

# BABCOCK NEIGHBORHOOD / BABCOCK HIGH SCHOOL

## STUDENT & PARENT HANDBOOK

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



2024 - 2025

## Policies and Procedures

*\*Subject to change as needed*

*\*\*Please note the Charlotte County Code of Conduct will override this manual*

[CCSD SCC](#)

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<https://babcockneighborhoodschools.org/>

## **Administration**

**Shannon Treece**

*Executive Director of Schools*

**Kari Lewter**

*Curriculum and Instruction Director*

**Heather Tack**

*K-5 Principal*

**Amanda Sanford**

*Middle / High Principal*

**Tara Bode**

*K-5 Assistant Principal*

**Tim Ricketts**

*Middle / High Assistant Principal*

**David Manzi**

*Dean & Assistant Athletic Director*

**Jeffery Irwin**

*Athletics Director / Extracurricular*

**Caitlan Morris**

*School Counselor- Elementary*

**Dr. Christopher Applegate**

*School Counselor- Middle / High*

**CJ McFarlane**  
*Technology Director*

**Deputy Terrence Guetler**  
*School Resource Officer*

**Deputy Ozzie Mesa**  
*School Resource Officer*

### **Mission**

*Growing World Changers.*

The work of both BNS and BHS is to develop students academically and with the essential skills for success necessary in their post-secondary experience.

### **Vision**

BNS and BHS will design meaningful learning experiences that develop effective communicators, resilient learners, and global citizens, to become tremendous Trailblazers.

### **Mascot**

Mustang

*(Trailblazer)*

### **School Colors**

Blue & Green

## INTRODUCTION

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

<http://www.babcockneighborhoodschool.org/>

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

BNS is a Standards-Based Mastery school. We strive to ensure that students meet all the standards for each year, rather than base their performance on an average. This can be a challenge for students who are used to seeing an average, but this approach allows students to clearly see where they need to improve and what areas have been mastered.

Babcock Neighborhood School, Inc. is a public charter school and is required to take all Florida Assessment of Student Thinking (FAST) Assessments. The progress monitoring model instituted with the FAST Assessment provides the opportunity for measuring learning three times each school year. The data from these assessments are critical to ensuring continuous improvement for all students and our schools. It should be noted that the state of Florida has implemented certain statutory requirements regarding 3rd-grade retention to ensure that students are proficient in reading before advancing to the 4th grade (F.S. 1008.25 (7)(b)(3)). These requirements are part of the Florida Assessment of Student Thinking (FAST) and aim to ensure that students have the necessary skills to succeed academically. While the retention policy may seem daunting, please remember that it is in place to support your child's educational development and set them up for future success. Keep in mind that if a 3rd-grade student does not achieve a satisfactory score on the English Language Arts (ELA) portion of the FAST, they will be subject to retention. Please note that retention is automatic if a child receives a Level I on Progress Monitoring 3 (PM3, spring assessment) and does not receive a passing score in 45th percentile on the SAT10. The SAT10 assessment will be administered to students who score a Level 1 on the PM3. Students will be given two opportunities to take the SAT10:

one following the failed PM3 assessment and at the conclusion of Summer School. All students in 3rd grade who do not pass the PM3 with a Level 2 or higher, will be offered an opportunity to attend after school tutoring and Summer School.

This same premise applies to 10th grade students as it is a high school graduation requirement to pass the FAST ELA (or achieve a concordance score) and the Algebra 1 EOC (or achieve a concordance score).

A few things to help you through your time at Babcock Schools:

- Communication is critical to success and we love to hear from you! Emailing or calling the school directly will allow you to get accurate, first hand information, saving everyone time. We are here to help and we want your feedback! Your feedback allows us the opportunity to continuously improve and ensure that we are meeting the needs of everyone.
- Parent Engagement is critical to your students' success and your understanding of our systems. Attending Open House, Curriculum Nights, Exhibitions of Learning, and learning sessions throughout the year are all important to building your knowledge about our systems of learning.
- Report cards are accessible for all students at the end of each nine weeks in FOCUS (the Student Information System). At a minimum it is expected that you as a parent log-in to each platform, OTUS for real-time information and FOCUS, each nine week period to ensure you are up-to-date on your child's overall performance. [Click here for FOCUS Portal Directions.](#)
- You are strongly encouraged to stay in regular contact with your child's teacher. We also expect the teachers to keep parents informed via Parent Square (K-12 Parent Communication Tool) and through OTUS our learning management platform. Please know that we desire to support every child through their struggles and we offer tutoring at various times to support our future world changers.
- Student attendance is imperative to student success in learning. When a student misses school it will impact their learning experience in our Project-Based Learning environment. Recreating a powerful launch or introduction to a PBL via a make-up worksheet or experience is difficult and time consuming for teachers.
- Classroom activities often require extra hands. Volunteers are highly valued by our team. Teachers will request volunteers through the platform or email as needed. Volunteers are required to follow all school expectations.
- We believe getting students outside the walls of BNS is critical to develop our learners with meaningful engagement. We encourage our families to please support our field trips and outdoor excursions as they help ignite an excitement for adventure.
- We believe learning should be an enjoyable experience. Our educators work hard to ensure every student is learning and growing at an appropriate rate, please work with them on all learning endeavors as appropriate.
- This is not an all encompassing list of information, but hopefully this will help you understand a little more about our special school and our focus for the future world changers we are serving.

## ATTENDANCE POLICIES AND PROCEDURES

### ATTENDANCE HOURS

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

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

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

### TRAIL CARE

- Please use the designated parking off to the side of the road across from the roundabout at the front of the school. Walk across the crosswalk and ring the front office bell located on the camera to the left of the door. Please have your ID present to show the camera for entry.
- Before care is provided from 7:00 a.m - 8:00 a.m at the cost of \$10.00/day or \$30.00/week. Children must be dropped off no later than 7:30 due to school traffic jams that will occur due to the high volume of cars lining up for drop off at 8. Drop off is located at the field house. A parent must walk the child up and sign them in to Before Care.
- Aftercare is provided from 3:00 p.m - 6:00 p.m. At the cost of \$25.00/day or \$75.00/week. Children picked up after 6:00 p.m will accrue an additional charge of \$5.00 the first minute and \$1.00 every minute thereafter.
- Aftercare fees are due at time of service. If you accrue an invoice and your child's account reflects a balance that carries over week to week you will be charged a late payment fee of \$10 per week until your account has a \$0 balance.

*\*\* Extra-curricular participation fees are an additional cost. If your child attends a club they are permitted to stay for the remainder of aftercare after their club is complete. If not picked up by the 6:00 p.m deadline you will also accrue the above late fees.*

## **ABSENCES**

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

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

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

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

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

*Middle / High School students may also jeopardize their course credit due to excessive absences.*

## **LEAVING EARLY**

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

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

## **TARDIES**

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

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

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

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

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

## **SCHOOL CALENDAR**

Academic year calendars, daily class schedules, significant school events, and extended services information for BHS school may be found on our school webpage:

<https://babcockneighborhoodschools.org/events/>

## **CAMPUS POLICIES**

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

## **TRANSPORTATION PROCEDURES**

### **STUDENT PICK-UP**

- Students are permitted to be dropped off for school at 7:45 a.m. and will be released for pick-up at 3:00 p.m.
- When dropping students off, parents should utilize the designated drop-off points and have their child(ren) exit the vehicle as directed by staff.
- K-5 students should be dropped off in front of the Field House. DO NOT block the



lane that allows cars to flow. Blocking the road slows the entire process down.

- Middle/High students should be dropped off in front of the High School in between the shelter and school.
- Parents with students at both schools will proceed through the K-5 line.
- No parking is permitted in the carlines. If there is a need to bring something into the school, please park in an appropriate designated parking spot and proceed to the front office.
- When picking-up students, students and staff will be assisting at the curbs to help get students to their vehicles. No parking in the carline is permitted.
- No use of cell phones will be permitted in the carline due to safety. If you have an emergency, please pull out of line and park, complete your phone call, and reenter the line. Safety is our top priority.
- The lightning status link can be found on the parent webpage or by going directly to this link: <http://babcockneighborhoodschool.thormobile2.net/>
- In the case of inclement weather dismissal may be delayed until it is safe for student pickup to resume.

