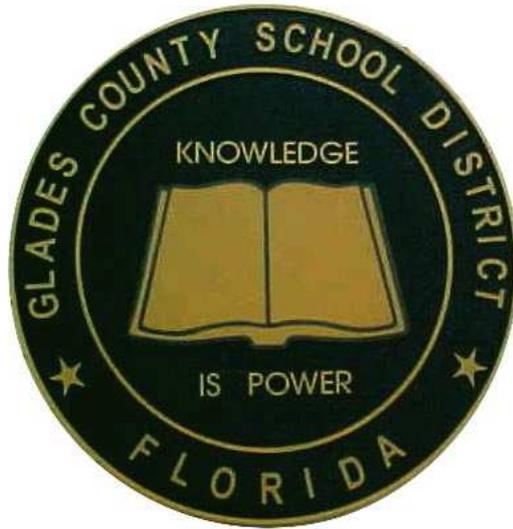


GLADES COUNTY



2014-15 CODE OF STUDENT CONDUCT and PARENT GUIDE

The School Board of Glades County, Florida prohibits any policy or procedure, which results in discrimination on the basis of race, sex, national origin, marital status, disability, age, or religion. Individuals who wish to file a discrimination and/or harassment complaint, or individuals with disabilities requesting accommodations under the Americans with Disabilities Act (ADA) may call the equity officer at (863) 946-0202 ext. 113.

Nota: La 2013-2014 código de conducta del estudiante y guía para los padres está disponible en español en la oficina principal de cada escuela.

Glades County Schools

Glades County Schools District Office
P.O. Box 459
400 10th Street SW
Moore Haven, FL 33471
863-946-2083 863-946-1529(fax)
Superintendent: Scott Bass
Director of Elementary Academic Services: Janet Harris
Director of Student Support Services and ESE: Janice Foster
Supervisor of Support Services: Michael Carter

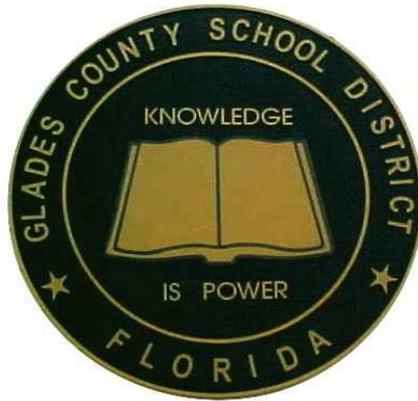
Moore Haven Jr./Sr. High School
P. O. Box 99
700 Terrier Pride Drive SW
Moore Haven, FL 33471
863-946-0811 863-946-1532(fax)
Principal: George Coates
Asst. Principal: Neal Cain
Guidance Counselor: Shannon Bass

Moore Haven Elementary School
P. O. Box 160
401 Terrier Pride Drive SW
Moore Haven, FL 33471
863-946-0737 863-946-1670(fax)
Principal: Jim Brickel
Asst. Principal: FelindaLangdale
Guidance Counselor: Barbara Scruggs

West Glades School
2586 County Road 731
LaBelle, FL 33935
863-675-3490 863-675-3890(fax)
Principal: Doreen Backes
Asst. Principal: Jane Hatfield
Guidance Counselor: Cathy Deerey

PemayetvEmahakv Charter School
100 East Harney Pond Road
Okeechobee, FL 34974
863-467-2501 863-467-8610(fax)
Principal: Brian Greseth
Guidance Counselor: Jeanine Gran

CODE OF STUDENT CONDUCT



THE SCHOOL BOARD OF GLADES COUNTY

**Jenny Allen
Patricia Pearce
Michael Pressley
Janet Storey
Jeri Wilson**

Scott Bass, Superintendent

Dear Parents and Students,

The Code of Student Conduct is the document that the School Board has approved to outline the guidance and direction concerning acceptable student behavior.

The School District and staff encourage parents and students to review and become familiar with the Code of Student Conduct so there is a clear understanding of its contents. There are positive expectations, rights and responsibilities, in addition to consequences of offenses, outlined in this approved document.

Student conduct is monitored by teachers and school administrators. Therefore, concerns about a school's response to student behavior should first be addressed to the teacher or school administrator. District staff will assist you as well after a decision has been rendered at the school level.

The Code of Student Conduct is a document that guides and directs positive student behavior with hopes that all of our students will have a very productive year.

Sincerely,

Scott Bass
Superintendent,
Glades County School District

Dear Parent or Guardian:

The Glades County Code of Student Conduct, Agreement for Acceptable Use and the Parent Guide was developed by a committee of students, parents, teachers and administrators.

The code clearly identifies most of the student behavior problems prevalent in school, school activities, school transportation and policies for acceptable use of electronic resources and communication. It also outlines what the penalty is for misconduct and inappropriate behavior.

It is our intention that you read the code not from a negative point of view but rather with the attitude that parents and students deserve to know the rules and then act accordingly.

After reading the code, please sign and return the green form (the last page of this booklet) to the school within five days.

_____ Name of Student _____ Student Signature _____

Grade

_____ Parent/Guardian _____ Date _____

Teacher

Estimados padres o custodios:

El Código de las Reglas de Conducta, Acuerdos Aceptables y Guía Para los Padres para los estudiantes del condado de Glades fue desarrollado por un grupo de padres, estudiantes, maestros y directores. Esta guía de reglas identifica varios problemas de comportamiento cometidos por los estudiantes durante la escuela, las actividades escolares especiales y en los autobuses. También sirve para informarles acerca de las consecuencias de mala conducta y las políticas aceptables para el uso de recursos electrónicos y medios de comunicación.

Esperamos que ustedes lean esta guía con una actitud positiva para que ustedes y sus hijos conozcan los reglamentos disciplinarios y procedan al respecto.

Después de haber leído este código de conducta, favor de firmar y devolver la forma verde (la última página) al colegio de su hijo/hija dentro de cinco días.

Para adquirir una copia del código de conducta en español comuníquense con la escuela de su hijo(a).

_____ Nombre del Estudiante _____ Firma de Estudiante _____

Grado

_____ Firma de Padres/Guardián _____ Fecha _____

Masetro

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INTRODUCTION

The Glades County School Board has adopted the following:

Mission

The mission of the Glades County School Board, administration, teachers, and staff is to focus all students on academics, attendance, higher test scores, respect and values through positive student, parent and community involvement.

Vision

Academic Excellence

In addition the district will provide a school environment that protects the students' health, safety, and civil rights; that is drug and threat free; and presents a friendly, caring atmosphere conducive to learning and growing.

The purpose of this document is to assist students, parents, teachers, and school administrators in the maintenance of an environment which will enhance the achievement of this objective. To be fully effective, the Code of Student Conduct addresses not only the role of the parents, the students, and the school but specified areas relative to the following:

1. the grounds for disciplinary action;
2. the procedures to be followed for acts requiring discipline, including corporal punishment;
3. the responsibilities and rights of students.

You are encouraged to read and develop a thorough understanding of the details presented in this publication.

