

2023-2024 Student Handbook



Home of the Marlins!

ARNOLD HIGH SCHOOL

550 Alf Coleman Drive,
Panama City Beach, FL 32407
850-767-3700

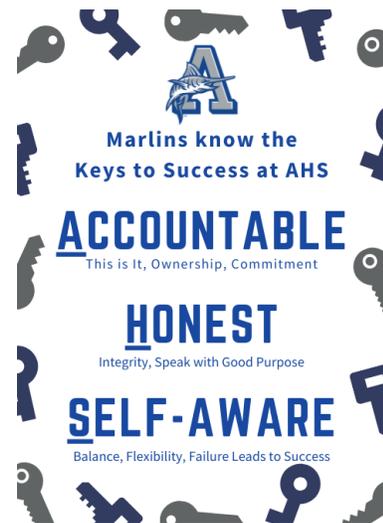
<http://www.bayschools.com/schools/ahs>

The VISION of Arnold High School is that every student, every day, in every way will be actively engaged in pursuit of academic excellence to be college and career ready.

The MISSION of Arnold High School is to provide a rigorous educational experience which gives individual students relevant learning while fostering healthy relationships for life long success.

8 Keys of Excellence

The 8 Keys of Excellence character education program guides young people toward a positive future full of confidence, motivation, creativity, team work, leadership and valuable life principles.



ALMA MATER

On the dunes along the strand
our mighty Alma Mater stands.
Beacon of the brave and free
Arnold High we honor thee.
Colors of the sand and sky
Emblem of our hope!
Marlin Pride all praise to thee
our Alma Mater by the sea.

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First Bell 8:10

1st Period: 8:15- 9:13 (Wave TV 9:02-9:13)

2nd Period: 9:18-10:05

3rd Period: 10:10-10:57

4th Period: 11:02-11:49 (buildings 2,4,5,6)

A Lunch: 10:57-11:32 (building 1 & 3)

4th Period: 11:37-12:24 (building 1 & 3)

B Lunch 11:49-12:24 (buildings 2,4,5,6)

5th Period 12:29-1:16

6th Period: 1:21-2:08

7th Period: 2:13-3:00

HOMEROOM SCHEDULE

(Only On Select Days)

Homeroom: 8:15-8:30

1st period: 8:35-9:21 (WAVE TV)

2nd Period: 9:25-10:05

Return to Normal Schedule

2023-2024 School Calendar

BAY DISTRICT SCHOOLS' CALENDAR 2023-2024

	Day	Month	Date						
ALL Instructional Staff Report to Schools	Monday	July	31						
Elementary - School Based Inservice Day / Secondary - District Based Inservice Day	Tuesday	August	1						
Secondary - School Based Inservice Day / Elementary - District Based Inservice Day	Wednesday	August	2						
ALL Instructional Staff Report to Schools	Thursday	August	3						
Pre-School Planning	Monday	August	7						
Pre-School Planning	Tuesday	August	8						
Pre-School Planning	Wednesday	August	9						
First Day of School	Thursday	August	10						
Labor Day (Holiday for All)	Monday	September	4						
Columbus Day (School out for Students & Teachers)	Monday	October	9						
End of First Nine Weeks	Friday	October	13						
Teacher PLC Planning Day (School out for Students) STORM DAY (IF NEEDED)	Wednesday	October	18						
Veterans Day (Holiday for All)	Friday	November	10						
Thanksgiving Holidays (School out entire week for Students & Teachers)	Monday	November	20						
Thanksgiving Day (Holiday for all)	Thursday	November	23						
Return from Thanksgiving Holidays	Monday	November	27						
High School Testing Day	Wednesday	December	20						
High School Testing Day/Early Release for High School Students Only	Thursday	December	21						
High School Testing Day/End of Second Nine Weeks/End of First Semester/ Early Release for ALL STUDENTS	Friday	December	22						
Christmas Holidays Begin	Monday	December	25						
Records Workday for Teachers	Monday	January	8						
Return from Christmas Holidays (Students)	Tuesday	January	9						
Martin Luther King's Birthday (Holiday for All)	Monday	January	15						
Teacher PLC Planning Day (School Out for Students) STORM DAY (IF NEEDED)	Wednesday	January	31						
Presidents' Day (School Out for Students & Teachers)	Monday	February	19						
End of Third Nine Weeks	Friday	March	15						
Spring Holidays Begin	Monday	March	18						
Return from Spring Holidays	Monday	March	25						
Good Friday (School Out for Students & Teachers)	Friday	March	29						
High School Testing Day	Wednesday	May	22						
High School Testing Day/Early Release for High School Students Only	Thursday	May	23						
High School Testing Day/End of Fourth Nine Weeks/End of Second Semester/ Last Day of School for ALL STUDENTS/Early Release for ALL STUDENTS	Friday	May	24						
Memorial Day Holiday (Teachers Off)	Monday	May	27						
Post Planning for Teachers	Tuesday	May	28						
Post Planning for Teachers	Wednesday	May	29						
STUDENT DAYS		TEACHER DAYS		PROGRESS REPORTS	ORIENTATION DATES	GRADUATION			
Month	Days	Month	Instruct Other			School	Month	Day	
August	16	July		1	Dates and times for orientation by school location can be found at the Bay District Schools' website @ www.bay.k12.fl.us	MKL	May	16	
September	20	August	16	6		Bay Virtual	May	16	
October	20	September	20	1		Bozeman	May	17	
November	16	October	20	1		NHLC	May	20	
December	16	November	16	2		Rutherford	May	20	
January	15	December	16	1		Rosenwald	May	21	
February	20	January	15	4		Arnold	May	21	
March	15	February	20			Bay	May	22	
April	22	March	15			*Selected Mon. in Sept.	Mosley	May	23
May	18	April	22			Middle School:	Haney	May	28
		May	18	2	*Selected Tues. in Sept.				
					Elementary School:				
					*Selected Thurs. in Sept.				
					*Contact school for specific date				
Total	178	Total	196		REPORT CARDS				
					Report Cards are available through the District's PARENT PORTAL. October 25 January 17 April 3 June 5				
					OPEN HOUSE DATES				
					High School:				
					*Selected Mon. in Sept.				
					Middle School:				
					*Selected Tues. in Sept.				
					Elementary School:				
					*Selected Thurs. in Sept.				
					*Contact school for specific date				
					Board Approved:	11/8/2022			

J.R. ARNOLD HIGH SCHOOL-WIDE EXPECTATIONS

The MARLIN Path through Keys of Excellence

The concept of Keys of Excellence promotes improvement in student behavior across the entire school. It provides administrators, teachers and students with tools they need to achieve a more cohesive school environment and provide a better understanding of specific problems on the school campus.

“Keys of Excellence” is the result of the implementation of Positive Behavior Support at Arnold High School and represents the school-wide expectations at AHS. Keys of Excellence is a concept we at Arnold School use and practice in our classroom from Quantum Learning in-services.

In an effort to make it easier for students to remember the 8 keys, we have grouped them under big ideas that use the acronym that spells out the initials of our school AHS. These are **A**ccountable, **H**onest, **S**elf-Aware

8 KEYS OF EXCELLENCE – DEFINITIONS AND DESCRIPTIONS



INTEGRITY

– Match behavior with values

Demonstrate your positive personal values in all you do and say. Be sincere and real.

Living in integrity means that everything we say and everything we do are true reflections of what we value, what's important to us. Think about what your behavior says about you. Does it clearly show others what you value? Do you show up as honest and committed, or dishonest and indifferent? Are you spending your time with the people and activities you value, or is your focus elsewhere?

When we live in integrity we are sincere and true to ourselves—we don't say or think one thing and do another. People trust and respect us, our relationships are solid, and we feel good about ourselves.

Those positive feelings from others and within ourselves reinforce our values and build our reputation and self-esteem, leading us to greater success in all areas of our lives.

FAILURE LEADS TO SUCCESS

– Learn from mistakes

View failures as feedback that provides you with the information you need to learn, grow, and succeed. When we live the Key of Failure Leads to Success we see failures as feedback, we learn from them and make the changes needed to be more successful in the future.

To live this Key successfully we may need to change the way we think about failure. Rather than viewing failure in a negative way where we put ourselves down and think WE are a failure, think of failure as a valuable learning experience. When we look at our mistakes with a view to learning from them, rather than sending ourselves negative messages, we are on the path to success.

We may be reluctant to try different things because we're afraid of failing. Fear of failure does nothing but keep us in our comfort zone where we stick with the familiar, the "safe" choices where we don't "risk" another failure. When we step out of our comfort zone—when we're willing to try something new—that is when we take a step toward success.

The only real failure is not learning from our mistakes. The key to success is to look carefully at what went wrong, change what we did the first time, and try again by applying what we learned.

SPEAK WITH GOOD PURPOSE

– Speak honestly and kindly

Think before you speak. Make sure your intention is positive and your words are sincere.

Words are powerful! They have the power to uplift and enlighten or put down and depress. A few cutting words spoken in a moment of anger can affect us for a long time, perhaps even a lifetime. On the other hand, a few kind words can make a very positive difference in how we feel about ourselves ... sometimes for a lifetime.

What we say to others—and to ourselves—can have a huge impact. Speaking with good purpose is about always considering the intention of our words. It's about communicating directly, clearly, honestly, and with a positive purpose. The first step is awareness. If we always think before we speak instead of just blurting out whatever comes to mind, we can learn to consider the reason for our words and make sure we are speaking with good purpose ... will our words build someone up or put them down? We all sometimes have negative thoughts, but we don't have to say everything we think.

There will be times when we need to share critical thoughts. At these times, if our purpose and how we phrase our words is considered first, sharing honest and direct feedback can be very positive and powerful, and build trust.

Speaking with good purpose is the cornerstone of healthy relationships. This Key fosters a positive emotional environment where people are happier, more productive, and more likely to succeed.

THIS IS IT!

– Make the most of every moment

Focus your attention on the present moment. Keep a positive attitude.

This Is It! is about focusing on NOW instead of later, or next week, or next month, or next year, or yesterday, etc., and making the most of it. A positive This Is It! attitude can make everything we do and every day productive, fulfilling, and fun!

Life is full of distractions and opportunities to do something else, something other than what we're doing now. Many of us spend a lot of time thinking about those other things. Instead of making what we're doing now "it" our focus is often elsewhere—on things we wanted to do, could have done, should have done, or want to do "sometime." Whenever our thoughts are occupied with something other than what we're doing, we miss what's going on around us in the moment ... while we're waiting for the next moment to arrive the present moment slips away.

When we live in the NOW we have power! With a This Is It! attitude we make the present "it" and find joyful moments that we might otherwise have missed!

COMMITMENT

– Make your dreams happen

Take positive action. Follow your vision without wavering.

Commitment is the breathtaking moment of making a compelling decision, jumping in, and going forward with gusto. Once a commitment is made, indecision is eliminated—there is no more "Should I or shouldn't I?" ... "Will I or won't I?" A commitment is not made lightly—it's about making a decision so strong that there is no going back ... like a skydiver who has jumped from the plane!

The decisive act of making a commitment—when we decide to do "whatever it takes" to reach a goal—sets in motion an energy field that propels us forward on our path. At each step along the way, our commitment inspires us to take positive action and overcome obstacles, and pushes us on until we "make it happen."

OWNERSHIP

– Take responsibility for actions

Be responsible for your thoughts, feelings, words, and actions. "Own" the choices you make and the results that follow.

Ownership is our willingness to take responsibility for the choices we make. When we take responsibility for our choices, others know they can count on us and we earn their respect.

If you tell a friend you'll meet him at a certain time but you're two hours late because you were hanging out with another friend, take responsibility for your choice. Don't make up excuses like "I couldn't help it

... Billy just wouldn't let me go." Take ownership by saying, "I was wrong not to meet you as planned or call you when I realized I'd be late."

When we take ownership of everything we do and say and stop blaming things outside ourselves for situations that occur in our lives, we have greater control. We may not be able to control everything that happens in our lives but we can control how we respond to what happens. By taking ownership of our actions we create a huge shift in our life.

Ownership is a whole-life concept. We can take ownership of our education, our relationships, our fitness, our fun—all areas of our life. And when we take ownership we take pride and feel confident and fulfilled.

FLEXIBILITY

– Be willing to do things differently

Recognize what's not working and be willing to change what you're doing to achieve your goal.

Flexibility is the willingness to try something different when we realize that what we're doing isn't working. Many times a day we are faced with situations that are different from what we had originally planned. One way to deal with these situations is to be rigid and continue to do things in the same way over and over—another is to handle them with flexibility. Being flexible is responding to changing or new situations in ways that move us forward.

Flexibility is about not getting locked in to one way of doing something. If we're trying to achieve something (like getting up on time in the morning) and it's just not working, we try another way (like moving the alarm clock to the other side of the room so we have to get up to shut it off). Flexibility is about recognizing all kinds of habits or patterns or activities in our life that aren't working and changing them, and even changing them again until we find the one that works!

BALANCE

– Live your best life

Be mindful of self and others while focusing on what's meaningful and important in your life. Inner happiness and fulfillment come when your mind, body, and emotions are nurtured by the choices you make.

When we're in balance we make time for the things that are important to us. Staying in balance is an ongoing process about choices. We're constantly making choices about what we do, what we say, how we feel, what we think, etc.

When questions arise about how we spend our time, we make choices depending on what's important in the moment. We may choose to give up time with friends to finish a project for work or school, or we may choose to put aside something we're doing to help a friend. Many of the choices we make every day—choices about school, work, hobbies, sports, family, friends, health, etc.—are about Balance.

Balance is not about rigidly devoting equal time to everything that matters to us, and it's not about totally immersing ourselves in one area of our lives to the exclusion of all others.

Balance is about considering everything that's meaningful and important to us when we make choices about how we spend our time and energy. When we find the right balance we are happy, healthy, productive, and fulfilled.

AHS Keys of Excellence Student Incentive Process

Reinforcement of positive behavior can be awarded in a number of ways. All staff members are encouraged to reward students with smiles, positive comments, or some other form of recognition when a student displays appropriate behavior. Students may also earn “Keys of Excellence” tickets if they exhibit appropriate behavior while they are on campus. These tickets will be awarded by staff members as a positive reinforcement of behavior.

For the process to work at Arnold High School we will provide incentives for the positive behavior. After students earn a ticket they have the option of redeeming their tickets for rewards in the C-store or using them as payment to attend sporting events and extracurricular activities on campus.

Pranks/ Vandalism (BDS Policy 6.504, 7.203)

Arnold High School students are expected to take pride in their school building and to make every attempt to keep it in good condition. It is the policy of the school board that there shall be no tolerance of misbehavior.

Students who participate in behavior that results in threats to the health, safety and property of self or others will be subject to disciplinary actions. Students who vandalize or deface school property will be subject to disciplinary actions and will be responsible for its repair and/or replacement. Students may also be subject to losing the privilege of participating in class/school sponsored activities including graduation ceremonies.

ACADEMICS

Grading Scale

A= 90-100 Outstanding Progress
B=80-89 Above Average Progress
C=70-79 Adequate Progress
D=60-69 Lowest Acceptable Progress
F=0-59 Failure

Promotion of Students

In the freshman year students begin earning credits toward graduation. The number of credits which must be earned to advance to the next higher grade is indicated below.

5 credits to become a sophomore

11 credits to become a junior

17 credits to become a senior

24 credits, including appropriate course work and a GPA of 2.0 or better to participate in graduation

Honors, Advanced Placement & Dual Enrollment

Honors courses carry an additional ½ quality point, dual-enrolled courses which apply towards an associate of arts degree carry a full additional quality point, and advanced placement courses carry a full additional quality point. **Dual Enrollment is a privilege for Arnold High School students and may not be used to take courses at GCSC that are also offered at Arnold High School. It is at the discretion of the administration to grant or refuse approval prior to enrolling. Placement in all special programs and courses requires an application and parent permission, as well as teacher approval.**

Students who enroll in Advanced Placement/AICE courses are expected to remain in these courses for an entire school year due to the enhanced student teacher ratios required for such courses.

New/Make-up/Transfer Credit

Students may earn new credit during the summer or additional credit during the regular school year through dual enrollment courses, or accredited virtual courses. Please speak with your guidance counselor for assistance.

Sources for make-up credit are Edgenuity, Bay Virtual School, or Florida Virtual School.

Students who withdraw from Bay District high schools and enter other educational institutions may transfer no more than ten (10) credits per year (August 1--July 31) with a maximum of 5 credits per semester when re-entering Bay District schools.

Credits from accredited schools will be accepted at face value, but credit from non-accredited institutions will be validated on the basis of student performance standards, with the principal's approval. In order to receive a diploma from Arnold High School, a student must be enrolled at Arnold for the last nine (9) weeks of the senior year.

Physical Education Waivers

Athletics: Two seasons of an interscholastic sport at the junior varsity or varsity level waives the FULL one-credit physical education requirement OR waives the .5 credit in Personal Fitness and the .5 credit requirement in physical education activity elective.

Marching Band: One semester of marching band with a grade of "C" or better waives the .5 credit requirement of physical education activity elective. (NOTE: Another option is to have this waive the performing arts requirement). The student **MUST** still take the .5 credit Personal Fitness class to complete the requirement.

Dance Techniques: One semester of dance class waives the .5 credit requirement of a physical education activity elective. (NOTE: Another option is to have this waive the performing arts requirement). The student **MUST** still take the .5 credit Personal Fitness class to complete the requirement.

JROTC: Two years in a JROTC class waives the .5 credit physical education activity elective AND the full one-credit performing arts requirement. The student **MUST** still take the .5 credit Personal Fitness class to complete the requirement.

**THERE IS NO PERSONAL FITNESS WAIVER
ALL STUDENTS MUST TAKE PERSONAL FITNESS FOR GRADUATION**

Graduation Ceremonies

Each school will have its graduation at the end of the second semester. A student must meet all the requirements for the type of diploma that he/she will earn before participating in graduation exercises. Students meeting all the district-identified graduation requirements by the end of the first semester of their senior year may receive a letter certifying that all graduation requirements have been met. These students will be eligible to participate in the regular graduation ceremony at the end of the second semester. Students who meet all of the graduation requirements at the end of summer school will be given a high school diploma at this time. Diplomas not issued after the conclusion of summer school must be destroyed by the respective high school. Students meeting graduation requirements after the conclusion of summer school must be issued a diploma for the current school year in which the requirements were met.

Beginning with the graduating class of 2015, senior class GPA academic achievements will be calculated at the end of the first semester and recognized as follows:

*Valedictorian

*Salutatorian

4.0 and higher (weighted GPA) – (with Distinction)

3.75 – 3.99 (weighted GPA) – (with Excellence)

3.5 – 3.74 (weighted GPA) – (with Honors)

Students who graduate with Distinction will select at least one speaker from within the with Distinction graduates for participation in the graduation ceremony.

*In order to be eligible for valedictory and salutatory awards, at the time of calculation, a student must have been enrolled for at least two (2) consecutive semesters during the junior and senior years in the school from which he/she is seeking the award. In computing a student's class rank for Valedictorian and Salutatorian determination, only grades in courses taken in grades 9-12 will be used.

Graduation Credits

Standard Diploma Requirements

Academic Advisement – What Students and Parents Need to Know

What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL)
- Career and Technical Education (CTE) Pathway
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 English Language Arts (ELA) or a concordant score
- Algebra 1 end of course (EOC) or a comparative score

Refer to [Graduation Requirements for Florida's Statewide Assessments](#) for concordant and comparative scores.

Students enrolled in the following courses must participate in the corresponding EOC assessment, which constitutes 30 percent of the final course grade⁺:

- Algebra 1
- Geometry
- Biology 1
- U.S. History

⁺Special note: Thirty percent not applicable if not enrolled in the course but passed the EOC (credit acceleration program [CAP]).

