### COMPUTER SERVICES

The Seminole County School System recognizes that computers are used to support learning and enhance instruction. The goal in providing this service to the student and employee is to promote academic excellence in the Seminole County schools by facilitating resource sharing, accessing outside information and research, and encouraging technological innovation and worldwide communication that will help launch the schools into the information age. It is a general policy that all computers are to be used in a responsible, efficient, ethical, and legal manner. **A requirement for student and student's parent is to read the Board Policy and return the computer use agreement signed by both student and parent.** The Seminole County Board of Education declares misuse, unethical and unacceptable behavior as just cause for taking disciplinary action (including restitution), revoking network access privileges and/or initiating legal action.

### GUIDANCE

The Guidance and Counseling Department is staffed by certified counselors. The counseling program is based on needs identified by students, teachers, and parents. These needs are addressed through individual counseling, small group meetings, and classroom guidance sessions. The counselors are available for special or scheduled consultation.

Parents may contact a counselor to discuss any concerns they have for their student's personal/social adjustment or academic progress. Contact may be made via phone (229-524-5135) or through email. The email addresses of the counselors are: Natalie H. Horne (Grades 9-12) [nhorne@seminole.k12.ga.us](mailto:nhorne@seminole.k12.ga.us) and April Tabb (Grades 6-8) [atabb@seminole.k12.ga.us](mailto:atabb@seminole.k12.ga.us). Joint parent/student/counselor/teacher conferences are available at parent request. High school, college, and career planning are coordinated through the guidance counselors. Individual and group conferences with counselors assist students in planning their high school program and in planning toward post secondary options in both college and workplace settings.

**Registration:** Registration is held in the spring of each year for the next school year after an advisement session. Transcripts are reviewed with students and course selections are made considering post high school plans.

**Schedules:** Students schedules are distributed at the beginning of each school year. Requests for a schedule change should be filed in the Guidance Office within 3 days.

Courses are ultimately scheduled each year based on the course requests of students. Every effort is made to match students' needs and interests in the offering of courses and programs. Once classes are scheduled, it is impossible to restructure the school's master schedule to accommodate unnecessary modifications to a student's schedule.

- Computer scheduling errors take first priority.
- Requests for individual teachers will not be honored.

**Alcohol and Drug Awareness Program (ADAP):** Anyone under the age of 18 must complete and pass this course before obtaining a license to drive. This course is taught in the 9th grade Health classes. It is a week-long program in which daily attendance is mandatory. An exam is administered at the end of the week and a score of 70 or above must be obtained on the exam to pass the course. All students who pass the course will be given a certificate of completion. Students must present the ADAP certificate when applying for a driver's license.

**Guidance and Counseling Sessions:** Students must obtain a pass from the teacher of that period in order to be in the guidance office. An appointment can be made for non-emergency situations, but if there is a sense of urgency, the student should convey this information to the guidance administrative assistant.

**Parent, Student and Teacher Conferences:** Sometimes the best way to insure students progress and to resolve communication problems is through direct, face-to-face conferences. To make an appointment with teacher(s), parents should call the Front Office.

**Career Center:** A Career Center has been established in the Media Center. Students may make appointments to study these materials and work through the related computer programs. Career guidance is offered.

**Driver's Permit or License:** A Certificate of Enrollment is required for all students who wish to obtain their driver's permit or driver's license. Students must sign up in the Guidance Office 3 days in advance to receive a Certificate of Enrollment. The Certificate of Enrollment is valid for 30 days. All information needed to obtain a driver's permit or license can be found at the Georgia Department of Driver Services website - [www.dds.ga.gov](http://www.dds.ga.gov).

## **MEDIA CENTER**

The Media Center is for the use of all students for reading, studying and research. While in the Media Center, the student is requested to be considerate of fellow students by being quiet. The Media Center is open for general circulation and returns from 7:50 a.m. to 3:25 p.m. each school day. Students who enter the Media Center during the school day should have a pass from their scheduled teacher.

## **SCHOOL NUTRITION PROGRAM**

SCM/HS serves free breakfast and lunch for all students. Any student requesting a second meal will pay faculty price \$3.25. All ala carte items must be paid for at the time of purchasing. No charges are allowed.

No students are allowed in the gym or on the track during lunch except those assigned to PE classes at that time.

**Students will not be permitted to leave the school for lunch between the hours of 11:30 and 1:00 unless a parent or guardian picks up and returns the student in front of the building within the 30 minutes allowed for lunch.**

## **PARENTS' RIGHT-TO-KNOW**

The No Child Left Behind Act (NCLB) of 2001 emphasizes improving teacher quality as a method of increasing student achievement, Title II, Part A of the legislation guides school districts toward focusing on programs and activities which prepare, train, and recruit highly qualified teachers, principals, and paraprofessionals. Teachers providing instruction in core academic subjects must be certified and “highly qualified” as required by the federal regulation and guidelines established by the Georgia Professional Standards Commission.

Parents have the right:

- To request information about the professional qualifications of a student’s teacher(s)
- Whether the teacher has met the Georgia Professional Standards Commission requirements for certification for the grade level and subject areas in which the teacher provides instruction;
- Whether the teacher is teaching under an emergency or other provisional status through which Georgia qualifications or certification criteria have been waived;
- The college major and any graduate certification or degree held by the teacher;
- Whether the student is provided services by paraprofessionals, and if so their qualifications.
- To be notified via standard mail when their child has been taught for 20 or more consecutive days by a teacher that is not highly qualified.

If you wish to request information concerning your child’s teacher’s qualifications, please contact the principal at 229-524-5135.



## **NON-RESIDENT STUDENT PROTOCOL**

Students whose parents do not reside in Seminole County may enroll in the schools of Seminole County School District subject to the following conditions:

- 1) A student seeking enrollment may not have pending any disciplinary proceeding in the school where the student was previously enrolled and must otherwise be in good standing with the school the student last attended. Students who have withdrawn from a previous school district to avoid disciplinary action or who are under suspension, expulsion or other disciplinary action in a previous school district may not enroll in the Seminole County School District.
- 2) Non-resident students must be able to show why remaining in the school in the county of their residence will present a hardship on the student and the parents.
- 3) Space must be available in the class and school in which the non-resident student seeks to enroll. Space will be available for the student seeking enrollment if the enrollment of the student in any required class or program to which the student is assigned or would be assigned if the student were a resident of Seminole County will result in that class or program exceeding 90% of the maximum class size as set from time to time by the school district and the State Board of Education. In such event, the student will not be allowed to enroll.
- 4) Non-resident students may be required to pay an annual tuition, to be decided by the Board of Education from time to time.
- 5) A non-resident student is admitted conditioned upon the student's good behavior and willingness to perform the academic assignments of all students. If the student's attendance, behavior, or grades deteriorate, the principal of the school to which the student is assigned may remove the student at the end of the grading period or semester. The student's parents also must agree to cooperate and participate in conferences involving their student and seek to motivate the student to behave and achieve academically. The principal reserves the right to withdraw a student prior to the end of the grading period or semester, based upon the infraction(s) and circumstances, with the agreement of the superintendent of schools.
- 6) Must complete an Out of County Enrollment application.

## **ATTENDANCE POLICY 2018-2019**

The Seminole County School System emphasizes the value of regular attendance in enabling students to benefit from the school program. Georgia law requires each student to attend school on a daily basis. The parent or guardian will be held responsible if not in compliance with OCGA-20-2-690.1- Compulsory Education.

Each student shall be issued a student handbook at the beginning of the school year or at the time of registration for new students if the school year has begun. The handbook shall contain information regarding student attendance and must be signed by the student and the parent(s), legal guardian, legal custodian, or other individual who has charge of the student (hereafter called “parent”). This signed handbook will serve as proof of the student’s understanding of the attendance rules and prove the understanding of the adult who has charge of the student.

- A doctor’s excuse is required for any absences for health-related reasons if a student is absent for three (3) consecutive days or more.
- The maximum number of parent notes per semester is five (5). After five (5) parent notes, a doctor’s excuse is required.
- ALL excuses must be returned to the middle school secretary for grades 6-8 and the high school secretary for grades 9-12 within three (3) days after the student returns to school. Excuses will not be accepted after 3 days. It is the student’s responsibility to ask for makeup work within three days of returning for general absences and within five days for hospitalization.
- A parent conference with the attendance committee is required if a student accumulates 5 unexcused absences in a semester.
- More than ten (10) days of absences in any class per year is not allowed. Once a student is absent more than 10 days in any class period, the student will be required to begin attendance recovery. Students who do not make up this time MAY NOT receive credit for the class(es). The decision will be made by the attendance committee pending principal approval.
- Multiple unexcused absences will be referred to the Department of Juvenile Justice once ten unexcused absences are accumulated.
- Out of county students who are continually absent may result in the student being asked to withdraw from the school system. This decision will be made by the attendance committee pending principal approval.

## ATTENDANCE

ATTENDANCE O.C.G.A. § 20-2--690.1, Compulsory education and attendance mandates several conditions. Every parent or guardian living in the state of Georgia and having children under their control between the ages of 6 and 16 shall enroll such child(ren) in a public, private, or home school that meets the requirements of the schools mentioned above. Anyone violating this Code section shall be subject to a fine, imprisonment, community service, or any combination of such penalties. Each day's absence from school in violation of this part after the child's school system notifies the parent/guardian who has control of a child of 5 unexcused days of absence for a child shall constitute a separate offense. After 2 reasonable attempts to notify the parent/guardian who has charge of a child of 5 unexcused absences without response, the school shall send a notice to the parent/guardian by certified mail. The Code further mandates that parents sign the statement in the back of this Code of Conduct stating they have received notification of possible consequences and penalties for failing to comply with the compulsory attendance law. Further, students in grades 6-12 must sign the same statement.

Make school a priority in your life. It is your business, your job, and your responsibility. To be counted present for a class, you must be present in class the entire period. According to Georgia law, 170 days per class are required for credit in each class. No more than five (5) absences per year will be allowed in any class. In the case of extended illness or hospitalization, please notify the principal or designee who must be notified within 3 days if home instruction is needed during these times. Extenuating circumstances also requires the principal or designee to be notified when the student returns to get clearance to make up work in classes.

Absences are classified as excused or unexcused. Excused absences are those occurring due to (1) personal illness, (2) serious illness or death in the immediate family, (3) religious holidays observed by the family, or (4) court/government appointments. If students have a note from a doctor or from his/her parent or guardian that gives the date of the absence(s) and the reason for the absence along with their signature, then the absence will be excused IF the note is presented to the high school secretary for high school students, and the middle school secretary for middle school students from 7:50-8:10 a.m. within 3 days of returning to school.

In order to receive passing grades, a student must make up missing work. In addition, a student may not receive credit for the year if the student has more than ten (10) days of absences (excused or unexcused) for the year. If a student has more than ten (10), and these absences can be verified by a physician, passing grades may be received if the work is made up. An excused absence obligates a teacher to give a student grades for made-up work which was missed. It is the student's responsibility to request the work and to accomplish whatever assignment is made within the time allotted. The time allotted for make-up work is three (3) school days (including getting an absentee slip for an excused absence). If a student has been hospitalized then that student may have a total of five (5) days after returning to school to make up all work. Illness can occur during the school day. Teachers will issue a pass stating they believe a student is ill and requesting permission to call home. After receiving permission from parents, the main office receptionist will sign a student out and give a checkout slip. Should a student return to school later that day, the check out slip is presented to the main office receptionist to be checked back into school. This same procedure applies even when parents come to school for their student. Classroom teachers count students present when they are attending school sponsored activities approved by the Board of Education and/or principal. Teachers may not check out students. Students will NOT be checked out of school on the basis of an incoming phone call. Students participating in the Student Teen Election Participant (STEP) program will be marked as "Field Trip" in the attendance record.

## **RESPONSE TO INTERVENTION (RTI) AND SECTION 504**

Working collaboratively, Seminole County's staff reviewed, evaluated, and created a conceptual framework that will enhance and enable all students' learning in all areas. The conceptual framework, Student Achievement and Response to Intervention (RTI), provides a common focus on instructional practices in both the areas of academics and behavior. It incorporates former, successful interventions as well as newly developed interventions and resources.

The response represents, through four tiers, the process in which students will receive instruction. Instruction is administered from least intensive to most intensive, and a system for tracking the success of students and interventions within each tier has been developed. This tracking system will be used to monitor student progress and intervention effectiveness so as to determine any need for revisions or improvements to the program of interventions being delivered.

Section 504 is a process that helps to identify and refer potential students who may be evaluated for a disability that substantially limits or affects one or more major life activities or major bodily functions. In the Seminole County School System, it is part of the Response to Intervention (RTI) process. When a student is eligible for Section 504, an Equal Educational Opportunity Plan (EEOP) is developed to help provide accommodations or extra services so that students with disabilities receive free and appropriate public education (FAPE).

### **SECTION 504 GRIEVANCE**

Any student or parent or guardian ("grievant") may request an impartial hearing due to the school system's actions or inactions regarding your child's identification, evaluation, or educational placement under Section 504. Requests for an impartial hearing must be in writing to the school system's Section 504 Coordinator; however, a grievant's failure to request a hearing in writing does not alleviate the school system's obligation to provide an impartial hearing if the grievant orally requests an impartial hearing through the school system's Section 504 Coordinator. The school system's Section 504 Coordinator will assist the grievant in completing the written Request for Hearing. The Section 504 Coordinator may be contacted through the school system's central office. Copies of the 504 Procedural Safeguards and Notice of Rights of Students and Parents under Section 504 may be found at the system website or may be picked up at the central office or at any of the school offices.

### **REQUIREMENTS FOR ADMISSION**

Seminole County schools need assurance from the former school that the student is not currently suspended, placed in an alternative school or currently assigned to In-school Suspension. These items must be cleared before they can enroll in this school.

The incoming student must be living with a parent or legal guardian in Seminole County with proof of residency.

A transcript of the student's school records must include grades, test scores, immunization record, eye, ear and dental certificate (must meet the requirements of the state of Georgia), birth certificate, social security card, and attendance.

## ACADEMICS

Regular education and special education classes are provided according to needs and requests.

### GRADUATION REQUIREMENTS

	University/College Ready (UCR)	Tech College Ready (TCR)
*English/Language Arts	4	4
*Mathematics	4	4
*Science	4	4
*Social Studies	3	3
*Foreign Language	2	-
*Health/Personal Fitness	1	1
CTAE and/or Fine Arts	1	3
Electives	4	4
<b>TOTAL UNITS</b>	<b>23</b>	<b>23</b>

\* Required courses and/or Core courses

**All students in the Class of 2019 must meet the following requirements:**

	AREAS OF STUDY	UNITS REQUIRED
(I)	*English/Language Arts	4
(II)	*Mathematics	4
(III)	*Science	4
(IV)	*Social Studies	3
(V)	CTAE and/or Foreign Lang and/or Fine Arts	3
(VI)	*Health/Physical Education	1
(VIII)	Electives	4
	<b>TOTAL UNITS (MINIMUM)</b>	<b>23</b>

\* Required courses and/or Core courses

**All 9th, 10th & 11th grade students must meet the following requirements.**

A student shall meet the graduation requirements in effect at the time of enrollment in the 9th grade, regardless of the changes in the requirements affecting subsequent classes.

**Students are advised to complete one of the following Career Pathways:**

Agriculture Mechanics	Business and Technology
Nutrition and Food Science	Horticulture/Mechanical Systems
Plant and Floriculture Systems	

### HOPE RIGOR REQUIREMENTS

- Advanced Math - GSE Algebra II, GSE Accelerated Pre-Calculus, GSE Pre-Calculus
- Advanced Science - Chemistry I, Human Anatomy/Physiology, Physics I
- Advanced Placement (AP) in core subjects
- Core subjects taken at a University System of Georgia (USG) Institution; or
- Advanced Foreign Language - Spanish II

Students must take and pass 4 of the above courses to meet the HOPE Rigor Requirements.

## ON-LINE COURSE OPPORTUNITIES

Seminole County Middle/High School utilizes Edgenuity to provide opportunities whereby students may receive credit recovery as well as initial credit for course work related to graduation requirements. For full details and guidance concerning on-line opportunities, students should contact the counseling department.

## DUAL ENROLLMENT

Dual enrollment opportunities are for students to receive high school credit and college credit simultaneously. Students must see the counselors for information.

### Test Score Requirements:

- Minimum SAT score of 970 (combined Critical Reading and Math) with at least 430 Critical Reading and 400 Math **OR**
- Minimum ACT Composite score of 20 with at least 17 English and 17 Math **OR**
- Exemption of all Learning Support requirements by way of the Accuplacer exam

### Additional Requirements:

- A minimum cumulative high school grade point average (GPA) of 3.0 in academic subjects as calculated by the institution for admission purposes.
- Students must be on-track towards the completion of the USG Required High School Curriculum (RHSC) and high school graduation requirements.
- Students applying to participate in the Dual Enrollment (DE) program must meet with the counselor and submit a completed DE Student Participation Agreement (each semester) signed by the student, parent/guardian and high school counselor.
- All students must satisfy the immunization requirements prior to the first day of classes.
- Student must take the corresponding End of Course (EOC) assessment if applicable unless the student is taking the course as an elective—The student will contact the counselor to arrange time/place to test.

## ADVANCED PLACEMENT CLASSES

The Advanced Placement Program (AP) is an educational opportunity based on the reality that many students can successfully complete college level courses while they are still in high school. The AP Program is administered by the College Board under the advisement of national groups of educators. AP courses are challenging but rewarding. They are designed to maximize and enhance the standard curriculum to the extent individual student ability and interest permits. **Students who take Advanced Placement courses are required to take the AP exams that are administered in May.** In addition to high school credit, and in accordance with individual policies of colleges and universities, college credit or advanced placement standing may be awarded to students whose examination grades are considered acceptable.