-CHAPTER 1-

**WHAT IS THE CODE OF
STUDENT CONDUCT AND WHY
DO WE NEED IT?**

Students need an environment that is positive for learning. To help provide and maintain that environment, the Code of Student Conduct:

- Describes that positive environment.
- Specifies conduct which is disruptive of such an environment.
- Standardizes those procedures which the school will use in responding to conduct problems.
- Assures equally the rights of students in disciplinary situations.
- Specifies the student's rights and responsibilities.

As students progress through our public schools, it is reasonable to assume that an increase in age and maturity carries with it a greater responsibility for one's actions. Differences in age and maturity are recognized in determining the type of disciplinary action to be taken. However, the procedures outlined in the Code apply to all students in grades K-12.

The Code is in force during regular school hours as well as at such times, places, and other activities where appropriate school administrators have jurisdiction over students, including, but not limited to, school-sponsored events, field trips, and athletic functions.

With respect to student conduct while being transported on school buses, it should be understood that students are subject to denial of the privilege of riding a school bus for violation of appropriate standards, even if they are not otherwise denied educational participation. Transportation privileges may be restored by the principal, following a conference with the parent and student when there is a good reason to believe the conduct in question will not recur.

**WHAT DOES THE CODE
DESCRIBE AS A GOOD SCHOOL ENVIRONMENT?**

Good order and discipline are best thought of as being positive, not negative; of helping a student to adjust, rather than to punish; and of turning unacceptable conduct into acceptable conduct. Order and discipline may be described as the absence of distractions, frictions, and disturbances which interfere with the effective functioning of the student, the class, and the school. It is also the presence of a friendly yet businesslike atmosphere in which students and school personnel work cooperatively toward mutually recognized and accepted goals.

**WHAT ROLES DO THE HOME, STUDENT, AND
SCHOOL HAVE IN ESTABLISHING THIS
ENVIRONMENT?**

The Code recognizes the need for cooperative relationships between student, parent, and educator. This relationship is exemplified as follows:

As a Parent, I will:

- Help my child with homework (reading) four days per week.
- Check my child's assignment book and/or backpack daily to see if he/she is doing and completing his/her homework.
- Send my child to school dressed according to the dress code.
- Make sure my child arrives at school on time.
- Make sure my child goes to bed on time.
- Participate and be involved in my child's activities.
- Come to meetings and workshops.
- Direct my questions to his/her teacher.

As a Student, I will:

- Work hard to make good grades.
- Be kind to all.
- Do my homework before doing another activity.
- Follow assessment procedures.
- Listen to all school staff and administrators.
- Write down homework that I must do.
- Go to bed on time.
- Accept responsibility for my own behavior.
- Read and meet my AR goal. (if applicable)
- Come to school prepared and with the appropriate supplies.

As the teacher, I will:

- Communicate "effectively" with my students.
- Work with families to support student learning.
- Enforce school and classroom rules fairly and consistently.
- Use teaching methods and techniques that work best for my class.
- Provide meaningful and appropriate homework activities.

**WHAT TYPE OF INFORMAL DISCIPLINARY
ACTIONS ARE RECOGNIZED IN THE CODE?**

A major consideration in the application of the code is that the most appropriate disciplinary action taken by school officials is the least extreme measure that can resolve the discipline problem. Teachers and administrators strive to use a variety of informal disciplinary/guidance steps prior to formal disciplinary action. Some of these methods include the following:

- Teacher-student conference.
- Teacher-parent conference or contact.
- Counselor-student conference.
- Counselor-parent conference or contact.
- Administrator-student conference.
- Administrator-student-teacher conference.
- Administrator-parent conference or contact.
- Administrator-student-parent conference.
- Student-program adjustment.

WHAT TYPE OF FORMAL DISCIPLINARY ACTIONS ARE RECOGNIZED IN THE CODE?

The Code of Student Conduct recognizes seven additional strategies which may be used as an alternative to suspending a student or as a follow-up to suspension or temporary removal from class.

DETENTION- A school may elect to assign a detention as an alternative to suspension for certain conduct. Each school specifies those types of conduct for which detention may be assigned for any one conduct problem. It should be emphasized that due to problems of transportation and supervision, detention may not be offered in all schools. Detention may include any program outside the normal student/school day and may include but is not limited to after-school or Saturday-school.

BEHAVIORAL PROBATION - Any student involved in a violation of the Code of Student Conduct may be placed on Behavioral Probation in addition to, or in place of, suspension from school. The student on Behavioral Probation may be denied participation in extracurricular activities and will be assigned to report frequently to a specified staff member who will assist in monitoring the student's adjustment to the school situation during this probationary period.

WORK ASSIGNMENT - A school may elect to provide the student with an opportunity to perform supervised activities related to the upkeep and maintenance of school facilities instead of suspension. This alternative is not to exceed 10 hours of work. The student and parents may request this alternative; however, the decision rests with the principal.

CORPORAL PUNISHMENT (PADDLING) - Corporal punishment is the reasonable use of physical force or physical contact by a principal as may be necessary to maintain discipline or enforce school rules. However, the term corporal punishment shall not include the use of such reasonable force by a teacher or principal as may be necessary to protect themselves or other students from disruptive students. Subject to rules of the District School Board, the principal or his/her designated representative may administer corporal punishment in attempting to comply with his/her responsibility for controlling and disciplining students assigned to him/her.

ALTERNATIVE MEASURES - Alternative measures are measures designated to meet the special needs of a student that cannot be met by regular school curriculum. Subject to the rules of the District School Board, the principal or his/her designee may recommend educational alternatives as deemed appropriate for individual students on a case-by-case basis. Alternatives may be provided in lieu of denial of education participation.

IN-SCHOOL SUSPENSION - In-School Suspension is a form of discipline involving the student's temporary removal from his or her regular school program and placement in an Alternative Education Program at the student's regularly assigned school and denial of the privilege of participating in school activities.

DENIAL OF EDUCATION PARTICIPATION - In order to maintain effective learning conditions, the Code also recognizes that it may be necessary to deny a student educational participation for varying periods of time for reasons of persistent disobedience and/or gross misconduct. If a student is denied educational participation, effort will be exerted to determine and resolve the causes of the problem so that the student might return to school and the classroom. There are two possible types of denial of educational participation:

1. SUSPENSION FROM SCHOOL
2. EXPULSION FROM SCHOOL
- **3. PLACEMENT - LOC

The following describes these actions:

SUSPENSION- Suspension from school is the temporary removal of a student from his/her regular school program for a period not to exceed ten (10) school days. While on suspension, the student may continue the academic program under the supervision of the principal. Suspension from bus privileges is a temporary withholding of the right or privilege to be transported to and from school at public expense for a period not to exceed ten (10) school days. Suspension may be from a regular kindergarten through twelfth grade program of the Glades County Public School System. A school principal may suspend a student from school for up to 10 school days for persistent disobedience and/or gross misconduct. Principals take this action when they have exhausted informal disciplinary strategies or when they have at least considered those alternatives and rejected them as inappropriate in a given situation.