What is the difference between the 18-credit ACCEL option and the 24-credit option?

- 3 elective credits instead of 8
- Physical Education is not required
- Online course is not required

What is the difference between the CTE Pathway option and the 24-credit option?

- At least 18 credits are required
- 4 elective credits instead of 8
 - 2 credits in CTE courses, must result in completion and industry certification
 - 2 credits in work-based learning programs or up to 2 elective credits including financial literacy
- Physical Education is not required
- Fine and Performing Arts, Speech and Debate, or Practical Arts is not required
- Online course is not required

24 Credit Standard Diploma

4 Credits ELA
<ul style="list-style-type: none"> • ELA 1, 2, 3, 4 • ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment courses may satisfy this requirement
4 Credits Mathematics*
<ul style="list-style-type: none"> • One of which must be Algebra 1 and one of which must be Geometry • Industry Certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry) • An identified computer science** credit may substitute for up to one mathematics credit (except for Algebra 1 and Geometry)
3 Credits Science
<ul style="list-style-type: none"> • One of which must be Biology 1, two of which must be equally rigorous science courses • Two of the three required course credits must have a laboratory component • Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology 1) • An identified computer science** credit may substitute for up to one science credit (except for Biology 1)
3 Credits Social Studies
<ul style="list-style-type: none"> • 1 credit in World History • 1 credit in U.S. History • 0.5 credit in U.S. Government • 0.5 credit in Economics
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts*
1 Credit Physical Education*
<ul style="list-style-type: none"> • To include the integration of health
8 Elective Credits
1 Online Course
Students must earn a 2.0 grade point average (GPA) on a 4.0 scale for all cohort years and pass statewide, standardized assessments unless a waiver of assessment results is granted by the IEP team for students with disabilities.

* Eligible courses are specified in the [Florida Course Code Directory](#).

**A computer science credit may not be used to substitute for both a mathematics and science credit.

What are the requirements for standard diploma designations?

Diploma Designations
<p>Scholar Diploma Designation</p> <p>In addition to meeting the 24-credit standard high school diploma requirements, a student must meet the following requirements:</p> <ul style="list-style-type: none">▪ Earn 1 credit in Algebra II;▪ Pass the Geometry EOC;▪ Earn 1 credit in statistics or an equally rigorous mathematics course;▪ Pass the Biology I EOC;▪ Earn 1 credit in chemistry or physics;▪ Earn 1 credit in a course equally rigorous to chemistry or physics;▪ Pass the U.S. History EOC;▪ Earn 2 credits in the same world language; and▪ Earn at least 1 credit in AP, IB, AICE or a dual enrollment course. <p>A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student</p> <ul style="list-style-type: none">▪ Takes the respective AP, IB or AICE assessment; and▪ Earns the minimum score to earn college credit.
<p>Merit Diploma Designation</p> <ul style="list-style-type: none">▪ Meet the standard high school diploma requirements▪ Attain one or more industry certifications from the list established (per section 1003.492, Florida Statutes [F.S.]).

Can a student who selects the 24-credit program graduate early?

Yes, a student who completes all of the 24-credit program requirements for a standard diploma may graduate in fewer than eight semesters.

What is the distinction between the 18-credit ACCEL option and the 24-credit option?

- 3 elective credits instead of 8
- Physical Education is not required
- Online course is not required

All other graduation requirements for a 24-credit standard diploma must be met (per s. 1003.4282(3)(a)-(e), F.S.).

Where is information on Bright Futures Scholarships located?

The Florida Bright Futures Scholarship Program rewards students for their academic achievements during high school by providing funding to attend a postsecondary institution in Florida. For more information, visit [Florida Bright Futures Scholarship Program](#).

What are the public postsecondary options?

State University System (SUS)
<p>Admission into Florida’s public universities is competitive. Prospective students should complete a rigorous curriculum in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida’s public universities, a first-time-in-college student must meet the following minimum requirements (credit earned by industry certification does not count for SUS admission):</p> <ul style="list-style-type: none">▪ High school graduation with a standard diploma▪ Admission test scores▪ 16 Credits of approved college preparatory academic courses<ul style="list-style-type: none">○ 4 English (3 with substantial writing)○ 4 Mathematics (Algebra I level and above)○ 3 Natural Science (2 with substantial lab)○ 3 Social Science○ 2 World Language (sequential, in the same language)▪ 2 Approved electives <p>State University System of Florida</p>
The Florida College System
<p>The 28-member Florida College System offers career-related certificates and Associate in Science degrees that prepare students to go directly into the workforce, as well as Associate of Arts degrees that prepare students to transfer to a bachelor’s degree program. Many also offer baccalaureate degrees in high-demand fields. The Florida College System has an open-door policy enabling students who have earned a standard high school diploma, high school equivalency diploma or have demonstrated success in postsecondary coursework to be admitted to an associate degree program.</p> <p>Division of Florida Colleges</p>
Career and Technical Centers
<p>Florida also offers students 48 accredited career and technical centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.</p> <p>Secondary Career and Technical Education Directors</p>

Where is information on financial aid located?

The Florida Department of Education Office of Student Financial Assistance administers a variety of postsecondary educational state-funded grants and scholarships. To learn more, visit [Office of Student Financial Assistance](#).

Grade Forgiveness

Any course in which a student makes a D or F may be taken over during the regular year to improve a student's GPA if space is available and scheduling permits. **The new grade will be used in lieu of the original grade to compute the GPA.** The original grade must remain on the record. Credit may not be earned twice for the same course. To compute the GPA, a student must use all unduplicated courses. If the GPA is less than 2.0, then the student may drop elective courses (above 25 credits) with the lowest grades from the calculation of grade point average.

Exam Policy

All students in grades 9-12 must take term exams. The final exam/assessment grade shall count as 1/7 of the final grade and will be combined with the appropriate grades to determine the semester/term grade. Final exams do not necessarily have to be pencil and paper tests but may include alternative assessments such as projects, performances, presentations or the like. Teachers shall have the option of assessing students prior to the final exam day, however, instruction and assessment shall continue until the end of the scheduled term. Individuals seeking special accommodations for alternative options regarding the scheduling or administering of final exams may make requests through the teacher. Decisions will be made on a case by case basis.

Transcripts

Most colleges require a student to send a transcript (copy of your student grades) when you apply for admission. The Guidance office will provide a transcript for a student to mail to the college of his/her choice. If we can send the transcript electronically to a Florida college or university, there will be no charge. If any student needs a transcript for out of state or other purposes, there may be a \$3.00 charge per transcript, payable in advance. A minimum of three days' notice is requested. Request forms are available in Guidance. **Once a senior has been accepted for admission and decides to attend a particular school, final transcript requests should be turned in to Guidance no later than the last day of school.**

Registration, Schedule Changes and Withdrawal from Arnold High School

Registration for classes, schedule changes, and withdrawal from school are handled by the guidance office. No schedule changes will be made after classes are leveled and/or students complete a grading period in that course. All textbooks, library books, and school materials must be returned before guidance can forward student records to another school. A parent or guardian must come to the guidance department to withdraw a student.

Curriculum /Special Programs Instructional Resources Report Cards, Grades and GPA

Report cards will be posted at the end of each term (9 weeks) to all students. The number of tardies and absences will be clearly marked in the report. Parents and students are responsible for monitoring grades and attendance in FOCUS, our student information system. Term grades are final. One-half credit will be granted for each term course passed.

Quality Point Equivalence for calculating GPA

A 4 points

B 3 points

C 2 points

D 1 point

F 0 point

Note: Honors classes add an additional .5 points and dual enrollment and advanced placement courses add 1 point. Divide the total of these quality points by the number of courses taken. The cumulative GPA is determined by adding all the quality points of all non-duplicated high school courses taken to date and dividing by the total number of courses taken. The GPA is computed after each term or 9 weeks (semester).

Middle and High Schools who have CTE course offerings 2021-2022

Bay District Schools offers Career and Technical Education Pathways (CTE), including career academies wherein students may earn industry certifications. Career and Technical Education Pathways (CTE) includes middle and high school students taking courses in one of the following career pathways.

Advanced Manufacturing	Agriculture	Athletic Training	Computer Science
Construction Science	Cyber Security/IT	Culinary Arts	Digital Design
Digital Video Technology	Early Childhood	Engineering	Entrepreneurship
Finance	Game/Visual Design	Health Science	Hospitality/Tourism
Marketing	Unmanned Aircraft	Web Design	

These Career Pathways are designed to prepare students to be successful in a rapidly changing workforce and equip them to make informed decisions about future college and career opportunities. CTE offers students opportunities to earn highly valued industry certifications and to develop a multitude of skills while experiencing rigorous curriculum with real world applications. CTE students who complete 3 courses in a Career Pathway are eligible for many scholarships, including the Gold Seal Vocational Scholars (GSV) and Gold Seal Cape Scholars (GSC) Bright Future Scholarships.

The district's career and technical programs are open to all eligible students in the district and is committed to a policy of nondiscrimination in employment and educational opportunity. No person shall be discriminated against or harassed in any educational program, services, or activities, or employment conditions or practices on the basis of race, color, national origin, religion, sex, age, disability, marital status or sexual orientation.

Admission is open to students with limited English proficiency. In order to eliminate barriers, the district assesses each student's ability to participate and benefit through placement testing and counseling. Based on assessments, services or referrals are provided to help prepare students for successful participation.

GRADING POLICIES

Arnold High School adheres to the following guide for grading. Each teacher will have specific information for their class syllabus.

Bay District Schools



Assessment Principles and Practices

Updated July 20, 2017

PRINCIPLE 1

The primary purpose of assessment is to measure student progress towards mastery of standards.

PRINCIPLE 2

Grading is fair, consistent, and meaningful.

PRINCIPLE 1

The primary purpose of assessment is to measure student progress toward mastery of standards.

Practice 1.1: Schools and teachers use a variety of standards-based assessments as a basis for instructional planning as well as the diagnosis, grading, and placement of students.

- 1) [Assessments](#) measure student performance in relation to the state adopted standards. ([Information regarding the assessment of ESOL students found on pages 7-9](#))
- 2) A range of tasks is used to move students along the [progression scale](#) toward mastery of the standard. Instruction and questions/tasks should scaffold in order to align to the [DOK level](#) (Depth of Knowledge) of the standard, and the DOK level of the assessment should be aligned to instruction. Therefore, when a standard with a DOK level of 3 is taught, for example, then at least 50% of the assessment should assess the standard at the DOK level 3.
- 3) Assessments include tasks that require the following levels of thinking: Recall and reproduction; Working with skills and concepts; Strategic thinking/complex reasoning; Extended thinking/complex reasoning.
- 4) Ongoing [formative](#) assessments throughout the learning cycle are provided for students to practice learning prior to the administration of [summative](#) assessments. Teachers:
 - a) Provide adequate time for practicing and internalizing the content and skills being learned.
 - b) Provide feedback to students regarding the student's progress toward mastery of the standards and formative assessment results in a [timely](#) manner (during the learning cycle.)
 - c) Differentiate based on student needs using multiple and varied instructional strategies and activities.
 - d) Allow and encourage [self-assessment](#), providing work samples to students early in the learning process, so that students can examine the sample against the [criteria](#) to understand what [mastery](#) of the standards looks like.
 - e) Ascertain student readiness prior to summative assessment through progression scales, formative assessments, common formative assessments, etc. For example, the students could use progression scales to assess their own learning. Teachers use progression scales to provide immediate feedback on student learning progress and use information to adjust instruction before moving on in the learning cycle.
 - f) Weight formative assessments no more than 5% of a student's final grade.

Note: Ongoing formative assessments used to adjust instruction and/or provide remediation opportunities to students often eliminate the need for and/or lessen the number of students requiring reteaching/reassessment following a summative assessment.

Practice 1.2: Teachers provide opportunities for students to take ownership of learning by setting, meeting, and/or modifying individual goals. Teachers:

- 1) Share the learning target (Level 3 on progression scale - See glossary) and assessment criteria before and during the learning process and define the range of [achievement levels](#) (Examples include: [rubric](#), checklist, progression scale, etc.). See [BDS Curriculum Guides](#) (<http://www.bay.k12.fl.us/k12/CurriculumGuides.aspx>)
- 2) Provide guidance and direction as students' self- assess in relation to the standards-based learning target.
- 3) Work with students as they complete and refine products in order to meet standards-based goals.
- 4) Assist students so they:
 - a) internalize the process of self-assessment and [evaluation](#), and
 - b) become self-directed, life-long learners.

Practice 1.3: Teachers systematically collect and record standards-based assessment information regarding student achievement and progress and communicate information to the appropriate audience.

- 1) Information is *regularly and consistently* collected and recorded about what the student knows and is able to do in relation to the [standards-based learning target/goal](#).
- 2) Student progress related to the standards should not be a surprise to students and parents/guardians. Communication to students and/or parents/guardians regarding mastery of standards and formative and summative assessment results will be given in a **timely** manner so that all understand the student's progress.
- 3) In addition to timely communication in the district's online gradebook, Focus, teachers will communicate student [achievement](#) throughout the grading period by using some or all of the following:
 - a) making contact with parents,
 - b) encouraging various types of conferences,
 - c) sending home evidence of performance,
 - d) encouraging student and parent participation in monitoring student progress,
 - e) providing timely and specific [descriptive feedback](#) to guide students in goal- setting and self-assessment.
- 4) Teachers that choose to utilize other online gradebooks or progress monitoring tools included with digital content providers or an LMS (i.e. Canvas), are responsible for entering grades into the district's online gradebook (Focus). For students enrolled in an Edgenuity course, the Edgenuity gradebook and progress report is the tool for communicating student achievement and progress for that course. Schools and teachers will ensure that parents of these students understand and have access to their child's Edgenuity progress reports and grades. Edgenuity final grades will be put into Focus.
- 5) The PLC (Professional Learning Community) common assessment data analysis spreadsheet is another tool which can be used by PLC teams to monitor student progress in order to adjust instruction to meet the needs of each student.
- 6) Teachers/schools communicate assessment and grade information to parents/guardians and students at the beginning of the school year. Communication includes: "Missing" work (2.2, 3), what zero indicates (2.2, 4), behavior communication (2.1, 4), Reassessment procedures (1.4, 3), formative and summative weighting (1.5, 1) and explanations for accessing Parent Portal (see page 12 for sample parent communication).

Practice 1.4: Teachers interpret and analyze formative and summative assessment information (descriptive & evaluative) to plan and modify instruction and assessment to meet individual student needs.

- 1) The interpretation/analysis centers around the 4 essential PLC questions (Dufour):
 - a) What do we want students to learn?
 - b) How will we know if each student has learned it?
 - c) How we will we respond when some students do not learn it?
 - d) How can we extend and enrich the learning for students who have demonstrated proficiency?
- 2) Based on the analysis of formative and summative assessment results, the teacher plans and modifies instruction to meet students' needs, with student involvement as [appropriate](#). This process involves:
 - a) differentiating content (what students learn), process (how students learn), product (evidence of student learning), and environment (creating the appropriate atmosphere for the learner);

- b) gathering and analyzing additional [diagnostic](#) information;
 - c) using the Multi-Tiered System of Supports to meet the instructional needs of each student. (<https://sites.google.com/a/bay.k12.fl.us/bay-district-schools-mtss/>)
- 3) Teachers will provide students with multiple and various opportunities to demonstrate level of mastery of each standard.
- a) Reassessments will be provided for summative assessments. (Parts of the summative assessment may be reassessed if the summative assessment is divided up by standard.) At least 50% of the reassessment should assess at the DOK level of the standard. Reassessments occur during the school day unless teacher and student make other arrangements. "Summative assessments are assessments of learning that occur at the end of a predetermined learning cycle, after learning has taken place." (O'Connor, 2009; Stiggins, 2007)
 - b) The intent of a reassessment is not for students to continually reassess to get an "A".
 - The intent of a reassessment is to provide students an additional opportunity to show increased standards' proficiency/mastery.
 - Prior to reassessments, an **appropriate** remediation/reteaching opportunity **will** be provided. The student is required to show **evidence** of additional learning to the teacher (i.e. peer tutoring, teacher tutoring, revising their work, practicing the skill in a given way). (McTighe and O'Connor, 2005)
 - c) Do not give identical summative assessments and reassessments.

Practice 1.5: Teachers use summative assessments to indicate mastery of standards giving consideration to the most recent cumulative knowledge and skills.

- 1) Formative assessments are used for progress monitoring and teacher feedback and are not included in summative grades. Formative assessments will be weighted no more than 5% of a student's final grade.
- 2) Summative assessments are designed to determine student achievement at the end of a unit, course, term, or year providing teachers with information for making final judgments about student mastery of the standards.
- 3) Summative assessments that are grouped by standard enable summative assessment reassessments to be specifically targeted by standard so that the student need not reassess on the entire set of standards.
- 4) If a student demonstrates mastery after the initial assessment, then the original lower grade will be replaced with the higher reassessment score within the current course; do not average the original with the retest. Full credit will be given on the summative reassessment opportunity if the student has demonstrated mastery of the content. Teachers should document the original grade in Focus when replacing the original with the new grade. In the event the reassessment is lower than the original, don't replace the higher original grade without additional evidence of student mastery of standards.

PRINCIPLE 2

Grading is fair, consistent, and meaningful.

Practice 2.1: Standards based grading is a system of assessing and reporting that describes student progress in relation to standards (Heflebower, Hoegh, Warrick, 2014).

- 1) Grading is based on individualized achievement of standards; group work will not be used for individualized grading.
- 2) Entries in the grade book that count toward the final grade will be based on course or grade level standards.
- 3) The determination of grades is not related to behaviors, such as compliance, attendance and attitude. Determination of grades should not be related to participation unless otherwise stated in the course standard (i.e. CTE, PE, Music, Art) School Board Policy 8.201.
 - a) No deductions will be made based on behaviors, i.e. missing name, incorrect ink pen, incorrect labeling, handwriting, etc.
 - b) The custom grade symbol ** will be used in Focus to indicate when a summative assessment is missing/incomplete and averages as a zero in the grade until replaced (Parent Portal displays the term "missing" instead of **). Late work will be coded with a ** until the work has been submitted to the teacher and then graded according to the original stated standards. Multi-day/work projects, essays, etc. that are submitted late may receive deductions of no more than 10% of the total assignment. ([See 2.2, 3](#)) Additional appropriate action, as determined by the teacher and/or site administration, may be taken for consistently late work.
 - c) Cheating and/or plagiarism will receive the ** grade symbol with a note/comment in Focus regarding cheating/plagiarism; may have deductions of no more than 10% of the total assignment grade ([See 2.2, 3](#)). Additional appropriate action, as determined by the teacher and/or site administration, may be taken. Disciplinary actions in response to cheating/plagiarism will be in accordance with the Bay District Schools Discipline Matrix.
- 4) Communication of behaviors is done via the conduct grade on the [report card](#).
- 5) Extra credit will not be given at any time.
- 6) ESE/ELL and struggling students working toward regular content standards are to be provided [accommodations](#) in order for them to master the content standards. [Modifications](#) of the content are not allowed, unless students are on Access Points. ([ESOL grading information, pages 7-9.](#))

Practice 2.2: Grading is consistent for ALL students across the district.

- 1) Teachers will participate and collaborate in the PLC process.
- 2) Teachers will follow the BDS Assessment Principles and Practices and Board Policy.
- 3) The custom grade symbol ** will be used to indicate when a **summative** assessment is missing/incomplete and averages as a zero in the grade until replaced (Parent Portal displays the term "missing" instead of **). The only situation in which a zero may be used is when a student has completed an assessment and demonstrated no mastery of the standard(s) on that assessment.
- 4) PLCs decide upon and implement a common gradebook configuration for categories of summative assessments with administrator approval.
- 5) Formative assessments will be weighted no more than 5% of a student's final grade.
- 6) If a student transfers within the 9 weeks, the receiving teacher will enter a "transfer" grade, if available, and post the final grade.