**ADVANCED PLACEMENT LANGUAGE AND COMPOSITION** – 1 unit – Elective - Conforms to the College Board recommendations for the Advanced Placement Language and Composition Examination. Covers the study and application of advanced writing and the study of the English language. Stresses types of writing, rhetorical strategies, connotation, methods of delivery, tone, and syntax along with an advanced vocabulary study. Emphasizes critical thinking and evidence of critical thinking in composition. May be taken in the junior year. **All students enrolled in this course will be required to take the AP Exam in May. HOPE RIGOR COURSE.**

**ADVANCED PLACEMENT LITERATURE AND COMPOSITION** – 1 unit – Elective – Conforms to the College Board recommendations for the Advanced Placement Literature and Composition Examination. Covers the study and practice of writing and the study of literature. Stresses modes of discourse, assumptions underlying rhetorical strategies, connotation, metaphor, irony, syntax, and tone. Emphasizes writing critical analysis of literature and includes essays in exposition and argument, poetry, drama, prose fiction, and expository literature. May be taken during the senior year. **All students enrolled in this course will be required to take the AP Exam in May. HOPE RIGOR COURSE.**

**ADVANCED PLACEMENT CALCULUS** – 1 unit – Elective – Follows the College Board syllabus for the Advanced Placement Calculus AB Examination. Includes properties of functions and graphs, limits and continuity, differential and integral calculus. Prerequisite: Accelerated Pre Calculus. **All students enrolled in this course will be required to take the AP Exam in May. HOPE RIGOR COURSE.**

**ADVANCED PLACEMENT WORLD HISTORY** – 1 unit – Elective – Conforms to College Board topics for the Advanced Placement World History Examination. Covers the relationship of change and continuity from 8,000 BCE to the present, the impact of interaction among and within major societies, the impact of technology, economics, and demography on people and the environment, the systems of social structure and gender structure, the cultural, religious, and intellectual developments, and finally, the changes in functions and structures of states and in attitudes toward states and political identities, including the emergence of the nation-state. May be taken during the sophomore year. **All students enrolled in this course will be required to take the AP Exam in May. HOPE RIGOR COURSE.**

**ADVANCED PLACEMENT U.S. HISTORY** – 1 unit – Elective – Conforms to College Board topics for the Advanced Placement United States History Examination. Covers discovery and settlement, Colonial Society, the American Revolution, Constitution and the New Republic, Age of Jefferson, Nationalism, Sectionalism, Territorial Expansion, Civil War, Reconstruction, Industrialization, Progressive Era, World War I, Depression, New Deal, World War II, The Cold War, through modern times. May be taken during the junior year. **All students enrolled in this course will be required to take the AP Exam in May. HOPE RIGOR COURSE.**

**ADVANCED PLACEMENT MUSIC THEORY** – 1 unit – Elective – Conforms to College Board topics for the Advanced Placement Music Theory Examination. Covers terminology and notational skills, writing skills, visual analysis and aural skills and advanced levels of understanding. **All students enrolled in this course will be required to take the AP Exam in May.**

### MATH SEQUENCES

2015-2016 FRESHMEN and Subsequent Years

- Foundations of Algebra GSE Algebra I GSE Geometry Algebra II
- GSE Algebra I GSE Geometry Algebra II Pre-Calculus
- GSE Accelerated Algebra I GSE Accelerated Geometry Accelerated Algebra II AP Calculus

### GRADING SYSTEM

The Seminole County Board of Education believes that the schools in Seminole County should maintain a grading system for students that is comparable to the majority of school systems in the state of Georgia while promoting high academic standards. The following is the grading system for all Seminole County Schools.

<u>Numeric Grade</u>	<u>GPA Equivalent</u>
A = 90-100	4.0
B = 80-89	3.0
C = 70-79	2.0
F = 69 and below	

### GPA

Student's Grade Point Averages shall be computed on a 4.0 scale as well as numerically. Only the courses in the following areas shall be used to compute GPA for H.O.P.E. eligibility. The courses are: English, Math, Science, Social Studies & Foreign Language

A second, cumulative GPA, will be calculated utilizing all courses taken for high school credit in determining local class rankings and honor graduate status. Both GPA's, H.O.P.E. and cumulative, will be listed on the permanent record and transcripts.

### WEIGHTING OF GRADES

Advanced placement (AP) classes shall have points added to the final yearly grade for each AP course successfully completed for grades 9 – 11, while seniors will have their points added at the end of the third nine-weeks (mid-term grades for Dual Enrollment students will be used) of their senior year, with a passing score as follows: Ten (10) points on a 100 point scale with a maximum grade of 100.

As noted above, there will be 2 GPAs, one submitted to the Georgia Student Finance Commission, which per SB 340, beginning May 1, 2011, cannot have any weighted grades submitted. Only actual grades may be submitted. The other, local GPA will be used for calculating local honors and class rankings. Example: AP Calculus, final grade 81,  $3.0 (81 + 10 = 91 \text{ or } 3.0 + .4 = 3.4)$ .



**For students entering the ninth grade during the 2017-2018 school term and subsequent years ONLY:**

Dual Enrollment (DE) classes shall have .5 points added to the final yearly grade for each DE course successfully completed for grades 9-11, while seniors will have their points added at the end of the first semester as follows: Five (5) points on a 100 point scale with a maximum grade of 100. As noted above, there will be 2 GPAs, one submitted to the Georgia Student Finance Commission, which per SB 340, beginning May 1, 2011, cannot have any weighted grades submitted. Only actual grades may be submitted. The other, local GPA will be used for calculating local honors and class rankings. Example: English 1101, final grade 81 ( $81 + 5 = 86$ ).

The numeric 81 would be used for GSFC calculations, while the 86 would be used for the local rankings and honors calculation.

**Beginning with the 2018-2019 school term**, students who complete an Honors or Accelerated class shall have .5 points added to their final yearly grade. Five (5) points will be added to a 100 point scale with a maximum grade of 100. As noted above, there will be 2 GPAs, one submitted to the Georgia Student Finance Commission, which is per SB 340 beginning May 1, 2011, cannot have any weighted grades submitted. Only actual grades may be submitted. The other local GPA will be used for calculating local honors and class rankings. Example: Honors Biology, final grade 81 ( $81 + 5 = 86$ ).

**HONOR GRADUATE ELIGIBILITY BASED ON THE CCGPS – NUMERIC AVERAGES (NO GRADES ARE ROUNDED)**

<u>Overall GPA</u>	<u>Recognition</u>
90 - 92.999	Honor Graduate
93 - 96.999	Principal's Honors
97 - 100 & Above	Superintendent's Honors

**VALEDICTORIAN AND SALUTATORIAN**

Valedictorian and Salutatorian shall be determined by their numeric average. The student with the highest numeric average shall be chosen as the Valedictorian. The student with the second highest numeric average shall be chosen as the Salutatorian. Numeric averages will be rounded to the thousandths place value. Students who were enrolled as a student in good standing at Seminole Middle/High School for their entire Junior (11th grade) and Senior (12th grade) years will be eligible to become Valedictorian or Salutatorian. However, a student who moves into the Seminole County School System after his or her Sophomore (10th grade) year and has not taken any courses on site at Seminole Middle/High School will not be eligible to become Valedictorian or Salutatorian.

**CLASS RANKING**

Class ranking shall be determined by numeric averages.

**GRADE POINT AVERAGE**

Grade point averages will be figured on an individual basis as needed.

## **CARNEGIE UNITS**

A Carnegie Unit is the national standard used by SCHS to track student progress toward graduation. Students meeting two criteria earn Carnegie Units. First, the student must earn a grade of 70 or higher on the required work. Second, the student must attend class the required number of hours for instruction.

Students are required to earn a minimum of 23 Carnegie Units to meet graduation requirements and must be in good standing with the school (no disciplinary or financial measures pending) to be permitted to march in the graduation exercise.

## **AWARDING UNITS OF CREDIT**

- Students shall be awarded credit only for courses that include concepts and skills based on the state-adopted curriculum for grades 9-12 approved by the State Board of Education (SBOE) in accordance with the provisions for each program or course described in the State Board Rule(s) and State Department Guidelines.

- The Board shall award units of credit for middle school courses that are based on the state-adopted curriculum for grades 9-12.

- The superintendent or designee is authorized to establish procedures whereby a student may earn course credit by demonstrating subject area competency without regard to the amount of instructional time the student spends in the course. Students and parents shall be advised of such opportunities through the student handbook and/or advisement materials.

- An eligible student may earn course credit by “testing out,” which means scoring at the “Distinguished Learner” level on a state End of Course Assessment (EOC) prior to taking the course. Students attempting to test-out must have parent permission and their parents shall be informed of potential costs prior to the EOC administration. The cost of EOC administration of students who attempt to test out shall be prepaid. Students who do not score at the Distinguished Learner level shall forfeit their prepayment, while students whose score is Distinguished Learner will have their prepayment refunded. Course credit earned through testing-out shall be reported in the same way as credit earned through course completion. A student’s numerical grade for a course in which the student tests out shall be determined by converting the student’s EOC scale score to a prorated numerical score using the state EOC conversion scale for that subject. Students eligibility criteria for earning credit by EOC “testing-out” and information regarding grade assignment and collection of any associated fees shall be included in the student handbook and/or advisement materials.

## **GRADING REPORTING**

Report Cards are issued four times during the course of the school year at the end of each nine-week grading period. Printed mid-term reports (progress reports) will be issued four times a year. Please check the school calendar at the back of this handbook for the dates these reports will be issued. Parents and students are encouraged to maintain close contact with the teachers regarding academic progress. Conferences are strongly encouraged when the student is not performing up to expectations or has earned a failing grade on a mid-term or report card.

Mid-term progress reports are to be signed by the parent or guardian and returned to that course teacher. Nine-week grade report cards are to be signed by the parent or guardian and returned to the homeroom teacher each time they are issued.

## TEST SCHEDULE

### Semester 1

A grade will be given at the end of the first nine weeks based on the student's grade average for the nine-week period. A grade will be given at the end of the second nine-weeks based on the student's grade average for the second nine week period. A semester test will be given during the last three days of the first eighteen weeks. Each nine-week period will count as 40% of the semester grade and the semester test will count as 20%.

1st nine weeks grade average	= 40%
2nd nine weeks grade average	= 40%
Semester exam	= 20%

### Semester 2

Grades will be determined for Semester 2 just as they were determined for Semester 1. A student must pass both semesters before he/she can receive a Carnegie Unit for the class.

End-of-Course will be given and test scores will be calculated at 20% of the student's second semester grade in all classes requiring EOC administrations as determined by the Georgia Board of Education.

### SEMESTER EXAM EXEMPTION POLICY

Students in grades 6-12 will be eligible for semester exam exemption after meeting established criteria. Established criteria must be met for each class where semester exam is to be exempted. Students must have:

- 90 or above average and no more than 3 days absent, or
- 80-89 and no more than 2 days absent, or
- 70-79 and perfect attendance

Absences will include excused and unexcused days. Absences where the student is representing the school will not be considered (i.e., field trip, athletic event, club sponsored meeting and/or competition, etc.) Absences which are due to the death of an immediate family member will not be considered.

- No outstanding assignments. All work must be completed before time of testing.
- No outstanding fines (books, media center, etc.)
- No time spent in ISS, OSS, AFTERSCHOOL DETENTION, or ALTERNATIVE SCHOOL.

**NOTE:** Any student eligible for exemption may choose to take the semester exam. Exemption forms will be distributed by the teachers and must be signed by a parent or guardian. **Students will not be exempted from required EOCs.**

## HONOR ROLL

The Seminole County Board of Education believes in honoring students who strive for excellence. Students will be recognized for their achievement by being placed on the honor roll at the end of each nine-week period, at the end of each semester, and at the end of the year. The student must achieve the following averages in each course to be so honored:

Principal's Scholars: 95-100

A Honor Roll: 90-100

A-B Honor Roll: 80-100

## PROMOTION POLICY

A student will be promoted in grades 6, 7, & 8 if he/she passed five subjects for the year. Per State School Law, eighth grade students must pass the End of Grade tests (EOG) in both reading and mathematics to be promoted to the ninth grade.

### All students entering grade 9 from 2008–2009 and subsequent years:

#### HIGH SCHOOL

To tenth grade - 6 credits

To eleventh grade - 11 credits

To the twelfth grade - 17 credits

## GENERAL INFORMATION

1. **LOCKER RENTAL:** Rental fee is \$5.00. Lockers are not to be shared. Since lockers are school property, they are subject to search by school officials.
2. **HALL PASSES:** Spaces are provided at the back of this handbook. Keep it with you at all times so teachers can sign if you leave class. Students are assigned to six class periods each day. Unless a hall pass is secured from the classroom teacher, then the student is expected to be in his/her assigned class. **It is the responsibility of the student to secure a pass.**
3. **STUDENT PARKING:** Student parking on campus is allowed if the vehicle is registered at the school and is parked in a numbered space **WITH THE PERMIT DISPLAYED.** Keep in mind that the student parking areas are on school property and vehicles parked on campus are subject to search. Parking permits

allow students to park in their assigned parking place with the assigned number painted on it in the parking lot. After completion of a registration form, providing evidence of a driver's license, auto tag number and insurance, a student can obtain parking privilege for an annual fee of \$10.00. Permits can be obtained from the receptionist in the main office.

**After students have arrived on campus, they may not leave without permission and checking out through the main office.** When leaving campus, the north exit road should be used. Students should be careful not to interfere with buses arriving and leaving campus. Careful driving is very important to maintaining campus-parking privileges. **After arriving on campus, students may not sit in parked cars. Loud music is not permitted when arriving on or leaving school campus.**

4. **CELL PHONE AND ELECTRONIC DEVICE POLICY:** Students may bring phones and personal tablets to school. Students riding the school bus to and/or from school must have all electronic devices and cell phones turned off and out of sight so that they do not interfere with the operation of the school bus, (O.C.G.A 20-2-751.5).

Cell phones may be used outside of the building prior to 8:10 am and after 3:00 pm. Cell phones and other electronic devices **MUST BE TURNED OFF AND OUT OF SIGHT** during the school day. The teacher has permission to take the item and turn it in to the office. Parents may pick up the item after 3:30 pm on the day the item is confiscated, or anytime thereafter. Seminole County Middle/High School is **NOT** responsible for any of the items brought to school by the students. Administrators will not conduct classroom/area searches for missing items.

**CELL PHONE AND ELECTRONIC DEVICE POLICY CONSEQUENCES:**

1st Offense: Warning/Parent Contact

2nd Offense: Phone taken and parent must pick up  
and 1 day ISS

3rd Offense: Phone taken and parent must pick up  
and 1 day ISS

4th Offense: Loss of phone privileges for remainder of the year

5. **PROHIBITED ITEMS:** The following items are not allowed on campus or on the bus by any student. **Playing cards, radios, tape or CD players, ipods, mp3 players, DVD players, electronic beepers,**

**or any other communication devices, pillows, blankets, mirrors, flash cameras or any other lights or reflective devices, laser pointers/pens, tobacco or tobacco products, vapor, cigarettes, illegal drugs, weapons, and alcohol. These items are also not allowed at off-campus functions. Use or possession of these items will result in disciplinary action.**

7. **EATING:** Eating in classes or hallways is not permitted. Eating is permitted in the lunchroom or picnic area only. Parents who bring lunch to their children, should deliver to the main office only.
8. **FOOD AND LIQUIDS:** If you are discovered with these items at any time other than getting it in your locker for lunch or taking it to lunch, it will be confiscated.
9. **LUNCH PROCEDURE:** Lunchtime depends on the assigned time of a student's fourth period teacher. Students should exit/return via the end (outside) doorways of each hall and enter the lunchroom from the gym lobby entrance. Food and drink are not allowed in the classrooms.
10. **TRIPS:** Students on trips are expected to abide by all school rules and to represent Seminole County Middle/High School in a positive manner. On overnight trips boys and girls should not visit in each other's rooms after curfew. Chaperones should visually check all student rooms periodically before and after curfew. Activities should be planned for free time to keep groups of students together with chaperones.
11. **RUNNING:** Running in the hall is a safety violation. Violators will be referred to the office for discipline.
12. **MIDDLE SCHOOL AND HIGH SCHOOL STUDENTS ARE NOT TO CO-MINGLE NOR SOCIALIZE AT ANY POINT DURING THE DAY ON CAMPUS TO INCLUDE BREAKFAST AND LUNCH.**
13. **DRESS CODE:** Appropriate dress is a mark of good taste. Students are expected to wear clothing that is neat, clean and fitted to life in the classroom. School authorities have no intention of dictating the quality of specific types of clothing to be worn by students; however, common sense values should govern the consideration of dress.

**RULES WILL BE STRICTLY ENFORCED.** Dress code rules are to be read to students by each teacher on the first day of school. This will serve as the warning for students as will the student handbook.

**Dress Code Regulations:** Halter-tops, tube tops, strapless garments, crop tops, midriffs, tank tops, see-through and backless shirts and spaghetti-strap tops are not permitted. Sleeveless tops and dresses should be at least 2” wide and cover the majority of the shoulder area with no other straps visible. Sleeveless shirts may not be worn by male students. All clothing should be non-revealing in the chest area and midriff area whether standing or sitting.

Shirts for males may be worn untucked if they have a straight hem (t-shirt, polo, etc.) and are no longer than 3” below the belt. Shirts with tails must be tucked in at all times. Backs should be covered from the neck to the waist.

Clothing with holes in inappropriate areas or areas that prevent the garment from meeting guidelines for shorts and skirts is prohibited. Although leggings may be worn under pants with holes in the legs, holes in inappropriate places will be considered a dress code violation. Patches are required for holes above 3” of the top of the kneecap if not wearing leggings. Athletic shorts including nylon type and spandex shorts of any length are not permitted. Sweat pants or wind pants are not permitted. Water shorts/swim shorts are not allowed.

Dress, skirt, and shorts (male and female) hemlines should be within 3” of the top of the kneecap when worn properly at the waist and when standing upright. A 3” maximum is allowed above the knee for splits in skirts and dresses. Pants (not leggings) considered skin-tight must be loosely covered to mid-thigh with top.

Leggings must be covered with loose clothing (shirt/skirt/dress /shorts) within 3” of the top of the kneecap.

Pants, jeans, shorts, dresses, and skirts are to be worn properly at the waist and meet appropriate requirements.

Proper undergarments must be worn at all times and should not be visible.

Sleep attire including sleep pants, pajamas and bedroom shoes/slippers are not allowed.

Hats, caps, bandanas, and head coverings are not appropriate attire for school. These items must not be worn in the building. Sunglasses may not be worn in the building. Students violating this policy may have them taken up by teachers or administration and are subject to disciplinary action.

Chains (wallet, extended key chains, etc.) and dog collars are not allowed. Trench coats and body length coats are not allowed.

Proper shoes must be worn at all times.

**THE PRINCIPAL RESERVES THE RIGHT TO REVIEW ANY**

## **AND ALL POLICY MATTERS ON A CASE BY CASE BASIS.**

**Body piercing:** No mouth/tongue jewelry will be worn during school. Nose piercing is allowed for small studs only-- nose rings will not be allowed. Any nose jewelry considered distracting is prohibited and will be determined by administration. Body piercing jewelry below the neck will be allowed as long as it is concealed with clothing at all times.

Decals, slogans, or “sayings” on clothes that are rude, vulgar, advertise alcohol or alcoholic beverages, picture or promote illegal drugs, or are racially or sexually offensive or reference illegal or immoral behavior are not allowed. The responsibility of interpreting and enforcing this section of the dress code shall rest solely with school administrators and the superintendents of schools.

In determining whether any student dress is racially or sexually offensive, school administrators shall apply the following criteria:

1. The student’s purpose in wearing the clothing;
2. The symbol or wording on the clothing in the context of all other words or symbols or images on the clothing;
3. The reaction of other students to the clothing;
4. Whether the clothing materially interferes with the work of the school or impinges upon the rights of other students.

If any student disagrees with the determination made by an assistant principal as to whether a particular item of clothing is racially or sexually offensive or is not offensive, the student may appeal that decision to the principal. If the initial decision was made by the principal, the student may appeal to the superintendent. In order to make such an appeal, the student shall describe, in writing, the clothing that is alleged to be offensive or not offensive and shall discuss why the clothing is offensive or is not offensive in the opinion of the student, using the four criteria listed in the above paragraph. The dress code shall not be applicable to students while attending extracurricular activities as a spectator. Participants in extracurricular activities shall be subject to any and all rules and regulations that may be imposed by the sponsor or coach of the extracurricular activity, but the basic principles of the dress code will be maintained and applied to participants in extracurricular activities.

When a teacher sends a student for discipline, the issue will be addressed as the teacher has written it on the form. The student will receive discipline for the infraction.

Any item that is a safety concern or disruptive to the learning environment will be handled appropriately. If a student’s appearance is considered disruptive to the educational process, the principal or designee will administer consequences.