EXPULSION - Expulsion from school is the removal of the right and obligation of a student to attend a public school under conditions set by the board and for a period of time not to exceed the remainder of the term or school year and one additional year of attendance. Expulsion from bus privileges is a temporary withholding of the right or privilege to be transported to and from school at public expense for a period not to exceed the remainder of the term or school year and one additional school year. Expulsion may be from the regular kindergarten through twelfth grade program or from other programs or classes offered by the Glades County Public School System. A school principal may request the superintendent to recommend the expulsion of a student. This is the most serious disciplinary step available. It denies the student attendance in any and all programs of the Glades County Public Schools for a period not to exceed the limitations as prescribed by the Florida Statutes.

**Pending funding

****LEARNING OPPORTUNITY CENTER (LOC)**– A recommendation for LOC placement and an alternative educational plan may be made by the school’s principal, student’s child study team or IEP (Individual Educational Plan) placement committee. LOC placement may be considered for any of the following reasons: in-lieu of expulsion for an expellable offense, habitual truancy, chronic disruptive behavior or previous behavior placement. Documentation of student behavior and interventions, due process procedures, and parent notice must precede any recommendation for placement. Entry and exit for LOC will be based upon the alternative educational plan or IEP.

WHAT SAFEGUARDS PROTECT THE RIGHTS OF STUDENTS AND PARENTS?

When disciplinary actions reach the level of corporal punishment or suspension of a student, it should be noted that the following procedural steps are designed to protect the interest of the student.

A good faith effort will be made by the principal to employ parental assistance or other alternative measures prior to suspension, except in the case of emergency or disruptive conditions which require immediate suspension.

The student shall have the right to be

- advised why he/she is being suspended;
- provided an opportunity to refute the charges;
- provided an opportunity to submit to the administrator a list of names of other individuals who might have witnessed the incident.

If suspended, written notification will be hand delivered or mailed to the parents within 24 hours.

A student may be suspended immediately.

Prior to the administration of corporal punishment, the student shall have the right to

- be advised why he/she is being paddled;
- be provided with the opportunity to present his/her side of the story;
- have corporal punishment administered under conditions not calculated to hold him/her up to ridicule or shame;
- have another adult witness at the time corporal punishment is administered.

Upon request, the parent has a right to a written explanation of the reason for corporal punishment and the name of the other teacher or administrator who witnessed the act.

Prior to expulsion, the student has the right to

- be advised why he/she has been recommended for expulsion;
- be provided an opportunity to refute the charges;
- be provided an opportunity to submit to the administrator a list of names of other individuals who might have witnessed the incident;
- be provided due process.

Should the principal make a recommendation for expulsion, the parent has a right to be present at the school board hearing with all due process rights afforded.

It is the responsibility of the superintendent to notify parents as to the time and place of the hearing.

****Pending funding**

GLADES TRUANCY PROGRAM

Program Description

The Glades Truancy Program (G.T.P.) is a partnership between the Glades County School Board (GCSB), and Lutheran Services and the Glades County Sheriff's Office.

The primary goal of the Glades County School Board is to reduce truancy and have students attend school on a consistent basis, which will aid in lowering juvenile crime. GTP utilizes a team of school and community personnel to develop approaches to address and reduce excessive unexcused absence and tardies as an intervention strategy. This team will provide support for students who have demonstrated chronic absenteeism and tardiness. GTP combines early intervention with prosecutorial enforcement of Florida's Compulsory Education Laws.

Compulsory Education:

Chapter 1003.21 of the Florida Statute specifically requires that all children between the ages of six (6) and sixteen (16) attend school regularly during the entire school term. Children who will have attained the age of five (5) years on or before Sept. 1 or the school year are eligible for admission to public kindergartens during that school year. Students between the ages of sixteen (16) and eighteen (18) can no longer withdraw from school, unless the student files a formal declaration of intent to terminate school enrollment with the district school board. This group of students coupled with all students under the age of sixteen (16), are subject to compulsory education pursuant of Florida Statute. The parents/guardians of these students have legal responsibility to send their children to school. If a court finds that a parent/guardian is enabling a child not to attend school, he or she can be imprisoned and/or fined.

Enforcement Requirements:

Chapter 1003.26 of the Florida Statute requires the schools to notify the parent, guardian, or other persons having control/responsibility for the child when the child has at least five (5) unexcused absences, or absences for which the reasons are unknown, within a calendar month or ten (10) unexcused absences, or absences for which the reasons are unknown, within a ninety (90) calendar day period.

DISCIPLINE PROCEDURES FOR EXCEPTIONAL EDUCATION STUDENTS AND 504 STUDENTS

Discipline for exceptional education and disabled (under Section 504) students shall be accomplished in accordance with the Glades County Code of Student Conduct. Parents of these students shall receive a copy of this manual annually, and the document will contain a reference to this section of the District Procedures for Providing Special Education for Exceptional Students. The policy and Federal Law (IDEA) requires that records be reviewed prior to carrying out formal consequences. The IEP Team or 504 Team will review the ESE Individual Education Plan or 504 Accommodation Plan to determine appropriate action which may include suspension, alternative placement or expulsion.

SUSPENSION

Suspension of identified exceptional education or disabled (under Section 504) students will be monitored by the Exceptional Student Department. School principals will forward to the E.S.E. department a copy of all Suspension Notices of any exceptional education or disabled (under Section 504) student suspended. The student may be suspended for up to ten (10) days. Suspension for additional days may be identified as an appropriate form of discipline in the goals and objectives section of the IEP or accommodation plan. If any suspension is the fifth occurrence and/or results in the student being suspended more than ten (10) days cumulatively in a year, an ESE-IEP or 504 staffing committee shall convene to consider changes in the student's educational program pursuant to Rules of the State Board of Education and Federal Law (IDEA). A Behavioral Intervention Plan (BIP) shall be developed or reviewed and modified.

EXPULSION

For major infractions of school policy (those for which expulsion is a possibility), the following procedures will be followed:

Any identified exceptional education or disabled (under Section 504) student who has committed an offense for which expulsion could be a consequence will have an I.E.P. (Individual Educational Plan) placement review by the E.S.E. (Exceptional Student Education) or 504 staffing committee. This committee will review the student's current placement, previous staffing decisions and any additional documentation concerning a relationship between the behavior exhibited and the handicapping condition, in order to recommend modification for the present educational placement or to determine an alternative placement to appropriately meet the student's educational needs. If a parent should disagree with the recommended placement, the parent may immediately request mediation or an impartial due process hearing to determine an appropriate placement. The student shall be retained in his current educational placement pending the outcome of the administrative hearing provided by law. If it is determined that the student's behavior could result in a serious disruption of the educational process, or in physical harm to the student himself, or others, the district may request the court or a hearing officer to order a change in placement to an appropriate interim alternative educational setting for not more than 45 days.

****LEARNING OPPORTUNITY CENTER (LOC)**– A recommendation for LOC placement and an alternative educational plan may be made by the school's principal, the child's study team, IEP (Individual Educational Plan) or 504 plan placement committee. LOC placement may be considered for any of the following reasons: in-lieu of expulsion for an expellable offense, habitual truancy, chronic disruptive behavior or previous behavior placement. Documentation of student behavior and interventions (Behavior Intervention Plans), due process procedures, and parent notice must precede any recommendation for placement. Entry and exit for LOC will be based upon the alternative educational plan or the IEP.