- 7) Those teachers using Edgenuity will state using the appropriate comment code in the district online gradebook that a student's achievement and progress for a particular Edgenuity course will be found in Edgenuity.
- 8) Independent summer work (i.e. summer reading, math assignments) may be assigned but grades will not be given until instruction has occurred (see Principle 1).
- 9) In an effort to encourage students transferring to an alternative school an opportunity to recover their courses/credits towards an acceptable level of academic performance, no student shall transfer with a course or semester grade lower than a 50.

Anything not specifically addressed in this manual is left to the discretion of the site administrator.

Assessments for ESOL Students

How to fairly assess an ELL student is a “complicated” topic due to the expectations from the state for our students. However, it is inaccurate and unfair to assess an ELL student the same way as other students are evaluated to demonstrate academic progress. Using the same assessment for a student that is in the beginning stages of language acquisition will not provide an accurate measure of their knowledge because the student may not be able to answer this kind of assessment. That does not mean that the student is not learning the content and not having achieved any progress in the course. The best practice is to identify the way you are going to assess the student, and it should be based on the student’s language proficiency level. Here are some basic guidelines to help you determine which kind of assessment to use for your ELL students:

- Beginning: you must use *Alternative assessments*
- Low Intermediate: *Simplified Summative Assessments*
- High Intermediate: *Accommodated Summative Assessments*

ELL Accommodations: All ELL students may receive extended time to complete assignments and assessments, use the English to Heritage Language translation dictionary and also a Bilingual paraprofessional/teacher may assist with translation for core subject assessments when feasible (for example math, science, social studies, and language arts/reading assessments). Another state approved accommodation is flexible setting to complete assignments and/or assessments.

Type of Assessments to Be Used According to the Student’s Language Level

Grade Level Common Assessments: All assessments should focus on the standards that are on the grade level common assessment using the pacing guide for each subject. Teachers may use alternative assessments or use a simplified version of the common assessment based on the English Level Proficiency level of the student. Once a student reaches the high intermediate level, the student must take the grade level common assessments with accommodations provided based on the student’s ELL plan.

Alternative: Allow the ELL student to demonstrate their knowledge in a completely different format. Generally, for beginning students with limited proficiency in English, pictures, drawing, and short verbal explanations work best. At this stage, the student is generally only graded on content, and not on spelling, grammar, or stylistics.

- Label a picture or diagram
- Draw a picture that demonstrates a key idea
- Explain an idea orally not evaluating the limitations in grammar or in their native language when feasible.
- Answer a few questions orally (yes - no questions)
- Draw lines between vocabulary terms and pictures
- Allow students to submit a project in lieu of an in-class test. The project might take a week or more for the student to complete.

Simplified: Develop a short assessment that evaluates only the essential ideas and core vocabulary that the ELL student was required to learn.

- True/false
- Multiple choice with only two possible answers
- Matching with a limited number of choices

- Cross out half the questions
- Require students to complete only certain portions of the test
- Provide a word bank (write it on the test) with cloze sentences or questions
- Allow students to choose to answer 5 of 10 questions
- Provide multiple choice answers for questions that would normally require students to create an answer
- Color code the passage and the questions. For example if a student can find the answer to a question in a certain place in the text, then the text and question are highlighted the same color. Change to a new color for the next question that would be found in a different text or passage.

Accommodated: Students will take the same assessment as other students, and they will be provided with the ELL accommodations. (As stated on page 7)

Grading ELL Students

No grading policy or guidelines shall adversely affect a student based solely on English language proficiency. As we previously established, teachers must take into consideration the student's level of English proficiency when planning instruction, assessments, and assigning grades to their students, because the student's level of English proficiency may affect his or her ability to communicate content knowledge. ELL students have a right to receive grades that represent an accurate evaluation of achievement and that thoughtfully reflect the academic and linguistic progress.

ELL students will receive grades based on accommodations or alternative assignments/assessments appropriate to the student's English language proficiency level, and receive the same report card that is used in general education.

Please note that "watering down" the curriculum IS NOT an option.

ELL students grading should therefore reflect daily instructional accommodations as well as testing accommodations, and should not penalize the student for not yet being fully fluent in English. Grading should be a "combination of process and product" for all students. Grades should reflect a variety of performances, such as projects, [portfolios](#), and oral explanations. Using only "product criteria" for grading would not recognize some of the students for their effort, and for things they do well, which are an equally legitimate and relevant part of the criteria for grading them.

The following is a summary of specific guidelines for teachers to follow when grading ELL students:

- Explain grading criteria and expectations to parents and provide them with samples of student work meeting these performance expectations.
- Simplify the curriculum by reducing the language demands of instruction, without compromising the content of instruction.
- Provide comprehensible instruction to ELL student. This can be accomplished through the use of ESOL instructional strategies, supplementary materials and native language assistance.
- Document the use of ESOL instructional strategies in the teacher lesson plans.
- Document other adaptations, accommodations and parent contacts made for each ELL student. Interventions should be based on the student's level of English proficiency. Document what you are doing different to ensure instruction is

comprehensible to the ELL student. Documentation Examples include: data notebooks, lesson plans, PLC minutes)

WHEN GRADING ENGLISH LANGUAGE LEARNERS

The teacher is not to assign a student a lower grade based solely on lack of English proficiency, or use a single assessment to determine mastery of skills and concepts taught.

On the report card teachers may use the comment code, student is making progress toward the standards at his/her level of English language proficiency.

Can a teacher report an ELL student as failing a class?

It is illegal to give failing grades to or retain an ELL student if the student's lack of mastery is due to limited English proficiency. (Refer to state mandate *SBR 6-A- 1.09421 (6)* for details.)

ELL students should only receive a failing grade if the contributing factor for failure is unrelated to second language acquisition, For example, poor attendance, unwillingness to try or incomplete work (after implementing the needed accommodations).

- The classroom teacher must document that content area materials and assignments have been adapted to meet the needs of the ELL student (including classroom work and assessments).
- If, after implementing the classroom accommodations according to the student's language level, the student does not master the content concepts, then a failing grade may be justified, but documentation would be required to demonstrate why the student earned the failing grade.

An ELL student should not receive failing grades nor be considered for retention if the teacher has not implemented and documented the ESOL strategies and accommodations for instruction and assessments as previously described. If the instruction and evaluation accommodations were not implemented during the school year, it means that the student was not provided the comprehensible instruction that is required based on the META Consent Decree and state mandates. Consequently, the student will not be penalized for failure to comply with the Decree as well as a failure to properly implement required instructional programming based on the child's learning needs.

Glossary of Assessment Terms

Achievement – the level of mastery for student performance measured against standards/[benchmarks](#)

Achievement Levels – description of the degree of mastery

Accommodations – changes that can be made in the way the student accesses information and demonstrates performance (how the content is taught). Accommodations are organized into 4 categories: presentation, response, setting, scheduling. For example: If students are being asked to label a plant without being provided the words, an accommodation that might be made is that the student with disabilities is given a word bank to use in the labeling process

Appropriate- suitable to the desired outcome; not punitive. Does not deter the student from accessing an opportunity to show proficiency or mastery of standards

Assessment – the gathering and interpreting of information about a student or group of students using a variety of tools and techniques for the purpose of understanding and enhancing student learning

Assessment Variety – the multiple types of assessments possible for formative or summative purposes. Paper pencil are one form of assessments. Other assessment types include: projects, exit slips, performance tasks, interviews, demonstrations, etc.

Benchmark – a statement of expectations about what students should know about each standard at the end of each of the four (4) developmental levels (PreK-2, 3-5, 6-8, 9-12)

Criteria – the characteristics or degrees of student performance

Descriptive Feedback – specific information in the form of written comments or conversations that helps the learner understand what he or she needs to do to improve

Diagnostic – assessment/evaluation carried out prior to instruction that is designed to determine a student’s knowledge, skills, or misconceptions in order to identify specific student need

DOK Level – “The DOK level for an individual content standard is intended to represent the typical performance level of cognitive complexity that a learning activity or assessment item associated with that standard might entail. This is particularly important for assessment purposes, since 50% or more of assessment items associated with a given standard should meet or exceed the DOK level of the standard.” (Florida Test Design and Blueprint, ELA/math)

Evaluation – judgments made about the quality of overall student performance, primarily for the purpose of communicating student achievement

Evaluative Feedback – tells learners how they compare to others or to the stated criteria, or provides a judgment summarizing the quality of the learning

Formative – assessment designed to provide direction for improvement, make adjustment to the instructional program, monitor student learning toward standards, and provide specific feedback to students. Formative assessments include, but are not limited to- homework, in-class practice opportunities, standards-based worksheets. Formative provides practice without penalty

Learning Goal- identifies what a student will know and be able to do at the end of a unit of instruction. Not a statement that communicates the activity the students will do to reach the goal

Learning Objective- is the daily objective/lesson purpose for learning, written in student friendly language

Learning Target – level three on the progression scale, which indicates proficiency on the learning goal

Mastery – effective transfer of learning in authentic and worthy performance as defined in the course standards. Students have mastered a subject when they are fluent, even creative, in using their knowledge, skills, and understanding in key performance challenges and contexts at the heart of that subject, as measured against valid and high standards

Modifications – involve changes to program outcomes that relate to the specific content, level of skills, or number of skills required by the program. Modifications are changes to what a child is expected to learn. For example, students are being asked to label the parts of a plant, a modification for a student with disabilities might be to modify the plant diagram so that the student with disabilities labels far fewer parts of the plant than his/her regular education counterparts

Portfolio – a purposeful, integrated collection of a student’s best work that shows the level of achievement on standards in a given area

Progression Scale – written in student friendly language, identifies levels of mastery and then defines what mastery looks like at the basic, proficient, and advanced levels. Progression scales are used by teachers to define mastery and drive instruction and by students to self-assess and gain ownership of their learning

Report Card – the formal mechanism used to communicate student mastery of standards at designated points during the year

Rubric – a tool that provides descriptions for all criteria being assessed and shows a range of performance from low to exemplary

Self-Assessment – a reflective practice in which students make observations about their own performance relative to criteria and standards

Summative – assessment/evaluation designed to determine student achievement at the end of a unit, course, term, or year providing teachers with information for making final judgments about student mastery

Timely – in time for teacher, student, parent/guardian to take action with regard to student mastery of standards prior to end of grading period, end of course, end of school year, etc

- 1) **Purpose of Grading** - The primary purpose of a grade is to communicate the level of standards mastery a student has achieved in a given subject.
- 2) **Formative & Summative Assessments** - Formative assessments are used for student practice and teacher feedback. Formative assessments will count for no more than 5% of a student's final grade. Summative assessments measure student achievement at the end of a unit, course, term, or year providing teachers with information for making final judgments about student mastery.
- 3) **Missing Assignments and "Incompletes"** - In Parent Portal, the term "Missing" will indicate any missing student work during the grading period. At the end of a grading period, any missing work will factor into the final grade as a temporary zero that will be adjusted once the student completes the assessment.
- 4) **Zeroes** - The only situation in which a zero may be used is when a student has completed an assessment and demonstrated no mastery of the standard(s) on that assessment. Zeroes will not be used to indicate missing assignments.
- 5) **Communication of Behavior** - Communication of student behavior is done via teacher-initiated contact with parents/guardians during the grading period and via the conduct grade on the report card at the end of the grading period. Behavior will not factor into a student's grade.
- 6) **Retakes/Reassessments** - Teachers will provide students with multiple and various opportunities to demonstrate their level of mastery.
 - a. Reassessments will be provided for summative assessments or parts of summative assessments if the summative assessment is divided up by standard. Reassessments occur during the school day unless teacher and student make other arrangements
 - b. The intent of a reassessment is not for students to continually reassess to get an "A".
 - i. The intent of a reassessment is to provide students an additional opportunity to show increased standards' proficiency/mastery.
 - ii. Prior to reassessments, an appropriate remediation/reteaching opportunity will be provided. The student is required to show evidence of additional learning to the teacher. Examples of additional learning include peer tutoring, teacher tutoring, revising their work, practicing the skill in a given way, and other similar activities.
 - c. The reassessment will not be identical to the original assessment.
- 7) **FOCUS/Parent Portal is the OFFICIAL grade of record.** FOCUS/Parent Portal can be accessed 24/7. Go to <http://www.bay.k12.fl.us/Parents/ParentPortal.aspx> for additional information. Parents can then receive regular updates (if scheduled in Parent Portal to do so) and receive emails from the teacher regarding student progress.

DRESS CODE

STUDENT DRESS CODE AND GROOMING

7.209

Appropriate dress is the primary responsibility of the student and his/her parent or guardian. In order to promote safety, personal hygiene, academic well-being, and moral development, students shall be expected to comply with reasonable requirements relating to dress, grooming and personal appearance. Students are expected to come to school dressed appropriately with proper attention having been given to personal cleanliness, grooming, and neatness of dress.

The following is the dress code for grades K-12 except students at Margaret K. Lewis and Tom P. Haney Technical Center.

The dress code policy applies from the time the student arrives on campus until the end of the school day and at all school activities during the school day. Exceptions may be made by the principal for field trips or other special activities (examples: Honors and Awards ceremonies).

Tops:

- All tops must be unaltered and appropriately fitted with sleeves; cannot be so sheer or tight as to reveal underwear or body parts
- Collared or crewneck tops only; scoop or v-neck shirts will not be permitted
- School approved T-shirts (club, spirit, etc) **are permitted**
- School colors preferred and encouraged
- **Students in grades K-5th:** any solid color or print; manufacturer's graphics or logos permitted
- **Students in grades 6th-12th:** any solid color or print; No graphics or logos except for a small manufacturer's trademark
- Students may layer their tops; however, all visible tops including camisoles or undershirts must be in solid colors

Bottoms:

- Bottoms must be any solid color
- Bottoms must be appropriately fitted and seated at the waist; cannot be so sheer or tight as to reveal underwear or body parts
- No shorts, skirts or dresses shorter than five inches (5") above the kneecaps as measured standing up, (K-5 students may wear jumpers)
- Any pants with holes, rips, or tears 5 inches above the kneecaps are not permitted
- Dresses with sleeves (underarm must be covered) must be a solid color or a print but no graphics
- Small manufacturer's trademark and minimal embellishments are acceptable
- Fitness pants such as leggings, yoga pants, exercise tights, etc. are permitted but must be covered with a top that reaches fingertip length when arms are at sides

Shoes:

- Closed toes and closed backs preferred
- Sandals with back or back strap for grades K-5 only
- No bedroom shoes, flip-flops, shower shoes, slides or beach footwear

Sweaters/Sweatshirts/Hoodies:

- Long-sleeved sweaters, sweatshirts, or hoodies must be a solid color or print but no graphics (unless school approved spirit or club)
- Small manufacturer's trademark is acceptable
- Hood may not be worn indoors or in covered hallways

Note: School approved means clothing carries school logo and is in school colors.

Cloth Face Coverings:

- Cloth face coverings may be worn by students as necessary for health and safety
- Coverings must be solid colors or school approved
- Coverings may not cover eyes or tops of head
- Students will assume full responsibility for their own personal cloth face coverings

Other:

- Scarves must be worn appropriately around the neck or shoulders (accessory item only; no bandanas)
- No head wear except sunglasses. Hats or other sun-protective wear to only be worn while students are outdoors during school hours (not during class changes); however, at all other times, the sun-protective items must be properly stored by the student in pockets, purse, locker or backpack
- No jewelry or accessory that may be used as weapons such as chains or spiked jewelry
- Jackets/Coats must have either buttons, zippers or snaps that are from top to bottom. Jackets can be any color. Jackets may be worn in the classroom at the discretion of the teacher.
- Students participating in extracurricular activities shall conform to the standards of this policy while attending classes during the regular school day. Cheerleaders may wear their uniforms when required for participation in school sanctioned activities. Athletes may wear the team jerseys on game days with appropriate uniform bottoms.
- **Earbuds** – Principals are granted discretion of authority necessary to implement a technology policy (including earbuds/headphones) that best meets the needs of their campuses. In order for students to be made aware of security announcements or other hazardous situations in a timely manner, it is expected that all students will adhere to **single earbud use** while on campus, at school-sponsored events and on school-sponsored transportation. Earbuds are permitted during supervised testing situations.

Exceptions to wearing dress code attire are permitted when:

- A student wears a uniform of a nationally recognized youth organization, such as the Boy Scouts or Girl Scouts, on regular meeting days;
- A student wears a costume, special clothing or attire necessary for participation in a school-sponsored or extracurricular activity provided the clothing complies with District policy.
- The dress code guidelines violate a student's sincerely held religious belief. Students enrolled in special programs such as on-the-job vocational training, or participating in school activities which require additional standards of dress or grooming shall comply with such additional standards. When applicable, students shall be required to "dress out" and wear physical education uniforms prescribed by the school.
- A reasonable accommodation is needed to address a student's disability or medical condition. A request in writing shall be made to the principal by the student's parent/guardian.

Discipline for violating this policy shall be as follows:

- First and second offense consequences are: notification of parent or guardian; change of inappropriate attire;
- Consequences for subsequent offenses may include one or more of the following at the discretion of the principal:
 - A. notification of parent or guardian;
 - B. change of inappropriate attire;
 - C. one to three days of in-school or out-of-school suspension; or
 - D. three days after school detention, if available.
- The fourth and subsequent offenses are willful disobedience which will result in further disciplinary action, which may include out of school suspension or expulsion;
- Any absence resulting from a violation of the Student Dress Code will be considered an unexcused absence.

Prohibited Attire at all Schools

Each student is expected to dress appropriately in such a manner that is respectful to self and others. Dress and grooming shall be clean, healthy and safe, and shall not be permitted to disrupt the teaching and learning environment. Attire and accessories that are prohibited include, but are not limited to:

- Clothing that exposes underwear or body parts
- Fishnet tights
- Garters
- Halloween costumes or anything perceived as a dress up costume
- Sleepwear, pajamas, or other bedroom clothes
- Beach wear or bathing suits
- Visible undergarments including camisole tops or undershirts
- Animal tails
- Any clothing or accessory item that causes a disruption to the learning environment

Any student who violates this specific policy of prohibited attire is subject to the following disciplinary actions:

- For a first offense, a student shall be given a verbal warning and the school principal shall call the student's parent or guardian.
- For a second offense, the student is ineligible to participate in any extracurricular activity for a period of time not to exceed five (5) days and the school principal shall meet with the student's parent or guardian.
- For a third or subsequent offense, a student shall receive an in-school suspension pursuant to §1003.01(5), Florida Statutes for a period not to exceed three (3) days, the student is ineligible to participate in any extracurricular activity for a period not to exceed thirty (30) days, and the school principal shall call the student's parent or guardian and send the parent or guardian a written letter regarding the student's in-school suspension and ineligibility to participate in extracurricular activities.

Any interpretation of the dress code that is required of this policy shall be the responsibility of the principal of each school. The Superintendent is authorized to make the final decision regarding the interpretation, application and enforcement of this policy and to make certain that it is being uniformly applied and enforced at each of the schools within the District.

The Superintendent can add dress code requirements based upon the unique needs of the population served at a school.

Authority: §1001.41, Fla. Stat.

Law Implemented: §§1001.43, 1006.07, Fla. Stat.

History: New, June 12, 1989

Revised: July 24, 1997; November 17, 1998; June 13, 2001; January 25, 2006; September 13, 2006; April 25, 2007; September 12, 2007; June 24, 2009; January 13, 2010; July 14, 2010; September 13, 2011; November 22, 2011; April 9, 2013; May 14, 2013; June 28, 2016 (without requirement of meeting – correct reference to School Advisory Council); September 27, 2016; July 30, 2019

Resources for Compliance

J. R. Arnold High recognizes that compliance to the dress code is a requirement of school attendance. We offer several resources to enable students to adhere to the standard such as; spirit store, where school approved shirts, tops and jackets are sold and counseling and clothing assistance for students with unique circumstances. See your guidance counselor or stop by the Student Services department for more details.