## **CONSEQUENCES FOR DRESS CODE VIOLATIONS:**

In all instances a change of clothing will be required. If clothing is not available, student will spend remainder of day in ISS.

1st Offense: Change of clothes/Warning/Parent Contact

2nd Offense: Change of clothes/2 days detention

3rd Offense: Change of clothes/3 days detention

Subsequent Offenses: ISS assignment

## **TARDY POLICY**

(To School or Class)

Students are considered tardy when they arrive at school or class after the tardy bell. Teachers should record the tardy in the computer. After the fourth tardy, the student will be called to the Assistant Principal's office for a conference.

## **CONSEQUENCES FOR EXCESSIVE TARDIES**

The progressive punishment will be as follows:

4th tardy - detention, corporal punishment, or work assignment

5th tardy - 1 day detention

6th tardy - 2 days detention

7th & 8th - 1 day ISS

9th or more - ISS/OSS

## **BEHAVIOR**

As stated earlier in this handbook, students are expected to abide by all school rules and to represent SCM/HS in a positive manner. When the choices a student makes result in a violation of school rules, board policy and/or the legal system, consequences will apply.

Each classroom teacher will deal with general disruption by taking disciplinary action in the classroom. Making telephone calls to the parent, giving teacher detention, mailing letters, scheduling conferences with parents and/or involving school counselors will be utilized. However, when these actions fail to correct the disruption or if a severe infraction occurs, teachers will refer a student to the principal or his designee.

After an investigation involving all parties, an administrator will take appropriate action and will record the activity in the student's school record. If misconduct occurs on a bus or at a bus stop, the principal or designee has the authority to deny the privilege of riding a school bus. In all cases, parents will be notified by mail and may also be contacted by telephone. Students and their parent(s) should plan for transportation from school if consequence is given requiring a student's presence at school beyond the regular school day.

Please refer to the Seminole County School System's Student Code of Conduct.

## **FIGHTING POLICY**

Any student in grades 6-12 fighting at school, adjacent to school, on the school bus or at the school bus stop for whatever reason, will be transported by the school resource officer to their parent or legal guardian for the remainder of the day. Upon returning to school, student will serve 3 days of In-School Suspension.

Student may, depending upon circumstances, receive conflict resolution counseling from the school counselor.

Subsequent offenses of fighting, *cumulative throughout grades 6-12*, will be handled as other Type II offenses and the student will be held by the sheriff until they are picked up by the parent. ***The appropriate legal complaint will be filed with the sheriff's office and the department of juvenile justice.***

Students will be deemed fighting if they are actively engaged in physical combat with other students or staff. Students who are clearly attacked without provocation and do not engage in offensive combat in return will not be charged with fighting.

***The principal reserves the right to file appropriate legal complaint with the sheriff's office on the first offense when conditions warrant such actions.***

## EXTRACURRICULAR ACTIVITIES

Participation in extracurricular opportunities offered at SCM/HS will bring many rewarding experiences and memories. Students are encouraged to select an area of interest to devote some time to after classes have ended.

Principal's Advisory Council: This student government organization is comprised of elected members of each grade. PAC sponsors special activities, promotes school spirit and brings student concerns to the attention of teachers and administrators.

Athletics: Seminole County High School athletics consists of baseball, basketball, football, golf, tennis, softball, and cross country. Sponsors: All Coaches

Band: Instrumental music aptitude is developed. After-school practices are necessary before and during football season. The band performs at school concerts, pep rallies, football games, parades and other community activities. Sponsor: Dallas Burke

Brigham-Smith National Honor Society: Membership is comprised of college preparatory students in grades 10-12 who maintain a 90% average in core courses (language arts, social studies, science, math and foreign language). A faculty council that evaluates each student's scholarship, character, leadership ability and service to school and community selects inductees. Sponsor: Amy Trawick

Chorus: SCHS students are given the opportunity to participate in performing chorus or musical theater. Students participate in music festivals, local performances and various civic functions. Sponsor: Mary Beth Burke

FBLA: Future Business Leaders of America is a national organization consisting of high school students currently or formerly enrolled in business courses. FBLA teaches about business and the world of work. Sponsors: Kim Orrick and Kathryn Trawick

FCCLA: A national organization for students in Family and Consumer Science classes that teaches about FACS and leadership through competitive events and local activities. Sponsor: Jennifer Hodges

FFA: FFA is a national organization comprised of students of agriculture. FFA teaches about agriculture, leadership and agribusiness. Sponsors: Dusty Smith and Holly Garcia

Literary: Students participate in areas such as dramatic interpretation, extemporaneous speaking, debate, one-act play, essay, and spelling as well as vocal trio, quartet, and solo. Sponsor: Mary Beth Burke

Rambeau-Drake National Junior Honor Society is open to all 6th through 9th graders who are in a college preparatory course of study and maintain a 90% overall grade point semester average. A five-member faculty council votes to determine whether each potential member deserves the honor of membership based upon the potential member is service, character, citizenship and leadership abilities. Sponsor: Amy Trawick

Science Club: Students interested in developing science and related skills. Participation and preparation for Science Olympiad, Science Bowl, and extended research on science projects are encouraged. Sponsor: Marilyn Fowler

Spanish Club: Former and present students enrolled in Spanish may participate in this club. Objectives are to promote linguistic skills and cultural awareness. Sponsor: Maria Kenyon

Seminole Arrows: The purpose of the Seminole Arrows club is to create, maintain and extend through the home, school and community high standards of Christian character. Sponsors: Stacey Riley and Julia Rutledge



## NATIONAL JUNIOR HONOR SOCIETY SELECTION PROCESS

Membership in the National Junior Honor Society is both an honor and a responsibility. Students may not apply for membership in the NJHS. Membership is granted only to those students selected by the faculty council.

Students selected for membership will be expected to continue to demonstrate the qualities of scholarship, service, leadership, character, and citizenship. The qualities are based upon the requirements set by the National Council and are adhered to by the Rambeau-Drake National Junior Honor Society chapter.

### SCHOLARSHIP GUIDELINES

The student who meets the scholarship requirement:

- Is a sixth, seventh or eighth grader who has a 90 percent cumulative academic average at the end of his/her previous year. Classes included in cumulative academic average are: Language arts, mathematics, social studies, and science.

The leadership criterion is considered highly important for membership selection. The faculty council looks at the leadership roles of potential members in both the school and community.

### LEADERSHIP GUIDELINES

The student who exercises leadership:

- Is resourceful in proposing new problems, applying principles and is making suggestions.
- Demonstrates leadership in promoting school activities.
- Exercises influence on peers in upholding school ideas.
- Contributes ideas that improve the civic life of the school.
- Is able to delegate responsibilities.
- Exemplifies positive attitudes.
- Inspires positive behavior in others.
- Demonstrates academic initiative.
- Successfully holds school offices or positions of responsibility, conducts business efficiently and effectively, and without prodding.
- Demonstrates reliability and dependability.
- Demonstrates leadership in the classroom at work and in school or community activities.
- Is thoroughly dependable in any responsibility accepted.

The criterion of service is often defined in terms of value of contributions. Common questions are: What contribution has this candidate made to school, classmates, and community? What is the student's attitude toward service?

### SERVICE GUIDELINES

The student who demonstrates service:

- Is willing to uphold scholarship and maintain a loyal school attitude.
- Participates in some outside activity: Girl Scouts, Boy Scouts, church groups, volunteer services for the aged, poor, or disadvantaged, family duties.
- Volunteers dependable and well-organized assistance; is gladly available and willing to sacrifice to offer assistance.
- Works well with others and is willing to take on difficult or inconspicuous responsibilities.
- Cheerfully and enthusiastically renders any requested service to the school.
- Is willing to represent the class or school in inter-class and interscholastic competition.
- Does committee and staff work uncomplainingly.
- Shows courtesy by assisting visitors, teachers and students.

The faculty council considers the positive as well as the negative aspects of the character of candidates.

### CHARACTER GUIDELINES

The student of character:

- Takes criticism willingly and accepts recommendations graciously.
- Consistently exemplifies desirable qualities of behavior (cheerfulness, friendliness, poise, and stability).
- Upholds principles of morality and ethics.
- Cooperates by complying with school regulations concerning property, programs, office, halls, etc.
- Demonstrates the highest standards of honesty and reliability.
- Shows courtesy, concern, and respect for others.
- Observes instructions and rules, punctuality, and faithfulness both inside and outside of the classroom.
- Has powers of concentration and sustained attention as shown by perseverance and application to studies.
- Manifests truthfulness in acknowledging obedience to rules, avoiding cheating in written work, and showing unwillingness to profit by the mistakes of others.
- Actively helps to rid the school of bad influences or environment.
- Maintains integrity outside of school.

### CITIZENSHIP GUIDELINES

The student who demonstrates citizenship:

- Understands the importance of civic involvement.
- Has a high regard for freedom, justice, and respect of the American form of government.
- Demonstrates mature participation and responsibility through involvement with such activities as scouting, community organizations, and school clubs.

## NATIONAL HONOR SOCIETY SELECTION PROCESS

Membership in the National Honor Society is both an honor and a responsibility. Students may not apply for membership in the National Honor Society. Membership is granted only to those students selected by the faculty council after careful consideration of submitted student information and cumulative grade average.

Students selected for membership will be expected to demonstrate the qualities of scholarship, service, leadership, and character. The qualities are based upon the requirements set forth by the National Council and are adhered to by the Brigham-Smith National Honor Society chapter. Selected members shall continue to demonstrate these qualities throughout membership.

### SCHOLARSHIP GUIDELINES

The student who meets the scholarship requirements:

- Is a college preparatory student.
- Is a student who has a 90 percent cumulative average at the end of his/her ninth or tenth grade year. Classes included in cumulative average are: English, mathematics, social studies, science, and foreign language. Students meeting requirements are reviewed for eligibility at the end of 9th and 10th grades for initial selection.

### LEADERSHIP GUIDELINES

The student who exercises leadership:

- Is resourceful in proposing new problems, applying principles and in making suggestions.
- Demonstrates leadership in promoting school activities.
- Exercises influence on peers in upholding school ideas.
- Contributes ideas that improve the civic life of the school.
- Exemplifies positive attitudes.
- Inspires positive behavior in others.
- Demonstrates academic initiative.
- Successfully holds school offices or positions of responsibility, conducts business efficiently and effectively, and without products, demonstrates reliability and dependability.
- Demonstrates leadership in the classroom, at work, and in school or community activities.
- Is thoroughly dependable in any responsibility accepted.

### SERVICE GUIDELINES

The student who demonstrates service:

- Is willing to uphold scholarship and maintain a loyal school attitude.
- Participates in some outside activity: Girl Scouts, Boy Scouts, church groups, volunteer services for the aged, poor, or disadvantaged, family duties.
- Volunteers dependable and well-organized assistance; is gladly available and willing to sacrifice and offer assistance.
- Works well with others and is willing to take on difficult or inconspicuous responsibilities.
- Cheerfully and enthusiastically renders any requested service to the the school.
- Is willing to represent the class or school in inter-class and interscholastic competition.
- Does committee and staff work uncomplainingly.
- Shows courtesy by assisting visitors, teachers, and students.

### CHARACTER GUIDELINES

The student of character:

- Takes criticism willingly and accepts recommendations graciously.
- Consistently exemplifies desirable qualities of behavior (cheerfulness, friendliness, poise, and stability).
- Upholds principles of morality and ethics.
- Cooperates by complying with school regulations concerning property, programs, office, halls, etc.
- Demonstrates the highest standards of honesty and reliability.
- Shows courtesy, concern and respect for others.
- Observes instructions and rules, punctuality, and faithfulness both inside and outside the classroom.
- Manifest truthfulness in acknowledging obedience to rules, avoiding cheating in written work, and showing unwillingness to profit by the mistakes of others.
- Actively helps to rid the school of bad influences or environment.
- Maintains integrity outside of school.

## MEDICATION

The administration of medication by the school nurse shall be permitted during the school day if it is not possible for the parent, guardian or some other person authorized by the parent or guardian to administer the medication. In the event medication must be administered to a student during school hours, the guidelines set forth below should be followed.

1. Students shall bring prescription and over-the-counter medication to school only when it is necessary for the student to take medication during school hours.
2. All medication must be taken to the school nurse's office as soon as the student arrives on the campus in the morning.
3. Prescribed medication must
  - Be in the original container
  - Have the name of the patient
  - Have the name of the prescribing physician
  - Have the name of the pharmacy filling the prescription
  - Have the dosage.
4. Over-the-counter medication must
  - Be in the original container
  - Have the student's name written on it, and
  - Have the note of permission from the parent or guardian.
5. The school nurse will not dispense any medications that the student has not already started at home.
6. The school nurse administering the medication shall be responsible for maintaining a record of when a student takes his/her medication.
7. Medications will be stored in a locked enclosure in the school nurse's office.
8. Parents must notify the school nurse of any changes in the dispensing of medication if contrary to prescription instructions.
9. Any student not complying with the possession part of this policy shall be subject to disciplinary action in accordance with the Code of Conduct.
10. No over-the-counter or prescription medications are to be sold, conveyed or transferred to another individual. Violation of this part of the policy will be considered a violation of the school system's drug policy.
11. Students shall not go to the nurse unless he/she has a note from the teacher to whom they are assigned.
12. Epinephrine Pen Administration

It is the purpose of this policy to set out in summary form the provisions for authorizing school staff to store and administer an epi-pen or for a student to carry and self-administer prescription auto-injectable epinephrine (epi-pen). In order for the school to store prescription epi-pens for the students who are unable to self-administer because of age or any other reason, the parent must provide 1) a licensed physician's statement with administration details; and 2) a written parental release for the school nurse or other school personnel to consult with the physician regarding any questions that may arise concerning the medication and that releases the school district and its employees from civil liability. School personnel are authorized to administer an epi-pen, if available, to a student upon an actual or perceived anaphylactic shock (allergic) reaction, regardless of whether the student has a prescription for that medication. Any school employee who in good faith administers or chooses to administer an epi-pen to a student in such situations is immune from civil liability. Training shall be provided to school employees on how to recognize the symptoms of anaphylactic shock and how to correctly administer epi-pens by the school nurse or other medical professional each year during pre-planning. In order for a student to carry and self-administer an epi-pen, the student's parent shall provide a written statement from a physician and release to consult with the physician, as well as releasing school and school system and employees from liability for the use or misuse of the

epi-pen by the student. The pen is to be used only on and by said student as prescribed by the physician as a provision required by SB 8 to protect the safety of all students from misuse or abuse.

13. **Diabetes Management Plan**

Beginning with the 2012-13 school year, local boards are required by the state of Georgia to implement House Bill 879 – Development of a Diabetes Management Plan for school children. The plan will be developed by the student’s doctor and will set forth health services needed by the student at school and is signed by the parent/guardian. The State Department of Education, with input from the Georgia Association of School Nurses, will develop guidelines for training school personnel in the care of students with diabetes. Each local board will provide training yearly and as needed for all staff members, including bus drivers and lunchroom workers. The local school nurse must coordinate the training and provide follow-up training and supervision. If authorized by his or her management plan and requested by the parent, the student must be allowed to manage his/her own condition and carry the necessary supplies and equipment at all times.

14. **Levalbuterol Sulfate**

Employees of Seminole County Board of Education also are authorized to administer levalbuterol sulfate, if available, to a student in perceived respiratory distress, regardless of whether the student has a prescription for levalbuterol sulfate. Any school employee who in good faith administers or chooses not to administer such medication to a student in such circumstances shall be immune from civil liability

## **BULLYING**

The Seminole County Board of Education believes that all students can learn better in a safe school environment. Behavior that infringes on the safety of students will not be tolerated. Bullying, as the term is defined in Georgia law, of a student by another student is strictly prohibited. Such prohibition shall be included in the Student Code of Conduct for all schools within the school system.

Bullying is defined as follows: An act that is:

1. Any willful attempt or threat to inflict injury on another person, when accompanied by an apparent present ability to do so;
2. Any intentional display of force such as would give the victim reason to fear or expect immediate bodily harm; or
3. Any intentional written, verbal, or physical act, which a reasonable person would perceive as being intended to threaten, harass, or intimidate, that:
  - a. Causes another person substantial physical harm within the meaning of Code Section 16-5-23.1 or visible bodily harm as such term is defined in Code Section 16-5-23.1;
  - b. Has the effect of substantially interfering with a student's education;
  - c. Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
  - d. Has the effect of substantially disrupting the orderly operation of the school.

The term applies to acts which occur on school property, on school vehicles, at designated school bus stops, or at school related functions or activities or by use of data or software that is



accessed through a computer, computer system, computer network, or other electronic technology of a local school system. The term also applies to acts of cyberbullying which occur through the use of electronic communication, whether or not electronic act originated on school property or with school equipment, if the electronic communication (1) is directed specifically at students or school personnel, (2) is maliciously intended for the purpose of threatening the safety of those specified or substantially disrupting the orderly operation of the school, and (3) creates a reasonable fear of harm to the students' or school personnel's person or property or has a high likelihood of succeeding in that purpose. Electronic communication includes, but is not limited to, any transfer of signs, signals, writings, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system.

Procedures may be developed at each school encouraging a teacher or other school employee, student, parent, guardian, or other person who has control or charge of a student, either anonymously or in the person's name, at the person's option, to report or otherwise provide information on bullying activity. Any teacher or other school employee who, in the exercise of his or her personal judgment and discretion, believes he or she has reliable information that would lead a reasonable person to suspect that someone is a target of bullying is encouraged to immediately report it to the school principal. Any report will be appropriately investigated by the administration based on the nature of the complaint in a timely manner to determine whether bullying has occurred, whether there are other procedures related to illegal harassment or discrimination that should be implemented and what other steps should be taken. Any report of retaliation for reporting bullying will also be investigated and addressed as called for in this policy and in accordance with school procedures.

Acts of bullying shall be punished by a range of consequences through the progressive discipline process, as stated in the Code of Conduct. However, upon a finding by the disciplinary hearing officer, panel or tribunal that a student in grades 6-12 has committed the offense of bullying for the third time in a school year, the student shall be assigned to an alternative school.

Upon a finding by a school administrator that a student has committed an act of bullying or is a victim of bullying, the administrator or designee shall notify the parent, guardian, or other person having control or charge of the student by telephone call or through written notice, which may be done electronically.

Students and parents will be notified of the prohibition against bullying and the penalties for violating the prohibition by posting information at each school and by including such information in the student/parent handbooks.

## **HARASSMENT**

It is the policy of the Seminole County School District to prohibit any act of harassment of students by other students or employees based upon race, color, sex, national origin, or disability at all times while at school or at any school event or activity, including extracurricular activities. Any such act by a student or employee shall result in prompt and appropriate discipline, which could include the possible termination of employment or expulsion of the student.

Prohibited harassment may include conduct or speech which is physical, verbal, graphic or written, based on race, color, national origin, sex or disability that is sufficiently severe, pervasive or persistent to as to interfere with or limit the ability of a student to participate in or benefit from the services, activities or privileges provided by the school. Harassment can take many forms and it is not possible to itemize every aspect of the harassment forbidden by this policy.