**Pending funding

-CHAPTER 2-

APPEAL PROCESS FOR SCHOOL BOARD DECISIONS

Any person who desires to appeal any decision made by the school board with respect to any matter considered at any meeting will need a record of the proceedings and for such purposes may need to ensure that a verbatim record of the proceedings is made, including the testimony and evidence upon which an appeal may be used.

WHAT TYPES OF VIOLATIONS DISRUPT THE EDUCATIONAL PROCESS?

The Code of Student Conduct contains 50 distinct violations identified by principals, administrators, teachers, students, and the community which are representative of those acts which frequently cause disruption of the orderly educational process.

It should be pointed out, however, that this list is not all inclusive and as such a student committing an act of misconduct not listed will nevertheless be subject to the discretionary authority of the principal.

The unlawful possession or use of illicit drugs and the unlawful possession or use of alcohol is wrong and harmful at any time or in any place.

A school may sanction a student for disruptive behavior based upon receiving or providing of unauthorized academic assistance or plagiarism. In addition to disciplinary action, schools may withhold academic grades or credit. The use of electronic devices to capture or transmit testing and assessment information is cheating, and it may constitute a Level 4, OMC – Other Major Incident offense.

Bullying, Harassment, Threats and Intimidation constitute a set of aggressive behaviors that seriously disrupt the positive and orderly learning environment in a school. The potential damage to the victim demands intervention by school authorities. These behaviors are addressed in the Code of Conduct: Level One - Disrespect and/or Harassment of Others (102); Level Three - Serious and/or Chronic Harassment – Intimidation (306), and Sexual Harassment (SXH) and Bullying (BUL) Harassment (HAR); Level Four - Threat/Intimidation (TRE). The use of telecommunications, or any other electronic media, broadens the scope of the harassment/bullying and increases the severity of the offense. School officials will consider the methods of dissemination and communication in judging the severity of both the offense and the resulting consequences. The origins of these communications may occur outside of school, but they may still impact the school's safe, positive, and orderly learning environment. The school retains jurisdiction over any activity, regardless of origin, when that activity negatively impacts students or the school's learning environment.

A person commits the offense of video voyeurism and dissemination when that person captures and/or creates an image then intentionally disseminates, distributes, or transfers the image to another person for the purpose of amusement, entertainment, sexual arousal, gratification, or profit, or for the purpose of degrading or abusing another person.

A major consideration in the application of the Code of Student Conduct is to identify the most appropriate disciplinary action necessary to bring about positive student behavior. To that end, the 50 violations have been divided into 5 subgroups and a variety of administrative actions have been suggested or mandated, dependent upon the severity of the misconduct.

It is important to note that the principal and teacher, consistent with the powers delegated to him/her, have the authority to take additional or more severe administrative action if, in his/her opinion, the nature of the misconduct warrants it.

In the 2011 Legislative Session, Florida's legislature passed, and signed into law, changes to sections 1006.07 and 1006.15, Florida Statutes, effective July 1, 2011, related to school district codes of conduct.

The Glades County School Board has adopted a dress code policy that prohibits a student, while on the grounds of a public school during the regular school day, from wearing clothing that exposes underwear or body parts in an indecent or vulgar manner or that disrupts the orderly learning environment.

Any student who violates the dress policy described above is subject to the following disciplinary actions:

Unacceptable Dress/Clothing – 110

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

The possession or sale of controlled substances, as defined in Chapter 893, Florida Statutes while the student is upon school property or in attendance at a school function is grounds for disciplinary action by the school and may also result in criminal penalties being imposed.

Use of a wireless communications device by a student includes the possibility of the imposition of disciplinary action by the school or criminal penalties if the device is used in violation of school rules or in a criminal act. A student may possess a wireless communications device while the student is on school property or in attendance at a school function subject to school rules.

Possession of a firearm or weapon as defined in Chapter 790, Florida Statutes by any student while the student is on school property or in attendance at a school function is grounds for disciplinary action and may also result in criminal prosecution.

Use of violence against any district school board personnel by a student is grounds for in-school suspension, out-of-school suspension, expulsion, or imposition of other disciplinary action by the school and may also result in criminal penalties being imposed.

Violation of any of the district school board transportation policies, including disruptive behavior on a school bus or at a school bus stop, by a student is grounds for suspension of the student's privilege of riding on a school bus and may be grounds for disciplinary action by the school and may also result in criminal penalties being imposed.

Violation of the district school board's sexual harassment policy by any student is grounds for in-school suspension, out-of-school suspension, expulsion, or imposition of other disciplinary action by the school and may also result in criminal penalties being imposed.

Any student who is determined to have brought a firearm or weapon, as defined in chapter 790, to school, to any school function, or onto any school-sponsored transportation, or to have possessed a firearm at school, may be expelled, with or without continuing educational services, from the student's regular school for a period of not less than 1 full year and referred to the criminal justice or juvenile justice system. District school boards may assign the student to a disciplinary program or second chance school for the purpose of continuing educational services during the period of expulsion. District school superintendents may consider the 1-year expulsion requirement on a case-by-case basis and request the district school board to modify the requirement by assigning the student to a disciplinary program or second chance school if the request for modification is in writing and it is determined to be in the best interest of the student and the school system.

Any student who is determined to have made a threat or false report, as defined by ss. 790.162 and 790.163, Florida Statutes respectively, involving school or school personnel's property, school transportation, or a school-sponsored activity will be expelled, with or without continuing educational services, from the student's regular school for a period of not less than 1 full year and referred for criminal prosecution. District school boards may assign the student to a disciplinary program or second chance school for the purpose of continuing educational services during the period of expulsion. District school superintendents may consider the 1-year expulsion requirement on a case-by-case basis and request the district school board to modify the requirement by assigning the student to a disciplinary program or second chance school if it is determined to be in the best interest of the student and the school system.

The following chart lists these violations and the recommended or mandated disciplinary action. The Principal at each school has the right to correct any mis-coded violations.