Middle and High School Dress Code What to Wear



Why not? No jeans with rips more than five inches above the knee are permitted.



Why not? Leggings/yoga pants must be worn with a top that reaches finger tip length.



School Spirit shirts are approved.



Why not? No midriff tops are allowed.



Why not? No graphic t-shirts are permitted.



Why not? No V-neck shirts allowed.



Why not? No slides or slippers are permitted.

ATTENDANCE POLICIES

Student Rights and Responsibilities

Students are expected to attend school regularly, punctually, and to devote their energies to learning, under the supervision of the total school staff. They are expected to assume responsibility for knowing and observing school rules and state laws which govern student conduct, including the obligation to respect others and the property of others. Any child under the age of sixteen (16) must attend school. A child age sixteen (16) or over is not subject to school attendance if that child files with Bay Districts School Board a formal declaration of intent to terminate school enrollment. The parent(s) and/or legal guardian(s) of the child must be notified of the child's declaration of intent to terminate school enrollment.

Leaving During School Day

Before releasing a student from school, the principal or his/her designee shall establish the identity and authority of any individual who seeks the release of a student from school. A student shall be released only to the parents or legal guardians or other person authorized by the parents or legal guardians on the student's Registration. Should a person other than one authorized by the parents or legal guardians request the release of a student, the principal or his/her designee shall first obtain verbal consent of the parents or legal guardians before releasing the student. In the event that a dispute arises between parents regarding who is authorized to pick up a student from school, the student shall be released only to the parents or legal guardians registering the student for school.

Signing In and Out of School

Students arriving at school after 8:20 a.m. (5 minutes after the opening of school) must report to the attendance office, sign in, and obtain a pass to enter class.

Students will not be allowed to leave school during the day except in cases of emergency illness or dental and doctor appointments, and only then with prior administrative approval. Any student will be allowed to check out when the parent or guardian comes to the school. Parents/guardians who come and sign out their child must adhere to the criteria for excused absences for the time missed for the absence to be considered excused. Students in grades 9-12, ages 18 or older, may sign themselves out of school during the regular school day if the school has on file a written, notarized request from the student's parent/guardian allowing their student to check themselves out of school. The written request shall include an acknowledgement that the parent understands that the school will not notify the parent/guardian of excessive absences or tardiness if they allow their student this privilege. The written parental request may be waived by the principal in the event the principal determines through verification that the student is living on his/her own. Students who do not sign in and out according to procedure could seriously jeopardize an absence appeal. If your student drives to school and needs to check out, parents should contact the school in the morning to schedule an early check out. Students who do not sign in and out according to procedure may be considered skipping school and subject to disciplinary actions. **Power hour days:** Students are not allowed to check out between 10:30-12:30, unless a parent/guardian physically comes to the school to check out the student.

Absences

A student who wishes to be absent from school for permissible reasons as outlined in this policy shall have the verified permission of his/her parents or legal guardians and have the approval of the principal. By the next school day after the absence, it shall be the responsibility of the parents or legal guardians to notify the school regarding the reason for each absence that had not been preapproved. The school principal or his/her designee shall thereafter contact the student's parent or guardian to determine the reason for each unexcused absence or absence for which the reason is unknown. Parents or legal guardians shall be required to justify the student's absence. Justification will be evaluated based on the policy below regarding excused or unexcused absences. The final decision for approval will rest with the school principal. Failure to successfully notify parents will NOT negate the attendance policy.

Excused:

Documentation must be filed with the attendance office within 3 days of the absence. Excused absences may be given for the following reasons:

1. Death in the family or other bona fide family emergency.
2. Illness of student. A written statement from a physician that the student is under the supervision of the physician and that the student's condition justifies the number of days absent may be required after five (5) days absence.
3. Appointments for medical or dental care (physician's statement required.)
4. Visits to licensed therapist.
5. Legal reasons.
6. Pre-approved family leave. Requests for family leave must be in writing and approved before the student is to be absent and must comply with the following criteria.
 - A. The student must have a C average or higher in all classes for the grading period.
 - B. It must be demonstrated that the leave cannot be taken during school breaks.
 - C. The requested leave cannot be for more than five (5) days per school year and may not be during semester/term exam days.

School Leave

Excused School Function Leave

Students shall be granted Excused School Function Leave for school sanctioned events, including but not limited to:

1. School sanctioned activities.
2. Approved educational trips.
3. Curriculum related field trips with teacher chaperones and with principal approval.
4. Functions which the student is administratively recognized as a representative of a school.

Administrative Leave

Students shall be granted Administrative Leave for occasions which the principal feels are appropriate, including but not limited to:

1. Trips for college recruitment should be scheduled when school is not in session. The administration may make an exemption if the college has a planned program for a specific day or if the student has a specific appointment with a college official that is validated in writing.
2. Trips for military recruitment should be scheduled when school is not in session. The administration may make an exception if the recruiter makes arrangements with an administrator prior to the student being out of school.

Religious Leave

Students shall be excused from any examination, study, or work assignment for observance of a religious holiday, religious instruction or because the tenets of his/her religion forbid secular activity at such time. Major religious holidays include, but are not limited to: Rosh Hashanah, Christmas, Epiphany, Yom Kippur, Sukkot, Ash Wednesday, Palm Sunday, ShminiAtzeret, Simchat Torah, Good Friday, Easter, Passover, Shavout, Vietnamese New Year, Kwanza, and Ramadan.

Unexcused Absences

These unexcused absences are those absences that are not justified according to the rules of this policy by the parent or legal guardian. In addition, truancy, and/or skipping are considered unexcused absences. Skipping class is defined by one or more of the following criteria:

1. Failure to check out when leaving school before the end of the official school day.
2. Absent from class without parents or legal guardians knowledge and/or permission.
3. Absent from class without teacher knowledge and/or permission.

Unexcused Disciplinary Absences

These unexcused absences are a result of acts such as failure to observe dress code, administrative discipline, expulsions, etc.

Appeals

A parent or student may appeal within five (5) days of notification a decision to classify an absence as unexcused by notifying the principal in writing.

Make Up Work - Excused Absences

Students are expected to make up all work missed during excused absences. The student must contact the teacher on the first day back in school in order to make arrangements to make up the work within five (5) school days. The teacher and/or the principal may grant additional time for making up work if warranted by the individual situation. All assignments including tests and exams announced in advance of the student's absence must be made up on the day the student returns to school. Teachers have the prerogative to require a student on school or administrative leave to complete work assigned in advance of the leave.

Makeup Work - Unexcused Absences

Students are responsible for making up all work missed, including tests and exams, during an unexcused absence. If the unexcused absence is due to a suspension of one to three (1-3) days, the student must contact the teacher upon the student's return to class to make arrangements to make up within five (5) school days work missed. Parent(s)/guardian(s) of students suspended for more than three (3) days are responsible for contacting the school by the end of the third day of suspension and obtaining the missed work assignments. All work must be completed and returned to the classroom teacher upon the student's return to school.

Pre-Approved Family

- Requests for family leave must comply with the following.
- The request must be in writing.
- The student must have a C average or higher in all classes for the grading period.
- It must be demonstrated that the leave cannot be taken during school breaks.
- The requested leave cannot be for more than five days per school year and may not be during term exam days.
- The leave form must be turned into the attendance office three (3) days prior to the requested beginning date of leave.

To avoid being absent from school, especially during testing dates, students and parents are encouraged to check the school calendar posted on the Bay District Schools website when planning family vacations. Calendars are posted for three years for the convenience of families.

College Visits

Trips to colleges and/or universities should be scheduled when school is not in session. The administration may make an exception if the college has a planned program for a specific day or if the student has a specific appointment with a college official. If the visit is taken while school is in session the visit must be validated in writing by a school official for the absence to be considered excused.

Senior Skip Day

The administration of J.R. Arnold High School does not recognize or give excused absences to **any** students who take off for what is commonly called Senior Skip Day. Students that take off on a Senior Skip Day and are found to be absent for this reason will have their absences counted as **UNEXCUSED**. This can and will negatively impact a student's ability to make up assignments or tests missed on the day of the absence. A doctor's note may be required as documentation to excuse an absence in this particular case. For additional information regarding unexcused absences, please review the AHS handbook "Attendance Policies" section.

Attendance Incentive

Students on a seven period day in grades 9-12 with perfect attendance including the day of the exam in an 18 week grading period (7 period day) and an average of 85% and above or students in grades 9-12 with no Unexcused Absences and no more than six Excused Absences including the day of the exam in an 18 week grading period and an average of 90% or above may elect to drop the semester exam or a test or project grade from the current grading period which does not count for more than 1/7 of the student's grade in that class within the current grading period. However, the student may not, under this provision, choose to drop the final exam grade unless the student's numerical score on the final exam is within 20 points on a scale of 1-100 of the student's numerical grade for the course prior to the exam unless the student has maintained an A or B average for both grading periods. These students must sit for the semester exam, but may choose to drop their exam grade regardless of the 20 point rule described above. A student may only drop a test which the student has taken or a project which the student has turned in for grading. This provision does not permit students to exempt the taking of tests or participating in projects. School Leave and Religious Leave shall not count as an absence for the purpose of this section.

1. Any student who is placed in in-school or out-of- school suspension during the 9 week grading period shall not be eligible under this policy to drop any test or project grade.
2. Any student who has three (3) unexcused tardies in a class during the 9 week grading period (block schedule) or six (6) unexcused tardies in a class during the 18 week grading period shall not be eligible under this policy to drop any test or project grade.
3. Any student who transfers into a District school or a student who transfers from one school to another in Bay County shall not be eligible to drop any test or project for the 9 week grading period of their transfer.

Students with four (4) or more unexcused absences in a 9 week grading period (block schedule) or eight (8) or more unexcused absences in an 18 week grading period (7 period day) shall be placed on Administrative Probation, which shall include denial of participation in extracurricular activities through the end of the current grading period. If a student has had at least five unexcused absences, or absences for which the reasons are unknown, within a calendar month or 10 unexcused absences, or absences for which the reasons are unknown, within a 90-calendar-day period, the principal shall, unless there is clear evidence that the absences are not a pattern of nonattendance, refer the case to the school's child study team to determine if early patterns of truancy are developing. If the child study team, after examining the student's attendance records and seeking input from the parent and the student's teachers, finds that a pattern of nonattendance has developed they will notify the principal who will then notify the student, parent, and athletic director that the student will be suspended from all extracurricular activities until the end of the current grading period or until the student fulfills the terms of an attendance agreement (FHSAA Policy 9.2.1.1 requires regular school attendance). A meeting with the child study team and the parent must be scheduled to determine possible remedies.

Minimum Attendance

A student may be in jeopardy of being retained if he/she fails to attend school for at least 160 days in a school year.

Authority: § 1001.41, Fla. Stat.

Law Implemented: §§ 1006.07, 1003.24, 1001.53, 1003.26, 1003.2125 Fla. Stat., Fla. Admin. Code R. 6A-1.09514

History: New, June 12, 1989

Revised: July 24, 1997, August 12, 1998, August 17, 1999;

June 14, 2000; May 9, 2001; June 13, 2001; August 8, 2001;

December 12, 2001; August 14, 2002; December 10, 2003;

September 8, 2004; January 25, 2006; June 14, 2006; January

10, 2007; December 14, 2007; November 22, 2011; August 14,

2012; April 23, 2013; May 14, 2013

Tardies

Students are responsible for regular and punctual class attendance. Students must be inside the classroom by the end of the ringing of the tardy bell in order not to be considered tardy. Students who leave more than 15 minutes before a class is over will be given an Early Departure. Chronic tardiness will be investigated by a designated school representative.

Absences

By the next school day after the absence, it shall be the responsibility of the parents or legal guardians to notify the school regarding the reason for each absence. The school principal or his/her designees shall contact the students' parent or guardian to determine the reason for any absence for which the reason is unknown. Justification will be evaluated based on the policy below regarding excused or unexcused absences. The final decision for approval will rest with the school principal.

Attendance Codes

Absences, Tardies and Early Departures shall be recorded with the following codes, as defined in this policy:

- A – Absent (Adult use only-Tom P. Haney Technical Center)
- B – Administrative leave
- E – Excused Absence
- F – Family Leave
- H – Hospital/Homebound
- I – In-School Suspension (excused)
- NS – No Show (used only during the beginning of the district school year No Show period as determined by Bay District management Information Systems (MIS) department)
- O – Out-of-School Suspension (unexcused)
- P – Present (Adult use only)
- R – Religious Leave (excused)

- S – School Function leave (excused)
- T – Tardy (excused)
- U – Unexcused Absence
- V – Tardy (excused)
- X – Early Departure (≥15 minutes)

Parent/Guardian Notification

Every attempt will be made to notify parents of each absence of their student through use of the Parent Link automated dialing system. However, failure to successfully notify parents will **NOT** negate the attendance policy. Parents are responsible for verifying all information in Parent Portal is current.

Absences During Exams

Any student who signs out or is absent during a term exam due to illness may be required to bring a doctor’s note in order to make up the exam. Those absences not verified by medical statement from a licensed physician will be subject to administrative review on an individual basis. Arrangements for make-up exams must be made within 5 days of absence.

Falsification of Attendance Information

Falsification of attendance information (reason for absence, forged signature, unauthorized use of medical stationery, incorrect telephone number or mailing address, etc.) by students or parents will result in the denial of any absence appeal.

Withdrawal from School

Any student withdrawn from school may not re-enter that term unless he/she has the permission of the principal. Any student wishing to withdraw should report to the guidance office.

Driving Privileges & Attendance/Florida Statute 1003.27

Unexcused Absences and Driving Privileges: Each principal or his/her designee shall notify the School Board and the superintendent of each minor in its jurisdiction who accumulates fifteen (15) unexcused absences in a period of 90 calendar days. The superintendent must provide the Department of Highway Safety and Motor Vehicles the legal name, sex, date of birth, and social security number of each minor who has been reported under this paragraph and fails to otherwise satisfy the requirements of Florida State Statute 322.091. Appeals based on hardship waivers shall be the responsibility of the school principal or his/her designee and shall meet the requirements of Florida State Statute 322.091(3). The Department of Highway Safety and Motor Vehicles **may not** issue a driver’s license to, and **shall suspend** any previously issued driver’s license or learner’s driver’s license of, any such minor, pursuant to the provisions of Florida State Statute 322.091.

Procedures for Suspended/Blocked Driver's License

These are the procedures that must be followed for a suspension or block on a student's driver's license:

A license will be suspended/blocked if the student is between 14 and 18 and:

1. the student has 15 or more unexcused absences in any class period within 90 calendar days; or
2. the student drops out of school; or
3. the student withdraws to attend adult education (W26) or another Bay District School (W02) and does not enroll within 3 weeks; or
4. home school evaluations are more than 30 days past due.

Once a student's name is submitted to the Department of Highway Safety and Motor Vehicles, a letter is sent to the parents and students by DHSMV stating that their license is in danger of being suspended/blocked.

From the date of this first letter, the parent has **15 days** in which to dispute the unexcused absences with the school or file a hardship waiver. If no hardship waiver is filed within that 15 days, a second letter is sent out by DHSMV giving a specific date of the suspension/block. ***If the District Office is not notified within the 15 days, the process continues even if the student's attendance improves.***

In order to have a license reinstated or a block lifted, a student must turn 18 years of age, or:

1. Attend school for 30 **school** days without an unexcused absence (beginning the day after the last unexcused absence, excused absences are not part of the 30 days); or
2. Attend adult education classes for 6 weeks; or
3. Graduate or obtain a GED

Students must get a completed form HSMV 72870 (10/03) from the District Office and take it to the local driver's license office along with \$35 to have the license reinstated ***Letters from the school or copies of diplomas are not accepted by DHSMV.***

Students who plan to drive to school each day must obtain a parking permit. These permits can be purchased in Student Services. Students must display their permit and park in the designated areas for student parking on campus.

Request for Work/Homework

Request for work due to a pre-planned absence or suspension must be made to Student Services. Please allow at least 2 school days before asking if work is ready for pick-up.

CODE OF STUDENT CONDUCT AND DISCIPLINE



2022-2023
Bay District Schools
William V. Husfelt, III
Superintendent

PURPOSE

The purpose of Code of Student Conduct and Discipline is to provide information about the Bay County School Board's policies regarding student conduct and discipline. Outlined in this brochure are students' responsibilities and rights; attendance policies; informal and formal discipline procedures; and other pertinent information. The Bay County School Board policies are subject to change at the discretion of the School Board. The complete School Board policies that form the Code of Student Conduct and contain other information relevant to students are available at each school, at the District's web site www.bay.k12.fl.us, and at the Superintendent's office on Balboa Avenue. Each school's student handbook includes references to the School Board policies and other more specific rules.

STUDENT CONTROL AND JURISDICTION (School Board Policy 7.201)

Each student enrolled in the District school system shall be subject to the policies of the School Board and the administrative control and direction of the principals, other members of the administrative or instructional staff, or bus drivers to whom such responsibility has been assigned.

1. During the time he/she is enroute to and from school at public expense.
2. During the time he/she is attending school.
3. During the time he/she is attending or participating in a school sponsored activity.
4. While a student is on the school premises before and after school and before and after a school sponsored function.

STUDENTS' RESPONSIBILITIES AND RIGHTS (School Board Policy 7.208)

Students have rights and responsibilities relative to the knowledge and observation of school and School Board rules; attendance; right to learn; participation in school programs and activities; respect for persons and property; assembly and free speech, student publications, and appropriate dress.

DAILY ATTENDANCE (School Board Policy 7.105)

Attendance Records. Daily attendance shall be taken for students who are enrolled in Pre-Kindergarten (age 3) through 12th grade.

It is the responsibility of each teacher to see that an accurate record of attendance is maintained in the manner prescribed by the State Board of Education and the Superintendent. The principal shall be responsible for the timely administration of attendance policies and procedures and for the accurate reporting of attendance in the school under his/her direction. The principal shall assure that all teachers and clerks are instructed in the proper recording of attendance, and it shall be his/her duty to see that such instructions are followed. The principal or his/her designee shall inspect and determine the completeness and accuracy of the records contained in the record keeping system for each of the required full-time equivalent student membership periods. At the end of each school year the principal or his/her designee shall certify the completeness and accuracy of the automated attendance records indicating that all attendance records have been kept as prescribed by law and rules of the State Board. An attendance record containing any material inaccuracies, resulting from willful or intentional falsification of data by or for the principal, shall be considered a false report for which the principal shall be subject to penalties as provided by law. Attendance verification is adequately documented through the 20 day and 45 day attendance verification reports provided through the online district grade book. In order for the attendance verification reports to be accurate, teachers must input attendance by class period at the secondary level and daily at the elementary level.

Leaving School During the Day. Before releasing a student from school, the principal or his/her designee shall establish the identity and authority of any individual who seeks the release of a student from school. A student shall be released only to the parents or legal guardians or other person authorized by the parents or legal guardians on the student's electronic registration portal. Should a person other than one authorized by the parents or legal guardians request the release of a student, the principal or his/her designee shall first obtain verbal consent of the parents or legal guardians before releasing the student. In the event that a dispute arises between parents regarding who is authorized to pick up a student from school, the student shall be released only to the parents or legal guardians registering the student for school. It is the responsibility of the Enrolling Parent or legal guardian to maintain current contact information in the electronic registration portal.

Students in grades 9-12 age 18 or older may sign themselves out of school during the regular school day if the school has on file a written, notarized request from the student's parent allowing their student to check themselves out of school. The written request shall include an acknowledgment that the parent understands that the school will not notify the parent of excessive absences or tardiness if they allow their student this privilege. The written parental request may be waived by the principal in the event the principal determines through verification that the student is living on his/her own.