Any student, parent or other individual who believes that a student has been subjected to harassment or discrimination by other students or employees of the School District as prohibited by this policy should promptly report the same to the principal of the school or to the appropriate coordinator designated in policy JAA, who will implement the Board's discriminatory complaints procedures as specified in that policy. Students may also report harassment or discrimination to their school counselor or any administrator. Students and employees will not be subjected to retaliation for reporting such harassment or discrimination. If at any point in the investigation of reported harassment of a student, the coordinator or designee determines that the reported harassment should more properly be termed abuse under state law, the reported incident or situation shall be referred pursuant to the established protocol for child abuse investigation.

Employees should promptly report harassment forbidden by this policy. All supervisors will instruct their subordinates as to the content of this policy and, through appropriate professional learning activities, enlighten employees as to the varied forms or expression of prohibited harassment. The principals of all schools shall ensure that students and parents are informed through student handbooks and verbally that such harassment is strictly forbidden, how it is to be reported and the consequences for violating this policy.

# Seminole County Schools - Code of Student Conduct

## INTRODUCTION

The Seminole County Board of Education believes that for students to be able to receive effective, quality instruction schools must be safe, orderly, friendly and business-like. This Code of Student Conduct was developed to help students, parents and school personnel understand what behavior is expected in our schools and to explain the consequences for violating the rules.

## DUE PROCESS

Due process will include the appropriate hearings and reviews, and in all cases the rights of individuals will be ensured and protected.

“Students in school, as well as out, are persons under the Constitution. They are possessed of fundamental rights which the State must respect, just as they themselves must respect their obligation to the State.”

(United States Supreme Court)

## ROLES OF THE PARENTS, STUDENTS, SCHOOLS AND SCHOOL PERSONNEL

For schools to provide the most effective educational program parents, students and school personnel must develop a cooperative relationship. This will require:

Parents/Guardians who:

- promote the development of cooperative, courteous attitudes in their children;
- keep in touch with the school concerning all phases of their children’s progress;
- see that children are regular in attendance and that any absence or tardiness is promptly explained;
- provide materials and resources needed to complete class work;
- help their children to be healthy, clean and neat;

- talk with school officials about special conditions which affect their children or other children in the school;
- discuss progress reports, report cards and work assignments with their children;
- are responsible for providing current, correct addresses, phone numbers and emergency contacts to the school office;
- attend scheduled parent-teacher conferences;
- see that students who do not ride the bus arrive at school at the appropriate time and leave immediately when dismissed;
- work with school personnel to achieve appropriate behavior for their children.

Students who:

- are present and punctual to all classes daily;
- come to class with appropriate supplies;
- respect the person and property of others;
- are clean, neat and appropriately dressed;
- conduct themselves in a safe, responsible and courteous manner;
- refrain from the use of profanity and inflammatory remarks;
- are responsible for their own work; show a positive, cooperative attitude toward the school and school personnel;

- are familiar with the local school handbook and follow its rules.

Schools that:

- show respect for all students;
- provide courses of study which meet the educational needs of students;
- use effective discipline techniques based upon fair and impartial treatment;
- cooperate with community agencies;
- make parents feel welcome, needed and appreciated;
- are clean, neat, safe and comfortable;
- promote a spirit of warmth and cooperation among staff and with students;
- seek to involve students in appropriate policy decisions;
- provide steps in grievance procedures;
- are sensitive to the special needs of students.

School personnel who:

- are punctual and regular in attendance to school and assignments;
- come prepared to perform their duties with appropriate materials;
- refrain from the use of profanity and inflammatory statements;
- respect the person and property of others;
- are clean, neat and appropriately dressed;
- conduct themselves in a safe, responsible and courteous manner;
- follow rules and regulations of the school and the Seminole County Board of Education;
- are approachable and available to students and parents;
- seek changes through proper channels;
- continually update professional knowledge and skills;
- show a positive, cooperative attitude toward students and the school.

## **JURISDICTION OF THE SCHOOL BOARD**

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Students shall be under the jurisdiction of the school from the time they arrive at school each day until they leave the school campus in the afternoon. In cases where students ride a school-owned bus they shall be under the jurisdiction of the school from the time they board the bus until the students exit the bus in the afternoon. Students shall be under the jurisdiction of the school while attending any school-sponsored activity either at school or away from school. This shall apply to all students including athletic teams, pep clubs, band and other student organizations.

Jurisdictional control over students may be extended to the immediate vicinity of the school and the bus stop if the conduct of the student(s) appears to have a harmful effect on the health, safety or welfare of others.

## **ATTENDANCE**

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Georgia Law requires all children between the ages of six and sixteen to attend school. The Seminole County Board of Education believes that regular attendance is necessary for successful completion of course requirements. Administrators and teachers will make reasonable efforts to encourage attendance by students and inform parents when there are attendance problems. The final responsibility, however, rests with each student and his/her parent.

## **STUDENT RESPONSIBILITIES**

- to attend all classes daily and on time, to provide appropriate documentation for all absences
- to request, complete and turn in on time all make up work given for

excused absences within a reasonable period of time

### **STUDENT RIGHTS**

- to be informed of and oriented to attendance policies and procedures
- to appeal decisions pertaining to absences
- to be given make up work and a reasonable length of time for completing and turning it in

### **GUIDANCE SERVICES**

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Schools have the responsibility to provide a guidance/counseling program appropriate to the age of the students and to make relevant information available to students.

### **STUDENT RESPONSIBILITIES**

- to use guidance services for their education and personal improvement
- to cooperate with guidance personnel and schedule appointments in advance unless an emergency exists

### **STUDENT RIGHTS**

- to be informed of services available at the school
- to have access to individual and group guidance

### **FREE SPEECH AND EXPRESSION**

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In a democratic society, one of the basic purposes of education is to prepare students to express themselves in a responsible manner. Self-expression is guaranteed under the 1st and 14th Amendments of the Constitution of the United States.

### **STUDENT RESPONSIBILITIES**

- to respect the rights, beliefs, and opinions of others
- disagree in a manner that does not interrupt the educational process
- to act in a way which upholds the dignity of all people
- to plan, seek approval for and conduct activities which fit the educational objectives of the school

### **STUDENT RIGHTS**

- to express written or verbal views in a manner which is not obscene, profane, slanderous or libelous
- to identify with American ideals expressed in the Constitution of the United States
- to refrain from any activities which violate personal religious beliefs or practices

### **GRADES**

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A grade in a subject should be the teacher's objective evaluation of the student's academic achievement in the class. Academic grades will not be used as a way of keeping order in the classroom, nor should a student's behavior be used in determining grades.

### **STUDENT RESPONSIBILITIES**

- to become informed of the way grades are determined in each class
- to perform equal to ability and try to improve when notice is given of unsatisfactory work

### **STUDENT RIGHTS**

- to be oriented to a teacher's method of grading at the beginning of the course
- to receive regular progress reports

## **PRIVACY AND PROPERTY RIGHTS**

Federal and state laws provide students with a reasonable expectation of privacy along with freedom from unreasonable search and seizure of property. However, these guarantees are not unlimited and must be balanced by the school's responsibility to protect the health, safety and welfare of all students.

## **STUDENT RESPONSIBILITIES**

- to attend school and activities without bringing anything prohibited by law or school board policy or that will interfere with the educational process
- to respect the property and rights of others and to refrain from damage or destruction of it

## **STUDENT RIGHTS**

- to have personal possessions kept unless appropriate school personnel have reasonable cause to believe the law or school board policy is being violated
- to attend school in a place where personal property is respected

## **STUDENT RECORDS**

Student records should contain relevant, accurate and appropriate information needed for making educational decisions. These records are to be treated confidentially.

## **RESPONSIBILITIES OF STUDENTS AND PARENTS/ GUARDIANS**

- to give the school any information that may be useful in making appropriate educational decisions

- to authorize release of information to appropriate agencies when it is within federal, state and local agencies

## **STUDENT RIGHTS**

- to review and challenge information contained in records relating directly to the student
- to be assured of protection from illegal release of personal identifiable information to unauthorized sources

## **STUDENT ORGANIZATIONS**

Student governments can be effective in training students for involvement in the democratic process. School personnel have the responsibility to see that these organizations provide for positive student involvement.

## **STUDENT RESPONSIBILITIES**

- to become informed on policies and rules concerning the actions of students
- to conduct campaigns in a way that respects the dignity of all
- to elect student officers and representatives who are aware of the school needs and will work continuously toward meeting those needs
- to regularly attend appropriate meetings and exhibit proper conduct

## **STUDENT RIGHTS**

- to have access to board policies and school rules
- to run for a school office without regard to race, sex, creed or political beliefs
- to form approved student organizations within the school under the supervision of a faculty advisor
- to attend meetings when they are

scheduled, provided they have the principal's\* approval

*\*(Principal may mean an assistant principal or other professional designated by the principal as his/her representative. This applies anywhere the word principal is used in this Code of Student Conduct.)*

## **STUDENT PUBLICATIONS**

One of the functions of schools is to provide ways through which students may express themselves and participate in exchanging ideas. Official student publications should include viewpoints representative of all the students. Final approval rests with the principal.

## **STUDENT RESPONSIBILITIES**

- to refrain from publishing obscene, libelous and offensive materials;
- to seek full information on topics to be published;
- to observe rules of good journalism under the guidance of a faculty member

## **STUDENT RIGHTS**

- to participate in the development of publications which are part of the curriculum and under the supervision of a faculty member

## **STUDENT GRIEVANCES**

The Seminole County Board of Education believes that students have a right to express their concerns to school personnel. Therefore, students shall be guaranteed the opportunity to present their grievance in an orderly manner with the assurance that their concerns will be reviewed. The process must be as follows:

1. Student(s) should request an appointment with the principal.
2. The appointment must be at a time that will not interfere with regularly scheduled classes or activities.
3. The principal will, with the help of appropriate school personnel, make an honest effort to resolve the problem.
4. If the principal is unable to settle the matter, the concern may be sent to the superintendent of schools.

## **FORMAL DISCIPLINARY ACTION AND PROCEDURES**

### **IN-SCHOOL SUSPENSION**

In-school suspension occurs when a student is removed from the regular classroom activities but is not dismissed from the school. The principal has the authority to assign students to in-school suspension to be served on consecutive days for a reasonable and specified period of time. Should assigned consecutive days coincide with required testing dates, assigned days shall be altered accordingly. Principals and their staffs have the responsibility of determining the particulars of the program in their respective schools.

### **WRITING ASSIGNMENTS**

If writing assignments are used as a consequence for violation of school rules, they will be used as a tool for teaching and learning. For example, a principal may require a student to write a plan for correcting his/her behavior or to write an essay on classroom conduct. In no case should repetitive sentence writing be assigned as punishment for misbehavior.

## **WORK ASSIGNMENT**

The principal has the authority to assign supervised activities related to maintenance of school facilities as a disciplinary action. Such activities should be related to the offense and for a reasonable and specified length of time. In addition, these assignments must be appropriate to the age, size and physical condition of the student. Parents/guardians will be notified prior to the student's work time and are responsible for transporting the student.

## **SCHOOL BUS SUSPENSION**

The principal has the authority to deny a student the privilege of riding a school bus based on the student's violations of the rules. The suspension shall be for a reasonable and specific period of time. When such action is taken, the parent shall be responsible for the student's transportation. In extreme cases, bus privileges may be revoked.

The behaviors discussed below will not be tolerated on school property, which includes the school bus per O.C.G.A. § 20-2-751.5, .4, and .6. Students shall be prohibited from acts of physical violence and bullying towards anyone to include students or any school employee, physical assault or battery of other persons on the bus, verbal assault of other persons or school employees on the bus, disrespectful conduct toward the bus driver or other persons on the bus or other unruly behavior. Students shall be prohibited from using any electronic devices during the operation of a bus, including but not limited to cell phones, pagers, radios, tape or compact disc players, or any other electronic device in a manner that might interfere with the school bus communications equipment or the school bus driver's

operation of the bus. Students shall be prohibited from using mirrors, lasers, flash cameras, or any other lights or reflective devices in a manner that might interfere with the school bus driver's operation of the school bus.

## **PHYSICAL RESTRAINT**

When it is necessary to maintain order the principal has the authority to use reasonable force to restrain a student from hurting or attempting to hurt himself or others. Law enforcement officers may be called to enforce this action if necessary.

## **CORPORAL PUNISHMENT**

If corporal punishment is required, it shall be administered with extreme care, tact and caution, and then only by the principal or his designee in the presence of another professional school employee. At no time shall corporal punishment be administered in the presence of another student. The student will be given the reason for the punishment prior to its administration. In cases where a student protests innocence or ignorance, he/she shall be given an opportunity to explain that side of the situation.

## **SUSPENSION**

Suspension is defined as the temporary exclusion of a student by the principal from physical presence on the school grounds for reasons of serious misconduct as defined by the board of education. School principals have the authority to suspend a student and the suspension will follow procedures outlined in policy.



## **ALTERNATIVE LEARNING CENTER**

The Alternative Learning Center provides for continuing the education of students no longer permitted in the regular school program. The principal may place a student in the ALC by following due process procedures.

## **EXPULSION**

Expulsion is the removal by the board of education of a student's right to attend school in a school under the management of the board of education. Expulsion is for misconduct beyond the school board's resources for correction.

## **FIGHTING**

Any student in grades 6-12 fighting at school, adjacent to school, on the school bus or at the bus stop for whatever reason, will be placed in in-school suspension for three days and an appropriate legal complaint filed with the sheriff's department. The students will be held by the sheriff until they are picked up by the parents. Sub-sequent offenses will be handled as other Type II offenses, but in each case the legal action will be taken. Students will be deemed fighting if they are actively engaged in physical combat with other students or staff. Students who are clearly attacked without provocation and do not engage in offensive combat in return will not be charged with fighting.

## **COMPUTER AND INTERNET ACCEPTABLE USE POLICY**

The Seminole County School System recognizes that computers are used to support learning and enhance instruction. Our goal in providing this service to students and employees is to promote academic excellence in the Seminole County Schools by

facilitating resource sharing, accessing outside information and research, and encouraging technological innovation and worldwide communication that will help launch the schools into the information age. It is a general policy that all computers are to be used in a responsible, efficient, ethical, and legal manner. The Seminole County Board of Education declares misuse, unethical, and unacceptable behavior as just cause for taking disciplinary action (including restitution), revoking network access privileges, and/or initiating legal action.

## **CLASSIFICATIONS OF VIOLATIONS**

Each classroom teacher will deal with general student disruption by taking disciplinary action in the classroom, by making telephone calls to parents when possible, mailing letters, by scheduling conferences with parents and/or by involving school counselors. Only when such action taken by the teacher is ineffective or when the disruption is severe should students be referred to the principal. Failure to bring notebooks, pencils, books or other necessary materials to class, failure to turn in homework, or failure to participate in class are not reasons to refer a student to the principal. However, defiance of a teacher in regard to these areas is cause for disciplinary referral.

Violations of the Code of Student Conduct are grouped into three (3) classes: Minor, Class I; Intermediate, Class II; and Major, Class III.

Before determining the classification of a violation, the principal will consult with the student(s) involved and with the appropriate school personnel. Once the classification is made, the principal will implement the disciplinary procedure.

## **COMPLICITY**

A student is answerable for the behavior of another and is therefore in violation of the Code of Student Conduct if:

1. he/she causes or persuades another to commit the violation;
2. he/she aids or encourages another to commit the offense;
3. he/she deliberately withholds information that could prevent or remedy the situation.

## **“SCHOOL SAFETY ACT - 1997”**

The Superior Court must provide within 30 days written notice to the superintendents of a child 13-17 years of age convicted of certain offenses over which the court has exclusive jurisdiction. The courts must report in writing to the school superintendent any felony conviction of a person at least 17 years of age, including the specific criminal offense for which the defendant was convicted. Following this report the administration must inform all teachers to whom the student is assigned. This law provides and the Seminole County Board of Education will exercise the right to refuse to admit or readmit a student suspended or expelled for being convicted of, being adjudicated to have committed, being indicted for, or having information filed for the commission of any felony or delinquent act which would be a felony if committed by an adult. Parents or students may request a hearing.

## **WEAPONS**

It is the policy of the Board of Education that a student shall not possess, use, handle or transmit any object that reasonably can be considered a weapon on property or in a building owned or leased by a school district, at a school function,

or on a bus or other transportation provided by the school district.

Weapons may include, but are not limited to:

- Any handgun, firearm, rifle, shotgun or similar weapon; any explosive compound or incendiary device; or, any other dangerous weapon as defined in O.C.G.A. § 16-11-121, including a rocket launcher, bazooka, recoilless rifle, mortar, or hand grenade.

- Any hazardous object, including any dirk, bowie knife, switchblade knife, ballistic knife, any other knife having a blade of two or more inches, straight-edge razor, razor blade, spring stick, knuckles, whether made from metal, thermoplastic, wood, or other similar material, blackjack, any bat, club, or other bludgeon-type weapon, or any flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely, which may be known as a nun chahka, nun chuck, nunchaku, shuriken, or fighting chain, or any disc, of whatever configuration, having at least two points or pointed blades which is designed to be thrown or propelled and which may be known as a throwing star or oriental dart, or any instrument of like kind, any nonlethal air gun, and any stun gun or taser. Such term shall not include any of these instruments used for classroom work authorized by the teacher.

Students who possess any weapon described in paragraph 1 in violation of this policy will be subject to a minimum of a one calendar year expulsion. The Superintendent shall have the authority either

before or after the student is referred for a tribunal hearing to reduce the mandated one year expulsion under circumstances where the one year expulsion appears excessive to the superintendent. The tribunal shall also have the authority to modify such expulsion requirement on a case-by-case basis in determining the appropriate punishment. Finally, in any tribunal decision appealed to the board of education, the board may reduce the mandated punishment but shall consider whether the superintendent and/or tribunal considered a reduction and any rationale in denying such a reduction.

Students who possess other weapons or hazardous objects as described in paragraph 2 will be subject to discipline as specified in the student code of conduct.

### **REPORTING REQUIREMENTS**

All employees must report violations of this policy to the principal or assistant principal of the school. If the principal has reasonable cause to believe that a report is valid, he/she must immediately make an oral report to the Superintendent and to the appropriate law enforcement authority and district attorney.

The student's parents or guardian will be notified immediately of his/her child's involvement in any activity involving weapons.

Students will be given a copy of the Code of Conduct, which includes a statement of prohibited conduct with regard to weapons and possible disciplinary actions.

### **INCARCERATION**

Incarcerated students shall be withdrawn from enrollment and required to "re-enroll" upon return. A parent or legal guardian must accompany students who are returning from incarceration.

### **OFF-CAMPUS BEHAVIOR OF STUDENTS**

Any offense which could result in the student being criminally charged with a felony and which makes the student's continued presence at school a potential danger will result in a suspension AND/OR expulsion to be determined by the principal and/or superintendent. This suspension will be based on the student's continued presence at school being a potential danger to persons or property at the school or which disrupts the educational process (per O.C.G.A. § 20-2-751.4, .5, and .6).

### **RETURN FROM DEPARTMENT OF YOUTH SERVICES**

Any student (6-12) who returns to school from any detention facility will receive counseling and an individual learning program in the Alternative Center. This program will be designed to assist in the transition of the student and will not be punitive in nature. If criminal activity occurred on campus the terms of the punishment will determine the length and terms of the placement in alternative school and may lead to expulsion.