VIOLATION	RECOMMENDED DISCIPLINARY ACTION
<p>Group I (Violation or Accessory to the Violation)</p>	<p>FIRST VIOLATION:(any combination)</p>
<p>GENERAL IN-SCHOOL DISRUPTION - 101: Conduct and/or behavior which is disruptive to the orderly educational process.</p>	<ul style="list-style-type: none"> ● Parent/guardian contacted by school ● Teacher-student and parent conference
<p>DISRESPECT AND/OR HARASSMENT OF OTHERS - 102: Actions directed against others that are disruptive to the orderly educational process.</p>	<ul style="list-style-type: none"> ● Confiscation of contraband ● In-class disciplinary action
<p>CONTRABAND - 103: Items disruptive to the school process as defined by the individual school's student handbook.</p>	<p>REPEATED VIOLATION: (any combination)</p>
<p>LYING/CHEATING - 104: Willfully misrepresenting the facts. Cheating – participates in using, copying or providing another student with any test answers or answer keys or another person's work representing it to be his or her own work.</p>	<ul style="list-style-type: none"> ● Parent-guardian contacted by school ● Teacher-student conference ● Confiscation of contraband ● Loss of Privileges ● Behavior Contract
<p>DRESS CODE VIOLATION - 105: Out of compliance with district/school dress code.</p>	<ul style="list-style-type: none"> ● Suspension or other alternative (i.e., school chores, corporal punishment, detention, denial of privilege)
<p>DRIVING AND/OR PARKING VIOLATION – 106: Operational</p>	
<p>TRUANCY/TARDY – 107: Students absent from assigned instruction and/or duties without permission. Examples may include: skipping, excessive unexcused absences, excessive tardies, etc.</p>	
<p>PUBLIC DISPLAY OF AFFECTION - 108: Engagement in physical contact including but not limited to kissing, hugging and inappropriate touching.</p>	<p>*Students aiding, abetting or conspiring in the commission of any school violation may receive a penalty equal to the attempted violation.</p>
<p>CELL PHONE - 109: Cell phones must be turned off and concealed during regular school hours as defined by the individual school's student handbook.</p>	
<p>Unacceptable Dress/Clothing – 110 Wearing clothing that exposes underwear or body parts in an indecent or vulgar manner or that disrupts the orderly learning environment. (see pg. 9 for disciplinary action)</p>	
<p>UNSUBSTANTIATED BULLYING – UBL: After a complete investigation and follow up of a reported bullying incident, the investigator determines that there is not enough evidence to substantiate that the incident meets the criteria of a prohibited act under the definition of bullying as listed in (section 1006.147, F.S.)</p>	
<p>UNSUBSTANTIATED HARASSMENT – UHR: After a complete investigation and follow up of a reported harassment incident, the investigator determines that there is not enough evidence to substantiate that the incident meets the criteria of a prohibited act under the definition of harassment as listed in (section 1006.147, F.S.)</p>	<p>*Florida Law provides that a student may be expelled for the remainder of the current school year and one additional year.</p>

The following chart lists these violations and the recommended or mandated disciplinary action. The Principal at each school has the right to correct any mis-coded violations.

VIOLATION	RECOMMENDED DISCIPLINARY ACTION
<p>Group II (Violation or Accessory to the Violation)</p>	<p>FIRST VIOLATION:(any combination)</p>
<p>DEFIANCE OF SCHOOL PERSONNEL’S AUTHORITY - 201 (insubordination): A verbal or nonverbal refusal to comply with a reasonable request of school personnel, or conduct and/or language that is disrespectful and/or abusive.</p>	<ul style="list-style-type: none"> • Parent/guardian contacted by school • Teacher-student and parent conference • Suspension or other alternatives (i.e., school chores, corporal punishment, detention,denial of privilege)
<p>DISRUPTION ON THE SCHOOL BUS OR AT A SCHOOL BUS STOP – 202: Any misconduct or unusual behavior on the bus or at a school bus stop.</p>	
<p>GAMBLING – 203: Participating in games of chance for money or other stakes.</p>	<p>REPEATED VIOLATION: (any combination)</p>
<p>SIMPLE ASSAULT – 204: A verbal or physical threat or attempt to beat another but without touching him/her.</p>	<ul style="list-style-type: none"> • Parent-guardian contacted by school • Parent/guardian conference • Loss of Privileges
<p>NON-COMPLIANCE WITH ASSIGNED DISCIPLINE – 205: Refusal or non-compliance with assigned consequences for a documented disciplinary violation.</p>	<ul style="list-style-type: none"> • Behavioral Contract • Suspension not to exceed ten (10) days with possible recommendation for expulsion or other alternatives.
<p>UNAUTHORIZED ACCESS TO RESTRICTED AREAS – 206: Access to areas that are restricted, unassigned or posted without permission.Including internet access.</p>	
<p>UNACCEPTABLE PHYSICAL CONTACT – 207: Unsolicited physical contact directed against others that is disruptive and/or threatening.</p>	
	<p>*Students aiding, abetting or conspiring in the commission of any school violation may receive a penalty equal to the attempted violation.</p>
	<p>*Florida Law provides that a student may be expelled for the remainder of the current school year and one additional year.</p>

The following chart lists these violations and the recommended or mandated disciplinary action. The Principal at each school has the right to correct any mis-coded violations.

VIOLATION	DISCIPLINARY ACTION	RECOMMENDED
<p>Group III (Violation or Accessory to the Violation)</p> <p>BATTERY - 301: The physical attack or harm with force and/or violence by an individual against another, without a weapon or serious injury.</p> <p>EXTORTION - 302: The taking or the attempt of taking anything of value that is owned by another under conditions of force or threat of force which places the victim in a state of fear.</p> <p>MINOR VANDALISM – 303: The willful or malicious destruction of school property or the property of others less than \$100.</p> <p>POSSESSION OF POCKET KNIFE – 304: The possession of a small pocket knife that could be considered potentially dangerous.</p> <p>STEALING – 305: The act of taking and carrying away personal property of another without the consent of the owner. (Less than \$100 in property value).</p> <p>SERIOUS AND/OR CHRONIC HARASSMENT – INTIMIDATION – 306: Unsolicited actions directed against others that are disruptive and/or threatening. These actions may include but are not limited to teasing, bullying, stalking, etc. and pose a serious and/or persistent threat.</p> <p>FIGHTING – 307: A physical conflict between two or more students which does not result in serious injury or require physical restraint of combatants.</p> <p>VIOLATION OF COMMON DECENCY – 308: Included are offenses against common decency, morals (indecent exposure, profanity, obscenities, vulgarities, etc.) participation.</p> <p>INCITING – 309: Actions, gestures, apparel, appearance or speech that provokes, urges or facilitates the participation of others in prohibited acts.</p>		<p>FIRST VIOLATION: (any combination)</p> <ul style="list-style-type: none"> ● Parent/guardian contacted by school ● Teacher-student and parent conference ● Payment for damages. ● Suspension or other alternative (i.e., school chores, corporal punishment, detention, denial of privilege). <p>REPEATED VIOLATION: (any combination)</p> <ul style="list-style-type: none"> ● Parent-guardian contacted by school ● Parent/guardian conference ● Loss of Privileges ● Behavioral Contract ● Suspension not to exceed ten (10) days with possible recommendation for expulsion or other alternatives. <p>*Students aiding, abetting or conspiring in the commission of any school violation may receive a penalty equal to the attempted violation.</p> <p>*Florida Law provides that a student may be expelled for the remainder of the current school year and one additional year.</p>

The following chart lists these violations and the recommended or mandated disciplinary action. The Principal at each school has the right to correct any mis-coded violations.