No teacher or other employee of the School Board shall permit or cause any student to leave school prior to the regular hour of dismissal except with the knowledge and approval of the principal or his/her designee.

At the discretion of the principal, the parents/guardians may be asked to physically sign the student out. Parents/Guardians must have a picture ID to prove they have authority to remove the student from campus.

No student may be excused from school during regular school hours in order to take private lessons, except as provided herein.

All school campuses shall be closed during lunch periods. Each school year, the principal may request an exemption for eligible eleventh and twelfth grade students. If the exemption is approved by the school board, students must have a written notarized parent/guardian authorization form on file.

No student shall be sent from the campus during the school day to perform errands or to act as a messenger, except with the prior approval of the principal. Approval shall be given only for urgent and necessary school business.

Tardiness. Each student is responsible for regular and punctual class attendance. Students must be inside the classroom by the end of the ringing of the tardy bell in order not to be considered tardy. Students who leave more than 15 minutes before a class is over will be given an Early Departure. Chronic tardiness will be investigated by a designated school representative.

Absences. By the next school day after the absence, it shall be the responsibility of the parents or legal guardians to notify the school regarding the reason for each absence. The school principal or his/her designee shall contact the student's parent or guardian to determine the reason for any absence for which the reason is unknown. Justification will be evaluated based on the policy below regarding excused or unexcused absences. The final decision for approval will rest with the school principal.

Attendance Codes. Absences, Tardies and Early Departures shall be recorded with the following codes, as defined in this policy:

A - Absent (Adult use only-Tom P. Haney Technical Center)
B - Administrative Leave (excused)
E - Excused Absence
F - Family Leave – Preapproved (excused)
H - Hospital/Homebound
I - In-School Suspension (excused)
NS - No Show (used only during the beginning of the district school year No Show period as determined by Bay District Management Information Systems (MIS) department)
O - Out-of-School Suspension (unexcused)
P - Present (Adult use only)
R - Religious Leave (excused)
S - School Function Leave (excused)
T - Tardy (unexcused)
U - Unexcused Absence
V - Tardy (excused)
X - Early Departure (≥ 15 minutes)

Excused Absences, Tardies or Early Departures. For an absence to be considered as excused, documentation must be filed with the principal's office within three (3) days of the absence. Excused absences, Tardies or Early Departures may be given for the following reasons:

1. Death in the family or other bona fide family emergency.
2. Illness of student. A written statement from a physician that the student is under the supervision of the physician and that the student's condition justifies the number of days absent may be required after a total of five (5) days of absences (absences do not have to be consecutive).
3. Appointments for medical or dental care (physician's statement required.)
4. Visits to licensed therapist.
5. Legal reasons.
6. Pre-approved family leave. Requests for family leave must be in writing and approved before the student is to be absent and must comply with the following criteria.
 - A. The student must have a C average or higher in all classes for the grading period.
 - B. It must be demonstrated that the leave cannot be taken during school breaks.
 - C. The requested leave cannot be for more than five (5) days per school year and may not be during semester/term exam days and/or during state assessments.

School Function Leave. Students shall be granted School Function Leave (excused leave) for school sanctioned events, including but not limited to:

1. School sanctioned activities.
2. Approved educational trips.
3. Curriculum related field trips with teacher chaperones and with principal approval.
4. Functions which the student is administratively recognized as a representative of a school.

Administrative Leave. Students shall be granted Administrative Leave (excused leave) for occasions which the principal feels are appropriate, including but not limited to:

1. Trips for college recruitment should be scheduled when school is not in session. The administration may make an exemption if the college has a planned program for a specific day or if the student has a specific appointment with a college official that is validated in writing.
2. Trips for military recruitment should be scheduled when school is not in session. The administration may make an exception if the recruiter makes arrangements with an administrator prior to the student being out of school.
3. Temporary Administrative Leave of a student, initiated by the principal, prior to the conclusion of a misconduct violation investigation. The principal may temporarily assign a student to Administrative Leave while completing the misconduct violation investigation. When temporary Administrative Leave is necessary, the principal or designee shall inform the parents or legal guardians by the most rapid means (including telephone). As soon as feasible under the circumstances, the principal or designee shall hold a conference with the student or parents or legal guardians.

Religious Leave. Students shall be excused from any examination, study, or work assignment for observance of a religious holiday, religious instruction or because the tenets of his/her religion forbid secular activity at such time. No adverse or prejudicial effects shall result to any student who avails him/herself to the provisions of this rule. Major religious holidays include, but are not limited to: Rosh Hashanah, Christmas, Epiphany, Yom Kippur, Sukkot, Ash Wednesday, Palm Sunday, Shmini Atzeret, Simchat Torah, Good Friday, Easter, Passover, Shavout, Vietnamese New Year, Kwanza, and Ramadan.

1. A student with the written consent of his/her parents or legal guardians, or a student who has attained the age of majority, upon application of the student, may be excused from attendance in school in grades 9-12 for a period not to exceed one (1) hour, during each school day to

Tops:

- All tops must be unaltered and appropriately fitted with sleeves; cannot be so sheer or tight as to reveal underwear or body parts
- Collared or crewneck tops only; scoop or v-neck shirts will not be permitted
- School approved T-shirts (club, spirit, etc) are permitted
- School colors preferred and encouraged
- Students in grades K-5th: any solid color or print patterns; manufacturer's graphics or logos permitted
- Students in grades 6th-12th: any solid color or print patterns; No graphics or logos except for a small manufacturer's trademark
- Students may layer their tops; however, all visible tops including camisoles or undershirts must be in solid colors

Bottoms:

- Bottoms must be any solid color
- Bottoms must be appropriately fitted and seated at the waist; cannot be so sheer or tight as to reveal underwear or body parts
- No shorts, skirts or dresses shorter than five inches (5") above the kneecaps as measured standing up, (K-5 students may wear jumpers)
- Any pants with holes, rips, or tears 5 inches above the kneecaps are not permitted
- Dresses with sleeves (underarm must be covered) must be a solid color or print patterns but no graphics
- Small manufacturer's trademark and minimal embellishments are acceptable
- Fitness pants such as leggings, yoga pants, exercise tights, etc. are permitted but must be covered with a top that reaches fingertip length when arms are at sides

Shoes:

- Closed toes and closed backs preferred
- Sandals with back or back strap for grades K-5 only
- No bedroom shoes, flip-flops, shower shoes, slides or beach footwear

Sweaters/Sweatshirts/Hoodies:

- Long-sleeved sweaters, sweatshirts, or hoodies must be a solid color or print patterns but no graphics (unless school approved spirit or club)
- Small manufacturer's trademark is acceptable
- Hood may not be worn indoors or in covered hallways

Note: School approved means clothing carries school logo and is in school colors.

Cloth Face Coverings:

- Cloth face coverings may be worn by students as necessary for health and safety
- Coverings must be solid colors or school approved
- Coverings may not cover eyes or tops of head
- Students will assume full responsibility for their own personal cloth face coverings

Other:

- Scarves must be worn appropriately around the neck or shoulders (accessory item only; no bandanas)
- No head wear except sunglasses. Hats or other sun-protective wear to only be worn while students are outdoors during school hours (not during class changes); however, at all other times, the sun-protective items must be properly stored by the student in pockets, purse, locker or backpack
- No jewelry or accessory that may be used as weapons such as chains or spiked jewelry
- Jackets/Coats must have either buttons, zippers or snaps that are from top to bottom. Jackets can be any color. Jackets may be worn in the classroom at the discretion of the teacher.
- Students participating in extracurricular activities shall conform to the standards of this policy while attending classes during the regular school day. Cheerleaders may wear their uniforms when required for participation in school sanctioned activities. Athletes may wear the team jerseys on game days with appropriate uniform bottoms.
- Earbuds – Principals are granted discretion of authority necessary to implement a technology policy (including earbuds/headphones) that best meets the needs of their campuses. In order for students to be made aware of security announcements or other hazardous situations in a timely manner, it is expected that all students will adhere to single earbud use while on campus, at school-sponsored events and on school-sponsored transportation. Earbuds are permitted during supervised testing situations.

Exceptions to wearing dress code attire are permitted when:

- A student wears a uniform of a nationally recognized youth organization, such as the Boy Scouts or Girl Scouts, on regular meeting days;
- A student wears a costume, special clothing or attire necessary for participation in a school-sponsored or extracurricular activity provided the clothing complies with District policy.
- The dress code guidelines violate a student's sincerely held religious belief. Students enrolled in special programs such as on-the-job vocational training, or participating in school activities which require additional standards of dress or grooming shall comply with such additional standards. When applicable, students shall be required to "dress out" and wear physical education uniforms prescribed by the school.
- A reasonable accommodation is needed to address a student's disability or medical condition. A request in writing shall be made to the principal by the student's parent/guardian.

Discipline for violating this policy shall be as follows:

- First and second offense consequences are: notification of parent or guardian; change of inappropriate attire;
- Consequences for subsequent offenses may include one or more of the following at the discretion of the principal:
 - A. notification of parent or guardian;
 - B. change of inappropriate attire;
 - C. one to three days of in-school or out-of-school suspension; or
 - D. three days after school detention, if available.
- The fourth and subsequent offenses are willful disobedience which will result in further disciplinary action, which may include out of school suspension or expulsion;
- Any absence resulting from a violation of the Student Dress Code will be considered an unexcused absence.

Prohibited Attire at all Schools

Each student is expected to dress appropriately in such a manner that is respectful to self and others. Dress and grooming shall be clean, healthy and safe, and shall not be permitted to disrupt the teaching and learning environment. Attire and accessories that are prohibited include, but are not limited to:

- Clothing that exposes underwear or body parts
- Fishnet tights
- Garters
- Halloween costumes or anything perceived as a dress up costume
- Sleepwear, pajamas, or other bedroom clothes
- Beach wear or bathing suits
- Visible undergarments including camisole tops or undershirts
- Animal tails
- Any clothing or accessory item that causes a disruption to the learning environment

Any student who violates this specific policy of prohibited attire is subject to the following disciplinary actions:

- For a first offense, a student shall be given a verbal warning and the school principal shall call the student's parent or guardian.
- For a second offense, the student is ineligible to participate in any extracurricular activity for a period of time not to exceed five (5) days and the school principal shall meet with the student's parent or guardian.
- For a third or subsequent offense, a student shall receive an in-school suspension pursuant to §1003.01(5), Florida Statutes for a period not to exceed three (3) days, the student is ineligible to participate in any extracurricular activity for a period not to exceed thirty (30) days, and the school principal shall call the student's parent or guardian and send the parent or guardian a written letter regarding the student's in-school suspension and ineligibility to participate in extracurricular activities.

Any interpretation of the dress code that is required of this policy shall be the responsibility of the principal of each school. The Superintendent is authorized to make the final decision regarding the interpretation, application and enforcement of this policy and to make certain that it is being uniformly applied and enforced at each of the schools within the District.

The Superintendent can add dress code requirements based upon the unique needs of the population served at a school.

STUDENT DISCIPLINE (School Board Policy 7.203)

It is the policy of the School Board that there shall be no tolerance of misbehavior. Schools and teachers may develop individual rules and disciplinary practices which supplement the School Board rules but do not conflict with those rules. Discipline should be applied after consideration of the eventual effect on the behavior of the student and should promote improved conduct. Students shall be subject to the provisions of this policy while attending school or on school premises, at any school function, or on any school sponsored transportation, or under the supervision of School Board personnel, whether on or off campus. Students may be subject to discipline even if that conduct occurs on property not owned or controlled by the School Board, or conduct that, regardless of where it occurs, is directed at a Board official or employee, or the property of such official or employee. Parents, legal guardians or adult students will be financially responsible for any damage to school property. A student's academic grade shall not be reduced as a disciplinary measure. In accordance with this policy, violent or disruptive students may also be assigned to an alternative educational program or referred for mental health services.

A. MINOR INFRACTIONS

1. **Behavior Qualifying for Minor Disciplinary Measures.** Minor disciplinary offenses are those acts of misconduct which interfere with orderly classroom procedures, school functions, extracurricular programs, or approved transportation, do not seriously endanger the health and safety of others or a student's own learning process. Following is a non-inclusive list of actions which shall result in Minor Disciplinary Measures.
 - Disrespect of School Staff
 - Distribution of Unauthorized Materials
 - Excessive Talking
 - Failure to follow administrative directive
 - Failure to follow instructions of school staff
 - Inappropriate Behavior/Language
 - Libelous statements
 - Loss/Damage of materials belonging to the school
 - Minor disruption of class/school activities
 - Not remaining in assigned area
 - Possession or use of skateboards
 - Skipping class on or off campus without permission
 - Tardiness
 - Teasing/Horseplay
 - Unauthorized Assembly
 - Unauthorized use of school property
 - Violations of School Board Policy regarding cell phones, computers and/or internet usage
2. **Minor Disciplinary Measures.** Behavior qualifying for Minor Disciplinary Measures may result in any of the following as deemed appropriate by an administrator or teacher:
 - Verbal Correction
 - Counseling
 - Parental Contact
 - Administrative Probation
 - Detention

- In-School Suspension
- Work Detail (with parental consent)
- Seat re-assignment

B. MAJOR INFRACTIONS

1. **Behavior Qualifying for Major Disciplinary Measures.** Behavior requiring Major Disciplinary Measures are more serious acts of misconduct including repeated acts of misconduct, serious disruptions of the orderly conduct of the school or school transportation, or threats to the health, safety and property of self or others. Examples of more serious misconduct which may require Major Disciplinary Measures include but are not limited to the following as deemed appropriate by an administrator:

<ul style="list-style-type: none"> • Aggravated Battery • Aiding & abetting another person in committing an act which would be a violation of School Board Policy • Alcohol Use/Possession • Any electronic communication, social media or blog posts that causes a foreseeable risk of substantial disruption to the work or discipline at a district facility. • Arson • Breaking & Entering/Burglary • Bullying • Cheating/Plagiarism • Defiance/Insubordination • Disruption on Campus • Drug Sale/Distribution • Drug Use/Possession • Excessive Tardies • Failure to report to an assigned placement in alternative setting • Fighting • Harassment • Hazing • Homicide • Larceny/Theft • Lying to School Officials • Motor Vehicle Infraction • Obstruction of an Investigation by school or other officials • Participation in or leading a riot or disturbance • Participation in Gang Activity • Physical Attack • Possession of a Weapon • Possession of any device designed to expel a projectile by air or gas • Possession of Dangerous Object or Device 	<ul style="list-style-type: none"> • Possession, sale, or distribution of pornographic material • Possession, use or sale of dangerous articles or chemical propellant sprays • Possession, use or sale of fireworks or other destructive devices • Possession, use or sale of matches or cigarette lighters (except at Tom P Haney by an adult student) • Possession, use or sale of tobacco products of any kind or electronic cigarettes (vapes) • Public display of affection • Robbery • Rude/Obscene Behavior and/or Language (profanity) • Sexual Assault • Sexual Battery • Sexual Harassment • Sexual Offenses Other • Threat/Intimidation • Tobacco • Trespassing • Unauthorized alteration or changing, or aiding and abetting or participating in the alteration of changing a student's grades or attendance records. • Unauthorized use of free/reduced lunch number • Use of wireless communication devices in violation of School Board Policy 7.211 • Vandalism • Violating the rights of others • Violation Alternative Placement Requirements • Violation of Re-Entry Behavior Contract • Violation of vehicle/parking regulations
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2. **Major Disciplinary Measures.** Behavior qualifying for major disciplinary measures may result in any of the disciplines under Minor Disciplinary Measures, as well as the following as deemed appropriate by an administrator:

- Out-of-School Suspension
- Bus Suspension
- Placement in an alternative setting
- Expulsion
- Bus Expulsion

- a. **Out-of-School Suspension.** A student may be suspended from school by the principal or his/her designee for violation of any behavior qualifying for Major Disciplinary Measures. A good faith effort shall be made by the principal or his/her designee to employ parental assistance or other alternative measures prior to suspension or expulsion except in the case of emergency or disruptive conditions which require immediate suspension or expulsion.
- b. **Bus Suspension or Expulsion.** A student may be suspended for up to ten school days from district approved transportation by the principal or his/her designee for violation of any behavior qualifying for Major Disciplinary Measures. A bus suspension may be imposed by the Superintendent for up to 45 school days. A bus expulsion for a period to be determined by the School Board in excess of a 45-day suspension. A good faith effort shall be made by the principal or his/her designee to employ parental assistance or other alternative measures prior to suspension or expulsion except in the case of emergency or disruptive conditions which require immediate suspension or expulsion. During the period of suspension or expulsion, it is the responsibility of the parent or legal guardian to provide transportation to and from school for the student.
- c. **Determination of Out-of-School Suspension or Bus Suspension.** To determine whether out-of-school suspension or bus suspension is appropriate and to decide the length of suspension, the principal or his/her designee shall review the student's individual record and consider:
- 1) The facts and the seriousness of the conduct leading to consideration for suspension;
 - 2) The student's age, grade and past disciplinary record; and
 - 3) Possible effectiveness of other forms of discipline in correcting behavior.

- d. **Out-of-School Suspension on the Basis of Felony Charges Off School Property.** Any student formally charged with a felony, or with a delinquent act which would be a felony if committed by an adult, by a proper prosecuting attorney for an incident which allegedly occurred on other than public school property, and that incident is shown, in an administrative hearing with proper notice to the parents or legal guardians, to have an adverse impact on the educational program, discipline or welfare of the school in which the student is enrolled, shall be subject to suspension in accordance with §1006.09, Fla. Stat. until determination of the case by a court of competent jurisdiction. Any student who is suspended as a result of such proceedings may be suspended from all classes of instruction on public school grounds during regular classroom hours for a period of time, which may exceed ten days, as determined by the Superintendent. Such suspension shall not affect the delivery of educational services in a daytime alternative education program, or an evening alternative education program, where appropriate. If the court determines that the student did commit the felony or delinquent act which would have been a felony if committed by an adult, the School Board shall have the authority to expel the student, provided that expulsion under this subsection shall not affect the delivery of educational services to the student in any residential, nonresidential, alternative, daytime, or evening program outside of the regular school setting. Any student who is subject to discipline or expulsion for unlawful possession or use of any substance controlled under Chapter 893 of the Florida Statutes may be entitled to a waiver of the discipline or expulsion in accordance with § 1006.09(2)(a)-(b), Fla. Stat.

C. **ZERO TOLERANCE**

Any disciplinary action taken against a student who violates this zero-tolerance policy must be based on the particular circumstances of the student's misconduct.