## **HABITUAL VIOLATIONS**

Violations will be considered habitual after the third offense within the same Class. When it is determined that a violation must be treated as habitual, the disciplinary actions listed in the next higher Class for subsequent offenses will be used. The habitual violations concept will apply to Class I and Class II offenses. Habitual violators may be placed in the alternative school after the fourth offense in each Class I and II.

## **MULTIPLE VIOLATIONS**

Multiple violations in the same Class during one incident will be considered more serious than a single violation and may be transferred to a higher Class for disciplinary action.

## **MINOR OFFENSES-CLASS I**

1.01 Excessive distraction of students: Any behavior or device which disrupts the orderly educational process. Examples: Talking excessively, provoking other students, interrupting class functions, unauthorized use of tape players/radios, etc.

1.02 Minor intimidation of a student: The intentional, unlawful threat by word or act to do harm to another student which creates a well-founded fear in the student that such harm is likely.

1.03 Participation in games of chance (gambling) for money and/ or other things of value.

1.04 Excessive tardiness - Repeatedly reporting late to school or class (refer to tardy policy in school handbook).

1.05 Non-directed use of profane or obscene language.

1.06 **Non-conformity to dress code** (refer to school handbook)  
\*Progressive disciplinary procedures will be as follows: 1st Offense: Change of clothes/ Warning/Parent Contact; 2nd Offense: Change of clothes/ 2 days detention; 3rd Offense: Change of clothes/3 days detention; Subsequent Offenses: ISS assignment; In all instances a change of clothing will be required. If clothing is not available, student will spend remainder of day in ISS.

1.07 Minor disruption on a school bus.

1.08 Inappropriate public display of affection including, but not limited to, hugging and kissing.

1.09 Intentionally providing false information to or withholding information from a school board employee including, but not limited to, forgery of parents' names and concealment of information directly related to school business.

1.10 Continued refusal to complete class assignments.

1.11 Repeated failure to follow instructions. Examples: failure to get parent's signature on papers, failure to obey directions in hallways, failure to carry notes home, etc.

1.12 Unauthorized use of school or personal property.

1.13 Littering of school property.

1.14 Continued disregard of student parking rules.

1.15 Unwarranted touching of other students.

1.16 Any other violation which the principal may determine to fall within this category.

1.17 Use of chewing gum.

1.18 Students are not allowed to break the lunch line.

1st Offense: Return to the end of the line. 2nd Offense: 1 Day ISS

## **DISCIPLINARY ACTIONS - CLASS I - MINOR OFFENSES**

### **SECONDARY (6-12)**

#### **FIRST CLASS I OFFENSE**

Conference with student and parental contact when warranted.

Note: Special circumstances may call for disciplinary action as listed under subsequent offenses.

#### **SUBSEQUENT OFFENSES**

Disciplinary options, depending on circumstances are: parental contact and/or conference, completion of written assignments, after-school detention, corporal punishment, or work assignments. Suspension or recommendation to the Alternative Learning Center may be used at the discretion of the principal.

## **INTERMEDIATE OFFENSES - CLASS II**

2.01 Defiance of authority. Any verbal or non-verbal refusal to comply with reasonable orders or directions from school personnel.

2.02 Possession and/or use of tobacco products. Having or using tobacco products on the school premises or in any school-sponsored activity.

2.03 Assault and/or threat by act or word to do violence to a school board employee.

2.04 Battery on students. Intentionally touching, striking or causing bodily harm to another student.

2.05 Fighting. Any physical conflict between two or more students.

NOTE: If bodily harm is inflicted, the principal may view it as a Class III-Major Offense.

2.06 Stealing, Larceny, Petty Theft. Intentional, unlawful taking or carrying away of public or personal property valued at Less than \$100.

2.07 Property damage less than \$100 to public OR personal property.

2.08 Possession of stolen property with the knowledge that it is stolen.

2.09 Threats - Extortion. Maliciously threatening, verbally or in writing, to injure the person, property or reputation of another with the intent to extort money or gain any advantage whatsoever; and/or intentionally attempting to force the threatened person or any other person to do an act against his/her will.

NOTE: Completion of the extortion, either by the victim's giving in or by the threats being carried out against the victim makes 2.09 a Class III-Major Offense.

2.10 Trespassing  
Willfully entering or remaining in/on property without proper authorization; or having authorization but has been warned by a person in authority to leave but refuses to do so.

2.11 Possession and/or igniting fireworks

2.12 Obscene manifestations (verbal, written or gesture) toward another person

2.13 Directing profane or “obscene” language toward a school board employee or disrespectful conduct toward a school board employee.

2.14 Skipping Class\* - All students are expected to be in their assigned classes each day. All students out of class without permission and a note will be subject to the following:

1st Offense: 1 Day ISS or 1 Day OSS

2nd Offense: 3 Days ISS

3rd Offense: 5 Days ISS

4th Offense & more: OSS

All offenses will involve parent notification.

2.15 Intentionally disrupting school/parent communication. Example: Changing grades, signing notes to be allowed to check out of school, etc.

2.16 Illegal organization.

2.17 Inciting or participating in student disorder or malicious mischief (See 3.16 for Major Offenses).

2.18 Chewing Gum (See 1.17).

2.19 Inappropriate use of computers or other technology equipment which results in access of prohibited information, wastes computer time, delays access of other students or creates minor problems with information management.

2.20 Any other violation which the principal may determine to belong in this category.

2.21 Bullying.

2.22 Electronic pagers, cell phones, communication devices, etc.\*

Board of Education policy forbids the use of pocket pagers or electronic communication devices by students on school property, school buses or at school sponsored activities.

Students violating this policy are subject to the Board’s policy on Alternative School placement.

A student for health reasons or other unusual reasons approved by the Board may be exempt from the policy.

A student requiring the use of such a device shall have on file in the principal's office a statement from a licensed physician certifying that such a device is necessary for the health of the student.

Consequences of cell phone and electronic device violations:

1st Offense: Warning/Parent Contact;

2nd Offense: phone taken and parent must pick up and 2 days after school detention;

3rd Offense: phone taken and parent must pick up and 3 days after school detention;

4th Offense: Loss of phone privileges for remainder of the year

These devices may not be returned.

2.23 Section 504.

2.24 Skipping School\* - Students are expected to remain at school from the time they arrive on campus until the final bell at 3:00 p.m. Once on campus, students are not to leave unless properly checked out with permission.

1st Offense: 3 Days ISS or 3 Days OSS and Parent Notification

2nd Offense: 5 Days ISS and Parent Notification

3rd Offense: 5 Days ISS and possible referral to juvenile authorities

4th Offense & more: OSS

## **DISCIPLINARY ACTIONS - CLASS II - INTERMEDIATE OFFENSES**

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### **SECONDARY (6-12)**

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#### **FIRST CLASS II OFFENSE**

Disciplinary options offered at the administrator's discretion are: In-school suspension and/or work assignment before or after school, corporal punishment, and/or suspension from school one (1) to three (3) school days, depending on circumstances and/or prior offenses.

#### **SUBSEQUENT CLASS II OFFENSES**

Suspension for three (3) to five (5) school days. NOTE: Special circumstances may result in a recommendation for expulsion. If this occurs, the expulsion procedures in this book will be followed.

#### **MAJOR OFFENSES - CLASS III**

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3.01 Drugs.\* The unauthorized possession, transfer, use, or sale of drugs, drug paraphernalia, alcoholic beverages or counterfeit drugs.

3.02 Arson. The malicious and willful burning of or attempting to burn property.

3.03 Assault upon a school board employee. The unlawful and intentional touching or striking of a school board employee.

3.04 Robbery. The taking of money or property from another by force, violence, assault or the instilling of fear.

3.05 Stealing. The deliberate, unlawful taking or carrying away of

property valued at \$100 or more belonging to or in the lawful possession of another.

3.06 Gambling. The intentional, unlawful participation in gambling activities involving amounts over \$100.

3.07 Burglary of school property. Entering or remaining in a structure or conveyance with the intent to commit an offense when the premises are closed to the public.

3.08 Criminal mischief. Willful and malicious injury or damage of \$200 or more to public or private property.

3.09 Possession of firearms/weapons.\* Any instrument or object carried with the intent to be armed including, but not limited to, any firearm designed to expel a projectile by the action of an explosive; the frame or receiver of any such device; any firearm muffler or silencer; any destructive device.#

3.10 Discharging any pistol, rifle, shotgun, air gun or any other device.\*

3.11 Possession of weapons.\* Any instrument or object carried that can be a weapon to include any length knife or other bladed instrument.#

3.12 Bomb threats.\* Any such communication regarding school board property which causes the interruption of the educational environment.

3.13 Explosives.\* Preparing, possessing or igniting on school board property explosive substances likely to cause serious bodily injury or property damage.

### 3.14 Sexual Acts:

1. Acts of a sexual nature including, but not limited to, intercourse, battery, rape or attempted rape.

2. Indecent exposure.

3. Any form of sexual harassment whether written or verbal.

### 3.15 Aggravated Battery.\*

Intentionally causing great bodily harm, disability or permanent disfigurement by use of a weapon.

3.16 Inciting or participating in student disorder. Leading, encouraging or assisting in major disturbances which result in destruction/ damage to property and/or injury to others during any school-sponsored activity.

3.17 Distributing, producing or selling school records such as report cards, grade sheets, etc.

3.18 Improper use of computers that create a loss of records, damage to equipment, damage to software or disruption to the operations of the system or network.

3.19 Activating fire alarms with malicious intent.

3.20 Any other offense which the principal determines to fall within this category.

3.21 If a school board employee is assaulted unintentionally by a student during a disturbance, the student will be assigned a minimum of 30 days in alternative school.

# Final determination as to when an object is a weapon on campus rests with the principal.

## **DISCIPLINARY ACTIONS - CLASS III - MAJOR OFFENSES**

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### **ALL STUDENTS**

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Suspension and/or recommendation from the principal for expulsion as outlined in the Administrative Procedures for Suspension and Expulsion in this book. The principal shall consult with law enforcement officials on all Class III violations.

*Those infractions marked with an asterisk (\*) are considered to be so serious that only in unusual and unique circumstances would expulsion not be considered.*

## **ADMINISTRATIVE PROCEDURES FOR THE SUSPENSION OF STUDENTS**

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### **AUTHORITY:**

The school principal has the authority to suspend students from school.

### **NOTIFICATION:**

Prior to suspension:

1. Students will be made aware of the charge(s) against them;
2. Students will be given an opportunity to respond;
3. Reasonable efforts will be made to contact parents/guardians;
4. Parents/guardians will be notified of further action that will take place.

Immediate suspension is justified when the student's continued presence is a threat to themselves or others, endangers school property, or seriously disrupts the orderly educational process. Principals have the authority to call law



enforcement officers to remove uncooperative students. When this is necessary, parents/ guardians will be notified by telephone if at all possible.

### **LENGTH:**

1. The principal has the authority to suspend for up to ten (10) days.
2. If an incident causes the principal to make a recommendation for expulsion, the suspension shall be for an indefinite length and shall remain in effect until action is taken on the expulsion recommendation. (See Administrative Procedures for Expulsion of Students section in this book.)
3. Students on suspension but not referred to the superintendent's office, must comply with the full length of the suspension unless the principal approves an alternative.

### **TERMS:**

1. During the period of suspension, students cannot attend school functions nor enter school property for any reason during the school day.
2. Suspended students may not participate in extra-curricular activities.
3. Suspended students may attend public events.
4. Students suspended from school may not enter property of any Seminole County public school.
5. When students are suspended, their teachers will be notified concerning the date and length of suspension. Teachers will follow local school policy regarding make-up work for days missed on suspension.

### **RE-ADMISSION:**

Before students return from suspension a conference **MUST** be held with the principal. The conference must include parents/guardians unless otherwise approved by the principal.

Readmission slips to return to class will be given by the principal.

## **ADMINISTRATIVE PROCEDURES FOR EXPULSION OF STUDENTS**

### **NOTIFICATION BY PRINCIPAL:**

Immediately following an incident which may result in recommendation for expulsion, the principal is authorized to suspend the student indefinitely pending a tribunal hearing for expulsion.

Whenever a principal refers a student discipline matter to the superintendent, the superintendent shall send a letter by certified or regular mail or by hand delivering to the student and his/her parents or guardians containing a statement of the time, place and nature of the hearing, a short and plain statement of the matters asserted and charges against the student, including names of any witnesses who may be called to testify at the hearing, a statement setting forth the right of the student to present evidence, cross-examine witnesses and be represented by legal counsel.

The school principal shall be responsible for presenting evidence in support of the charges against the student and all parties shall be

afforded an opportunity to present and respond to evidence and to examine and cross-examine witnesses on any and all issues. The hearing tribunal shall have made a verbatim electronic or written record of the hearing. This record shall be available to all parties but the cost of transcribing such record shall be born by the party requesting the transcript.

The hearing tribunal shall render a decision finding whether the student committed the offense and, if so, the appropriate punishment. The decision of the hearing tribunal shall be based solely on the evidence received at the hearing, including any evidence presented by either party relevant to the appropriate punishment to be imposed. The hearing tribunal shall render a decision in writing within ten days of the close of the record and shall furnish a copy of the decision to the student, his/her parents or legal guardians, the principal and the superintendent. The decision of the hearing tribunal shall be final and shall constitute the decision of the board of education unless either party should appeal the decision to the board of education.

The decision of the hearing tribunal may be appealed to the board of education by filing with the superintendent a written notice of appeal within twenty days from the date the decision is rendered. Such notice of appeal shall set forth the decision of the hearing tribunal and the basis of the appeal. Any decision of the hearing tribunal not appealed in this manner shall be final. The superintendent may suspend the

disciplinary action imposed by the hearing tribunal pending the outcome of the appeal.

The board of education shall review the record of the hearing before the hearing tribunal, the decision of the hearing tribunal and the notice of appeal and shall render its decision in writing within ten days from the date it receives the notice of appeal. The decision of the board of education shall be based solely on the record before the hearing tribunal, and the board shall not consider any other evidence in ruling on the appeal. The board may find the facts to be different than those found by the hearing tribunal, and the board may change the punishment. The decision of the board of education shall be final.

## **ADMINISTRATIVE PROCEDURES FOR SUSPENSION AND EXPULSION OF DISABLED STUDENTS**

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When long term suspension and/or expulsion is considered, the Director of Special Education will be notified in writing. Notice will include the action pending and the reasons for such action.

The principal shall, within five (5) days, convene the Manifestation Determination Committee. The committee will determine if the alleged misconduct had a direct and significant relationship to the student's disability, If the MDC determines it does NOT, school administrators may follow the usual due process procedures outlined in this book, keeping in mind that the educational process cannot be completely stopped for students covered under I.D.E.A.

If the MDC determines that the behavior in question DOES have a direct and significant relationship to the student's disability and if the student is not a threat to himself/herself or others, the committee will consider changing the IEP to address the inappropriate behavior. Such changes could include a more restrictive environment.

If a change in placement is recommended but unacceptable to the parents/guardians, the student must remain in the present educational placement until the matter is resolved either administratively or judicially. However, if the principal believes the student is a threat to the safety of himself/ herself or others, the superintendent may request injunctive relief from the court for temporary removal from the present educational placement until the matter is settled.

## **ADDITIONAL POLICIES**

### **STUDENT DROP-OUTS**

Students who leave school during any given semester and who do not enroll in another school cannot return to the regular school program during the same semester without official permission from the superintendent.

### **DRUG ABUSE**

The Seminole County Public Schools intend to comply and cooperate fully with Laws regarding illegal drug use and drug abuse.

When prescription drugs are required at school for medical reasons, students shall present them to the office and follow local school procedures.

### **DRESS CODE**

It is expected that teachers, administrators and students dress in such a manner that will insure the health and safety of all school personnel. The dress and personal appearance will not be disruptive nor interfere with the educational process. Specific dress standards can be found in each local school handbook. The building principal shall have the right and responsibility to determine whether or not dress is appropriate.

### **SEARCH AND SEIZURE**

Desks, lockers and other equipment belonging to the school district while assigned to students for their use, may be entered and searched whenever school officials have reasonable suspicion\* that some contraband material may be inside. If such items are found, the items may be impounded by school officials and a receipt will be given the student.

When possible, students will be contacted before a search is made and the desk or locker will be opened in their presence. If the student cannot be contacted, a witness from the professional staff shall be present during the inspection.

The preceding search and seizure statements shall also apply to automobiles and/or any other vehicle on school property.

### **SEARCH OF A STUDENT'S PERSON**

A student may be searched when there is reasonable suspicion that he/she possesses weapons, illegal drugs, stolen property, or any other

prohibited items harmful to the student or to the welfare of the student body. Such searches are authorized under the following conditions:

- The action shall not be intended to embarrass, harass, or intimidate;
- Parents/guardians shall be notified that a search has been conducted;
- The search shall be under the supervision of the principal;
- The search shall be in private by a teacher or administrator of the same sex as the student;
- At least one witness of the same sex as the student will be present throughout;
- Students shall be given a receipt for any items impounded;
- The principal shall make and retain a written record that the search was conducted.
- Students who are placed in the Alternative School Program for possession of weapons or who are on probation with law enforcement officials may be searched, at random, by school officials.

## **INTERROGATION OF STUDENTS:**

No student shall be interrogated by any law enforcement authority on school property during school hours without the knowledge of the principal. All interrogations must be made under the following conditions:

- They must be conducted in private with the principal present;
- The parents/guardians must be contacted before any questioning begins;
- Other non-school persons may not interrogate students;

- Department of Family and Children Services personnel, as authorized by law, may question students without parental consent and without school personnel present;

- In cases where law enforcement official have an arrest or pick-up order, the student shall leave with the officers immediately with the knowledge of the principal and no interrogation of the student shall take place at the school.

*\*Reasonable suspicion is based on information from such sources as faculty members, support personnel, reliable students, law enforcement officers, visual evidence or any reasonable factors.*

**Effective Date: July 1, 1997**  
**Revised Date: June 12, 2006**

## **MIDDLE SCHOOL SUPPORT PROCESS**

Seminole County Middle School adheres to the Student Support Process concerning disciplinary action through the following measures:

1. Upon referral to the office for discipline reasons the student will receive a copy of the referral to take to the parent/guardian.
2. The parent/guardian will also receive notification of the referral by mail.
3. The parent/guardian may respond to this notification by a phone call or scheduling a conference at which time the referral will be discussed in regards to the student's behavior or conduct. This may include but not be limited to a student support team process, corporal punishment, ISS, OSS, guidance services offered by the middle school counselor, referrals may also be made to system agencies such as Seminole County Children and Youth, or possible referrals may be made involving other public/community agencies.

### **Seminole County Schools**

#### **Computer and Internet Acceptable Use Policy**

The Seminole County Board of Education mandates that all Seminole County School System computers and networks are to be used in a responsible, efficient, ethical, and legal manner. The Seminole County Board of Education declares misuse, unethical, and unacceptable behavior as just cause for taking disciplinary action (including restitution), revoking network access privileges, and/or initiating legal action.