## **BIKE RIDERS/WALKERS**

- Parents of K-5 students must sign a Bike Rider/Walker Permission Form granting permission prior to being able to leave school grounds. Permission will be granted by administration. Students biking or walking MUST be a resident in Babcock Ranch.
- Parents of Middle/High students will be dismissed and able to leave school grounds upon the conclusion of the school day. Please communicate transportation plans with your student(s).
- Bikes and skateboards must be placed in the designated areas on each campus
- Students are responsible for securing their bicycles with their own locks.
- Biker riders and walkers will be dismissed at the same time as carline students and proceed directly to a designated area to be released.
- Once off campus, students should proceed directly home and are only allowed to return to the campus in case of emergencies or for scheduled school events in which they are participating.
- Bike riders must walk their bikes to the sidewalk at the roundabout. Walkers and bike riders are NOT under any circumstance permitted to enter the parking area while leaving school property.
- Bike riders (including skateboards) under the age of 16 MUST wear a helmet to and from school.
- Walking and riding a bike to school is a privilege and is revocable at any time.

## **STUDENT DRIVERS**

- Students must sign and agree to the Babcock High School Parking / Traffic Rules and Regulations.
- Students must have a parking permit.
  - Students need to bring in their driver's license, car registration, and proof of

- insurance to the front office to obtain a parking permit.
  - Permits will be \$10.00.
- Golf cart drivers under 18 will have to be at least 15 with a learner's permit or 16 with a driver's license to legally operate one.
  - Golf carts must also have a parking permit, which can be purchased in the front office for \$10.
- Student drivers must park on campus in the designated student parking area with their decal clearly displayed.

## **OTHER MODES OF TRANSPORTATION**

- If a student brings a skateboard/bike/scooter onto campus, they should not ride on sidewalks and areas where students are present. They should remove themselves from the skateboard, bike or scooter once at the gate and move onto campus on foot.
- All items must be stored properly in the designated area. Please note that the designated areas are not protected from the weather.
- Students must wear appropriate gear, including helmets, to participate.
- If a student violates these skateboard rules, the student's skateboard may be confiscated by the school administration, and students may be subject to disciplinary action.
- Students are **NOT** permitted to leave our property with a Third Party Vendor (i.e. Uber, Lyft, etc.). These vendors will not be permitted on our campus.

## **STUDENT HEALTH AND WELLNESS POLICIES**

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

BNS has a nurse on site as well as an experienced health professional on hand to support all health and wellness needs. The office staff and teachers will have first-aid kits for their classrooms as a first line of defense.

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

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

In order for a student to be assisted by designated school personnel in taking prescription medication, including insulin shots, parents/guardians must provide BNS with: (1) a written and signed statement from a physician detailing the name of the medication, method, amount, and

time schedule by which the medication is to be taken and (2) a written statement from the parent, foster parent, or guardian of the student indicating the desire that the school assist the pupil with the administration of the medicine. These statements must be updated at least annually. Designated staff members will establish emergency procedures for specific medical conditions that require an immediate response (i.e. allergies, asthma, and diabetes), consistent with instructions from the parents/guardians/physicians.

Certain medications may be carried by students as noted below:

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

## **CONTROL OF COMMUNICABLE DISEASES**

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

Students should be fever free without assistance from fever reducing medication for 24 hours before returning to school.

## IMMUNIZATION REQUIREMENTS

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

Religious Exemptions must be obtained through the Health Department.

## FOOD SERVICES

### BREAKFAST / LUNCH

BNS provides breakfast and lunch for all students with access to the National School Lunch program.

- The cost for breakfast is \$2.12/day and lunch is \$3.60/day.
- Breakfast is served in the Elementary Cafeteria from 7:00am - 7:50am.
- Reduced breakfast is .30/day and lunch is .40/day.
- Breakfast and lunch will be purchased through the MySchoolBucks web application.
- No charging is permitted. Please make sure you have funds loaded in your student(s) account at all times.

### National School Lunch Program (NSLP)

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

Applications for school meal benefits are available on this website to all students beginning July 1, 2024, and at the time of new-student registration throughout the school year. Eligibility is carried over from the previous year for up to the first 30 operating days into the new school year, or until a new eligibility determination is made, whichever comes first. ***\*A new family application is required each school year.*** Families are encouraged to submit a new application at any time when income or the number of household members changes. *Paper applications are available by request.*

The 30 operating days begin on the first operating day of school. Operating days are the days on which reimbursable meals or milk are provided by a school or another program sponsor [7 CFR 245.2]. Carryover applies to eligibility established through a household application or through direct certification. Meals served during the carryover period are claimed at the appropriate rate, depending on the individual child's eligibility status from the previous school year.

## ACADEMIC POLICIES

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

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

- **CHEATING**

- **PLAGIARISM**

- **FABRICATION:** Falsifying or inventing any information

- **FACILITATING ACADEMIC DISHONESTY:** Aiding another person in an act that violates the standards of academic honesty.

- **FALSIFYING RECORDS AND OFFICIAL DOCUMENTS**

- **MULTIPLE SUBMISSION:** Submitting the same work in two or more courses.

- **COMPUTER MISUSE:** Using technology to plagiarize, violate copyright law, or tamper with another's work.

## SAFETY POLICIES

### Emergency Procedures

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

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

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

In the case of a major emergency (such as a significant tornado or fire), parents/guardians and families should contact the main phone number for your student's school. During such an emergency, BNS staff will be focused on ensuring that all students are safe and accounted for during the emergency. Once the administration is able to determine that everyone is safe or next steps are apparent, parents will be notified accordingly. BNS asks that you trust our staff and processes in addressing any emergencies that arise and allow us to keep our full attention on the situation. Students and parents/guardians are asked to do their part by not having a

student leave the premises without signing proper releases.

### **Fortify Florida**

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

### **Student ID Badges**

Student ID Badges will be provided to all students on a breakaway lanyard that is required to be worn and easily visible each day while on campus. The purpose of the badges is to enhance student safety by identifying individuals who should not have access within the Babcock school campuses.

Per the 2019 Marjory Stoneman Commission Report, all students should be required to wear school issued identification badges (Level One Recommendation). All Charlotte County Public Schools require student identification badges.

At the start of the school year, all students will be provided a student ID badge and lanyard. The school provided lanyard is also a requirement. Students will be required to show their ID when entering the school building and when they enter the cafeteria. Students will not be required to wear them during physical activities or athletic events.

Students who do not have their ID will be issued a temporary badge. Those who repeatedly do not bring their ID to school may face disciplinary action. If an ID is lost or needs repair, students should inform their first period teacher so they can make this request. Students needing additional IDs, sleeves, or lanyards will pay \$3 for an ID and \$2 for a lanyard. Replacement sleeves are free.

## **DRESS CODE**

The design of the BNS dress code was adopted to foster an environment reflective of learning while embracing a fun atmosphere that encourages creativity and growth beyond the traditional confines of education.

All students will be in dress code each day and purchase their uniforms from the designated vendors. By utilizing our school vendor for uniforms, we can ensure consistency and promote an unwavering sense of school spirit, while also providing an enhanced level of safety. Choosing the school vendor allows us to establish a unified appearance among our students, fostering a sense of belonging and ownership. **The selected vendors comply with all branding rights and have the permission to use the school logo accordingly.**

All designs and logos are system approved. The Principal or designee has the authority to make the final determination for dress code compliance or logo usage.

### **Tops**

- K-5 students wear a polo with the Babcock logo in the provided school colors.
- 6-12 students must wear a Babcock logo shirt. There are a variety of shirts (polo, short sleeve, long-sleeve, spirit shirt) available through the selected vendor. All tops must clearly display our school logo.
- Babcock jackets and hoodies are sold as well, but must be over a school approved shirt.
- All outerwear tops must display the Babcock logo.
  - We have a variety of athletic shirts, jackets, hoodies, etc. as well that can be purchased through the athletic department.

### **Bottoms**

- Shorts (capri or bermuda), skirts (shorts are required to be worn underneath,) dress pants, or approved jumpers (with shorts) in colors: khaki, navy blue, gray, white, or black.
- Shorts and skirts should be no shorter than 3" above the knee.
- Jean shorts or patterned bottoms are not permitted.
- Middle and High students may wear blue jeans any day of the week. Jeans should have no holes or rips unless they are at the knee or below. Otherwise something must be worn underneath to cover the skin.
- Casual attire such as sweatpants, warm-ups, athletic (gym) pants/shorts, or leggings are not permitted (leggings are ONLY able to be paired with a skirt, but should not be worn alone.)
- Middle and High students can purchase PE uniforms from the selected vendor.
  - They may also bring athletic pants or shorts to school to change for Physical Education courses.
  - Requirements for PE will be provided by the course instructor.
  - Tight fitting shorts (ex. Nike Pro shorts) are not permitted in school or at PE. Shorts should be standard athletic length and fit.
- Holes in uniforms are not permitted.