VIOLATION	DISCIPLINARY ACTION	RECOMMENDED
<p>Continued - Group III (Violation or Accessory to the Violation)</p> <p>ABUSIVE LANGUAGE OR CONDUCT DIRECTED AT A SCHOOL BOARD EMPLOYEE – 310: A student who uses or engages in abusive, profane, obscene, or vulgar language or conduct directed at a School Board employee or volunteer.</p> <p>SEXUAL HARASSMENT – SXH: Unwelcome sexual advances, request for sexual favors and other inappropriate oral, written or physical conduct of a sexual nature.</p> <p>BULLYING– BUL: incident includes systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees that is severe or pervasive enough to create an intimidating, hostile, or offensive environment; or unreasonably interfere with individual’s school performance or participation.</p> <p>HARASSMENT – HAR: Any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct that places (1) a student or school employee in reasonable fear of harm to his or her person or damage to his or her property, (2) has the effect of substantially interfering with a student’s educational performance, opportunities, or benefits, or (3) has the effect of substantially disrupting the orderly operation of a school including any course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose.</p> <p>TOBACCO – TBC: Possession, use, purchase or sale of tobacco or tobacco products.</p>		<p>FIRST VIOLATION: (any combination)</p> <ul style="list-style-type: none"> ● Parent/guardian contacted by school ● Teacher-student and parent conference ● Suspension or other alternative (i.e., school chores, corporal punishment, detention, denial of privilege). ● Payment for damages. <p>REPEATED VIOLATION: (any combination)</p> <ul style="list-style-type: none"> ● Parent-guardian contacted by school ● Parent/guardian conference ● Loss of Privileges ● Behavioral Contract ● Suspension not to exceed ten (10) days with possible recommendation for expulsion or other alternatives. <p>*Students aiding, abetting or conspiring in the commission of any school violation may receive a penalty equal to the attempted violation.</p> <p>*Florida Law provides that a student may be expelled for the remainder of the current school year and one additional year.</p>

The following chart lists these violations and the recommended or mandated disciplinary action. The Principal at each school has the right to correct any mis-coded violations.

VIOLATION	RECOMMENDED DISCIPLINARY ACTION
<p>Group IV (Violation, or Accessory to the Violation)</p>	<p>FIRST VIOLATION:(any combination)</p> <ul style="list-style-type: none"> • Parent/guardian contacted by school
<p>ALCOHOL – ALC: The possession, use, purchase or sale of alcoholic beverages.</p>	<ul style="list-style-type: none"> •Suspension with possible recommendation for expulsion
<p>BREAKING AND ENTERING/BURGLARY – BRK: The illegal entry by force into a school board facility or the unauthorized presence with the intent to damage or remove property or to harm another person.</p>	<ul style="list-style-type: none"> • Behavioral Contract
<p>DISRUPTION ON CAMPUS – MAJOR(DISORDERLY CONDUCT) – DOC:Disorderly conduct is an incident that significantly disrupts all or portions of the campus activities, school sponsored events and/or school bus transportation. This disruptive behavior poses a serious threat to the learning environment, health, safety, and/or welfare of others. (Examples: boycotts, sit-ins, false reports of fire and/or bombs (explosive devices), etc.)</p>	<p>ZERO TOLERANCE: All incidents within Group IV are considered zero tolerance violations.</p>
<p>SERIOUS FIGHTING – FIT: Mutual combat or altercation where two or more persons use force and/or violence. The incident must include serious injury and/or require physical restraint to resolve before this classification is assigned.</p>	<p>*Students aiding, abetting or conspiring in the commission of any school violation may receive a penalty equal to the attempted violation.</p>
<p>OTHER MAJOR INCIDENTS – OMC: Any serious incident resulting in the need for law enforcement not otherwise classified in the Student Code of Conduct. Example: Group Assault, etc</p>	
<p>LARCENY/THEFT – STL: The removal of property valued at or above \$100 from another person, building, or vehicle without permission. This may include Motor</p>	
<p>THREAT/INTIMIDATION – TRE: A threat to cause physical harm or to instill fear to another person with or without the use of a weapon. The incident must include the following: intent, fear and capability.</p>	
<p>TRESPASS – TRS: The illegal entry onto a school campus or onto a school sponsored event off campus without authorization and/or invitation and with no lawful purpose after written or verbal notice.</p>	
<p>MAJOR VANDALISM - VAN: The willful or malicious destruction of school property or the property of others more than \$100.</p>	
<p>SEX OFFENSES OTHER – SXO: Sexual contact without force and/or threat, or subjecting an individual to lewd behavior, including sexual gestures, or the exposure of private body parts.</p>	<p>*Florida Law provides that any student may be expelled for the remainder of the current school year and one additional year.</p>

The following chart lists these violations and the recommended or mandated disciplinary action. The Principal at each school has the right to correct any mis-coded violations.

VIOLATION	RECOMMENDED DISCIPLINARY ACTION
<p>Group V (Violation, or Accessory to the Violation)</p>	<p>FIRST VIOLATION:(any combination)</p> <ul style="list-style-type: none"> • Parent/guardian contacted by school
<p>ARSON – ARS: To damage or cause to be damaged, by fire or explosion of any dwelling, structure, or conveyance whether occupied or not, or its contents owned by or under the control of the School Board.</p>	<ul style="list-style-type: none"> • Suspension with recommendation for expulsion mandatory.
<p>AGGRAVATED BATTERY – BAT: The physical attack or harm with force and/or violence by an individual against another resulting in serious mental or physical injury with or without the use of a weapon.</p>	<ul style="list-style-type: none"> • Behavioral Contract
<p>DRUGS – DRU: (excluding alcohol) Possession, use, or purchase of an illegal drug, narcotic, controlled substance or a substance represented as an illegal drug.</p>	<p>ZERO TOLERANCE: All incidents within Group V are considered zero tolerance violations.</p>
<p>DRUGS – DRD: (excluding alcohol) The sales or distribution of an illegal drug, narcotic, controlled substance or a substance represented as an illegal drug.</p>	<p>Level V offenses may also include other serious felonies not otherwise classified in the Student Code of Conduct. Examples: Homicide – HOM, Kidnapping – KID, etc.</p>
<p>ROBBERY – ROB: The taking or attempt to take anything of value that is owned by another under conditions of force, threat of force, violence and/or placing the victim in a state of fear.</p>	<p>*Students aiding, abetting or conspiring in the commission of any school violation may receive a penalty equal to the attempted violation.</p>
<p>SEXUAL BATTERY - SXB: The physical attack or harm with force and/or violence by an individual against another resulting in serious mental or physical injury with or without the use of a weapon.</p>	<p>*Florida Law provides that a student may be expelled for the remainder of the current school year and one additional year.</p>
<p>WEAPON – WPO: The possession, use, purchase or sale of a firearm or an instrument which may cause harm. These firearms and/or instruments are defined as capable of causing serious harm and/or fear of harm.</p>	

REPORTING OF CRIMES AND/OR DISRUPTIVE BEHAVIOR
ZERO TOLERANCE FOR SCHOOL VIOLENCE

Zero Tolerance incidents require that school authorities report these violations to Law Enforcement and in some cases bring charges against the participants. In addition, school authorities are required to report these incidents to the Administration at the District School Board.

Additionally, the principal MAY report other incidents occurring within the regular operation of school.

Any other felony or serious misdemeanors may qualify as an additional zero tolerance violation, specifically when the incident causes a significant injury, loss of property or monetary cost.