#### **Internet Safety**

Internet access is available to students, teachers, administrators, and staff in the Seminole County Schools. The Seminole County School System has taken precautions to block and filter Internet access for both minors and adults to text or visual depictions that are obscene, child pornography, pornography, or controversial

materials, or, with respect to the use of computers by minors, harmful to minors. The online activities of minors will be monitored to prevent access to inappropriate matter on the Internet and World Wide Web. However, no blocking software will block all undesirable sites. The use of computers, networks, and the Internet must be in support of education and research that is consistent with the educational goals and policies of the Seminole County School System. Student use of Internet resources, electronic mail, chat rooms, and other forms of direct electronic communications must be under the direct supervision of a teacher, paraprofessional, and/or media specialist in the classroom, computer lab, or media center. Unauthorized access, including so-called “hacking,” and other unlawful activities are not permitted to include the circumvention of any and all firewalls.\* The use of electronic monitoring and supervision is designed to restrict minor’s access to materials harmful to minors. The unauthorized disclosure, use, and dissemination of personal information regarding minors is prohibited.

### **Guidelines for Computer and Internet Use**

- Non-educational games are allowed on the computer or the Internet only before the beginning bell and after the ending bell of each school day.
- Do **NOT** use vulgarities or inappropriate language on the computer or the Internet.
- Copyright laws must be followed. Plagiarism is prohibited.
- Students are **NOT** allowed to participate in chat rooms.
- Students are **NOT** to send or receive personal e-mail.
- Students are **NOT** to work on personal web pages at school.
- Do **NOT** download data or software.
- Do **NOT** give out your user name or password.
- Do **NOT** attempt to access another user’s user name or password.
- Do **NOT** attempt to access or change another user’s data and/or information.
- Do **NOT** attempt to access or change any computer settings, network settings, or network data.
- Do **NOT** attempt to access or change any school records and/or information.

\* Circumvention of firewalls are prohibited and will result in loss of your computer privileges and suspension from school.

- Students are **NOT** to bring software of any kind from home for use on any school computer. Student data disks may be accessed only on specified computers for assignments.
- **No user shall give out any personal information while using the Seminole County School’s computer resources.**
- **Vandalism will result in cancellation of privileges, disciplinary action, restitution, and/or school suspension.**

### **Seminole County School’s Web Site**

The official web site of the Seminole County School System is maintained by the technology specialists and a web committee consisting of volunteers for each school. The technology coordinator oversees the contents of the web site. From time to time student pictures and/or student work and projects may be published on the Seminole County School System’s web site. On the Seminole County Elementary School web site, group pictures of students may be displayed. Student work may be identified by the teacher or class. Students receiving special recognition may have pictures and names on the web site with parental permission. On the Seminole County Middle/High School web site, pictures and names may be used.

If a parent does not want a student’s name and/or picture to appear on the web site, that parent will submit in writing to the principal of the school a request that the student’s name and/or picture not be used on the school web site. The school web committee will be notified. Teachers and/or staff may request that their pictures and/or information not be displayed by submitting a request in writing to the principal.

### **Consequences of Violations**

Seminole County Schools use computer and network utilities which trace most activities on its computer systems and can, therefore, detect improper use. Computer misuse by students or employees will be dealt with according to school rules, student handbooks, and board policy.

Consequences of violations include, but are not limited to:

- Suspension of computer/network/Internet access;
- School suspension or expulsion; and
- Legal action and prosecution by the proper authorities.

## **Warranties**

The Seminole County School System has the right to restrict or terminate computer/network access at any time for any reason. The System further has the right to monitor network activity. The Seminole County School System makes no guarantees regarding the reliability of any materials accessed through the Internet. They are not liable for any loss of data while using the school's computers or Internet connection. Use for product advertisement, commercial activities, or political lobbying is prohibited. **The Seminole County School System reserves the right to examine all data stored in school computers, retrieved from the Internet, and/or sent or received through e-mail on school computers to make sure all users are in compliance with this policy.**

**Student and parent signatures are required on the permission form before a student can use the computers and/or the Internet in the Seminole County Schools. This permission form will be kept on file in the principal's office.**



## **COURSES OF STUDY**

### **HUMANITIES AND FINE ARTS**

**NINTH GRADE LITERATURE** - 1 unit - Required - Required of all ninth grade students. Integrates writing, grammar and usage, literature, speaking, listening, and critical thinking skills. Presents the writing process: planning, drafting, revising, editing, and proofing; the study of form in personal narratives, descriptions, and expository papers with emphasis on persuasive writing. Includes reading a variety of multicultural literature: short stories, novels, tales, poetry, mythology, drama, and nonfiction. Emphasizes oral and written response to literature, distinguishing characteristics of various genres, literary elements, and vocabulary study.

**TENTH GRADE LITERATURE** - 1 unit - Required - Required of all tenth grade students. Develops descriptive, personal narrative, expository, and persuasive writing skills and includes grammar, mechanics, and usage. Introduces a variety of authors and selections from world literature, poetry, short stories, novels, drama, and classical mythology. Engages students in the research process. Stresses vocabulary development and requires written literary analysis through discussion of the elements of literature. Develops thinking, organizing, interpersonal communication (both verbal and nonverbal), and use of analogies, metaphors and their application to writing.

**AMERICAN LITERATURE** - 1 unit - Required - Required of all eleventh grade students. Offers opportunities to improve reading, writing, speaking/listening, and critical thinking skills through the study of American literature. Includes a variety of literary genres and multicultural writers in a chronological or thematic pattern. Emphasizes developing control in expository writing (thesis support), moving toward precision in personal narrative, descriptive, and persuasive writing. Refines research skills. Integrates grammar, mechanics, and usage into the writing process.

**TWELFTH GRADE LITERATURE** - 1 unit - Required - Required of all twelfth grade students. Offers opportunities to improve reading, writing, speaking/listening, and critical thinking skills through the study of literary selections from British/English writers organized chronologically or thematically. Emphasizes developing control in expository writing (thesis support), moving toward precision in personal narrative, descriptive, and persuasive writing. Refines research skills. Integrates grammar, mechanics, and usage into the writing process.

**HONORS NINTH GRADE LITERATURE** - 1 unit - Required - The ninth grade honors course will focus on the same standards as the ninth grade literature and composition course but with additional focus on argument and literature analysis. Students in this course will be taught the basics of rhetoric and the foundations of literature analysis, while preparing for the Ninth Grade Georgia Milestones Assessment.

**HONORS TENTH GRADE LITERATURE** - 1 unit - Required - The tenth grade honors course will focus on the same standards as the tenth grade literature and composition course but with additional focus on argument and literature analysis, as well as mythology. Students in this course will be taught the power of rhetoric and the intricacies of literary analysis, along with the intertextuality of fiction and nonfiction.

**ADVANCED PLACEMENT LANGUAGE AND COMPOSITION** - 1 unit - Elective - Conforms to the College Board recommendations for the Advanced Placement Language and Composition Examination. Covers the study and application of advanced writing and the study of the English language. Stresses types of writing, rhetorical strategies, connotation, methods of delivery, tone, and syntax along with an advanced vocabulary study. Emphasizes critical thinking and evidence of critical thinking in composition. **HOPE RIGOR COURSE. All students enrolled in this course will be required to take the AP Exam in May.**

**ADVANCED PLACEMENT LITERATURE AND COMPOSITION** - 1 unit - Elective - Conforms to the College Board recommendations for the Advanced Placement Literature and Composition Examination. Covers the study and practice of writing and the study of literature. Stresses modes of discourse, assumptions underlying rhetorical strategies, connotation, metaphor, irony, syntax, and tone. Emphasizes writing critical analysis of literature and includes essays in exposition and argument, poetry, drama, prose fiction, and expository literature. **HOPE RIGOR COURSE. All students enrolled in this course will be required to take the AP Exam in May.**

**JOURNALISM** - 1 unit - Elective - Students participating in Journalism produce the INDIAN, the school yearbook. Special skills in art, photography, and creative writing are necessary. Students enrolling in this class must be willing to stay after school, work independently, and to see projects through to conclusion.

**DRAMA I, II, III, IV** - 1 unit - Elective - Is open to students who are entering grades 9 - 12 and are interested in the aspects of theatre whether it is acting on the stage or technical work behind the stage. Students will have the opportunity to participate in One-Act play as well as other school related theatrical experiences.

**SPANISH I** - 1 unit - Elective - Required for College Prep - Spanish I must be followed by Spanish II in order for credit to be given. Students will study vocabulary, grammar, translation and a reading interpretation of the language.

**SPANISH II** - 1 unit - Elective - Required for College Prep - A continuation of Spanish I, Spanish II emphasizes vocabulary, grammar, translation, reading interpretation of the language. **HOPE RIGOR COURSE.**

**CHORUS I, II, III, & IV** - 1 unit - Elective - An education in music and choral performance. Students are given an opportunity to perform individually and in small and large groups. Students compete in area, region, and state events.

**MARCHING/CONCERT BAND I, II, III, & IV** - 1 unit - Elective - This course is designed to educate students in the areas of instrumental music through performance. The marching band performs as entertainment at football games. The concert band performs through the community and school as well as concert festivals.

**ADVANCED PLACEMENT MUSIC THEORY** - 1 unit - Elective - Conforms to College Board topics for the Advanced Placement Music Theory Examination. Covers terminology and notational skills, writing skills, visual analysis and aural skills and advanced levels of understanding. **All students enrolled in this course will be required to take the AP Exam in May.**

## MATHEMATICS

**FOUNDATIONS OF ALGEBRA** - 1 unit - Foundations of Algebra will provide many opportunities to revisit and expand the understanding of foundational algebra concepts, will employ diagnostic means to offer focused interventions, and will incorporate varied instructional strategies

to prepare students for required high school courses. The course will emphasize both algebra and numeracy in a variety of contexts including number sense, proportional reasoning, quantitative reasoning with functions, and solving equations and inequalities. Students qualify for the class based upon standardized test results and the IKAN assessment results.

**GSE ALGEBRA I** - 1 unit - Required - Algebra I is the first course in a sequence of required high school mathematics courses designed to ensure career and college readiness. The focus of this course is on relationships between quantities and expressions, reasoning with linear equations and inequalities, modeling and analyzing quadratic functions, comparing and contrasting functions, and describing data.

**GSE ACCELERATED ALGEBRA I / GEOMETRY A** - 1 unit - Required - This is the first in a sequence of mathematics courses designed to ensure that students are prepared to take higher-level mathematics courses during their high school career, including Advanced Placement Calculus AB. The focus of this course is on the relationships between quantities and expressions, reasoning with linear equations and inequalities, modeling and analyzing quadratic, as well as, exponential functions, comparing and contrasting functions, describing data, transformations in the coordinate plane, similarity, congruence, and right triangle trigonometry.

**GSE GEOMETRY** - 1 unit - Required - This is the second course in a sequence of the high school mathematics courses designed to ensure career and college readiness. The focus of this course is similarity, congruence, right triangle trigonometry, circles, quadratic functions, geometric and algebraic connections and applications of probability. The course embodies a discrete study of geometry analyzed by means of algebraic operations with correlated probability/statistics applications and a bridge to the third course through algebraic topics.

**GSE ACCELERATED GEOMETRY B / ALGEBRA II** - 1 unit - Required - This is the second in a sequence of mathematics courses designed to ensure that students are prepared to take higher-level mathematics courses during their high school career, including Advanced Placement Calculus AB, Advanced Placement Calculus BC, and Advanced Placement Statistics. Students continue to work with geometry concepts as the work with circles and theorems related to them. The

students then move onto applying the geometric concepts they have previously learned in the coordinate plane in finding distances and writing equations of circles. They then build upon the probability concepts they learned in middle school. Students expand their repertoire of functions to include quadratic (with complex solutions), polynomial, rational, and radical functions. And, finally, students bring together all of their experience with functions to create models and solve contextual problems.

**GSE ALGEBRA II** - 1 unit - Required - This is the culminating course in a sequence of three high school courses designed to ensure career and college readiness. It is designed to prepare students for fourth course options relevant to their career pursuits. The students will apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include quadratic (with complex solutions), polynomial, rational, and radical functions. And, finally, students bring together all of their experience with functions to create models and solve contextual problems. **HOPE RIGOR COURSE.**

**GSE PRE-CALCULUS** - 1 unit - Required - Pre-Calculus focuses on standards to prepare students for a more intense study of mathematics. The critical areas organized in seven units delve deeper into content from previous courses. The study of circles and parabolas is extended to include other conics such as ellipses and hyperbolas. Trigonometric functions are further developed to include inverses, general triangles and identities. Matrices provide an organizational structure in which to represent and solve complex problems. Students expand the concepts of complex numbers and the coordinate plane to represent and operate upon vectors. Probability rounds out the course using counting methods, including their use in making and evaluating decisions. **HOPE RIGOR COURSE.**

**GSE ACCELERATED PRE-CALCULUS** - 1 unit - Required - Pre-Calculus focuses on standards to prepare students for a more intense study of mathematics. The critical areas organized in seven units delve deeper into content from previous courses. The study of circles and parabolas is extended to include other conics such as ellipses and hyperbolas. Trigonometric functions are further developed to include inverses, general triangles and identities. Matrices provide an organizational structure in which to represent and solve complex problems. Students expand the concepts of complex numbers and the coordinate plane to represent and

operate upon vectors. Probability rounds out the course using counting methods, including their use in making and evaluating decisions. The Mathematical Practice Standards apply throughout each course 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. **HOPE RIGOR COURSE.**

**ADVANCED PLACEMENT CALCULUS** - 1 unit - Elective - Follows the College Board syllabus for the Advanced Placement Calculus AB Examination. Includes properties of functions and graphs, limits and continuity, differential and integral calculus. Prerequisite: Accelerated Algebra 1, Accelerated Geometry, and Accelerated Pre Calculus. **HOPE RIGOR COURSE. All students enrolled in this course will be required to take the AP Exam in May.**

## SCIENCE

**PHYSICAL SCIENCE** - 1 unit - Required - Promotes science process skills through study of properties of matter, atomic theory, chemical symbols, stoichiometry, periodic table, organic chemistry, energy, mechanics, waves and energy transfer, electricity and magnetism. Includes reference, research skills, and safety.

**HONORS PHYSICAL SCIENCE** - 1 unit - Required - An advanced first year course for high school freshmen. Emphasizes advanced application and science skills needed to understand the physical worlds we live in. Students will utilize technology, laboratory activities, problem-solving and critical-thinking skills to enhance understanding and application of scientific reasoning. This course is one semester of physics and one semester of chemistry. Students will learn the basic concepts of Newton's laws, energy, light, structure of matter, chemical equations, etc. Enrolled students will be required to complete at least one major project a semester that will involve independent research and preparation. Extensive independent research and preparation will be expected of all students enrolled in this course.

**BIOLOGY** - 1 unit - Required - Introduces science process skills and laboratory safety, research, nature of biology, cellular biology, biochemistry, genetics, evolution, classification, diversity of life, human body, and ecology.

**HONORS BIOLOGY** - 1 unit - Required - an advanced course for high school sophomores. Students will utilize technology, laboratory activities, problem-solving and critical-thinking skills to enhance understanding and application of scientific reasoning. The curriculum is designed to continue student investigations in life sciences and provide students the necessary skills to be a distinguished learner in biology by focusing on patterns, processes, and relationships of living organisms. This curriculum includes more abstract concepts such as the interdependence of organisms, the relationship of matter, energy, and organization in living systems, the behavior of organisms, and biological evolution. Students will be expected to investigate biological concepts through laboratory experiences and field work using the processes of inquiry. **Enrolled students will be required to complete at least one major project during the course that will involve independent research and preparation as well as a minimum of one book reading assignment.** Extensive independent research and preparation will be expected of all students enrolled in this course.

**ENVIRONMENTAL SCIENCE** - 1 unit - Elective - Environmental Science is designed as an integrated and global approach to science and technology. The concepts in this course focus on the links between living things, their surroundings, and the total environment of the planet. The scientific principles and related technology will assist the student in understanding the relationships between local, national, and global environmental issues. The intent of the course is to help individuals become informed, get involved, and care for one's self and the environment.

**CHEMISTRY** - 1 unit - Elective - Introduces chemistry; covers science process skills, units of chemistry, atoms and collections of atoms, periodicity and bonding, compounds and reactions, characteristics of states of matter, acid/base chemistry, chemical dynamics and equilibrium, reference, research skills, and lab safety. Recommended for college bound students.  
**HOPE RIGOR COURSE.**

**HONORS CHEMISTRY** - 1 unit - Required - Honors Chemistry offers rigorous and challenging material that will be covered at a fast pace. Students enrolled in this course will be expected to will extend their knowledge beyond expectations described in Georgia's Standards of Excellence for chemistry. Honors chemistry is an advanced, comprehensive high school chemistry course covering the principles of matter, classification,

chemical and physical properties, nomenclature, stoichiometry, structure, bonding, reactivity, kinetics, and the mathematical relationships of each. Because of the highly mathematical content of this course, students should have a working knowledge of percentages, ratios, proportions, and graphing. In addition, they should be able to solve for unknowns in an algebraic equation, solve word problems, and analyze both graphical and written information. Great emphasis is placed on laboratory investigations and safety in the lab. Formal, written lab reports are required for lab work. Extensive study and preparation time outside of class is expected from each student enrolled in this course. **HOPE RIGOR COURSE.**

**PHYSICS** - 1 unit - Elective - Covers basic mechanics (linear motion, Newton's laws, static forces, circular and angular motion, conservation of momentum and energy, applications of basic mechanics), kinetic theory (phases of matter, information retrieval), thermodynamics (characteristics, conservation), wave mechanics (general properties, sound, light, applications of wave mechanics), electricity (electrostatics, direct current, magnetism, alternating currents, applications of electricity), particle physics (quantum theory, subatomic and fundamental structure, applications of particle physics), and reference, research skills, lab safety, and process skills. Recommended for college bound students. Prerequisite: Chemistry. **HOPE RIGOR COURSE.**

**EARTH SYSTEMS** - 1 unit - Elective - Earth Systems Science is designed to continue student investigations that began in K-8 Earth Science and Life Science curricula and investigate the connections among Earth's systems through Earth history. These systems – the atmosphere, hydrosphere, geosphere, and biosphere – interact through time to produce the Earth's landscapes, ecology, and resources. This course develops the explanations of phenomena fundamental to the sciences of geology and physical geography, including the early history of the Earth, plate tectonics, landform evolution, the Earth's geologic record, weather and climate, and the history of life on Earth.

**HUMAN ANATOMY AND PHYSIOLOGY** - 1 unit - Elective - Covers science process skills and laboratory safety, body organization, chemistry of life, cells and tissues, homeostasis, skeletal system, muscular system, nervous system, endocrine system, circulatory system, respiratory system, digestive system, metabolism, urinary system, integumentary system, and reproduction system. Includes reference and research skills. **HOPE RIGOR COURSE.**



## SOCIAL STUDIES

**HONORS WORLD GEOGRAPHY** - 1 unit - Elective - Investigates regions of the world and how these regions influence the historical, economical, political and cultural development in an interdependent world. Includes geographic concepts, physical phenomena and the relationship of people to their environment. Includes environmental issues and decision-making skills. Covers regions, location (position on earth's surface), place (physical and human characteristics), relationships within places and movement (human interaction on the earth). Recommended for Advanced Placement World History.

**ADVANCED PLACEMENT WORLD HISTORY** - 1 unit - Elective - Conforms to College Board topics for the Advanced Placement World History Examination. Covers the relationship of change and continuity from 8,000 BCE to the present, the impact of interaction among and within major societies, the impact of technology, economics, and demography on people and the environment, the systems of social structure and gender structure, the cultural, religious, and intellectual developments, and finally, the changes in functions and structures of states and in attitudes toward states and political identities, including the emergence of the nation-state. **All students enrolled in this course will be required to take the AP Exam in May. HOPE RIGOR COURSE.**

**WORLD HISTORY** - 1 unit - Required - Emphasizes the political, cultural, economic and social development and growth of civilizations. Covers the development of change beginning with ancient civilizations, the emergence of nations through trade/communications, intellectual development, scientific/technological development, emergence of nation states, nations in conflict and the emerging interdependence of nations in the twentieth century.