### **Other Items**

- No headgear is permitted to be worn indoors (this includes hats and hoods on outerwear.)
- Closed toe shoes must be worn.
- Natural hair color is recommended. Any distracting hair dye colors or styles will not be permitted.
- K-5: Outerwear should be solid in color and worn appropriately.
- 6-12: Outerwear, jackets and hoodies, must represent BNS/BHS. Show your school spirit!

### **Spirit Day Attire requirements (K-5 every Friday)**

- K-5 students may wear BNS shirts purchased through school (class, Fun Run, etc.)

## **CONSEQUENCES FOR DRESS CODE VIOLATIONS**

- Student will first be warned that they are out of compliance;
- Student may be asked to change their attire via contacting parent;
- Dress Code is tracked and violations will be handled accordingly: Verbal Warning, Parent Contact, Assigned Lunch Detention.

## **SCHOOL ISSUED TECHNOLOGY**

### **INTERNET SAFETY & USE OF TECHNOLOGY**

- All students must have read the BNS/BHS Device Program Expectations Student and Parent Guide (**See Appendix**).
- All students must have signed an Acceptable Use Policy Form (provided by school).
- Proper use and care of technology is expected at all times. Students will have multiple technology checks to ensure that all items are still in possession and in good shape.
- Misuse, mishandling, or hacking into software and/or equipment will have consequences that could ultimately result in loss of access to the device.

### **SUPERVISION**

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

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

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

### **INTERNET**

Access to email and the internet will enable students to explore thousands of libraries, databases, and bulletin boards while exchanging messages with Internet users throughout the world. Families are reminded that BNS does not control the content of the internet. Accordingly,



BNS does not have control over the type of information accessible to students or the quality of the same. Although BNS does use internet filters, as described in the Internet Safety Policy, BNS cannot completely limit access to materials that a parent/guardian or family might consider inappropriate. While our intent is to make internet access available to further educational goals and objectives, students may find ways to access other materials as well.

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

## **COMMUNITY CODE OF CONDUCT**

### **RESPECT AND CARE FOR OTHERS**

- Treat one another with respect.
- Support teaching and learning and respect our environment.
- How we talk and interact with one another
- How we treat each other's property and personal space
- Vandalism: All students and staff are urged to treat school buildings and property with care and respect. No one is to injure, destroy, deface, or trespass on school property. A clean environment is important to all; vandalism will be dealt with severely.
- Parents/guardians will be responsible for paying for any damage done to school property by their child.
- People with any information about damage done to the building or its contents are expected to model positive citizenship by notifying an adult in an appropriate fashion.
- Personal electronics: Cell phones, mp3 players, and all similar electronic devices must be off, stored away, out of sight, and may not be in use during school hours, unless under the direct supervision of a BNS faculty member.
  - If it has an on or off switch, it should be turned off for the duration of the school day.
- Wired headphones may be used only when provided by and under the supervision of a BNS faculty member.
- No AirPods or bluetooth headphones will be permitted.
- Computer games: BNS provides technology and internet access for the educational benefit of members of the community. Playing computer games or video games on campus during school hours is allowed only under the direct supervision of a teacher.
- Free Speech on Campus: The Supreme Court has referred to public schools as a "marketplace of ideas" where the protections of the First Amendment are particularly important. "The vigilant protection of constitutional freedoms is nowhere more vital than

in the community of American schools.” *Shelton v. Tucker*, 364 U.S. 479, 487 (1960)

- At the same time, the law is clear that a student’s right of free speech is not unfettered and that the free speech/press protection does not prevent a school from imposing certain restrictions and/or imparting discipline for certain forms of speech that may be considered disruptive to the community, in violation of school policies and/or considered unlawful harassment, discrimination, bullying, threats and/or intimidation. In short, BHS reserves the right to place reasonable time, place and manner restrictions on speech where the faculty and/or administration determine that such a restriction is appropriate.
- **Examples of student speech that may be restricted include:**
  - Speech which creates or threatens danger, and/or unlawful acts
  - Speech which threatens or presents a violation of BHS rules and standards of conduct
  - Speech which creates or threatens a substantial disruption of the orderly operation of the school
  - Speech which impinges on the rights of others
  - Vulgar, lewd, obscene, and plainly offensive speech or conduct

## **SEARCH STUDENT POSSESSIONS**

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

## **STUDENT NON-DISCRIMINATION**

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

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

Any student who engages in prohibited harassment, discrimination or bullying of another student, or anyone from BNS, may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in unlawful harassment, discrimination, bullying, or intimidation of a student may be subject to disciplinary action up to and including dismissal. Any student or parent/guardian who feels that unlawful harassment,

discrimination, bullying, or intimidation has occurred should immediately contact the School Principal/Administration, an adult with authority or via the website, <https://www.yourcharlotteschools.net/bullying>.

## **STUDENT SEXUAL HARASSMENT POLICY**

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

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

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

## **DISCIPLINARY ACTIONS**

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

## **Overview of Disciplinary Actions**

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

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

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

## **ACADEMIC CONSEQUENCES**

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

## **Suspension and Expulsion as Disciplinary Actions**

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

## **Authority to Impose Discipline**

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

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

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

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

## **SUSPENSIONS**

### **Suspension Pending Investigation**

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

### **Suspension Pending Expulsion Hearing**

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

### **Discipline Review Meeting**

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

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

## **EXPULSIONS**

### **Expulsion Hearings**

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

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

### **Right to Appeal School Principal / Administration's Determination**

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

## **STUDENT INFORMATION POLICIES**

### **Family Education Rights And Privacy Act**

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

1. The right to inspect and review the student's education records within 45 days after BNS has received a request for access. Parents/guardians or eligible students should submit to the School Principal/Administration a written request that identifies the record(s) they wish to inspect. The BNS official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. When a student moves to a new school/school district, records will be forwarded upon request of the new district within 10 school days.
3. In the case of divorce or separation, a school district must provide access to both

natural parents, custodial and noncustodial, unless there is a legally binding document that specifically removes that parent's FERPA rights. In this context, a legally binding document is a court order or other legal paper that prohibits access to education records, or removes the parent's rights to have knowledge about his or her child's education.

4. Pupil education records maintained by BNS consist of any item of information directly related to an identifiable pupil, including but not limited to subjects taken, grades received, standardized test results, attendance record, and health record. Pupil records are maintained at each school where the pupil is attending. The School Principal/Administration or designee is responsible for maintaining each type of pupil record and the information contained therein. Additional records, such as psychological and special education reports, are maintained at those respective offices.

*\*General notices, lunch menus, Parent Association information, announcement of teacher conferences, school pictures, and other similar information are not "education records" as defined by FERPA. Therefore, schools are not legally required to provide them.*

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

7. The right to file a complaint with the U.S. Department of Education concerning alleged failure of BNS to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

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

With certain exceptions, FERPA requires BNS to obtain a parent/guardian written consent prior to the disclosure of personally identifiable information from his or her child's education records. However, BNS may disclose appropriately designated "Principal/Administration information" without written consent, unless a parent/guardian has advised BNS to the contrary in accordance with this policy. "Principal/Administration information" is information that is generally not considered harmful or an invasion of privacy if released. Principal/Administration information can be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks.

BNS has designated the following information as Principal/Administration information:

- Student's name
- Student's address
- Parent/Legal Guardian's address
- Telephone listing
- Student's electronic mail address
- Parent/Legal Guardian's electronic mail address
- Photograph
- Date and place of birth
- Dates of attendance
- Grade level
- Awards received
- The most recent educational agency or institution attended

Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)

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



## **CUSTODY MATTERS**

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

## **MEDIA RELEASE**

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

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

## **RETURNING STUDENTS**

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

## **HOMELESS STUDENTS**

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

## **VOLUNTEER POLICIES**

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

## **RESOLUTION PROCEDURES**

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

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

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

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

# BABCOCK HIGH

## ACADEMIC INFORMATION



# **CURRICULUM INFORMATION**

## **Parent Involvement**

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

## **Student Involvement**

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

## **School Counselor Duties**

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

Furthermore, school counselors:

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

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

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

## **STUDENT REGISTRATION**

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

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

## **COURSE CREDIT**

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

- The school district maintains a one-half credit earned system; full year courses will reflect two 0.5 credit awards.
- A student enrolled in a full-year course shall receive one-half (0.5) credit if the student successfully completes either the first half or the second half of a full-year course, but fails the other half of the course, and the averaging of the grades obtained in each half would not result in a passing grade.
- A student enrolled in a full-year course shall receive a full (1.0) credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course, but the averaging of the grades obtained in each half would result in a passing grade.
- Three (3) semester hours of college credit earned through dual enrollment and satisfying the requirements of the district's articulation agreement shall also equal one-half (0.5) high school credit unless otherwise designated by the Articulation Coordinating Committee or the Florida Department of Education.