1. **Zero Tolerance Level One — Weapons and Threats**

- a) **Level One Behaviors.** Zero Tolerance Level One behaviors include the following:
- 1) Possession, use or sale of a firearm or weapon. This includes a firearm or weapon found in a student's vehicle, either at school or at a school sponsored event. The student shall be considered to be in possession of the firearm or weapon if it is determined by the principal, based upon evidence, that the student knew of the presence of the firearm or weapon in the vehicle. The School Board specifically waives the exception in §790.115(2)(a)(3) for purposes of student and campus parking privileges.
 - 2) A threat or false report, as defined by §§ 790.162 and 790.163, respectively, involving school or school personnel's property, school transportation, or a school-sponsored activity.
- b) **Level One Discipline.**
- **Mandatory:**
 - suspension for ten days,
 - expulsion for no less than one full year, and
 - referral for criminal prosecution
 - referral for mental health services identified by the school district pursuant to § 1012.584(4) and the criminal justice or juvenile justice system
 - **Additional considerations:** The School Board may assign the student to a disciplinary program or second chance school for the purpose of continuing educational services during the period of expulsion. The Superintendent may consider the 1-year expulsion requirement on a case-by-case basis and request the School Board to modify the requirement by assigning the student to a disciplinary program or second chance school if the request for modification is in writing and it is determined to be in the best interest of the student and the school system.
- c) **Simulating a Firearm or Weapon.** Simulating a firearm or weapon while playing or wearing clothing or accessories that depict a firearm or weapon or express an opinion regarding a right guaranteed by the Second Amendment to the United States Constitution is not grounds for disciplinary action or referral to the criminal justice or juvenile justice system under Section 1006.07 or Section 1006.13, Florida Statutes. Simulating a firearm or weapon while playing includes, but is not limited to:
1. Brandishing a partially consumed pastry or other food item to simulate a firearm or weapon.
 2. Possessing a toy firearm or weapon that is 2 inches or less in overall length.
 3. Possessing a toy firearm or weapon made of plastic snap-together building blocks.
 4. Using a finger or hand to simulate a firearm or weapon.
 5. Vocalizing an imaginary firearm or weapon.
 6. Drawing a picture, or possessing an image, of a firearm or weapon.
 7. Using a pencil, pen, or other writing or drawing utensil to simulate a firearm or weapon.

However, a student may be subject to disciplinary action if simulating a firearm or weapon while playing substantially disrupts student learning, causes bodily harm to another person, or places another person in reasonable fear of bodily harm. The severity of consequences imposed upon a student, including referral to the criminal justice or juvenile justice system, must be proportionate to the severity of the infraction and consistent with district school board policies for similar infractions. If a student is disciplined for such conduct, the school principal or his or her designee must call the student's parent. Disciplinary action resulting from a student's clothing or accessories shall be determined pursuant to Policy 7.209 unless the wearing of the clothing or accessory causes a substantial disruption to student learning, in which case the infraction may be addressed in a manner that is consistent with district school board policies for similar infractions.

2. **Zero Tolerance Level Two — Controlled Substances and Intoxicants**

- a) **Level Two Behaviors.** Zero Tolerance Level Two behaviors include possession, sale, distribution, use, or being under the influence of any controlled substance under Chapter 893, Fla. Stat., any counterfeit controlled substance as defined by §831.31, Fla. Stat., model glue, other inhalant, or alcohol.
- b) **Level Two Discipline.**
- **Mandatory:** suspension of one to ten days
 - **Permissive:** may also result in expulsion
 - **Additional considerations:**
 - A principal may, at his/her absolute discretion, reduce the length of the out of school suspension if the student is a first time alcohol or drug offender who possesses or is under the influence of any substance controlled under §893, Fla. Stat., or is under the influence of model glue or other inhalant or alcohol. **The principal's option to reduce**

the length of a suspension is only available for incidents involving small amounts of a controlled substance which the principal determines is for the student's individual use and not for distribution, delivery, or sale to other students.

- o The Superintendent has the authority in drug or alcohol cases to offer the student an Alternative Placement in lieu of Expulsion under this policy.

3. Zero Tolerance Level Three — Fighting and Physical Aggression

- a) **Level Three Behaviors.** Fighting and/or Physical Aggression will not be tolerated on Bay District School Board property at any time. If a student participates in a fight, he/she will be subject to disciplinary action as defined in the Bay District Schools Discipline Matrix. Schools will make a good faith effort to provide behavioral interventions for events of this nature. However, the following are deemed Zero Tolerance Level Three behaviors, subject to discipline in accordance with this policy:
- student exhibits a pattern of fighting and/or physical aggression;
 - student participates in a fight which results in injury; or
 - student participates in a fight which results in the significant disruption of the school environment.
- b) **Level Three Discipline.**
- Mandatory: suspension for up to ten days
 - Permissive: placement in an alternative setting or expulsion

D. BEHAVIOR THAT POSES THREATS TO SCHOOL SAFETY

1. **Expulsion.** If the Superintendent, after reviewing the particular circumstances, determines that the behavior poses a serious threat to school safety, the Superintendent shall recommend expulsion of the student to the School Board.
2. **Criminal Referrals.** All actions which are determined by this policy to be serious threats to school safety shall be reported to law enforcement. This policy does not require the reporting of petty acts of misconduct and misdemeanors to a law enforcement agency, including, but not limited to, disorderly conduct, disrupting a school function, simple assault or battery, affray, theft of less than \$300, trespassing, and vandalism of less than \$1,000.00.

E. PROCEDURES

1. **Procedures for Out-of-School Suspension or Bus Suspension.** The following procedures shall be utilized in suspending a student, including those instances in which there is also a principal's recommendation for expulsion to the Superintendent.
 - a) The principal or his/her designee may suspend a student only in accordance with the rules of the School Board.
 - b) The principal or his/her designee shall make a good faith effort to immediately inform a student's parents or legal guardians by telephone of a student's suspension and the reasons for the suspension.
 - c) Each suspension and the reasons for the suspension shall be reported in writing within 24 hours to the student's parents or legal guardians by United States mail or by hand delivery. The notice shall contain:
 - (i) The nature of the offense;
 - (ii) The date of the offense, beginning date of suspension, and the date on which the student may return to school; and
 - (iii) Any conditions involving suspension, such as reduction of the suspension following a conference and assurance from the student of a change in attitude.
 - d) Each suspension and the reasons for the suspension shall be reported electronically within 24 hours to the Superintendent.
 - e) At a conference, the student shall be given both oral and written notice of the charges and given an opportunity to present his/her side of the story prior to suspension.
 - f) The principal may temporarily suspend a student prior to a conference when, in his/her judgment, the safety or health of students, staff or other persons in the school may be threatened by the continued presence of the student. When temporary suspension is necessary, the principal shall inform the parents or legal guardians by the most rapid means (including telephone). As soon as feasible under the circumstances, the principal shall hold a conference with the student or parents or legal guardians.
 - g) Upon request, the parents or legal guardians will be given an opportunity for an informal hearing with the principal or his/her designee within 48 hours of the request (excluding Saturday, Sunday and school holidays).
2. **Procedures for Out-of-School Suspension on the Basis of Felony Charges Off School Property.** The following procedures shall be utilized by the principal in instituting and conducting an administrative hearing in the suspension of a student on the basis of felony charges:
 - a) Upon receiving proper notice from the State Attorney that a student has been formally charged with a felony, the principal shall immediately notify the parents or legal guardians of the student, in writing, of the specific charges against the student and of the right to a hearing prior to disciplinary action being instituted under the provisions of §1006.09, Fla. Stat.
 - b) Such notice shall stipulate a date for the hearing which shall be not less than two school days nor more than five school days from postmarked date, or delivery, of the notice and shall also advise the parents or legal guardians of the conditions under which a waiver of suspension may be granted, as prescribed in subsections (2) (a)-(b) of §1006.09, Fla. Stat. Pending such hearing the student may be temporarily suspended by the principal.
 - c) The hearing shall be conducted by the principal or his/her designee, and may be attended by the student, the parents or legal guardians, the student's representative or counsel, and any witnesses requested by the student or the principal.
 - d) The student may speak in his/her own defense, may present any evidence indicating his/her eligibility for waiver of disciplinary action, and may be questioned on his/her testimony. However, the student shall not be threatened with punishment or later punished for refusal to testify.
 - e) In conducting the hearing, the principal or his/her designee shall not be bound by the rules of evidence or any other courtroom procedure, and no transcript of testimony shall be required.
 - f) Following the hearing, the principal shall provide the student, parents or legal guardians, and Superintendent or his/her designee with a decision, in writing, as to whether or not a ten-day suspension will be made. In arriving at this decision, the principal shall consider the conditions prescribed by subsection (2) (a)-(b) of §1006.09, Fla. Stat., under which a waiver of suspension may be granted, and may grant such a waiver when s/he determines such action to be in the best interests of the school and the student. The principal shall have authority to modify the decision to either grant or deny a waiver, at any time

prior to adjudication of the student's guilt by a court, provided that any such modification adverse to a student shall be made only following a hearing conducted in accordance with this rule.

- g) Any student who is suspended as a result of such proceedings may be suspended from all classes of instruction on public school grounds during regular classroom hours for a period of time, which may exceed ten days, as determined by the Superintendent or his/her designee. If the suspension is extended beyond ten days by the Superintendent or his/her designee, the student will be enrolled in an alternative education program pending adjudication of guilt.

3. Procedures for Placement in an Alternative Educational Setting. Placements in alternative educational settings are initiated by the principal and approved by the Superintendent or his/her designee in accordance with the following procedures:

- a) A student may be placed in an alternative educational setting for a documented pattern of inappropriate behavior or for committing an offense qualifying for major disciplinary measures.
- b) If a change in placement is contemplated for ESE students, a manifestation determination and an IEP meeting with the student's parents must be initiated. This meeting must include a review of the present IEP and a discussion to determine if additional supports are needed for the student to be successful in the present placement or whether a change in placement is needed. In addition to the locations listed below, IEP teams may also consider St. Andrew and New Horizons Learning Center as options for ESE students.
- c) A placement letter will be mailed from the Superintendent or his/her designee to the student's parent/guardian informing them of the student's change in placement.
- d) Students will have ten school days from the date of the placement letter to the parent/guardian to comply with the Placement option. If the student is not enrolled within ten school days, the student may be recommended for expulsion.
- e) Placement locations may include, but are not limited to: Rosenwald High School, St. Andrew School, Bay Virtual School, and other dropout prevention programs as may be available.
- f) Upon enrollment in the alternative setting, a student will be required to execute a Placement and Behavior Contract.
- g) In addition to the core curriculum, students placed in an alternative setting will receive:
 - A Structured, Small-Group Environment
 - Positive Behavior Supports
 - Intensive Social Skills Instruction/Groups
 - Focused and Individualized Academic Support
- h) Students who are placed in an alternative setting shall not be eligible to participate in extra-curricular activities.
- i) The length of placement shall be determined by the Superintendent and by the student achieving Program Completion. Students may be placed in an alternative setting for not more than 90 Earned Days. However, students placed may be placed in the alternative setting in lieu of expulsion for up to 180 Earned Days.
- j) Program Completion. A student attains Program Completion by attaining the required number of Earned Days.
- a. Days are earned for purposes of this policy for each school day that the student completes and adheres to the behavior contract and complies with all facets of the program, which includes consistent attendance, completion of assigned academic work, and appropriate behavior.
- b. Upon Program Completion, the student will be eligible to return to his/her zoned school at the beginning of the next grading period following a reentry meeting to be held at the receiving school.
- k) If the student does not meet the program criteria or refuses to adhere to the program requirements, he/she may be referred for expulsion or alternative placement in lieu of expulsion.
- l) After a minimum of ninety school days or at the Superintendent's discretion, and with the recommendation of a placement review team designated by the principal, the student and parent/guardian may request in writing to the Superintendent to be allowed to return to a traditional zoned school in accordance with the District's school choice policy contingent upon behavior, attendance and academic progress during the placement period. If granted, the student will be allowed to return at the beginning of the next academic semester following a reentry meeting to be held at the receiving school where a behavior contract may be required.

4. Procedures for Expulsion

- a) Upon finding that a student has committed a major disciplinary infraction warranting expulsion, a principal may recommend expulsion to the Superintendent. The principal's recommendation to the Superintendent shall be accompanied by the student's disciplinary history and all alternative and supportive measures previously implemented by the school.
- b) The length of the expulsion period will be recommended by the Superintendent and must be approved by the School Board.
- c) Once recommended for expulsion, all eligibility for extra-curricular activities is forfeited regardless of the student's educational setting. Eligibility to participate in extra-curricular activities is restored upon completion of the original terms or length of the expulsion period.
- d) The Superintendent may then choose to recommend expulsion of the student to the School Board. Upon such recommendation, the Superintendent will provide written notice to the student and his/her parent: (i) of the recommendation and charges; (ii) advising the student and parent of their right to due process; and (iii) stating that the principal will hold an informal hearing at a specified time and place to hear from the student and parent.
- e) Following the Superintendent's written notice, an informal hearing at the school level shall be conducted by the principal. If available, the student shall be given an opportunity to be heard at this hearing. At the conclusion of the hearing, and based upon the facts and totality of the circumstances at issue, the principal will announce a decision to either withdraw or affirm the recommendation for expulsion. If the expulsion recommendation is withdrawn, the principal may then announce an alternative course of action.
- f) If the recommendation for expulsion is affirmed at the conclusion of the informal hearing with the principal, the student and/or parent will be given notice of their right to request a hearing before the School Board, which will be conducted in the manner provided in § 120.57, Fla. Stat. and School Board policy 1.105. The date of the informal hearing shall be deemed the date of the Notice of Disciplinary Action.

- g) Students and parents/guardians of students recommended for expulsion may file a request for hearing before the School Board within 15 calendar days of the date of the Notice of Disciplinary Action. Failure to file a timely request shall be deemed a waiver of the right to a hearing before the School Board. If no hearing is requested, the School Board will enter a final order of expulsion at the next available School Board meeting.
- h) Requests for a hearing on a student expulsion must contain:
 - i. name and address of the petitioner;
 - ii. explanation of substantial interests that will be affected by the Board's proposed action;
 - iii. statement of when and how petitioner received the notice of the proposed Board decision;
 - iv. statement of disputed issues of material fact; if there are none, the request must state that there is no disputed issue of material fact;
 - v. a concise statement of the ultimate facts alleged, and the rules, regulations, statutes and constitutional provisions which entitle the petitioner to relief;
 - vi. a description of the relief requested; and
 - vii. notice of waiver or non-waiver of 14-day notice of hearing.

Hearing requests that do not comply with these conditions are subject to dismissal for lack of legal sufficiency.

- i) When a request for hearing is made, unless the School Board determines that the request is untimely or does not comply with the filing requirements, the matter shall be set for a hearing before the School Board at the next available meeting.
- j) After completion of the expulsion period, the student will be allowed to return at the beginning of the next academic semester following a reentry meeting to be held at the district office where a written reentry plan must be developed prior to the return of an expelled student to the school program. Each plan is to be developed in cooperation with all parties involved, including the student and parent/guardian.

5. **Procedures for Expulsion Re-Hearing.** After a minimum of 180 school days or at the Superintendent's discretion, the student and parent/guardian may request in writing to the Superintendent that s/he recommend to the School Board a modification of the expulsion order based upon the student's behavior and academic progress (if applicable) during the expulsion period. All requests for modification of the expulsion order must go through the Superintendent.

If granted, the student will be allowed to return at the beginning of the next academic semester following a reentry meeting to be held at the district office where a written reentry plan must be developed prior to the return of an expelled student to the school program. Each plan is to be developed in cooperation with all parties involved, including the student and parent/guardian.

6. **Confiscation of Contraband.** Any item that may not be possessed or used by a student under this policy shall be confiscated by the principal. If appropriate, the prohibited item shall be given to the proper law enforcement agency. Otherwise, if possession of the item is legal, the item shall be given to the student's parent or guardian after the conclusion of all disciplinary action against the student.

F. **DISCIPLINE OF STUDENTS WITH DISABILITIES.**

For the purpose of this rule a student with disabilities is defined as any student appropriately classified as 504 or Exceptional Student Education and presently placed in an exceptional student education program, excluding gifted. Parental notification of policies, procedures, and student rights regarding discipline of students with disabilities shall be provided, in writing, at the eligibility staffing meeting or when parental consent for 504/ESE placement is documented. Parental safeguards and rights of due process shall, in addition, be observed and followed at all steps in the process. Additional information is available in the "Florida Department of Education District Implementation Guide for Section 504 (504 Guide)" or the "Special Programs and Procedures for Exceptional Students (SP&P)," adopted by the Board pursuant to Section 1.103 and hereby incorporated by reference as a part of the Rules of the Bay County School Board.

1. **Suspension of Students with Disabilities.** The principal may suspend a student with disabilities for a period of time not to exceed ten school days (or an accumulation of ten school days within a school year) without the provision of a free and appropriate public education. Appropriate due process shall be observed, except in emergency situations in which a student's presence poses a continuing danger to persons or property or represents an ongoing threat of disruption to the academic process.

When a bus incident occurs, a student with disabilities may be suspended from the bus. It is the principal's responsibility to ensure that a bus suspension will not interfere with the student's access to a free and appropriate public education.

Following procedures outlined in the 504 Guide or the SP&P Manual, the school must conduct a functional behavioral assessment and develop a behavioral intervention plan for any student exhibiting a pattern of inappropriate behavior. If the student has a behavioral intervention plan, the 504/IEP Team shall meet to review the plan and consider modifying the plan to address the behavior.

2. **Suspension After Accumulation of Ten Suspension Days.** At such time that accumulated suspensions exceed ten days within a school year and a pattern of removal has been determined, the principal shall convene the 504/IEP Team and include the principal or his/her designee. This Team shall review the student's program and conduct a manifestation determination meeting to determine whether or not the student's disability is a precipitating factor in the disciplinary infraction.

If the 504/IEP Team determines that the student's behavior is related to the student's disability, then using procedures outlined in the 504 Guide/SP&P, the Team will amend the student's Plan to address the behaviors.

If the 504/IEP Team determines that the student's behavior is not related to the student's disability, the Team shall document the rationale for this decision in a manifestation determination meeting. In this case, procedures for disciplinary action will follow its regular course of action, as designated in School Board Policy 7.203. Parents must be informed of this decision. In no case will services cease for a student with a disability.

3. **Expulsion of Students with Disabilities.** If the student to be expelled is a student with disabilities, the following procedures from the 504 Guide/SP&P must be followed. Instances in which students with disabilities engage in behavior that could warrant expulsion action are described in School Board Policy 7.203.
- a) Expulsion of an identified student with disabilities constitutes a change in educational placement and may not be an exclusion from educational services.

- b) When a principal plans to recommend expulsion for a student with disabilities, the Superintendent or his/her designee shall be notified that a 504/ IEP Team meeting will be held. The Team shall meet to determine whether the student's misconduct is a manifestation of his/her disability.
- c) The 504/IEP Team shall determine the relationship of the student's behavior to the student's disability and amend the Plan to provide the alternative placement and/or programming. In no case may the District cease provision of educational services to a student with an IEP.
- d) Policies and procedures for conducting 504/IEP meetings and providing procedural safeguards to parents or legal guardians of students with disabilities consistent with Fla. Admin. Code R. 6A-0331(3) apply to this meeting.
- e) A copy of these policies and procedures shall be given to parents or legal guardians of students with disabilities at eligibility and 504/IEP manifestation determination meetings.

G. PROCEDURES FOR DISCIPLINARY DECISION APPEAL

A disciplinary decision of a school-based administrator or teacher may be appealed to the principal. The principal's decision may be appealed to the Superintendent or his/her designee. An electronic copy of the decision and notification of the right to appeal shall be furnished to the student, parents, or legal guardians via Parent Portal. The student, parents, or legal guardians shall have five working days from receipt of notification of the disciplinary decision to appeal.