**U.S. HISTORY** - 1 unit - Required - Investigates the United States, its people, institutions and heritage. Emphasizes political, cultural and social issues, the role of the United States as a world leader and the issues confronting the United States today.

**ADVANCED PLACEMENT U.S. HISTORY** - 1 unit - Elective - Conforms to College Board topics for the Advanced Placement United States History Examination. Covers discovery and settlement, Colonial Society, the American Revolution, Constitution and the New Republic,

Age of Jefferson, Nationalism, Sectionalism, Territorial Expansion, Civil War, Reconstruction, Industrialization, Progressive Era, World War I, Depression, New Deal, World War II, The Cold War, through modern times. **All students enrolled in this course will be required to take the AP Exam in May.** Hope Rigor Course.

**ECONOMICS** - 1/2 unit - Required - Focuses on the American economic system; covers fundamental economic concepts, comparative economic systems, microeconomics, macroeconomics and international economic interdependence. Stresses the ability to analyze critically and to make decisions concerning public issues. This course is designed to be completed in one quarter or one semester.

**CITIZENSHIP EDUCATION (GOVERNMENT)** - 1/2 unit - Required - Focuses on basic concepts and principles of the American political system. Covers the structure and function of the American system of government, the roles and responsibilities of citizens to participate in the political process, and the relationship of the individual to the law and legal system. Stresses critical analysis of public issues. Integrates and reinforces social studies skills. This course is designed to be completed in one quarter or one semester. This course meets the state's Citizenship requirement for graduation.

## **PHYSICAL EDUCATION AND HEALTH**

**PHYSICAL EDUCATION I, II, III & IV** - 1 unit - Elective - The basic purposes of the physical education program are to provide opportunities for students to learn to participate in motor activities, to learn personal fitness skills, to interact within their social world, and to develop interests in athletic activities.

**PERSONAL FITNESS** - 1/2 unit - Required - provides instruction in methods to attain a healthy level of physical fitness.

**HEALTH** - 1/2 unit - Required - Health is a semester course that offers one-half unit of credit. Health is required of all ninth graders. Cardiopulmonary resuscitation (CPR) and the use of an Automated External Defibrillator (AED) are taught as part of this curriculum.

## **CAREER AND TECHNICAL EDUCATION**

## **AGRICULTURE, FOOD AND NATURAL RESOURCES**

Competencies for the co-curricular student organization, Future Farmers of America (FFA), are integral components of both the core employability skills standards and the technical skills standards.

FFA activities incorporated throughout instructional strategies developed for the course is recommended.

### **Career Pathway: Agriculture Mechanics**

**BASIC AGRICULTURAL SCIENCE AND TECHNOLOGY** - 1 unit - Elective – Introduces the major areas of scientific agricultural production and research; presents problem solving lessons and introductory skills and knowledge in agricultural science and agri-related technologies. This course is the prerequisite for all AFNR pathways and is intended for students in grades 8-10.

**AGRICULTURAL MECHANICS TECHNOLOGY I** - 1 unit - Elective - Laboratory course is designed to provide students with introductory level experiences in selected major areas of agricultural mechanics technology which may include wood working, agricultural structures, electrical wiring, electric arc welding, oxy/fuel cutting and welding processes, and power equipment operation and maintenance. Learning activities include information, skill development and problem solving. Prerequisite: Basic Agricultural Science

**AGRICULTURAL MECHANICS TECHNOLOGY II** - 1 unit - Elective - Designed to offer students intermediate level experiences in selected major areas of agricultural mechanics technology, which may include small engine maintenance and repair, metal fabrication, concrete construction, building construction, plumbing, electrical wiring, maintenance of agricultural machinery, equipment and tractors, and soil and water conservation. Learning activities include information skill development and problem solving. Prerequisites: Basic Agricultural Science and Technology and Agricultural Mechanics Technology I

**AGRICULTURAL MECHANICS TECHNOLOGY III** - 1 unit - Elective - This laboratory course is designed to prepare students with advanced level experiences in selected major areas of agricultural mechanics technology which may include small engine maintenance and repair, metal fabrication, concrete construction, building construction, plumbing, electrical wiring, soil and water conservation, and maintenance

of agricultural machinery, equipment and tractors. Learning activities include information, skill development, and problem solving. Prerequisites: Basic Agricultural Science and Technology, Agricultural Mechanics Technology I, and Agricultural Mechanics Technology II

**Career Pathway: Horticulture/Mechanical Systems**

**BASIC AGRICULTURAL SCIENCE AND TECHNOLOGY -**  
as described previously

**GENERAL HORTICULTURE AND PLANT SCIENCE - 1 unit -**  
Elective - This course is designed to introduce the major concepts of plant and horticulture science. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities. Prerequisite: Basic Agricultural Science & Technology

**AGRICULTURAL MECHANICS TECHNOLOGY I -**  
as described previously

**Career Pathway: Plant and Floriculture Systems**

**BASIC AGRICULTURAL SCIENCE AND TECHNOLOGY -**  
as described previously

**GENERAL HORTICULTURE AND PLANT SCIENCE -**  
as described previously

**FLORAL DESIGN AND MANAGEMENT - 1 unit - Elective -** This course is design to introduce students to the principles and practices of floriculture production. Students will develop floriculture skills and the basic understanding necessary to be successful in entry-level positions in the floriculture industry. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities. Prerequisites: Basic Agricultural Science & Technology, General Horticulture and Plant Science and Nursery and Landscape

## **BUSINESS MANAGEMENT AND ADMINISTRATION**

Competencies for the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of both the core employability skills standards and technical skill standards. FBLA activities should be incorporated throughout instructional strategies developed for each business course.

### **Career Pathway: Business and Technology**

**INTRODUCTION TO BUSINESS AND TECHNOLOGY** - 1 unit - Elective - Introduction to Business and Technology is the foundational course for Administrative Support, Small Business Development, and Human Resources Management pathways. The course is designed for high school students as a gateway to the career pathways above, and provides an overview of business and technology skills required for today's business environment. Knowledge of business principles, the impact of financial decisions, and technology proficiencies demanded by business combine to establish the elements of this course. Emphasis is placed on developing proficient fundamental computer skills required for all career pathways. Students will learn essentials for working in a business environment, managing a business, and owning a business. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Students will not only understand the concepts, but apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired in this course. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry.

Various forms of technologies will be highlighted to expose students to the emerging technologies impacting the business world. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are taught in this course as a foundational knowledge to prepare students to be college and career ready. Introduction to Business and Technology is a course that is appropriate for all high school students. After mastery of the standards in this course, students should be prepared to earn an industry recognized credential: Microsoft Office Specialist for Word Core Certification. The pre-requisite for this course is advisor approval.

**BUSINESS AND TECHNOLOGY** - 1 unit - Elective - Business and Technology is designed to prepare students with the knowledge and skills to be an asset to the collaborative, global, and innovative business world of today and tomorrow. Mastery use of spreadsheets and the ability to apply leadership skills to make informed business decisions will be a highlight of this course for students. Publishing industry appropriate documents to model effective communication and leadership will be demonstrated through project based learning. Students will use spreadsheet and database software to manage data while analyzing, organizing and sharing data through visually appealing presentation. Prerequisite: Introduction to Business and Technology

**BUSINESS COMMUNICATIONS** - 1 unit - Elective - As one of the most important skills for employers, students will explore the value of communication in their personal and professional life. The digital presence and impact of written and visual communication in a technological society will be addressed. Students will create, edit, and publish professional appearing business documents with clear and concise communication. Creative design, persuasive personal and professional communications will be applied through research, evaluation, validation, written, and oral communication. Leadership development and teamwork skills will be stressed as students work independently and collaboratively. Presentation skills will be developed and modeled for students to master presentation software in this course. After mastery of the standards in this course, students should be prepared to take the end of pathway assessment in this career area.

### **HUMAN SERVICES**

Competencies for the co-curricular student organization Family, Career and Community Leaders of America (FCCLA) are integral components of both the core employability skills standards and the technical skills standards. FCCLA activities incorporated throughout instructional strategies developed for the course is recommended.

#### **Career Pathway: Nutrition and Food Science**

**FOOD, NUTRITION AND WELLNESS** - 1 unit - Elective - This course is centered on healthy food and lifestyle choices. Student will investigate the interrelationship of food, nutrition and wellness to promote good health. Mastery of standards through project-based learning, technical skills practice, and leadership development activities of Family,

Career and Community Leaders of America (FCCLA) will provide students with a competitive edge for either entry into the education global marketplace and/or the post-secondary institution of their choice to continue their education and training.

**FOOD FOR LIFE** - 1 unit - Elective - An advanced course that addresses the variation in nutritional needs at specific stages of human life cycle: lactation, infancy, childhood, adolescence, and adulthood including elderly. The common nutritional concerns, their relationship to food choices and health status and strategies to enhance well-being at each stage of the lifecycle are emphasized. This course provides knowledge for real life and offers students a pathway into dietetics, consumer foods, and nutrition science careers with additional education at the post-secondary level. Prerequisite: Food, Nutrition and Wellness.

**FOOD SCIENCE** - 1 unit - Elective - Food science integrates many branches of science and relies on the application of the rapid advances in technology to expand and improve the food supply. Students will evaluate the effects of processing, preparation, and storage on the quality, safety, wholesomeness, and nutritive value of foods. This course illustrates scientific principles in an applied context, exposing students to the wonders of the scientific world. Related careers will be explored. Prerequisites: Food, Nutrition and Wellness and Food for Life.

### **End of Pathway Assessment (EOPA)**

In working to identify existing assessment (or credentialing) opportunities that would support Georgia students in their quest to leave high school with valuable credentials, the state's technical skill attainment inventory will be comprised of several measurement components:

- National industry certifications,
- National occupational assessments, and
- State licensures and state developed assessments

### **AGRICULTURAL MECHANICS**

NOCTI Agricultural Mechanics Assessment

### **HORTICULTURE/MECHANICAL SYSTEMS**

PRECISION Agriculture Science I Assessment

### **PLANT AND FLORAL DESIGN SYSTEMS**

PRECISION Floriculture and Greenhouse Management Assessment

## **BUSINESS AND TECHNOLOGY**

Microsoft Office Specialist (MOS) 2010 Series Exams (Word, PowerPoint, Excel, Access and/or Outlook)

## **FOOD AND NUTRITION**

ServSafe Food Safety Handler Certification



**SEMINOLE CO. MIDDLE / HIGH SCHOOL  
Calendar 2018-2019**

<b>JULY</b>					
12	FBLA Summer Leadership Officer Training Summit	2	(City Motor Co.)		
30 - Aug. 1	Pre-planning	3	Varsity Football - Miller - Home - 7:30		
<b>AUGUST</b>		6	SAT - Test Date		
1	Sr. Portraits	6	Club Pictures (6- 12)		
1	Varsity Football Pictures	7-8	FBLA Fall Leadership Conference, Athens, GA		
2	Beginning of 1 <sup>st</sup> 9 weeks	7-8	FBLA Fall Leadership Conference		
7	Georgia Milestones EOC retest: Grades 9 & 11 ELA REBW, Algebra I, and Geometry	1	Drink Orders Due		
8	FBLA Officers Meeting - 8:00 a.m.	14	NJHS Meeting - 7:00 a.m. in room 500		
8	Georgia Milestones EOC retest: Grades 9 & 11 ELA Sections 2,3	15	NHS Meeting - 7:55 a.m. room 500		
9	FBLA Chapter Meeting - 8:00 a.m. (Officers Installation)	15	Progress reports issued		
9	Georgia Milestones EOC retest: Physical Science and Biology	15	FCCLA Meeting		
10	Georgia Milestones EOC retest: U.S. History	19-23	Thanksgiving Break		
10	Varsity Football - Early (Scrimmage) Away 7:30	19	Seminole Co. Market Hog Weigh - IN (Seminole Co. Ag. Center)		
13	Jostens - Senior Class Meeting	19-20	Seminole Co. Young Thanksgiving Boston Butt Fundraiser (Ag. Center)		
14	Drink Orders Due	20	FCCLA meeting		
15	Seminole Arrows: Last day to join	26	Seminole Arrows meeting		
15	NJHS Officers Meeting - 7:55 a.m.	27	Drink Order Delivery		
16	Jostens - Senior Class orders during lunch	28	Jostens - Senior supply add orders during lunch		
16	JV Football: Cairo - Home - 5:00	28	Seminole Arrows meeting		
16	NHS Meeting - 7:55 a.m. room 500	30	Varsity Basketball - Baker Co. - Home - 6:00		
16	FCCLA meeting				
16	Jostens Senior orders at Lunchtime	<b>DECEMBER</b>			
17	Varsity Football - Bainbridge Away 7:30	<b>Seminole Arrow Meeting TBA</b>			
21	School Pictures (9-11)	1	JV Basketball - Bainbridge - Away - 6:00		
22	School Pictures (6-8)	1	SAT - Test Date		
23	JV Football - Early Co. Away - 5:00	4	JV Basketball - Pelham - Home - 6:00		
23	MS Football - Early Co. Home - 5:00	4	Georgia Milestones EOC: Economics		
24	PSAT Registration	5	Georgia Milestones EOC: make-up for Economics		
25	SAT - Test Date	5	FBLA Officers Meeting 8:00 a.m.		
25	FCCLA Discover Training	6	FBLA Chapter Meeting - 8:00 a.m.		
28	Drink Order Delivery	6	JV Football - Early - Home - 6:00		
29	Seminole Arrows 1 <sup>st</sup> meeting	8	JV Basketball - Miller - Away - 6:00		
30	JV Football - Bainbridge - Away - 5:00	11	JV basketball - Mitchell - Away - 6:00		
30	MS Football - Pataula- Home - 5:00 pm	12	NJHS Meeting at 7:55 a.m. room 500		
30	Middle School Football Pictures 3:00	12	Jostens - Senior supply add orders during lunches		
31	Varsity Football - Calhoun Home 7:30	13	NHS Meeting at 7:55 a.m. room 500		
		15	Varsity Basketball - Chattahoochee Co. - Home - 6:00		
		17	Semester Exams (1, 2, 3 - 1 hour each)		
<b>SEPTEMBER</b>		18	Semester Exams (4, 5, 6 - 1 hour each during 1, 2, 3 reg. periods)		
3	Labor Day	18	Varsity Basketball - Stewart Co. - Away - 6:00		
4	Probe College Fair Bainbridge High School Seniors only	18	End of 2 <sup>nd</sup> 9 weeks		
5	FBLA Officers Meeting - 8:00 a.m.	19	Teacher workday		
6	Progress reports issued	20 - Jan. 2	Christmas Break		
6	MS Football - Terrell - Away - 5:00	20-21	Seminole Co. Young Farmers Christmas Boston Butt Fundraiser (Ag. Center)		
6	JV Football - Terrell - Away - 5:00	27	Basketball Christmas Tournament TBA		
7	FBLA Meeting 8:00: 8:25 a.m. (Members Induction)	28	Basketball Christmas Tournament TBA		
7	Varsity Football - Baconton away 7:30	29	Basketball Christmas Tournament TBA		
11	Drink Orders Due	<b>JANUARY</b>			
12	NJHS Meeting - 7:55 a.m. room 500	3	Teacher workday		
13	Jostens - Junior Ring Ceremony at 9:00 a.m.	4	Beginning 3 <sup>rd</sup> 9 weeks		
13	Jostens - Sr. Supply add orders during lunch	4	JV Basketball Thomas Co. - Away 6:00		
13	MS Football - Calhoun - Away - 5:00	5	Varsity Basketball Terrell Co. Home 6:00		
13	OPEN	8	JV basketball Randolph - Home - 6:00		
13	NHS Meeting - 7:55 a.m. room 500	8	Report cards issued		
14	Varsity Football - Stewart (Homecoming) Home 7:30	9	NJHS Meeting at 7:55 in room 500		
15	Homecoming Dance	9	FBLA Officers Meeting - 8:00 a.m.		
15	Southwest Ga. Invitational Cattle Show (Seminole Co. Ag. Center)	10	Basketball Pictures (6-12)		
18	School Pictures make-ups (6-11), Cross Country, Softball, Band (MS & HS)	10	FBLA Chapter Meeting - 8:00 a.m.		
20	MS Football Mitchell Co. - Home - 5:00	10	NHS Meeting at 7:55 in room 500		
20	JV Football - Mitchell Co. - Away 5:00	11	JV Basketball Calhoun - Home - 6:00		
20	FCCLA Meeting	12	Varsity Basketball - Quitman - Away - 6:00		
21	Varsity Football - Chattahoochee Co. - Away 7:30	15	Drink Order Due		
25	Drink Order Delivery	17	FCCLA meeting		
26	Seminole Arrow Meeting	18	Varsity basketball - Webster - Home -6:00		
27	MS Football - Miller - Away - 5:00	19	JV basketball Early Co. Away 6:00		
27	JV Football - Blountstown - Home - 6:00	21	Martin Luther King, Jr Holiday		
28	Varsity Football - Terrell - Home- 7:30	22	Varsity basketball - Baker Co. Away 6:00		
		25	JV Basketball - Miller CO. - Home - 6:00		
		26	JV basketball - Pelham - Away - 6:00		
		28	Jostens - Sophomore ring meeting		
<b>OCTOBER</b>		29	Drink Order Delivery		
1-5	Fall Break	29	JV basketball Thomas Co. Central - Home - 6:00		
6	OPEN	30	Seminole Arrows meeting		
10	SAT - Test Date	<b>FEBRUARY</b>			
10	FBLA Officers Meeting - 8:00 a.m.	1-28	Career and Technical Education Month		
10	FCCLA Fall Rally	1	Jostens - Ring orders and senior payments during lunches		
10	PSAT	1	JV basketball Mitchell - Home - 6:00		
10	NJHS - Meeting - 7:55 a.m. in room 500	1	Varsity Basketball - Bainbridge - home -6:00		
11	End of 1 <sup>st</sup> 9 weeks	2	FBLA Officers Meeting 8:00 a.m.		
11	Fall Motivational Rally	7	FCCLA meeting		
11	FBLA Chapter Meeting 8:00 a.m.	7	FBLA Chapter Meeting 8:00 a.m.		
11	Georgia FBLA State Motivation Rally, GA National Fair	7	Progress reports issued		
11	NHS - Meeting 7:55 a.m. in room 500	10-16	National FBLA Week		
11	MS Football - Pelham - Home - 5:00	11	Seminole Co. Young Farmer Awards & Recognition Banquet (SCMS/SCHS Cafeteria)		
11	JV Football - Pelham - Away - 5:00	11-14	FCCLA Week		
12	Varsity Football - Mitchell - Away - 7:30	12	Drink Orders Due		
12	Teacher workday	13	NJHS Meeting at 7:55 a.m. room 500		
15	Beginning of 2 <sup>nd</sup> 9 weeks	14	NHS Meeting at 7:55 a.m. room 500		
16	Report cards issued	16	Seminole Co. Jr. Market Hog Show (Ag. Center)		
16	Drink Orders Due	18	Presidents Day Holiday		
16	Jostens - Senior supply orders during lunch	20	Jostens - Ring orders and senior payments during lunches		
19	Varsity Football - Randolph-clay Away 7:30	26	Drink Order Delivery		
19	Dual Enrollment Deadline - Spring Semester	27	Seminole Arrow Meeting		
24	Seminole Arrows meeting				
25	GA Student Finance Commission Parent Night 6:00 PM in Cafeteria				
26	Varsity Football - Pelham - Home - 7:30				
30	Drink Order Delivery				
31	FBLA Officers Meeting - 8:00 a.m.				
		<b>MARCH</b>			
<b>NOVEMBER</b>		1-10	Seminole Co. Young Farmer Gun Raffle Fundraiser -		
1-10		2	Seminole Co. Jr. Steer & Heifer Show (Ag. Center)		

- 3 NJHS Meeting at 7:55 in room 500
- 6 FBLA Officers' Meeting 8:00 a.m.
- 7 FBLA Chapter Meeting 8:00 a.m.
- 9 SAT – test date
- 12 Spring Pictures (6-8 All, 9-12 signup)  
Baseball, Tennis, Golf (6-12)
- 12 Drink Orders Due
- 14 NHS Meeting at 7:55 in room 500
- 14 End of 3<sup>rd</sup> 9 weeks
- 15 Teacher workday
- 15-17 FCCLA State Leadership Conference
- 18 Beginning 4<sup>th</sup> 9 weeks
- 20 Jostens - Senior supply delivery and ring orders/payments during lunch
- 22-23 FBLA State Leadership Conference – Atlanta, GA
- 23-24 FBLA State Leadership Conference
- 26 Drink Order Delivery
- 27 FBLA Officers Meeting 8:00 a.m.
- 27 Seminole Arrows meeting
- 28 FBLA Chapter Meeting 8:00 a.m.