- A complete list of courses of study is available by accessing the Florida Course Code Directory

### High School Courses taken in Middle School

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

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

### GRADING SCALE

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

Grade Percentage	Quality Points Value Progress
A - 90 - 100	4 Exceeding
B - 80 - 89	3 Proficient
C - 70 - 79	2 Developing (Adequate)
D - 60 - 69	1 Emerging (Lowest Acceptable)
F - 0 - 59	0 Failure

### CALCULATING GRADE POINT AVERAGE

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

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

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

Final grades for EOC courses are averaged per district policy as follows:

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

## **GRADE FORGIVENESS F.S. 1003.4282(5)**

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

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

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

## **SPECIAL AND OPTIONAL ACCELERATED PROGRAMS**

### **Special and Optional Program Course Weighting**

*\*As found in the Charlotte County Public Schools High School Student Progression Plan*

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

#### 1.0 Additional Point Value for

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

#### .50 Additional Point Value for

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

## **Dual Enrollment**

*(Please see School Counselor for required Student Agreement)*

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

## **Early Admission Program**

*(Please see School Counselor for required Student Agreement)*

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

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

## **Advanced International Certificate of Education (AICE)**

*(Please see School Counselor for required Student Agreement)*

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

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



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

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

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

The Cambridge AICE program emphasizes the importance of critical thinking skills and communications in today's global world. Cambridge AICE Exams are taken at the end of the course as determined by the Cambridge program and are paid for by the school provided that the student is enrolled in the corresponding class. Students are required to take the Cambridge AICE assessment. If the Cambridge AICE assessment is not taken the student is responsible for the cost of the exam. Interested students are encouraged to speak with their school counselor for more details.

For further information here is a brief guide for parents

<https://www.cambridgeinternational.org/Images/268772-cambridge-international-as-a-level-a-guide-for-parents.pdf> or visit the University of Cambridge AICE website at: [www.cie.org.uk](http://www.cie.org.uk)

### **AICE (Advanced International Certificate of Education) Diploma Requirements:**

Seven credits to include at least one exam from each curriculum group

- Math and Science
- Languages
- Arts & Humanities
- Plus Global Perspectives AS level

### **Advanced Placement (AP) Program**

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

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

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

### **Florida Virtual School (FLVS)**

(Please see School Counselor for required Student Agreement)

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

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

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

## **Charlotte Technical College (CTC)**

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

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

## **VOLUNTEER / COMMUNITY SERVICE**

Community service hours are NOT required for a high school diploma.

They are required for the Florida Bright Futures Scholarship as described below.

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

### **Requirements for Documenting Volunteer/Community Service Hours**

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

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

The student must:

**A. Obtain prior approval from his/her school counselor** to ensure that the community service site meets the criteria and that the student will receive community service hours for

volunteering. (Paperwork available in the office)

B. Volunteer services to a local non-profit community agency that meets the following guidelines:

1. All services are of an altruistic nature, unpaid, and not for personal gain
2. All services are supervised by an approved adult representative of the agency
3. Service does not interrupt a student's regularly scheduled school day
4. Service must be completed by the last semester of the student's senior year
5. The site is related to service, humanitarian/caring, community needs and does not involve:
  - a. direct supervision/ownership/operation by a family member
  - b. the presence of illegal substances or unsafe conditions
  - c. the use of students for financial gain
6. The student will be responsible for identifying a social, civic or professional area of interest as well as:

Developing a plan for personal involvement in addressing the issue or learning about the professional area, as well as evaluating and reflecting on such experience through a paper/reflection.
7. Obtain documentation of service hours from the site supervisor, on agency letterhead, of student hours, dates of service and service activities.

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

**GRADE LEVEL CLASSIFICATION AND PROGRESSION**  
([As found in the CCPS 2024-2025 Student Progression Plan](#))

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

- In order to be classified as a sophomore (grade 10), the student must have completed one year of high school with a minimum of five credits to include one credit in mathematics and one credit in English.
- In order to be classified as a junior (grade 11), the student must have completed two years of high school and been awarded eleven credits to include two credits (of four) in mathematics and two credits (of four) in English.
- In order to be classified as a senior (grade 12), the student must have completed three years of high school and been awarded a minimum of 16 credits, or at the beginning of the third year of high school, the student must have declared the intent to graduate under the 18 credit ACCEL Diploma Option.
- Students in the regular education programs not reaching graduation status in four years ("fifth year senior") shall be provided the opportunity of a fifth year to meet the district's graduation requirements. Remediation shall be provided to assist the student passing the state-required assessments necessary to earn a high school diploma.

- High schools may promote retained students from grade 9 to grade 10, grade 10 to grade 11, or grade 11 to grade 12 at the end of the first semester upon documentation of awarding the required make-up credit(s).
- A junior who is enrolled in a 24-credit diploma program may be moved to senior status at the end of the first semester if enrolled in the necessary coursework to graduate in the spring.

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

## **SCHEDULING AND PROGRAM CHANGES**

### **Course Withdrawal**

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

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

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

### **Academic Level Changes**

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

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

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

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

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

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

When a middle school student transfers from a high school course to a similar middle school course before the end of the 2<sup>nd</sup> quarter interim period, a withdrawal is not placed on the student's academic record. For example, no WF or WP is placed on the academic record of an 8<sup>th</sup> grade student who transfers from Algebra 1 to M/J Pre-Algebra, before the end of the 2<sup>nd</sup> quarter interim period.

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

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

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

## Placement Parameters

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

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

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

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

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

## Prerequisites and Grade Level Requirements

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

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

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

## **DIPLOMA OPTIONS**

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

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

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

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

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

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

### **Certificate of Completion**

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

#### **Certificate of Completion, 24-Credit Option:**

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

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



receive instruction to remedy the deficiencies. A student who has received a standard Certificate of Completion, who subsequently meets the requirements for a standard diploma, shall be awarded a standard diploma whenever the requirements are completed.

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

## **FLORIDA GRADUATION REQUIREMENTS**

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

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

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

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

**World Language:** No requirement for diploma, but 2 credits (same language) required for State University admission

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

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

**Digital Learning: 1 credit** in an online course

**Electives: 8 credits**

**GPA:** Cumulative unweighted 2.0 on a 4.0 scale

**Total Credits: 24**

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

# **BABCOCK HIGH SCHOOL COURSE OFFERINGS**

## **2024-2025**

### **ARTS, A/V TECHNOLOGY, & COMMUNICATION ARTS**

#### **AICE MEDIA STUDIES AS LEVEL 1100460 1 Credit**

The key concepts for Cambridge International AS & A Level Media Studies are: ● Language: How the media communicate meanings through their forms, codes, conventions and techniques.

- Representation: How the media construct the social world including the portrayal of ideas, individuals and groups.
- Industry: How and why media texts are produced, distributed and circulated.
- Audience: How audiences are constructed and addressed by media texts and how audiences interpret and respond to media texts.

#### **CREATIVE PHOTO 0108310 1 Credit**

Students explore the aesthetic foundations of art making using beginning photography techniques. This course may include, but is not limited to, color and/or black and white photography via digital media and/or traditional photography. Students become familiar with the basic mechanics of a camera, including lens and shutter operation, compositional foundations, printing an image for display, and evaluating a successful print. Student photographers may use a variety of media and materials, such as 35mm black and white film, single lens reflex camera, digital camera, darkroom, computer application, filters, various papers, digital output, photogram, cyanotypes, Sabatier effect, and pinhole photography. Craftsmanship and quality are reflected in the surface of the prints and the care of the materials. Photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works.

#### **DIGITAL DESIGN I 82095100 1 Credit**

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

#### **DIGITAL DESIGN II 82095200 1 Credit**

This course builds on skills developed in Digital Design 1.