H. DEFINITIONS

1. **Administrative Probation.** The placing of a student on probation by an administrator, which may include denial of participation in extracurricular activities, and may require the student to maintain frequent contact with a staff member assigned responsibility for monitoring his/her activities.
2. **Bus Expulsion.** The removal of district approved transportation privileges for a period of time to be determined by the School Board. During the expulsion period, it is the responsibility of the parent or legal guardian to provide transportation to and from school for the student.
3. **Bus Suspension.** Bus suspension is defined as the temporary removal of a student from district approved transportation for a period not to exceed ten school days if assigned by the principal or designee, and not to exceed 45 school days if assigned by the Superintendent. During the bus suspension period, it is the responsibility of the parent or legal guardian to provide transportation to and from school for the student.
4. **Counseling.** Guidance and written direction given to a student in a conference with teachers, School Counselors, and/or school administrators where problems are discussed and future expectations outlined.
5. **Dangerous Objects or Devices.** These may include, but not be limited to, razor blades, box cutters, common pocketknives, air soft guns, mace/pepper spray, chemicals, live ammunition/bullets, imitation weapons, or similar items.
6. **Destructive Device.** Any bomb, smoke bomb, grenade, mine, rocket, missile, pipe bomb, or similar device containing an explosive, incendiary, or poison gas and includes any frangible container filled with an explosive, incendiary, explosive gas, or expanding gas, which is designed or so constructed as to explode by such filler and is capable of causing bodily harm or property damage; any combination of parts either designed or intended for use in converting any device into a destructive device and from which a destructive device may be readily assembled; any device declared a destructive device by the Bureau of Alcohol, Tobacco, and Firearms.
7. **Detention.** The assignment during non-classroom time of appropriate work, including work details, for misconduct. When a student is to be detained after school hours, the parents or legal guardians shall be notified. Special transportation arrangements necessitated by student detention are the responsibility of the student, parents or legal guardians.
8. **Electronic cigarette (e-cigarette).** Any oral device that provides a vapor of liquid nicotine and/or other substance, and the use or inhalation of which simulates smoking. The term shall include any such devices, whether they are manufactured, distributed, marketed or sold as e-cigarette, e-cigars, e-pipes, or under any other product name or descriptor.
9. **Expulsion.** Expulsion is defined as the removal of the right and obligation of a student to attend a public school under conditions set by the School Board. An expulsion may not exceed a period of time including the remainder of the school year and one additional year. Expulsions may be imposed with or without continuing educational services and shall be reported accordingly. Final orders of expulsion may only be entered by action of the School Board.
10. **Firearm.** Any weapon (including a starter gun) which will, is designed to, or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer; any destructive device; or any machine gun. The term firearm does not include an antique firearm unless the antique firearm is used in the commission of a crime.
11. **In School Suspension.** Students may be removed from class or classes and assigned to alternative education classes or to other activities on the school campus under the supervision of District personnel.
12. **Out-of-School Suspension.** Out of school suspension is defined as the temporary removal of a student from the regular school program and all other school sponsored activities for a period not to exceed ten school days with the student being remanded to the custody of his/her parent(s) with specific homework assignments for the student to complete.
13. **Parental Contacts.** Contacts through notes, letters, phone calls or conferences between school personnel and parents or legal guardians.
14. **Possession.** Possession is defined as found on a student's person, within his/her control, his/her locker or other storage space or his/her vehicle (regardless of ownership of the vehicle) while parked on school property.
15. **School Environmental Safety Incident Reporting (SESIR).** Incidents that are against the law or represent serious breaches of the code of student conduct. This includes those incidents considered severe enough to require the involvement of a School Resource Officer (SRO) or incidents to be "Reported to Law Enforcement."

16. Sexual Harassment. Examples of sexual harassment include unwanted sexual advances or propositions, demands for sexual favors in exchange for favorable treatment, unwanted sexually oriented remarks, verbal abuse of a sexual nature, graphic verbal commentary about an individual's body or sexual prowess, coerced sexual acts of assault, physical contact such as grabbing, pinching, or patting unnecessarily, leering, whistling or gestures of a sexual nature.
17. Verbal Correction. The verbal correction of a student by any member of the school staff for misconduct in the classroom, hallways, on the school grounds, going to and from school, or while attending school sponsored activities.
18. Weapon. Any dirk, metallic knuckles, slingshot, billie, tear gas gun, chemical weapon, knife, or any other deadly device except a firearm, a common pocketknife with a blade not exceeding 4", a plastic knife, or a blunt-bladed table knife.

POSSESSION AND USE OF WIRELESS COMMUNICATIONS DEVICES (School Board Policy 7.211).

For the purposes of this policy, "personal electronic mobile device" ("PEMD") shall include, but not be limited to, the following: cellular or satellite telephones of any type, pocket PCs, laptops, and personal data assistants ("PDA") owned, used or possessed by a student but shall not include such devices if owned and provided for use by the District.

Beginning 2012–2013, Bay District schools will allow the use of personal electronic mobile devices during specified times. Students will be allowed to bring their own device (BYOD). High schools will be allowed to participate in this initiative beginning with the 2012-2013 school year. Middle and elementary schools will be allowed to use personal electronic mobile devices when wireless infrastructure is available at the school location. BYOD access will be granted only after teachers have participated in BYOD professional development and with the approval of the Superintendent and principal.

It is not mandatory for students to bring their own personal electronic mobile devices. When personal electronic mobile devices are used to enhance student learning in the classroom, students without a PEMD will be provided access to an appropriate digital device. Students who choose to bring their personal electronic mobile devices MUST log in and use BDS filtered wireless network during the school day.

NOTE: Students will bring personal electronic mobile devices to school at their own risk. The district WILL NOT be responsible if a phone or other device is lost, stolen, misplaced, damaged, or confiscated. The district WILL NOT be responsible for virus, malware, or other computer related issues associated with connecting to the BDS network.

Beginning 2012–2013, students may utilize electronic mobile devices in the classroom for educational purposes when the teacher deems appropriate and with a signed AUP on file. While the district encourages students to use electronic mobile devices for educational purposes in the classroom, high school students may use these devices during lunch and before and after school. Middle and elementary students may use these devices before and after school, not during lunch. All students may use devices in the classroom setting with teacher permission and supervision. Use is STRICTLY prohibited for all students during passing periods due to safety issues.

Use of electronic mobile devices during the school day is a privilege. Adherence to the guidelines below is essential to maintaining an academic environment and the integrity of the classroom.

Teachers that wish to allow students to use mobile devices in the classroom must first participate in professional development opportunities provided by the Bay District Schools Instructional Technology Department.

ELECTRONIC MOBILE DEVICE GUIDELINES

- Using functions on electronic devices that disrupt the educational environment, from within or from outside the classroom, or violates the rights of others, including, but not limited to using the device to cheat, violate school conduct rules, harass or bully staff or students or use their device for unlawful purposes will be subject to disciplinary action; up to and including suspension, expulsion, and being reported to local authorities.
- Cell phone conversations during instruction or class time should take place only under the supervision of staff personnel unless otherwise directed.
- Using any device that permits recording voice or image of another in any way that disrupts the educational environment, invades privacy of others, or is made without prior consent of individuals being recorded is **prohibited**. Also, using any device that permits recording voice or image of another to take, disseminate, transfer, or share audio, images, video, or photos that reveal private parts of the body that are ordinarily covered by clothing is **prohibited**. The possession of pornographic images or video on any electronic device is **prohibited**.
- Students must comply with staff directives, including but not limited to, using appropriate device volume. When in use, devices must be on vibrate or silent mode so that no audible tone is heard.

PEMDs misused in accordance with this policy shall be confiscated from the student and only returned to the student's parent upon notification from the school office. Continued misuse of PEMDs may subject the student to disciplinary action, as determined by the principal. Use of a PEMD will subject the student to the possibility of the imposition of disciplinary action by the school or criminal penalties if the PEMD is used for the purposes of a criminal act.

Parents may request special permission for their student to use cellular or satellite telephones if the parent has requested such use in writing to the school principal and has provided a physician's statement that provisions for immediate medical needs are necessary. If such permission is granted by the principal at the principal's discretion, the cellular telephone will be placed on "vibrate" so not to disturb other students. Misuse of the cellular telephone under these circumstances will subject the student to disciplinary actions, as determined by the principal.

STUDENT DETENTION, SEARCH, AND SEIZURE (School Board Policy 7.204).

Any member of the instructional or administrative staff may temporarily detain and question a student when there is reasonable suspicion that the student has committed, is committing, or is about to commit a violation of law or School Board policy. No student shall be temporarily detained longer than is reasonably necessary. Such temporary detention shall not extend beyond the place where it was first effected, or the immediate vicinity thereof. Searches should be conducted discreetly and with an eye toward causing the least amount of embarrassment to the student as possible.

If reasonable suspicion exists, including proper identification by a drug detection dog and its trainer, that a student is concealing or has concealed stolen, prohibited, or illegally possessed substances or objects (contraband) on his/her person, within his/her locker or other storage place, or vehicle owned or operated by the student, then the principal or a school employee designated by the principal may search the student, his/her locker or other storage space, or his/her vehicle owned or operated by the student. Student searches and questioning should be conducted and witnessed by school officials of the same gender as the student.

If the search reveals prohibited, or illegally possessed substances or objects (contraband), such property shall be seized and, when appropriate, turned over to law enforcement authorities.

Any prohibited, illegally possessed substances or other contraband found to be in the possession of students shall be confiscated by the principal and turned over to appropriate law enforcement personnel.

Each principal shall place a sign within the school, in a place readily seen by students, which shall contain the following text:

Notice to Students

"Student lockers, other student storage spaces provided by the school system, and student vehicles are subject to search by school authorities at any time, upon reasonable suspicion, for prohibited or illegally possessed substances or objects."

BULLYING, HARASSMENT, CYBERSTALKING, OR TEEN DATING VIOLENCE AND ABUSE (School Board Policy 7.207)

It is the policy of the School Board of Bay County, Florida (the "District" or "School Board") that all of its students and school employees have an educational setting that is safe, secure, and free from harassment, bullying, and dating violence and abuse of any kind. The District will not tolerate bullying, harassment, or teen dating violence and abuse of any type. Conduct that constitutes bullying, harassment, or teen dating violence and abuse as defined herein, is prohibited, including discrimination on the basis of race, color, national origin, sex and disability. The full policy (7.207) is found in Chapter 7 of the School Board Policy, available at your child's school or www.bay.k12.fl.us.

HAZING (School Board Policy 7.2075)

Hazing activities of any type are prohibited at any time in school facilities, on school property, and/or off school property if the misconduct is connected to activities or incidents that have occurred on school property. No student shall plan, encourage, or engage in any hazing activities of any type as a condition for membership and/or participation in a District club or activity or a non-district sponsored club or activity or for acceptance by any group of students. No administrator, faculty member, or other School Board employee shall encourage, permit, authorize, condone, or tolerate any hazing activities of any type as a condition for membership and/or participation in a District club or activity or a non-district sponsored club or activity or for acceptance by any group of students. The full policy (7.2075) is found in Chapter 7 of the School Board Policy, available at your child's school or www.bay.k12.fl.us.

ELIGIBILITY FOR PARTICIPATION IN INTERSCHOLASTIC EXTRACURRICULAR ACTIVITIES (School Board Policy 8.801)

A student not currently suspended from interscholastic or intrascholastic extracurricular activities, or suspended or expelled from school, pursuant to district school board's suspension or expulsion powers provided by law, including ss. 1006.07, 1006.08, and 1006.09, is eligible to participate in interscholastic and intrascholastic extracurricular activities.

A student's eligibility to participate in any interscholastic or intrascholastic extracurricular activity may not be affected by any alleged recruiting violation until final disposition of the allegation pursuant to s.1006.20(2)(b).

A student may not participate in a sport if the student participated in the same sport at another school during that school year, unless the student meets criteria in s. 1006.15(3)(h).

The full policy (8.801) is found in Chapter 8 of the School Board Policy, available at your child's school or www.bay.k12.fl.us.

(The electronic edition of the School Board policy is the latest edition. It replaces earlier electronic and printed editions.)

Non Discrimination Statement

No person shall on the basis of race, ethnicity, color, religion, sex, gender, gender identity, sexual orientation national origin, disability, age, genetic information, pregnancy, or marital status, be excluded from participation in, be denied the benefits of, or be subjected to harassment or discrimination under, any educational program or activity or work environment. This practice shall apply equally to students, employees, applicants for employment and all persons having business with the School Board. The District also provides equal access to its facilities to the Boy Scouts and other patriotic youth groups, as required by the Boy Scouts of America Equal Access Act.

The following person has been designated to handle inquiries regarding non-discrimination policies: Holly Buchanan, Executive Director of Human Resources 850-767-4100.

Questions, complaints, or requests for additional information regarding discrimination or harassment may be sent to Holly Buchanan, Executive Director/Equity Coordinator/ Human resources and Employee Support Services @ 850-767-4100 buchahd@bay.k12.fl.us

SAFETY PRECAUTIONS DURING PANDEMIC

2.134

A. Policy

The School Board recognizes the need for maintaining a healthful school environment and that controlling the spread of communicable diseases is essential to the well-being of the school community and to the efficient operation of the District.

In the event of a declared public health emergency, including those involving communicable diseases, the Superintendent may, at his or her discretion, implement then-current guidance provided by the Centers for Disease Control and Prevention (“CDC”) and other relevant public health officials regarding the safe operation of schools and bring further requests or recommendations to the School Board at the next available meeting.

B. Procedures Specific to the Global COVID-19 Pandemic

The School Board is committed to operating its schools and facilities in a manner that is safe and conducive to learning throughout the remainder of the global COVID-19 pandemic.

Students, employees, and visitors are encouraged, but not required, to wear masks or cloth face coverings while present on School Board property and when social distancing of at least six feet between individuals is not possible.

The following quarantine guidelines shall apply to individuals who come in contact with a person who tests positive for COVID-19 for greater than 15 minutes (cumulative) over a 24-hour period (“Contact”):

Wearing a Mask —

- Must quarantine for 10 days if Contact was within 3 feet
 - Must quarantine for 10 days if Contact was within 6 feet and the exposed individual has any symptoms
 - No need to quarantine if Contact was from greater than 3 feet away and the exposed individual is not symptomatic
- No Mask — must quarantine for 10 days if Contact was within 6 feet

In the event that CDC guidance significantly, the School Board delegates authority to the Superintendent to modify compliance requirements in accordance with then-current guidance from the CDC and from local medical and public health officials and to bring further requests or recommendations to the School Board at the next available meeting.

Authority: §1001.41, Fla. Stat.
Law Implemented: § 1003.02, Fla. Stat.
History: New, September 8, 2020

STUDENT SERVICES

Safety Drills

Students will practice emergency safety drills and evacuation procedures to be used in the event of an emergency and/or disaster. Students should remain calm and follow teacher instructions. Maps are posted in each classroom showing the designated evacuation route for each class and safety instructions. Students should familiarize themselves with these plans in the event of an emergency and/or disaster.

Medical Emergencies and/or Injuries

Any medical emergency and/or injury which happens during the school day, or school sponsored event should immediately be reported to an adult staff member.

Parent Portal

Parents can view several types of information regarding student progress- grades, attendance, discipline, test scores, schedules and other details that are critical to student success. The data provides a valuable tool for parents to monitor their children's activities while in school all at the comfort of their own computer. This tool is provided free of charge to parents or guardians who wish to access their children's records and have the legal rights to view these records. In order to gain access you must do the following:

- 1) Go to <https://www.bayparent.com/Welcome/access.aspx>
- 2) Read the "terms of use" agreement.
- 3) Complete the online request.
- 4) Register for access at your child's school.

*You may register multiple children to your account by completing the process at each school.

Health Certificates

All students must have a completed Florida Certificate of Immunization as required by Florida Statutes to attend school. In addition, all freshmen are required to have a physical examination and have on file a record of such examination. This also applies to any new student entering Arnold High from an out-of-state school.

Medication

If it is necessary for a student to take any form of medication while at school, "Permission to Administer Medication Form" must be obtained in the attendance office, signed by the prescribing physician and parent or guardian, and returned to the attendance office. Students are not allowed to carry medication at any time, prescription and/or non-prescription. Failure to

abide by the conditions for taking medications at school could result in disciplinary and criminal actions.

Lockers

Lockers assigned to students are public school property. Therefore, the school administrators reserve the right to inspect a locker at any time there is reasonable suspicion that the student has possession of illegal items or property that does not belong to him/her. Students are to use their assigned lockers only. Sharing without authorization is not permitted. Students are not permitted to “jam” or “rig” their lockers so as to disengage the locking mechanism. Any and all damage caused to a locker because a student does this or has this done by someone else will be the financial responsibility of that student. Locker doors are not to be slammed, kicked, marked, scratched, or have materials pasted on them. **Students must have lockers cleaned out by the date designated by the administration. The school will not be responsible for missing items beyond that date. A student’s car is not a LOCKER.**

Hall Passes

At times other than before and after school, students may not be in the halls without a hall pass lanyard provided by the teacher. Students may only leave class for times when the situation warrants that they cannot wait until a non instructional time. Students leaving class to use the restroom must use the teacher’s lanyard with pass and **MUST REMAIN** in the building where their class is located. Lanyards will be color coordinated so that each building uses a different color lanyard to know that students are allowed in their hallway.

Lunch and Eating on Campus

Arnold High School is a closed campus which does not allow any students to leave campus for lunch. Students are not allowed to leave campus or checkout with anyone other than a parent or guardian for lunch. No food may be delivered to Arnold High School. Violation of this rule may result in disciplinary action.

CAFETERIA

When dismissed to lunch, students are to report directly to the cafeteria. Students are not allowed into classrooms or hallways to eat lunch.

1. Clean up your personal space.
2. Remain in the courtyard designated area.
3. Do not feed the birds.

Failure to comply with the lunch policy could result in disciplinary actions.

Meals and Vending Machines

Food services are now provided by Chartwells. Any questions or concerns please contact 850-767-4100. Vending machines are located throughout the campus and are off limits during classes. Any problem with a vending machine should be reported to the Front Office. Hitting, punching, kicking, shaking and/or tampering with a vending machine are all considered a

criminal offense and subject to actions by law enforcement in addition to school disciplinary actions.

Library Use

Students may use the library with adult supervision before school, during lunch, during class periods with a signed Media Center pass from a teacher, and after school, as well as at times when his/her entire class is scheduled by a teacher. Books from the general collection may be checked out for a period of three weeks. Reference books, reserve books, and vertical files may be checked out overnight. These may be checked out after 3:00 p.m. and must be returned by 8:30 a.m. the following day.

Announcements

The administration makes every effort to keep announcements to a minimum. These announcements occur through WAVE TV, overhead PA system, and Everbridge alerts. All announcements must be approved by the organization sponsor and/or administration before submitting to ITV for broadcasting.

Lost and Found

Students should exercise appropriate care for their personal belongings at school. The school will not violate the right of students to learn by interrupting classes to search for lost or stolen personal items. Students who find articles are requested to take them to the Student Services office. Lost articles may be claimed by providing proper identification.

Telephone Availability

Calls of an **emergency nature** may be made in the Student Services Office, if a student has a teacher note requesting this. Students are expected to make calls during the five-minute class period changes, not during regular class periods, by using the phone in Student Services.

Textbooks and Deficiencies

Textbooks used at Arnold High School are normally those of state adoption. Students are responsible for care of textbooks issued to them and must reimburse the school for loss or damages to books. Most textbooks are on-line additions. Additional textbooks will not be issued to any student who has not paid for lost books. In addition, students who have not cleared textbook deficiencies will not be issued parking permits or report card until textbooks are returned or paid for. Students withdrawing from school should return their textbooks to the Media Center.

Posting of Signs and Posters

Signs and posters may be displayed in designated areas following administrative approval.

Driving and Parking Privileges

Driving a vehicle to high school is a privilege, not a right. Any student driving to school and parking on the J.R. Arnold campus must have a registration form completed and approved along with a valid parking decal properly placed on their vehicle. Students must park in the “Student Designated Parking” spaces. Each student who desires to park on campus at Arnold High School shall meet the following qualifications.

Requirements

- Must be a sophomore, junior or senior before the beginning of the school year
- Pay a \$15.00 fee per year (non-refundable if privilege is revoked)
- Must have a valid Florida Driver’s License* and proof of car insurance
- Must have a 2.0 cumulative GPA by the end of the previous school year (includes summer school)
- Must maintain a good attendance record
- Must have cleared all deficiencies (e.g., textbooks, uniforms, library books, etc.)