**APRIL**

- 1-5 Spring Break
- 9 Drink Orders Due
- 10 Jostens - Final Senior supply delivery and ring orders/payments during lunch
- 13 Prom
- 19 Dual Enrollment Deadline – Summer & Fall Semesters
- 23 Pictures Cap and Gown - Sr. Favorites
- 23 Drink Order Delivery
- 24 Seminole Arrow Meeting
- 25 Progress reports issued
- 27 Seminole Arrows meeting
- 29 Georgia Milestones EOG: Grade 8 ELA REBW  
Georgia Milestones EOC: Grades 9, 11 ELA REBW
- 30 Georgia Milestones EOC and EOG:  
Grade 8, 9, 11 ELA Sections 2, 3

**MAY**

**Seminole Arrow Meeting TBA**

- 1 Georgia Milestones EOG: Grade 8 Math  
Georgia Milestones EOC: Geometry
- 1 FBLA Officers Meeting 8:00 a.m.
- 1 NJHS Meeting at 7:55 in room 500
- 2 FBLA Chapter Meeting 8:00 a.m.
- 2 NHS Meeting at 7:55 in room 500
- 2 Georgia Milestones EOG: Grade 8 Science  
Georgia Milestones EOC: Algebra
- 2 FBLA Meeting
- 3 Georgia Milestones EOG: Grade 8 Science  
Georgia Milestones EOC: Biology
- 4 SAT – test date
- 6 Georgia Milestones EOG: Grade 8 Science  
Georgia Milestones EOC: Physical Science
- 7 High School Honors program at 6:30
- 7 Drink Orders Due
- 7 Georgia Milestones EOG: Grades 6, 7 ELA Section 2, 3  
Georgia Milestones EOC: U.S History
- 8 Georgia Milestones EOG: Grade 6, 7 Math  
Georgia Milestones EOC: Makes-ups  
AP English Literature and Composition
- 8 AP English Lit
- 9 AP US History
- 9 Middle School Honors program at 6:30
- 9 Georgia Milestones EOG: Make-ups
- 10 AP U.S. History
- 13 Biology
- 14 AP Calculus
- 14 AP Calculus AB
- 15 EOPA: ServSafe
- 15 AP English Lang.
- 15 AP English Language and Composition
- 16 EOPA: Ag Mechanics  
AP World History
- 16 EOPA: Horticulture Mechanics, Plant & Floriculture
- 17 AP Music Theory
- 20 Senior Exams (1, 2, 3)
- 20 Senior Exams (4, 5, 6)
- 21 Drink Order Delivery
- 23 Semester Exams for Gr 6-11 (1, 2, 3 during reg time – 1 hour each)
- 24 Semester Exams for Gr 6-11 (4, 5, 6 during 1, 2, 3 reg periods – 1 hour)
- 24 Graduation/Pictures
- 24 Seminole Arrows meeting
- 24 End of 4<sup>th</sup> 9 weeks
- 27 Memorial Day Holiday
- 28-30 Post Planning

**Final Report Card Pick-up to Be Announced**

**JUNE**

- 1 SAT Test date
- 13 SLOTS Registration Deadline
- 29-2 FBLA National Leadership Conference, San Antonio, TX
- July
- 12 FBLA Summer Leadership & Officer Training Summits

**\*\*Some dates may change due to unforeseen conflicts.**

# SEMINOLE COUNTY MIDDLE/HIGH SCHOOL

## Title I Parent Involvement Policy

The Seminole County School System provides high quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Schoolwide Title I the opportunity to meet Georgia's and Seminole County School System's student performance standards. We believe Parents play an important role as their children's first teachers. Therefore, our goal is a partnership with the school, the home and the community that will help all students achieve.

The following quote has been chosen as our Motto:

*"The world itself rests upon the breath of the children in our school." - Talmud*

1. Involve Parents in the joint development of the LEA Plan under section 1112.

The Seminole County School System will involve parents in the joint development of the Seminole County Title I local Plan. An article will be submitted to the local newspaper, written in a clear language informing the parents about the Title I program and the rights and responsibilities of parents to be involved in and consulted regarding the planning, development, and operation of the program. Parent representatives from the school, teachers and principals will serve on the Seminole County Middle/High School Title I Parent Advisory Council. The Parent Advisory Council will help plan the Middle/High School's Parents Involvement Policy as well as help plan workshops and meetings for the parents of children. Parents not on the Advisory Council will have a chance to provide input through surveys and questionnaires.

The Parent Advisory Council will be notified of all meetings with the intent purpose of discussing possible forms of parent consultation and involvement regarding the Parent Involvement Policy.

2. Involve parents in the process of school review and improvement under section 1116.

The Seminole County School System will involve parents in the process of school review and improvement. A meeting will be held at the beginning of the school year to inform parents of the Assessments the Middle/High School will be using to determine if the students are meeting Georgia's No Child Left Behind's and the system's student performance standards. This information will also be provided to the teachers and the students. Assessment results are made available at local board meetings, which are open to the public, presented in the local newspaper, and presented in letters to parents.

3. Provide the coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.

The Middle/High School Schoolwide Title I Parent Coordinator and the Parent Involvement Parent Council will assist staff and parent groups in providing the coordination, technical assistance, and other support in planning and implementing effective parent involvement programs.

4. Coordinate and integrate parental involvement strategies under Title I, Part A with parental involvement strategies under other programs.

The Title I Parent Coordinator, the Pre-K Family Service Coordinator, Seminole County Family Connection, the Parent Mentor of Special Services, and the Instructional Lead Teacher for the Middle/High School will plan and coordinate activities whenever appropriate and feasible. Each of the preceding agencies will host our annual Schoolwide Title I meeting in conjunction with the Elementary School during the fall of the year, usually within the month of August.

5. Conduct with the involvement of parents an annual evaluation of the content and effectiveness of the parental involvement policy.

A meeting will be held during the spring of the year with parents to determine the effectiveness of the Middle/High School Parental Involvement Policy. Parents, school personnel and the Parent Involvement Parent Council will be asked to review the parental involvement goals established for the year to determine which were or were not met.

6. Use the findings of the evaluation in designing strategies for school improvement and revising, if necessary, the LEA Parental Involvement Policy and the Middle/High School Parental Involvement Policy.

At this time, if necessary, the policies will be revised to reflect the evaluation data and copies of the revised policies will be given to the parents. The Parent Involvement Policy will be placed in the Middle/High School Student Handbook each year.

7. Each LEA and school will build the capacity for involvement in an effort to improve student achievement and maintain strong school/family/community partnerships.

Seminole County School System (LEA) and the Middle/High School shall help parents understand, through an annual meeting at the beginning of the school year, the No Child Left Behind Goals, Georgia performance standards, state and local assessments, school improvement and the corrective action process if applicable, and components of the Schoolwide Title I Part A requirements. The Middle/High School Counselors provide information and materials concerning state and local assessments and the corrective processes available to parents and students. In-service programs or workshops will be used to assist the parents in understanding the items mentioned above by teaching parents: ways to monitor their student's progress, help in improving their student's performance; and involving parents in decisions relating to the education of their children.

Communication sources used to inform parents about meetings and various areas of interest are the local newspaper (The Donalsonville News), flyers sent home with the students, and the local radio station's public announcements.

Also, at the end of the current school term, a survey will be sent home to survey parent's interest and to determine the preferred time for parent meetings. The results of this survey will be taken into consideration when planning the year's meetings and workshops.

8. Each LEA and school shall provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.

A Parent Resource Center was opened during the '96-'97 school term and is open to all parents of the Seminole County School System. The center is located in the

Pre-K Building on Woolfork Avenue. It is open during the school's hours. The Center is used as a meeting place for parents as well as a place for workshops to be held for parents.

The Center has a variety of resources available to parents. These have in part been furnished as free materials through the U.S. Department of Education and the No Child Left Behind Grant.

Workshops are designed so parents will be able to learn about child development and child rearing issues beginning at birth. The Center Coordinator has developed programs that are designed to help parents become full partners in the education of their children along with the staff of the Middle/High School. Also, parents who have not received a high school diploma are encouraged to attend Adult Education classes in pursuit of their GED.

9. Each LEA and school shall educate teachers, pupil services personnel, principals, and staff with assistance from parents on how to reach out to, communicate with, and work with parents as equal partners.

Parents and Educators are given opportunities to participate in training during the school year that explain the importance of working with parents as equal partners in the education of their children. Meetings will be held at the Parent Center and materials will be provided. Parents may also be used to train and lead portions of the training during follow-up activities.

10. Each LEA and school shall coordinate and integrate parent involvement programs/activities with other programs such as Head Start, Even Start, Reading First, Home Instruction Program for Preschool Youngsters, Parents as Teachers Program, and public preschool programs to the extent feasible and appropriate.

Seminole County Middle/High School will develop appropriate roles for community-based organizations and businesses in parent involvement activities such as role modeling, volunteering, and mentoring programs. Interaction with local agencies such as Head Start, Seminole County Pre-K, and Seminole County Family Connection shall be ongoing and responsive to the needs and desires of parents and their children. (At the present time, Seminole County has neither an Even Start nor a home instruction program for Preschool Children.)

11. Each LEA and school shall conduct other activities, as appropriate and feasible, such as parent resource centers and opportunities for parents to learn about child development and rearing from birth to child, designed to help parents become full partners in the education of their children.

A Parent Resource Center was opened during the '96-'97 school term. The Center is located at 605 Woolfork Avenue in the Pre-K building and is open during school hours. However, workshops are offered at times that are most convenient for the parent. The Center is used as a meeting place for parents as well as a place to conduct workshops.

Many workshops are planned around child development and child rearing issues beginning at birth. Many workshops are designed to help parents with homework, study skills, reading, math and social issues. Other workshops will focus on keeping our students drug free and safe as well as teach parents the dangers of drugs and other harmful substances. The Center Coordinator has developed programs that are

designed to allow parents to become full partners in the education of their children along with the staff of the Middle/High School.

12. Each LEA and school shall ensure, to the extent possible, that information sent home is in the language and form parents can understand.

To ensure information is sent home in the language used in the home, the Parent Coordinator works with the Parent Mentor of the Migrant Education Program in translating any written communications or oral communications at workshops whenever needed and possible. Previously our school system has implemented an ESOL Program that includes Language Assessment conferences (LAC) in which parents are involved in planning their children's education.

## **SCHOOL - PARENT COMPACTS**

13. The Seminole County Middle/High School's compact will discuss the school's responsibilities to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children served under Schoolwide Title I to meet the state's student performance standards.
14. The Compact shall discuss ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, television watching, volunteering in their child's classroom, and participating as appropriate in decisions relating to the education of their children and positive use of extracurricular time.
15. The Compact shall address the importance of communication between teachers and parents on an ongoing basis through frequent reports to parents on their children's progress, and provide reasonable opportunities to volunteer and participate in their child's class and observation of classroom activities.

**REGULATIONS FOR  
PUPILS RIDING  
SCHOOL BUSES**



**SEMINOLE COUNTY  
SCHOOLS**

TRANSPORTATION DIRECTOR  
ROB BLACKBURN  
229-524-5316

SEMINOLE COUNTY BOARD OF EDUCATION  
800 SOUTH WOOLFORK AVENUE  
DONALSONVILLE, GEORGIA  
229-524-2433

The Seminole County Board of Education does not discriminate on the basis of race, color, national origin, age, religion, marital status, sex or handicap.

## REGULATIONS FOR PUPILS RIDING SCHOOL BUSES

1. The driver is in charge of the bus and pupils. Obey the driver promptly and cheerfully.
2. Be on time. The bus cannot wait beyond its regular schedule for those who are tardy. Be at the bus stop 5 minutes before bus is scheduled to arrive.
3. Pupils shall ride their assigned bus and get off at the designated location unless they provide the principal's office a written statement from their parent/guardian indicating a change in bus or location or location of the stop.
4. Report promptly to the driver any damage done to the bus. Persons causing damage shall be expected to defray the full cost of repairs before riding privileges are restored.
5. Always cross in front of the bus and at a safe distance in front of the bus in order to be seen by the bus driver. (Minimum 10-12 ft.) Cross only on the driver's signal.
6. Do not run toward or run across the street in front of a school bus while it is in motion.
7. Never stand in the road while waiting for the bus. Wait in an orderly line off highway or street.
8. Pupils shall board the bus and immediately take a seat without disturbing other passengers; ride three in a seat and do not exchange seats unless given permission by the driver. If all seats are taken, stand to the rear of the bus and not in the doorway.
9. Pupils shall not try to get on or off the bus or move about within the bus while it is in motion.
10. Pupils shall not engage in any activity which might divert the driver's attention away from driving the bus and cause an accident such as:
  - (a) Loud talking or laughing, or unnecessary confusion
  - (b) Unnecessary conversation with the driver
  - (c) Extending any part of the body out of bus windows or doors
11. Pupils shall not engage in any activity which might damage or cause excessive wear to the bus or other property.
12. The following activities are prohibited at all times:
  - (a) Improper behavior to include: insolence, disobedience, vulgarity, foul language, fighting, pushing, shoving and similar offensive acts
  - (b) Smoking on the bus
  - (c) Eating or drinking on the bus
  - (d) Possessing knives or sharp objects
  - (e) Bringing animals on the bus
  - (f) Throwing articles or objects in or from the bus
  - (g) Tampering with mechanical equipment, accessories or controls of the bus
  - (h) Placing musical instruments or other articles at the door by the driver
  - (i) Obstructing the aisle in any manner
  - (j) Occupying more space in a seat than required. (All items, which students bring on a bus, must be held by the student and will not be placed on seats or in aisle.)
  - (k) Tracking mud and dirt onto the bus
  - (l) Littering the bus
  - (m) Opening or closing windows without permission of driver
13. No persons other than those assigned to the bus shall be allowed to ride a school bus
14. Any pupil who persists in violating any of these rules or regulations shall be reported to the principal of the school, which they attend for disciplinary action. After due warning has been given the principal shall withdraw the privilege or riding the bus for a specified period. Once the privilege of riding a school bus has been withdrawn for the second time, riding privileges can be restored after the pupil has presented evidence that their behavior will improve and permission has been granted by the Transportation Supervisor. Written notice of the action of the principal shall be furnished to the parent, but such notice need not precede action by the principal.
15. Any complaints of drivers, pupils, or parents not specified in the above regulations shall be reported promptly to the principal or Transportation Supervisor.

**PARENTS AND GUARDIANS: PLEASE KEEP THESE REGULATIONS  
DURING THE TIME THE STUDENT IS IN SCHOOL.**



**TO: PARENTS OF PUPILS RIDING SCHOOL BUSES**

**FROM: SEMINOLE COUNTY SCHOOLS  
DEPARTMENT OF PUPIL TRANSPORTATION**

Dear Parent:

In order for you to understand the regulations covering the conduct of your child while riding a Seminole County School Bus, we are sending you a copy of regulations for pupils riding school buses. Please read these regulations together with your child.

Your cooperation will make it possible to provide a safer and more efficient transportation program.

Please sign and return this page to the principal of your child's school. (It is imperative that this form be returned promptly.)

**FOR GRADE 6-12 STUDENTS**

I have read and understand the regulations for pupils riding school buses and agree, as a passenger, to abide by said regulations.

\_\_\_\_\_  
STUDENT'S SIGNATURE

\_\_\_\_\_  
GRADE

\_\_\_\_\_  
SCHOOL

**FOR PRE K-5 STUDENTS**

Parent or guardian, please **PRINT** the name of the Pre K-5 student here.

\_\_\_\_\_  
STUDENT'S SIGNATURE

\_\_\_\_\_  
GRADE

\_\_\_\_\_  
SCHOOL

**FOR PARENT OR GUARDIAN**

I have read and understand the regulations for pupils riding schools buses and agree to assume full responsibility for my child's conduct while riding a school bus.

\_\_\_\_\_  
PARENT OR GUARDIAN'S SIGNATURE



**MANDATED INFORMATION PER  
STATE BILL 413**

**Seminole County Middle/High School**

Per State Bill 413, “We encourage parents to inform your children on the consequences, including potential criminal penalties of under age sexual conduct and crimes for which a minor could be tried as an adult.”

Some examples in our code of conduct are:

1.08

2.06 2.07 2.08 2.09 2.10 2.13 2.17

3.01 - 3.21

\_\_\_\_\_

Student Name

\_\_\_\_\_

Parent/Guardian Signature

\_\_\_\_\_

Date

\_\_\_\_\_

Student Signature

\_\_\_\_\_

Date



# PARENT “OPT OUT” SIGNATURE PAGE

## Seminole County Middle/High School 2018-2019

Please check the following box(s) and complete section two.

I **do not** want my child’s personal information (including telephone number and address) released to any branch of the armed services.

I **do not** wish for my child to participate in the following club(s):

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---

---

### Section Two:

(Please fill in the following information even if you did not check one of the above boxes.)

---

Student Name

---

Parent/Guardian Signature

---

Date

The above must be signed and returned to your first period teacher within three days of you receiving your handbook.



**PARENT AND STUDENT  
ACKNOWLEDGEMENT  
2018-2019**

**Seminole County Middle/High School**

I have read this handbook and understand all the Seminole County Middle/High School expectations. I have read and understand the attendance section, on pages 9-11 and we are aware of the possible consequences and penalties.

\_\_\_\_\_

Parent/Guardian Signature

\_\_\_\_\_

Date

\_\_\_\_\_

Student Signature

\_\_\_\_\_

Date

The above must be signed and returned to your first period teacher within three days of your receiving this handbook.





