The content includes computer skills; digital publishing concepts and operations, layout, design, and measurement activities; decision-making activities, and digital imaging, as well as communication, collaboration and decision-making activities; critical thinking; and problem solving.

### **DIGITAL DESIGN III 8209530 1 Credit**

This course builds on skills developed in Digital Design 2.

The content includes computer skills; digital publishing concepts and operations, layout, design, and measurement activities; decision-making activities, and digital imaging, as well as communication, collaboration and decision-making activities; critical thinking; and problem solving.

### **TELEVISION PRODUCTION 1 8201510 1 Credit**

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

### **TELEVISION PRODUCTION 2 8201520 1 Credit**

This course builds on skills developed in TV Production 1.

### **TELEVISION PRODUCTION 3 8201430 1 Credit**

This course builds on skills developed in TV Production 1 and 2.

## **ENGLISH / LANGUAGE ARTS**

### **AICE GENERAL PAPER AS LEVEL 10093600 1 Credit (Offered as an Elective and ELA 3/4)**

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

### **AICE ENG LANG AS 1001550 1 Credit (Offered as ELA 3)**

Cambridge International AS and A Level English Language provides learners with the opportunity to study English language and its use in communication. Learners will be encouraged to respond critically to a wide variety of texts in a range of forms, styles and contexts, and to promote skills of communication, reading, research and analysis.

Through their study, learners will develop an ability to read and analyse material, gaining further knowledge and understanding of English language features and issues. Learners will also

develop the skills of writing clearly, accurately, creatively and effectively for different purposes and audiences.

### **AICE ENGLISH LITERATURE AS 1005370 1 CREDIT (Offered as ELA 4)**

Learners following the Cambridge International AS and A Level English syllabus will study a range of texts in the three main forms: prose, poetry and drama. Set texts are offered from a wide range of different periods and cultures.

Learners will develop skills of reading and analysis of texts, and are encouraged to undertake wider reading to aid understanding of the texts studied. They will learn skills of effective and appropriate communication including the ability to discuss the critical context of texts.

### **ENGLISH 3 1001370 1 Credit**

In English 3, students delve deep into literary texts to uncover how literary elements enhance and add layers of meaning to an author's message. By exploring and evaluating the unique styles of a diverse selection of writers and works, students develop the skills needed to write literary analyses that inform an audience and defend an author's stylistic choices. Using essential reading skills, students tackle rigorous texts and evaluate the rhetoric and diction in selections that span from the Classical Period to the Contemporary Period. With a focus on publishing quality writing and presentations, students gain the necessary skills that will be beneficial in college and the workplace.

### **ENGLISH 4 1001400 1 Credit**

In English 4, students explore history's impact on modern texts. By focusing on elements like universal theme, author's purpose and perspective, and historic influence, students are able to see literary works as a whole and understand the deeper experiences that surround these texts. With a strong focus on writing, speaking, and presenting, students engage with their audience and explore elements of English that are highly applicable to both college and the workforce.

### **INTENSIVE READING 1000412\* Multiple Credits**

The purpose of this course is to provide instruction that enables students to accelerate the development of reading and writing skills and to strengthen those skills so they are able to successfully read and write grade level text independently. Instruction emphasizes reading comprehension, writing fluency, and vocabulary studies. Teachers will use the listed standards that correspond to student needs based on diagnostic assessments and adjust according to ongoing progress monitoring data.

### **JOURNALISM 1 1006300 1 Credit**

The purpose of this course is to enable students to develop fundamental skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop

knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media.

### **JOURNALISM 2 1006310 1 Credit**

The purpose of this course is to enable students to extend fundamental skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop further knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media.

### **JOURNALISM 3 1006320 1 Credit**

The purpose of this course is to enable students to perform grade level skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to continue to develop knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media.

### **JOURNALISM 4 1006330 1 Credit**

The purpose of this course is to enable students to perform grade level skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to continue to develop knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media.

### **PRE-AICE ENGLISH LANGUAGE IGCSE LEVEL 10015600 1 Credit (Offered as ELA 1)**

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

### **PRE-AICE ENGLISH LITERATURE IGCSE LEVEL 10053800 1 Credit (Offered as ELA 2)**

The purpose of this course is to enable students to communicate accurately, appropriately and effectively in speech and writing. Students will also be able to understand and respond imaginatively to what they hear, read and experience in a variety of media. Students will study in detail texts from a variety of genres to include poetry, prose and drama. The selections will explore areas of universal human concern, thus leading to a greater understanding of themselves and others.

## **FINE ARTS**

### **2-D STUDIO ART 1 0101300 1 Credit**

Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in drawing, painting, printmaking, collage, and/or design. Students practice, sketch, and manipulate the structural elements of art to

improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

### **2-D STUDIO ART 2 0101310 1 Credit**

Students develop and refine technical skills and create 2-D compositions with a variety of media in drawing, painting, printmaking, collage, and/or design. Student artists sketch, manipulate, and refine the structural elements of art to improve mark-making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

### **3-D ANIMATION TECH 8718110 1 Credit**

This course focuses on the history of 3-D animation, the production process, intellectual property rights, computer skills and animation development.

### **AP ART HISTORY 0100300 1 Credit**

The AP Art History course welcomes students into the global art world to engage with its forms and content as they research, discuss, read, and write about art, artists, art making, and responses to and interpretations of art. By investigating specific course content of 250 works of art characterized by diverse artistic traditions from prehistory to the present, the students develop in-depth, holistic understanding of the history of art from a global perspective. Students learn and apply skills of visual, contextual, and comparative analysis to engage with a variety of art forms, developing understanding of individual works and interconnections across history.

### **ART IN WORLD CULTURES 0100320 0.5 Credit**

Students survey selected works of art, utilitarian artworks, and architecture from around the world. Students explore both the traditional forms and contemporary interpretations, including analysis of purpose, theme, cultural and historical context, formal qualities, symbols, and media. Students explore and compare various cultural responses to universal themes, as evidenced in their art. Students also consider the value of preserving these works in today's museums and other public buildings, private collections, and in digital format.

### **DANCE TECHNIQUES 1 0300310 1 Credit**

Students in this year-long, entry-level course, designed for those having no prior dance instruction, learn foundational skills in two or more dance styles. Their development of fundamental dance technique is enriched and enlivened through study of works by a variety of diverse artists, developing genre-specific movement vocabulary and dance terminology, and

building knowledge and skills related to somatic practices, dance composition, analysis of effort and outcomes, dance history and culture, collaborative work, and rehearsal and performance protocols.

### **DANCE TECHNIQUES 2 0300320 1 Credit**

This course builds on the knowledge and experience students obtained from year 1. Their development of fundamental dance technique is enriched and enlivened through study of works by a variety of diverse artists, developing genre-specific movement vocabulary and dance terminology, and building knowledge and skills related to somatic practices, dance composition, analysis of effort and outcomes, dance history and culture, collaborative work, and rehearsal and performance protocols.

### **INTRODUCTION TO ART HISTORY 0100310 0.5 Credit**

Students take an inquiry-based approach to exploring, researching, and analyzing works of art across time and cultures. In developing art-specific vocabulary, students explore how the structural elements of art and organizational principles of design have been used to solve artistic challenges and create meaning. Students learn to identify the functions, forms, media, styles of art, cultural ideas, and themes related to time periods and geographical places. Career options related to art history and criticism are also explored. This course incorporates hands-on activities and consumption of art materials.

### **MUSICAL THEATRE 1 0400700 1 Credit**

Students' course work focuses on, but is not limited to, acting, vocal performance, dance, non-dance movement, and staging, which transfer readily to performances in musicals and other venues. Students survey the evolution of music in theater from ancient Greece to modern Broadway through a humanities approach and representative literature. Music theater students explore the unique staging and technical demands of musicals in contrast to non-musical plays. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

### **THEATRE 1 04003100 1 Credit**

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

### **THEATRE 2 0400320 1 Credit**

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

knowledge established in Theatre 1

### **THEATRE 3 HONORS 0400330 1 Credit**

This course promotes enjoyment and appreciation for all aspects of theater. Classwork focuses on the exploration of theater literature, performance, historical and cultural connections, and technical requirements. Improvisation, creative dramatics, and beginning scene work are used to introduce students to acting and character development. Students continue to build their knowledge of theater and techniques, building upon the previous two years experiences.