Parking Lot Rules

1. Display AHS parking decal
2. Abide by J.R. Arnold High School and Bay School District policies, procedures, rules and regulations
3. No potentially offensive or inappropriately suggestive stickers, decals, signs, tags, flags etc. on vehicle
4. Park in designated (Senior, Junior, Sophomore) LOT ONLY
5. Use issued parking decal for your vehicle ONLY. Decals are NOT to be loaned/shared
6. Produce Photo ID if requested
7. No excessive detentions and/or suspensions
8. J. R. Arnold is a closed campus for lunch. Students will not be allowed to leave.

***Military residents are an exception.**

If the student is currently registered and approved to park on the campus but temporarily drives a vehicle without an AHS decal he/she must make arrangements in Student Services. These arrangements must be made the very first day the student parks a car without an AHS decal.

Leaving and Returning during the school Day

1. Students who leave school during the day must have an identification pass for a specific class (yearbook, dual enrolled, CO-OP) or a check out slip from Attendance. Students in yearbook, dual enrolled, or CO-OP will park in the Junior lot in order to exit as a group.
2. Students who arrive after all gates are closed should park in the un-numbered spaces on the first row close to the stadium and report to Attendance to check-in.

School administration reserves the right to amend this policy as needed.

Revocation of Parking Privilege

1. Any student who is in violation of the parking agreement and/or receives a citation for a parking violation may lose parking privileges.
2. **Students may not loiter in or around vehicles in the parking areas. Students shall not occupy vehicles during class hours, between classes, or before or after school, except as they arrive and leave for the school day.**
3. **Once a student has arrived on campus and entered the building students MAY NOT return to their vehicle to retrieve forgotten items or any other reason besides approved dismissal.**
4. Driving privileges may be revoked from any student who is known to be operating a vehicle in such a manner as to endanger his/her own safety or that of others.
5. Parking violations may result in vehicle towing at the owner's expense.
6. Taking other students off campus without parental permission and administration approval

School administration reserves the right to revoke parking privileges.

Automobile Search Policy

Student operation of motor vehicles on the J.R. Arnold campus explicitly implies consent of the owner for search of said vehicle and seizure of contraband as defined by Bay District Board Policy. Such search and/or seizure will be conducted by school officials or by law enforcement officers at the school's request. If any person in the car other than the driver is the current custodian of the vehicle, consent to search is deemed given by the custodian also. The area of search will include the entire passenger compartment, engine compartment, trunk and undercarriage, and all containers therein, locked or unlocked.

SCHOOL-SPONSORED ACTIVITIES

All school or club activities must be chaperoned by faculty members. All club meetings must be held on campus before or after school hours, unless administrative approval has been obtained to do otherwise. Membership in clubs not approved by school authorities is against Florida law for students. Club members who participate in activities which result in disciplinary action will be suspended and the club placed on probation. School time shall not be used for club parties.

Participation in School Activities

In order to participate in a school activity, a student must be in attendance for at least four (4) of his or her scheduled classes on the day of the activity (athletes, band members, cheerleaders, choir members, etc.)

Out-of-Town Trips

Going on a school sponsored field trip (e.g. sports, GradNite, etc.) is a privilege. The faculty, staff and/or administration reserve the right to deny any student permission to attend any trip based on behavior, discipline, and/or attendance. Out-of-town activities must be school-sponsored or

approved by F.H.S.A.A. A statement from parents, giving consent and assuming responsibility, must be obtained from each participating student.

Hall of Fame

Ten seniors are recognized each year through election to the Hall of Fame. Students are nominated for this honor by teachers. To be eligible, a student must have a 2.0 or better GPA, may not have any discipline offenses for the current school year, and may not have outstanding legal charges against him or her. Final selections are made through student and faculty voting.

Homecoming

Homecoming occurs during the fall football season and is an occasion for alumni to visit their alma mater. In the week leading up to the Homecoming game, candidates for Homecoming Queen and King are featured at **Odyssey**, and a parade and a Luau/pep rally are held.

Pep Rallies

Pep rallies are held throughout the year to build school spirit and feature athletes in all sports. Students are urged to support our teams through attendance at these events. **Check out procedures will be suspended during these activities.**

Dances

Students have the opportunity to participate in several dances, including the Winter Formal and Junior-Senior Prom in the spring.

Senior Recognition Day

Each spring, seniors are recognized at Senior Recognition Day. Academic and leadership achievements are recognized, and scholarships are presented by school and community members.

Graduation

All students who are eligible to earn diplomas from Arnold High School during the school year are eligible to participate in commencement activities. Attendance at all practices is mandatory.

CLUBS AND ORGANIZATIONS

J.R. Arnold High School encourages participation in all of the extra-curricular and co curricular activities on campus. Clubs and organizations provide students with an opportunity to develop leadership skills and share common interests and goals. Each club and/or organization reserves the right to establish certain requirements for participation. These requirements are publicly communicated through the club/organization's charter or by-laws.

Clubs and organizations must be approved by the principal before they can operate within a school and must comply with established policies. The purposes, qualifications for members, and rules of conduct of clubs are available to all students and instructional personnel. **Hazing of members is prohibited.** This is defined as any action for the purpose of initiation which

recklessly or intentionally endangers a student's mental or physical health or safety. Initiation ceremonies must be submitted to the faculty sponsor for review and approval by the principal. Dues are required for many clubs, but must be reasonable. Meetings are to be held on school property in school facilities, although special events may be accepted from this through request by the faculty sponsor from the administration. Club monies are accounted for through the school's internal accounting system.

Students are encouraged to become involved in the opportunities for school and community service, leadership, and personal growth offered by school clubs and organizations.

Anchor Club: Anchor Club is a service club for students sponsored by the Panama City Chapter of the Pilot International. Its aims are to develop initiative, leadership and personal integrity while serving the school and community. Students must maintain a 2.5 GPA and complete service projects to remain in good standing. Applications for new members are accepted at the beginning of each new school year.

Annual Staff/Yearbook: The **NAUTILUS**, the school yearbook, is published annually by the yearbook journalism class under the direction of the faculty sponsor. Pictures of all classes, teams, clubs, faculty, and student activities are included in the publication which is sold through reservation several times a year. The yearbook is distributed in May.

Band: The **Blue Thunder** Band provides musical entertainment and school spirit. This group is composed of musically-talented students who both perform and compete in music festivals and parades throughout the year, as well as community events and celebrations. Membership is by try-out, and students study under the direction of the faculty band director.

Beta Club: Beta Club draws its membership from students who demonstrate high standards of character, scholarship, leadership, and service. A 3.0 GPA is required for this elite honor and service club. After applications are submitted, students are tapped on an honors day in the fall.

Cheerleaders: Several cheerleading squads for various sports offer opportunities for students interested in both performing and competing.

Try-outs are held in the spring.

Winterguard/Flag Corps: These auxiliary units perform with the band, as well as compete at various levels.

International Thespian Society: ITS is open to students interested in all phases of drama, including acting, scenery construction, lighting, and make-up. Students present several first-rate dramatic and musical performances each year and compete in district and state dramatic competitions.

Fellowship of Christian Students: Membership in FCS is open to all young men and women at Arnold High School who wish to confront students with the challenge and adventure of serving Jesus Christ.

Key Club: Kiwanis Educating Youth is a national service club sponsored by the local Kiwanis club. Applications for membership are taken in the fall, and students are involved in many community service projects.

Mu Alpha Theta: This honors club for students who excel in math requires a 3.00 GPA in math and sponsors math teams in competitive activities. Upperclassmen are tapped at the honors ceremony.

National Honor Society: NHS is an elite honor society for students with a cumulative 3.5 GPA. Members, who must be juniors or seniors, are nominated by faculty in the spring and tapped at the honors ceremony. Students participate in school and community service.

R.O.T.C.: The Navy Corps Junior ROTC members at AHS participate in numerous service activities in addition to their classroom duties and competitions. The program requires application.

SGA: Student Government Association leaders are elected by the student body to coordinate student interests and concerns. SGA is made up of class officers. Representatives are involved in community service, as well as school activities.

ATHLETIC ELIGIBILITY

To be eligible to represent the school in athletic contests, a student

- Must be a bona fide student, an undergraduate, enrolled within ten school days of the beginning of the school year, (unless moving into the school from out of county or state) living with his/her parents, or others with whom he/she has resided continuously for a full calendar year.
- Must be under 19 years, 9 months of age during the sport he/she is participating in
- Must maintain a 2.0 grade point average during the first grading period and each grading period thereafter to be eligible during the succeeding grading period throughout the school year.

In addition, a student

- May have a maximum of four consecutive years of opportunity for athletic eligibility from the date of entering the ninth grade.
- Must have been in school the previous school year and met the GPA academic requirement as mandated by the legislative enactment.
- Must have a yearly physical and a signed & notarized Application for Athletic Participation form on file in the Athletic Department's office."
- Must have a copy of a birth certificate filed in the Athletic Department's office.

Ineligible students are prohibited from attending interscholastic contests in uniform.

Unexcused Absences and Athletic Eligibility

If a student has had at least five (5) unexcused absences, in any one (1) class, within a calendar month, or ten (10) unexcused absences within a ninety (90) calendar day period, the principal shall, unless there is clear evidence that the absences are not a pattern of non-attendance, refer the case to the school's child study team to determine if early patterns of truancy are developing. If the attendance child study team, after examining the student's attendance records and seeking input from the parent and the student's teachers, finds that a pattern of non-attendance has developed, they will notify the principal and/or designee who will then notify the student, parent, and athletic director that the student will be suspended from all extra-curricular activities until the end of the current grading period or until the student fulfills the terms of an attendance agreement (FHSAA Policy 9.2.1.1. requires regular school attendance). (BDS School Board Policy 7.105 – Chapter Seven – Student Personnel)

Unexcused Absences and Extracurricular Activities

Students with four (4) or more unexcused absences in a 9-week grading period (block schedule) or eight (8) or more unexcused absences in an 18-week grading period (7 period day) shall be placed on Administrative Probation, which shall include denial of participation in extracurricular activities through the end of the current grading period. (BDS School Board Policy 7.105 – Chapter Seven – Student Personnel)

Ejection for Unsportsmanlike Conduct

Any student ejected for unsportsmanlike conduct or flagrant fouls will be ineligible for the next one or possibly two contests. It is the responsibility of the local school authorities to ensure this regulation is enforced. When an ineligible student is allowed to participate, forfeiture of the contest is mandatory. This regulation shall apply to all regular season and post-season play.

Unsportsmanlike Conduct

A student who strikes, curses, or threatens an official during a game or at any other time because of resentment over occurrences or decisions during a game, or **who fails to maintain a standard of conduct satisfactory to the principal of the school he attends and the Florida High School Activities Association, shall be ineligible to participate in interscholastic athletics for a period of up to six weeks. Student may be subject to paying fines levied because of unsportsmanlike conduct.**

Students are encouraged to participate in the following sports.

For Males	For Females
Baseball	Basketball
Basketball	Cheerleading
Cheerleading	Cross Country
Cross Country	Golf
Football	Soccer
Golf	Softball
Soccer	Swimming
Swimming	Tennis
Tennis	Track and Field
Track and Field	Volleyball
Weight lifting	Weight lifting
Wrestling	

THE STUDENT AND THE LAW

As a student at a Florida high school, you need to realize that many school laws, rules and regulations are tied directly to many Florida Criminal Statutes. The following are some examples of school violations that are criminal violations.

- Battery of a school official--This school law is punishable by suspension and recommendation for expulsion. It is also a Florida Criminal Statute and carries the punishment of a third-degree felony.
- Selling drugs within 1000 feet of the school property--For controlled substance felonies of the first degree, a minimum term of imprisonment of three years
- Carrying a weapon--Third degree felony
- Burglary--Third degree felony
- Assault on a School Official--First degree misdemeanor
- Destruction or defacing school property--First degree misdemeanor
- Fighting on a school campus--Battery--First degree misdemeanor
- Consuming drugs on school property--Third degree misdemeanor
- Consuming alcohol on school property--Third degree misdemeanor
- Drivers passing a stopped school bus--Fine of \$100.00
- Driving with disregard for others--Fine of up to \$500.00 and driver's license suspension
- Operating a vehicle radio or tape deck too loud--Florida Statute 316.3045
- False bomb threat--Florida Statute 790.163--Second degree felony--Expulsion from school, no matter where call is placed from
- False fire alarm--Florida Statute 806.101--First degree misdemeanor

Facts You Should Know About Alcohol, Drugs, & DUI Offenses

ALCOHOLIC BEVERAGES

Florida Statute 562.11 (2)

It is unlawful to misrepresent or misstate your age when trying to buy alcoholic beverages. In addition to criminal penalties imposed upon conviction of this offense, your driver's license can be suspended.

Florida Statute 562.111

It is unlawful for anyone under 21 to possess alcoholic beverages. In addition to criminal penalties imposed upon conviction of this offense, your driver's license will be suspended.

Myths about Consumption of Alcohol

- Mixing different kinds of drinks will make you drunk faster. (No way! The amount that's consumed, not the flavor, causes drunkenness.)

- You can drive well after drinking if you concentrate. (Wrong! In fact, possibly dead wrong! Even a couple of drinks can affect vision, judgment and reaction time.)
- Coffee helps you sober up. (Sorry, wrong again! Coffee may help you to stay awake, but it won't make you any less drunk.)
- A cold shower will make you sober. (Anyone who believes that is all wet! Time is the only sure way to sober up.)
- Milk coats the stomach and keeps you from getting drunk. (Ridiculous! Food, including milk, slows down alcohol's effects. However, the only sure way to keep alcohol from entering the bloodstream is not to drink.)

DRUGS

Florida Statute 877.111

It is unlawful to sniff, or to possess with intent to sniff, any harmful chemical substances for the purpose of getting "high." In addition to criminal penalties imposed upon conviction, you may be required to attend a substance abuse program.

Florida Statute 893.13 & 893.147

It is unlawful to possess, sell, deliver, purchase, manufacture, or possess with intent to sell, any controlled substance, cannabis, anabolic steroids, and any drug paraphernalia. In addition to criminal penalties imposed upon conviction, your driver's license will be suspended.

Arguments Used to "Justify" Drug Use

- You can try drugs "just once" and then stop. (Most drug-dependent people stated by trying it "just once.")
- Marijuana laws are "too strict." It should be legal. (It is still the law. A felony police record will follow you through life as an obstacle to many career opportunities.)

True-False Pot Quiz

- Marijuana is less harmful to the lungs than tobacco. (False. It can be even **more** harmful to the lungs than tobacco.)
- Kids are too young to get arrested for using marijuana. (False. It doesn't matter how young you are; you can still be arrested and punished.)
- It's safe to use marijuana and drive a car. (False. Marijuana use is a cause of many accidents.)
- "Using coke only once can't hurt you." (One dose can cause a stroke, permanent brain damage, and even death.)
- "It's safe to sniff cocaine." (Sniffing can lead to serious damage to the nose, sinuses and the entire respiratory system and can even cause sudden death.)

DUI AND TRAFFIC OFFENSES

Florida Statute 316.193

It is unlawful to drive a vehicle when under the influence of alcohol or drugs or when having a blood or breath alcohol level of 0.08% or higher. Penalties:

1st offense--\$250-\$500 fine and up to 6 months jail;

2nd offense--\$500-\$1000 fine and up to 9 months in jail;

3rd offense--\$1000-\$2500 and up to 12 months in jail.

Fourth or subsequent offense becomes a felony, and the punishment increases. Your driver's license will be suspended upon **ANY** conviction.

Florida Statute 322.34

It is unlawful to drive any vehicle when your license has been canceled, suspended, or revoked.

Florida Statute 322.212

It is unlawful to possess any forged, fictitious, counterfeit, or unlawfully issued driver's license or ID card and to trade, sell, or give away any driver's license or ID card.

Florida Statute 322.32

It is unlawful to possess a canceled, revoked, or suspended driver's license; to lend your license to another; or to display as your own a license not issued to you.

Florida Statute 316.191

It is unlawful to drag race on any street or highway.

Florida Statute 316.2015

It is unlawful for anyone to ride anywhere on the exterior of any vehicle being operated upon any street or highway.

Florida Statute 316.2074

No person under 16 shall operate or ride an all-terrain vehicle unless wearing a safety helmet.

Florida Statute 327.39

No person under 14 shall operate any personal watercraft on the waters of this state. Everyone riding on or being towed behind any personal watercraft must wear a personal flotation

Student Participation in the Pledge of Allegiance

Florida HB 7029, signed into Law by Governor Rick Scott on April 14, 2016, amended Florida Statute 1003.44 by spelling out requirements. In accordance with the law, upon written request from the student's parent/guardian, Bay District students may be excused from participation in the Pledge of Allegiance.

Updated provisions, effective July 1, 2016, from the FL Statute 1003.44 include:

- When the national anthem is played, students and all civilians shall stand at attention, men removing head coverings except those worn for religious purposes.
- The Pledge of Allegiance is defined:
"I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all."
- The Pledge of Allegiance shall be rendered by students standing with the right hand over the heart.
- The Pledge of Allegiance shall be recited at the beginning of the day in each public elementary, middle, and high school in the state.
- Each student shall be informed by a written notice published in the student handbook or a similar publication pursuant to s. 1006.07(2) that the student has the right not to participate in reciting the pledge. Upon written request by his or her parent, the student must be excused from reciting the pledge, including standing and placing the right hand over his or her heart.
- When the pledge is given, non-exempt students must show full respect to the flag by standing at attention, men removing any headdress, except when such headdress is worn for religious purposes.

If you would like your student to be exempt, please contact your child's school directly. The school will advise you how to proceed with your written request.

HELP LINES

Your guidance counselor is ALWAYS available to assist you when you are facing major problems, but there are also many community agencies available to help students. Such agencies are completely confidential.

Anchorage Children's Home: Help for runaway youth or for neglected or abused youth. (no fee) 763-7102

Catholic Social Services: Pregnancy testing; counseling services; family counseling (low cost or no fee) 763-0475

C.A.R.E.: Chemical Addictions Recovery Effort. Outpatient counseling related to drug/alcohol abuse (low cost or no fee) 872-7676

Family Health Services Center: Special clinics for teens addressing sexually-transmitted diseases. Testing for HIV and pregnancy (low cost or no fee) 872-4720

Life Management Center: Personal and family counseling for youth experiencing emotional/mental distress. Available are support groups and training with problems such as anxiety, depression, anger control, self-esteem. Diagnostic services available for serious disorders (low cost or no fee) 769-9481

Pregnancy Center: Pregnancy testing and counseling (no fee) 763-1100

Domestic Violence & Rape Counseling Center: Medical and counseling services for victims of physical, mental, sexual abuse. Temporary emergency shelter (no fee) Salvation Army program 769-7989 (Emergency-- 763-0706)

Drug Abuse Hotline:1-800-662-4357

Teen Abuse Hotline: 1-800-422-4453

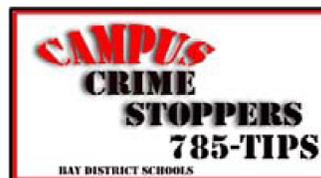
Crisis Help Line USA: 1-800-785-8111

National Suicide Prevention Line: 1-800-273-8255

Runaway Line: 1-800-621-4000

Save-A-Friend Hotline: Students and their parents are encouraged to help ensure the safety and security of our campus. If you have knowledge of anything that could result in harm to any student or employee, be responsible and talk to an administrator or School Resource Officer. If you wish to report the information and remain anonymous, call the Save-a-Friend Hotline at 1-866-621-7169. Help to protect yourself, your friends, and your school! Show that you care... report incidents and prevent danger.

The full policy is available at www.bay.k12.fl.us or your child's school.



Elastic clause: The principal of AHS reserves the right to amend any provision in this handbook in which he deems to be in the best interest of the educational process. Furthermore, the principal retains the right to issue penalties for acts of discipline not specifically stated herein and to alter any penalties as he considers necessary.