CAMERA MONITORING SYSTEM

The Glades County School District has implemented a video (TV) monitoring system in various school buses and on school campuses. The decision to mount TV camera boxes in the district's school buses was driven by a concern for the safety of employees and students alike. The ability to video monitor student behavior will be a deterrent to the small number of students who experience behavior problems, thus allowing everyone to concentrate on the most important task of safety for our students. The ability to review student behavior by seeing and hearing what actually occurred will prove to be a great asset to individuals tasked with solving discipline problems.

If there is a reason to review a video from the school bus or school campus, the only personnel who will have access to review are: Supervisor of Transportation, Supervisor of Support Services, Principal or his/her designee, the Superintendent of Schools and School Board Attorney. Due to confidentiality rights, parents and other interested parties will not be allowed viewing access.

DUE PROCESS PROCEDURE FOR SUSPENSION OR EXPULSION

A student accused of serious misconduct that in the opinion of the principal requires suspension or expulsion from school shall be afforded the following due process procedures:

STEP 1--The student must be told by the principal or designee the reason(s) for consideration of suspension.

STEP 2--The student must be given the opportunity to present his/her side of the matter, either verbally or in writing, and must have the opportunity to present witnesses to the incident.

STEP 3--The student and parent must receive a written report of the suspension, with a copy forwarded to the superintendent.

STEP 4--The student and parent have the right to a hearing with the principal, upon request of the parent, to discuss the discipline imposed. All such requests must be made within three (3) school days of the sending of the notice of suspension.

STEP 5--The parent may request an administrative review by a committee appointed by the superintendent, after the conference with the principal outlined in **STEP 4**. The sole purpose of the review is to decide if the student was given due process at the school. All such requests must be in writing and must be submitted within three (3) school days after the conference with the principal outlined in **STEP 4**.

EXPULSION RE-ENTRY PLAN

To assure that the conduct leading to expulsion does not reoccur, a written re-entry plan for each student shall be developed by the school prior to the return of an expelled student to the school program. Each plan is to be developed in cooperation with all parties involved, including the student and parent(s) or guardian.

DISPENSING OF MEDICATION

No student is permitted to take prescription or over-the-counter medicine at school except as administered by the school nurse or other trained office personnel and only upon written authorization of physician and parent (for prescription medication) or parent (for over-the-counter medication). Over-the-counter medication may be given for only two weeks without a physician's recommendation. All medication brought to the school office must be in the original container.

No student is permitted to have medicine in his/her possession on the school campus. Teachers who are aware of medication being in possession of a student are responsible for having such medicine taken to the school nurse or school administrator immediately.

SUMMARY OF RELATED BOARD RULES

Rules adopted by the School Board as well as administrative regulations which pertain wholly or in part to student control and discipline are found in the OFFICIAL BOARD RULES. The Rules are available in all schools as well as in area and district offices.

Compulsory Attendance	Procedures/Suspension/Expulsion from Transportation Privileges
Regular Attendance	Secondary School Security Programs
Driver's License Attendance Requirement	Alternative Measures
Admissions	Assault on School Employees
Age, Health & Medical Requirements – Admissions	Vandalism
Assignment of Students	Leaving School Grounds (Unauthorized)
Reassignment of Students	School Dress
Out-of-County Students	Student Vehicles
Dropout Re-enrollment	Discipline Records Maintained
Group Home Students	Student Records - Rights of Parent, Guardian, Pupil or Student
Classification and Placement	Registers
Class Sections	Child Abuse and Neglect
Married Students	Dispensing Medication in School
Pregnant Students	Student Eligibility for Extracurricular Activities
School Year Minimum	Admission of Students in a Home Education Program
School Day Minimum	Code of Student Conduct
Student Discipline	Search of Lockers
Expulsion of Handicapped Students	Attendance Reporting Policy

-CHAPTER 3-

Student Transportation

The Glades County School District Transportation Department takes great pride in the transporting of Glades County students. The department will strive to have students delivered safely, timely and in a fashion that will promote academic growth. Within this chapter you will find the rules and guidelines that all students must follow to benefit from the school district's transportation.

Glades County School Board Policies and Florida Statutes – Regarding Student Transportation and General Transportation Rules

Policy # 5.20 - Students residing two (2) miles or more from school are entitled to transportation to and from school by school bus.

Students considered as runaway and homeless students will be transported to their school of origin without regard to the location of the homeless situation.

Students living within two miles from the school may have the privilege to be transported by bus if there is a bus route that has approved stops near the student's residence.

School Buses will make every effort to make stops within a two (2) mile distance from the student's residence, given the proper road accessibility (to be determined by the Director of Administrative Services and Transportation Foreman).

Policy # 6.54 – All school buses will have video monitoring equipment on board and students are subject to being video taped without notice, in an effort to maximize the safety of drivers and students alike.

If there is a reason to review a video from the school bus, the only personnel who will have access to review are: Supervisor of Transportation, Supervisor of Support Services, Principal or his/her designee, the Superintendent of Schools and School Board Attorney. Due to confidentiality rights, parents and other interested parties will not be allowed viewing access.

Policy # 6.40 and F.S. 1006.10 (3) – The school board is not responsible for students until they enter the bus and responsibility shall stop when they exit the bus.

Pre-K and Kindergarten students must be accompanied by an adult (parent/guardian) at their bus stop. Pre-K and Kindergarten students will not be dropped at their stop unless there is an adult (parent/guardian) present.

F.S. 947.1405(7) (a) 2 – The Glades County School District will not designate a bus route stops within 1,500 feet of registered sexual offenders.

Responsibilities of Transported Students

Each student who is eligible (who lives over two miles from the school attended, per F.S. 1011.68) to be transported is entitled to free transportation only so long as he/she abides by the rules of safety and behavior necessary for the operation of the system. Serious infraction of these rules may cause students to lose this privilege. It is the responsibility of the parents to see that the pupil abides by rules or to provide for his/her own transportation. Suspension from a school bus does not affect the requirements of attendance laws or rules. Any student transported at public expense shall:

1. Occupy the seat assigned by the driver and shall refrain at all times from moving around while the bus is in motion. In cases where standing is necessary, the student shall stand in the area designated by the driver.
2. Observe at all times classroom conduct (except for ordinary conversation). Absolute silence on the bus shall prevail while the bus is stopped for railroad crossings or for discharging pupils. Singing or other unnecessary noise is prohibited.
3. Obey the driver and report promptly to the principal when instructed to do so by the driver.
4. Wait until the bus has come to a complete stop before attempting to get on or off the bus. Students shall form a line in order to insure safety in getting on or off the bus.
5. Observe proper rules of conduct while waiting for the bus. The bus will only stop on property in which an established stop has been approved.
6. Enter or leave the bus only at the front door after the bus has come to a complete stop, except in cases of emergency or on instructions from the bus driver.
7. If necessary, cross the highway in the proper manner and as instructed after leaving the bus: Driver will bring bus to a complete stop, stand at the side of the bus in sight and hearing of the driver and look to the right and left before proceeding to cross the highway.
8. Keep head, elbows, and hands inside the bus windows at all times, except in the case of an emergency.
9. Refrain from throwing objects inside or outside the bus at any time.
10. Refrain from the use of profane or objectionable language, and from engaging in any other objectionable conduct. There shall be no pushing, fighting, or any other type of misconduct or disruptive behavior at any time on the bus.
11. Refrain from damaging or defacing the bus or bus equipment. The students shall be responsible for the cost of any such damage.
12. Not bring any weapons or sharp objects on the bus.
13. Be on-time at their bus stop, the bus can not wait on students who are tardy
14. Cross the roadway ten feet in front of the bus.
15. Not talk to the driver, unless it is absolutely necessary.
16. Be absolutely quiet when the driver turns on interior lights on, blows whistle or raises his/her hand. One of these signals will be used at railroad crossings.
17. Not eat or drink on the bus.(Bus driver's discretion)
18. Bring no animals, such as dogs, cats, snakes, fish, etc..... on the bus – dead or alive except for an approved service animals.
19. Bring nothing in a glass container on the bus, including science specimens, etc.....
20. Bring no band instruments which will interfere with the seating and safety of others. Instruments must be held by the student while seated. Such instruments that are deemed as a safety hazard will not be allowed.