### **THEATRE IMPROVISATION 04006200 1 Credit**

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

## **MARKETING, SALE, & SERVICES**

### **EXECUTIVE INTERNSHIP 0500300 1 Credit**

The purpose of this course is to provide a practical introduction to the work environment through direct contact with professionals in the community. The content should include, but not be limited to, the following: discussion of professional job requirements awareness and knowledge of career opportunities building vocabulary appropriate to the area of professional interest development of decision-making skills development of personal and educational job-related skills

### **MARKETING ESSENTIALS 88271100 1 Credit**

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

### **MARKETING APPLICATIONS 88271200 1 Credit**

The purpose of this course is to provide students with an in-depth study of marketing in a free enterprise society and provide the knowledge, skills and attitudes required for employment in a wide variety of marketing occupations.

### **OJT 8300420 1 Credit**



OJT stands for On the Job Training and works in conjunction with a Career and Technical Education Course. Students will be able to leave school one to two periods early and get a grade for working. All students will have to have a minimum of 5 -10 hours working a week, as well as reliable transportation off campus. Students will learn problem-solving, general employability and occupation specific skills that they can apply to real-world situations.

## **MATHEMATICS**

### **AP STATISTICS 1210320 1 Credit**

AP Statistics is an introductory college-level statistics course that introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students cultivate their understanding of statistics using technology, investigations, problem solving, and writing as they explore concepts like variation and distribution; patterns and uncertainty; and data-based predictions, decisions, and conclusions.

### **ALGEBRA 1 12003100 1 Credit**

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

### **ALGEBRA 2 1200330 1 Credit**

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas for this course, organized into five units, are as follows:

Unit 1- Polynomial, Rational, and Radical Relationships, Unit 2- Trigonometric Functions, Unit 3- Modeling with Functions, Unit 4- Inferences and Conclusions from Data, and Unit 5- Applications of Probability.

### **GEOMETRY 12063100 1 Credit**

The fundamental purpose of Geometry is to formalize and extend students' geometric

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

### **MATHEMATICS FOR DATA AND FINANCIAL LITERACY 1200384 1 Credit**

In Mathematics for Data and Financial Literacy, instructional time will emphasize five areas: (1) extending knowledge of ratios, proportions and functions to data and financial contexts; (2) developing understanding of basic economic and accounting principles; (3) determining advantages and disadvantages of credit accounts and short- and long-term loans; (4) developing understanding of planning for the future through investments, insurance and retirement plans and (5) extending knowledge of data analysis to create and evaluate reports and to make predictions.

### **PRE-AICE MATHEMATICS 2 (GEOMETRY HONORS) IGCSE LEVEL 12098200 1 Credit**

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

### **PRE-CALCULUS HONORS 1202340 1 Credit**

In Precalculus Honors, instructional time will emphasize six areas: (1) extending right triangle trigonometry to unit circle trigonometry and trigonometric functions; (2) extending understanding of functions to trigonometric; (3) developing understanding of conic sections; (4) representing and performing operations with complex numbers and vectors in the coordinate plane; (5) extending understanding of relations in the plane using parametric representations, including polar coordinates and (6) analyzing arithmetic and geometric sequences and series.

### **PROBABILITY AND STATISTICS 1210300 1 Credit**

In Probability and Statistics Honors, instructional time will emphasize four areas: (1) creating and interpreting data displays for univariate and bivariate categorical and numerical data; (2) comparing and making observations about populations using statistical data, including confidence intervals and hypothesis testing; (3) extending understanding of probability and probability distributions and (4) developing an understanding of methods for collecting statistical data, including randomized trials.

## PHYSICAL EDUCATION

### **CARE & PREVENTION OF ATHLETIC INJURIES 1502490 0.5 Credit**

This course is designed to teach prevention and recognition of athletic injuries. This course will also teach different techniques and modalities in the field of athletic training.

### **FIRST AID & SAFETY 0800320 0.5 Credit**

This course provides a basic overview of the causes and preventions of unintentional injuries, appropriate emergency responses to those injuries, and crisis response planning. Safety education should include cardiopulmonary resuscitation (CPR) and the use of an automatic external defibrillator (AED), first aid for an obstructed airway, and injury prevention.

- Injury prevention and safety
- Safety promotion
- First aid procedures
- Adult, child, and infant CPR, and AED procedures
- Disaster preparedness
- Environmental health (community resources and services)

Community health and consumer health (career and public service opportunities)

### **FITNESS ISSUES FOR ADOLESCENTS 1501320 0.5 Credit**

The purpose of this course is to extend the acquisition of knowledge of physical fitness concepts, acquire knowledge about selected adolescent issues related to physical fitness and grooming, and improve personal fitness.

### **HOPE 3026010 1 Credit**

The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness. Students will realize the full benefit of this course when it is taught with an integrated approach. In addition to the physical education content represented in the benchmarks, specific health education topics within this course include, but are not limited to:

- Mental/Social Health
- Physical Activity
- Components of Physical Fitness
- Nutrition and Wellness Planning
- Diseases and Disorders
- Health Advocacy

- First Aid/CPR
- Alcohol, Tobacco, and Drug Prevention
- Human Sexuality including Abstinence and HIV
- Internet Safety

### **NUTRITION & WELLNESS 8500355 0.5 Credit**

This semester-long Wellness Education course is designed with the purpose to further develop the knowledge, skills and values to enhance healthy behaviors that influence lifestyle choices and student health and fitness. Students will realize the full benefit of this course when it is taught with an integral approach.

### **PERSONAL FITNESS 1501300 1 Credit**

The purpose of this course is to provide students with the knowledge, skills, and values they need to become healthy and physically active for a lifetime. This course addresses both the health and skill-related components of physical fitness which are critical for students' success.

### **TEAM SPORTS 1 1503350 0.5 Credit**

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

### **TEAM SPORTS 2 1503360 0.5 Credit**

The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement, knowledge of team sports concepts such as offensive and defensive strategies and tactics, and appropriate social behaviors within a team or group setting. The integration of fitness concepts throughout the content is critical to the success of this course.

### **WEIGHT TRAINING 1501340 1 Credit**

The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement as it relates to weight training. The integration of fitness concepts throughout the content is critical to the success of this course.

## **RESEARCH AND CRITICAL THINKING**

### **AICE THINKING SKILLS 1700372 1 Credit**

Thinking Skills develops a set of transferable skills. These include critical thinking, reasoning and problem solving. Learners can apply these skills across a wide range of subjects and complex real world issues. These transferable skills equip students well for progression to higher education or directly into employment.

## SCIENCE

### **AICE ENVIRONMENTAL SCIENCE 20013810 1 Credit**

Environmental management is concerned with the impacts of human activity on the environment. Having a basic understanding of the structure of the earth and the science of key natural phenomena is essential to the study of environmental management. This section introduces these foundations and they are used as a starting point for other sections in this syllabus.

The key concepts for Cambridge International AS Level Environmental Management are:

Sustainability, Interactions, Pressure on the Environment, Global Dimensions, and Research Methodology

### **AICE MARINE SCIENCE AS 2002515 1 Credit**

The key concepts for Cambridge International AS & A Level Marine Science are:

- Observation and experiment The scientific process of observation and enquiry, experimentation and fieldwork are fundamental to marine science.
- The science of water Water is the key component of the oceans and an understanding of water at a molecular level underpins concepts such as salinity, pressure, density and the availability of key gases and nutrients, which in turn affect the distribution and abundance of living organisms.
- Forming and shaping the ocean floor and coastlines Dynamic interactions between the lithosphere, atmosphere and hydrosphere lead to the development of diverse marine habitats, which are subject to ongoing changes.
- Organisms in their environment The marine biome is the largest biome on the planet and contains many diverse habitats, within which organisms interact with the biotic and abiotic environment. The morphology, physiology and behaviour of organisms are adapted to niches within these habitats. By understanding this diversity, students will have a greater appreciation of the marine environment and the need for its conservation.
- Human influences in local and global contexts Human activities may have a local and global impact. The exploitation of marine resources and the disposal of waste in and around our oceans must be managed if our use of the oceans is to be sustainable for future generations.

### **ANATOMY & PHYSIOLOGY 2000350 1 Credit**

This course presents topics, such as immunity, reproduction, cardiovascular health, and musculoskeletal functions, using 21st-century content, graphics, interactives, and videos. Students will be inspired by real-world phenomena about health topics and career connections opportunities from entry-level positions to the doctoral level. In each module of Anatomy and Physiology, students explore the organization of the human body and how each organ and body system functions and interacts. Students acquire the knowledge necessary to understand the body's internal functions and interconnections and what is necessary to maintain overall health and wellness.

### **BIOLOGY I 20003100 1 Credit**

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

### **BIOLOGY I HONORS 20003200 1 Credit**

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

### **CHEMISTRY 2003340 1 Credit**

In this course, students will study the foundations of chemistry, building on the concepts and scientific thinking developed in middle school science. Students use scientific inquiry and higher-order problem solving as they explore the composition, properties, and changes of matter and their applications through interactive simulations, engineering solutions, and virtual and hands-on experiences. The scientific process is fully used and documented in lab investigations, giving students the skills they need to analyze data and make inferences about natural phenomena. In addition, technology, engineering, and mathematics (STEM) concepts are integrated throughout the course. Through phenomenon-based learning, students will be able to demonstrate a vast understanding of the importance of chemistry in the world, enabling them to apply these principles to their everyday lives and our global society.

### **MARINE SCIENCE 1 2002500 1 Credit**

Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course.

## **SOCIAL STUDIES**

### **AICE GLOBAL PERSPECTIVES 1700364 1 Credit**

This Cambridge/AICE course is developed to develop learners who are confident, responsible, reflective, innovative, and engaged.

Exploration, research, reflection, and communication are skills students broaden in the Cambridge Global Perspectives & Research course. Students identify their area of focus to explore multiple perspectives on issues facing the world both today and in the past through collaboration, discussion, seminars, research, and writing. This course enables students to think globally and prepares them to take the Cambridge International AS Global Perspectives & Research exam and the Team Project component. Further course detail can be found in the course syllabus.

### **AICE INTERNATIONAL RELATIONS 2100490 1 Credit**

The key concepts for Cambridge International AS & A Level History are:

- Cause and consequence: The events, circumstances, actions and beliefs that have a direct causal connection to consequential events and developments, circumstances, actions or beliefs. Causes can be both human and non-human.
- Change and continuity: The patterns, processes and interplay of change and continuity within a given time frame.
- Similarity and difference: The patterns of similarity and difference that exist between people, lived experiences, events and situations in the past.
- Significance: The importance attached to an event, individual or entity in the past, whether at the time or subsequent to it. Historical significance is a constructed label that is dependent upon the perspective (context, values, interests and concerns) of the person ascribing significance and is therefore changeable.
- Interpretations: How the past has been subsequently reconstructed and presented by historians.

### **AICE PSYCHOLOGY AS LEVEL 2107360 1 Credit**

This syllabus aims to encourage an interest in and appreciation of psychology through an exploration of the ways in which psychology is conducted.

This exploration includes:

\*A review of a number of important research studies

\*An opportunity to look at the ways in which psychology has been applied.

The syllabus uses a wide variety of assessment techniques that will allow learners to show what they know, understand and are able to do. The emphasis is on the development of psychological skills as well as the learning of psychological knowledge.

## **AICE US HISTORY A LEVEL 2100500 1 Credit**

The key concepts for Cambridge International AS & A Level History are:

- Cause and consequence: The events, circumstances, actions and beliefs that have a direct causal connection to consequential events and developments, circumstances, actions or beliefs. Causes can be both human and non-human.
- Change and continuity: The patterns, processes and interplay of change and continuity within a given time frame.
- Similarity and difference: The patterns of similarity and difference that exist between people, lived experiences, events and situations in the past.
- Significance: The importance attached to an event, individual or entity in the past, whether at the time or subsequent to it. Historical significance is a constructed label that is dependent upon the perspective (context, values, interests and concerns) of the person ascribing significance and is therefore changeable.
- Interpretations: How the past has been subsequently reconstructed and presented by historians.

## **AP MICROECONOMICS 2102360 1 Credit**

In this course, students explore the power of marginal thinking and apply it to common decisions that individuals and business firms encounter each day. Students examine, interpret, analyze, and model key microeconomics concepts and processes, from the shifting supply and demand for familiar products to the model of the labor market and how wages are determined. This rich course provides students with all the material and practice needed for success on the AP Exam. Yet, this is just the beginning—in the long run, taking AP Microeconomics will develop the critical thinking and analytical skills that empower students for a lifetime.

## **AP US GOVERNMENT 2106420 1 Credit**

Students investigate key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study the structure of the Constitution throughout the course, as well as its implications for the functioning of government today. Other foundational documents, landmark Supreme Court cases, and opportunities for research and civic action are key elements in this rich course that prepares students to be informed and active participants in U.S. society.

## **ECONOMICS & FINANCIAL LITERACY 2102335 1 Credit**

Economic decisions affect us every day of our lives. Understanding economics means thinking about how scarcity, or limited resources, requires us to make choices and evaluate our options. In this course, you will recognize examples of economics in your daily life. You will understand how the economic choices of larger groups, like businesses and governments, affect you and others. As you progress through the course, you will recognize that the costs and benefits of choices connect individuals and groups around the world. Access the site links below to view the Florida Department of Education description and standards:



### **PRE-AICE WORLD HISTORY IGCSE LEVEL 21093210 1 Credit**

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

### **US HISTORY 2100310 1 Credit**

The grade 9-12 United States History course consists of the following content area strands: United States History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events which occurred before the end of Reconstruction.

### **WORLD HISTORY 2109310 1 Credit**

World History is a broad survey of the most significant world events since 500 CE, a period of roughly 1,500 years. Semester 1 focuses on the period 500 to 1500, which has been called the Middle Ages, between the end of the Roman Empire and the Modern Age. Review essential information about what made the Roman Empire so significant, as well as essential information about Judaism and Christianity as background to the rise of the third major monotheistic religion, Islam. Study the earliest civilizations of sub-Saharan Africa and the Americas, and then wrap up the segment with three simultaneous major events: the Age of Discovery, Protestant Reformation, and Scientific Revolution. The Middle Ages ended with a tornado of changes! In Semester 2, focused on 1500 to present, you'll learn about advancements in science and thought during the Age of Enlightenment, as well as the social and political revolutions that followed as a result. As you meander through the 19th century, you will learn about the transformation from an agricultural to an industrial world and the many changes that resulted from that shift. Then, learn about the interconnectedness of nationalism and colonialism and the two massive world wars that were the end result. As you explore the modern era, students learn about developments in today's world and the implications that historical events have on each of us.

### **US GOVERNMENT 2106310 1 Credit**

Responsible citizenship, including civil and political participation, is essential to maintain a government that truly represents "We the People." In this course, students examine the principles that inspired the Constitution and other founding documents of the United States. Students will study how these principles form the foundation of the U.S. federal government and distinguish it from those of other nations. They then examine the structures and functions of government to see how those principles are put into practice each day. This includes how the levels of government interact with one another. Finally, students extend these concepts to the role of the individual within U.S. civil society. They explore protections and limitations on

individual rights protected through the Bill of Rights and acts of government over time. Students examine how, as individuals and as part of groups, citizens can influence public policy and help ensure the vitality of the constitutional republic.

## **WORLD LANGUAGES**

### **AICE FRENCH LANGUAGE 0701380 1 Credit**

Cambridge International AS and A Levels in French are accepted by universities and employers as proof of linguistic ability and understanding. Successful language students gain lifelong skills, including:

- the ability to communicate confidently and clearly in French
- a sound understanding of the nature of language and language study, and of the skills and abilities required for further study, work and leisure
- insight into the culture and contemporary society of countries where French is spoken
- better integration into communities where French is spoken
- positive attitudes towards language learning, towards the speakers of other languages, and towards other cultures and societies
- skills which can be used in other areas of learning, such as analysis and memory skills

### **AICE SPANISH LANGUAGE 0708538 1 Credit**

Cambridge International AS Level Spanish Language (8022) helps learners to develop language proficiency and practical communication skills in Spanish to a CEFR Independent User level. The syllabus:

- is suitable for learners working at a level equivalent to at least A2 on the CEFR
- develops learners' ability in all four language skills: Listening, Reading, Writing and Speaking
- builds knowledge of vocabulary and grammar in the context of six areas covering both familiar and more general topics
- encourages engagement with the culture and society of countries and communities where Spanish is spoken.

### **FRENCH 1 0701320 1 Credit**

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

### **FRENCH 2 0701330 1 Credit**

French 2 reinforces the fundamental skills acquired by the students in French 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in French 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

### **FRENCH 3 HONORS 0701340 1 Credit**

French 3 provides mastery and expansion of skills acquired by the students in French 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

### **SPANISH 1 0708340 1 Credit**

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

### **SPANISH 2 0708350 1 Credit**

Spanish 2 reinforces the fundamental skills acquired by the students in Spanish 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Spanish 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

### **SPANISH 3 Honors 0708360 1 Credit**

Spanish 3 provides mastery and expansion of skills acquired by the students in Spanish 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

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

## APPENDIX A

### BNS / BHS Device Program Expectations Student and Parent Guide



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### BNS / BHS Device Program Expectations Student and Parent Guide

Babcock Neighborhood School (BNS) and Babcock High School (BHS) are 1:1 institutions, providing a device for each student enrolled within our schools. These devices use a variety of software that allow for teachers and students to use technology to enhance the learning experience.

Student use of BNS and BHS devices, network, and internet services are provided for the use of the educational mission of the institutions. All students need to adhere to the acceptable use policies in the BNS, BHS, and Charlotte County Public Schools (CCPS) Codes of Student Conduct. Student use of school devices, network, and Internet services is a privilege and may be limited, suspended, or revoked if a student or students violate the Student Use Policies. Students are also expected to follow these rules and any specific instructions from BNS, BHS, and CCPS personnel.

#### **Privacy Expectation**

There is no expectation of privacy when using BNS and BHS devices, network, e-mail, files stored on school accounts or Internet Services. The school retains control, custody, and supervision of all computers, networks, and internet services owned and leased by the school. The school reserves the right to monitor all computer and internet activity of all school devices.

## **Student Devices**

Students in grades K-5 will have a device that is assigned specifically to them. These devices (ipad or chromebook, depending on grade) will be stored in the student's homeroom. They will be responsible for any damage to their assigned device.

Students in grades 6-8 will receive a Chromebook specifically assigned to them for the duration of the school year. They will be taking these devices to and from campus. These devices will be used by students for classes throughout their learning experiences. Students are responsible for ensuring that their devices are fully charged each day in preparation for their learning. Chromebooks are designed to have a long battery life when completely charged, and should not need to be charged during the day.

Students in grades 6 - 8 will receive a Chromebook, Charging Cable, and Protective Sleeve.



Students in grades, 9-12, will receive a Windows Laptop that will be taken home by the student. Students will be responsible for ensuring that they come to school with their device fully charged. These devices will be used by students for classes for the majority of the day. These laptops are designed to have a long battery life and should not need to be charged during the day.

Students will receive a Laptop, Charging Cable, and Protective Sleeve.

**Students will also be responsible for returning or paying replacement costs for their device, charger, and sleeve at the end of the school year or when transferring out of school.**

## **Student Responsibility**

Each student will have their own device and they will be responsible for any damage caused to the device.

Damage includes but not limited to:

- Damaged screens or broken Screens
- Keys removed from the keyboard
- Items broken off in the headset jack or other ports
- Liquid Damage
- Damage to protective case

Issues related to non-student interaction will be covered by the institutions, examples of these issues include battery problems, cameras, and Wifi cards. Costs associated with repairs are listed at the bottom of this document. Charges may change based on costs to school at time of replacement or repair.

### **What to do If your device is not functioning correctly or damaged**

Please follow these steps

1. Notify Your Teacher
2. With teacher permission, take the device to the IT office and leave it with IT personnel. Do not just leave the device without speaking to an IT representative. If you are given a temporary replacement, it MUST be returned at the end of the day.

## **Asset Tags**

BNS 164  
HP Chromebook 11 G6 EE  
5CD8157T9L  
BNS Building Grant ID:101-10164



Test Student  
BNS - IPAD - 0021  
BNS



BNS and BHS Devices may have two assets tags and a User Information tag. It is very important to leave the labels intact and visible. If the asset tag is damaged, you must contact the school for a replacement tag.

Ipads will have the Device Asset Tag number on the Lock screen of the device. Chromebooks and Laptops will have the Device Asset Tag number on the Cover and

Bottom of the Device and the Students Name with the Device number will be on the cover

### **Safe Internet Browsing**

It is the intent that Student Devices are configured for safe browsing. In order to achieve the safest experience online, it is imperative that the student learner have supervision by school, parents, ensure the student learner understands appropriate digital citizenship, and they make every effort to avoid inappropriate sites. Please know we work diligently to create a multi-level system of protections at school, but there is no perfect system. Parents, please be aware that safety controls are impacted by the network the child is connected to for internet access. We do not have control over public Wifi or home Wifi Connections. Please ensure you are monitoring accordingly.

### **Device Use Expectations**

Electronic devices that are checked out to students are the sole responsibility of the student and the parent/guardian. Students must return the device in the same working condition it was in when checked out, absent normal wear and tear.

**Lost, stolen, or damaged devices will result in the parent/guardian being charged the replacement or repair costs plus the cost of any lost software licenses.**

Students are required to abide by the following policies:

- The student and parent/guardian understand that the device, along with all software installed on the device, are the property of Babcock Neighborhood School.
- Devices must be returned no later than the date indicated on this form. A late fine of \$15 may be charged for devices that are returned late. The parent/guardian will be charged the full replacement cost of any device that is more than thirty (30) days late.
- Devices may only be used for academic purposes and students must adhere to the school's policies and the Student Code of Conduct when using the device. Devices must not be used for recreational purposes.
- The student is the only individual authorized to use the device, except that the parent/guardian may assist the student in using the device for academic purposes.
- All online activity through the device is subject to content filtering and monitoring.
- Students are prohibited from using the device to access obscene, inappropriate, or illegal content. The use of an electronic device for any improper purpose may result in disciplinary action being taken against the student. Violations of the law will be reported to law enforcement.
- The student and parent/guardian must comply with the manufacturer's terms of

service related to the device. The student and parent/guardian should never remove screws, plating, or otherwise attempt to access the internals of the device. Contact the school if you need technical support or are having issues with your device.

- The student and parent/guardian are responsible for complying with any and all hardware, software, and service provider licensing agreements and terms of service, and users shall not infringe the copyrights, trademarks, or other intellectual property rights of any third-party. Any copying, modification, or distribution of software is prohibited.
- Devices must not be left unattended. The user is responsible for the device and its peripherals the entire time it is checked out.
- Electronic devices should be used on a flat solid surface. No device should be exposed to extreme temperatures or liquids. All devices should be securely put away when not in use.
- The student is responsible for any damage, whether intentional or accidental. The parent/guardian will be charged accordingly based on the cost to repair or replace the device and any lost software licenses.
- It is recommended that students save their data to an external data source in the event the device fails.
- The parent/guardian agrees to indemnify Babcock Neighborhood School against any third-party claims, suits, demands, damages, or costs that result from the use of the device while it is checked out to the student.
- **The parent/guardian must immediately notify the school if the device is lost, stolen, or damaged.**

### **Device Replacement Cost**

Students are responsible for their device and must ensure the device is well taken care of during the school year. **If a device is lost, stolen, or damaged the student will be held responsible.**

*Students with outstanding fees will not be permitted to participate in any extracurricular activities, this includes but not limited to Clubs, Sports, or field trips, till all fees are paid.*

Damage that occurs that is not listed below will have a fee that directly reflects the cost of repair.



**Ipad Fees**

Lost or Stolen Device	\$400
Cracked or Damaged Screen	\$80
Audio Jack Replacement	\$60
Power Module	\$150

**Chromebook Fees**

Lost or Stolen Device	\$450
Lost or Stolen Power Supply	\$40
Heavily Damage ( Torn, ripped, holes) or Lost Chromebook Sleeve	\$15
Broken Chromebook Case	\$40
Cracked of Damaged Screen ( Non Touch Screen )	\$70
Cracked or Damaged Touch Screen	\$150

Missing or Damaged Keyboard / Keys \$60

Damaged Touchpad \$60

Damaged Ports ( USB, Power, Headphone ) \$60

**Windows Laptop Fees**

Lost or Stolen Device	\$850
Lost of Stolen Power Supply	\$40
Heavily Damage ( Torn, ripped, holes) or Lost Chromebook Sleeve	\$15
Cracked or Damaged Touch Screen	\$150
Missing or Damaged Keyboard / Keys	\$60
Damaged Touchpad	\$60

Damaged Ports (USB, Power, Headphone) \$60