BEHAVIOR ON THE BUS

The most important element in safety on the school bus is the proper behavior of students. Because of this, it is necessary that the rules, as outlined in the Code of Student Conduct, be enforced by the drivers and administration.

All of the violations listed in the Code of Student Conduct apply to all students while at school, at school activities, and on the bus.

The most common bus misconducts include the following:

- Violation of safety procedures
- Destruction of property
- Fighting/pushing/shoving
- Excessive mischief
- Defacing property (writing on seats, etc.)
- Smoking, possession of any tobacco products
- Eating or drinking(Bus driver's discretion)
- Rude or discourteous behavior
- Obscene language

It is important for students and parents to know that any violation of these rules could lead to denial of riding a Glades County School Bus.

Student Discipline

- A. Alternative measures shall be used in lieu of corporal punishment, suspension or expulsion, whenever possible. Example of alternative measures may include, but are not limited to: verbal correction, counseling, alternative seat assignment and parent conference.
- B. Bus Suspension is defined as the temporary removal of a student from the regular bus schedule.
- C. Bus Expulsion is defined as the removal of the right and obligation of a student to be transported to and from school for the remainder of a term of school year.

Due Process Procedure for Suspension

A student accused of serious misconduct on the bus that in the opinion of the principal, requires suspension from the bus shall be afforded the following due process procedures:

Step 1 – The student must be told by the principal or designee the reason(s) for consideration of suspension.

Step 2 – The student must be given the opportunity to present his/her side of the matter, either verbally or in writing, and must have the opportunity to present witnesses to the incident.

Step 3 – the student and parent must receive a written report of the suspension, with a copy forwarded to the superintendent.

Step 4 – The student and parent have the right to a hearing with the principal, upon request of the parent, to discuss the discipline imposed. All such requests must be made within three (3) school days of the sending of the notice of suspension.

Step 5 – The parent may request an administrative review by a committee appointed by the superintendent, after the conference with the principal outlined in **Step 4**. The sole purpose of the review is to decide if the student was given due process at the school. All such requests must be in writing and must be submitted within three (3) school days after the conference with the principal outlined in **Step 4**.

Consequences for Minor Offenses.

The severity of the locally defined offenses will be considered before determining the consequences.

1st Referral: Warning, Alternate Seat Assignment, Parent Conference or up to 5 days bus suspension.

Subsequent Referrals: May be up to 10 days suspension and may be recommended for Bus Expulsion.

Locally Defined Offenses. (Definitions maybe located on pages 12-13 of this booklet)

- Hitting, Pushing, Tripping – Unacceptable Physical Contact (210)
- Battery (301)
- Stealing (305)
- Sexually Annoying Behavior/Misconduct – Serious and/or Chronic Harassment (306)
- Abuse/School Property – Minor Vandalism (303)
- Abusive Behavior – Simple Assault (204)

Locally Defined Offenses. (Definitions maybe located on pages 11-13 of this booklet)

- Disruptive Behavior – Disrespect and/or Harassment of Others (102)
- Profanity – Violation of Common Decency (308)
- Disrespectful – Defiance of School Personnel's Authority (201)
- Disobedience – General In-School Disruption (101)

Consequences for Major Offenses

Fighting – The severity of the fight and other contributing factors will be considered before punishment is determined by the administration. (307/FIT) – this booklet pages 12-16.

- 1st Referral: Up to 10 days suspension from the school bus and may be recommended for suspension from school.
- 2nd Referral: 10 days suspension from the school bus, and/or school with possible recommendation for expulsion.
- 3rd Referral: 10 days suspension and **will** be recommended for expulsion.

All Other Major Offenses Types:

- 1st Referral: Up to 10 days suspension and may be recommended for expulsion.

Major Offenses – (Definitions maybe located on pages 12-16 of this booklet)

- Alcohol (ALC)
- Arson (ARS)
- Battery (BAT)
- Breaking and Entering/Burglary (BRK)
- Bullying (BUL)
- Disorderly Conduct (DOC)
- Drugs – Excluding Alcohol (DRU/DRD)
- Harassment (HAR)
- Homicide (HOM)
- Kidnapping (KID)
- Larceny/Theft (STL)
- Weapons Possession (WPO)
- Robbery (ROB)
- Sexual Battery (SXB)
- Sexual Harassment (SXH)
- Sex Offenses (SXO)
- Threat/Intimidation (TRE)
- Tobacco (TBC)
- Trespassing (TRS)
- Vandalism (VAN)

All Major Offenses maybe reported to Law Enforcement and other appropriate agencies.

-CHAPTER 4-

CHILD ABUSE

CHILD ABUSE AND NEGLECT:

There shall be posted in each school and in all main offices in the Glades County Schools a notice of the duties of all employees of the system with respect to child abuse and neglect. This notice shall read:

CHILD ABUSE

- (1) ALL EMPLOYEES HAVE AN AFFIRMATIVE DUTY TO REPORT ACTUAL OR SUSPECTED CASES OF CHILD ABUSE OR NEGLECT.
- (2) ALL EMPLOYEES ARE IMMUNE FROM LIABILITY IN REPORTING SUCH CASES IN GOOD FAITH.
- (3) IT IS THE DUTY OF ALL EMPLOYEES TO COMPLY WITH CHILD PROTECTIVE INVESTIGATIONS.

STATE'S ABUSE REGISTRY
TOLL FREE TELEPHONE NUMBER 1-800-962-2873

STUDENT RIGHTS & RESPONSIBILITIES

It is the intent of the Student Rights and Responsibilities expressed in this document that students have the greatest amount of freedom allowable under law, commensurate with the school's responsibility for student health, safety, and welfare. The rights and responsibilities presented reflect the need for controlled experimentation in meeting the aspirations of our students for greater opportunities to serve themselves and society. Nowhere is it stated in this document, nor even implied, that the school should relinquish its authority and responsibility. Within every school, the principal inevitably has the responsibility and authority for maintaining the orderly educational process. This document suggests a reassessment of philosophy, emphasis, and techniques by administration, faculty, parents, and students.

These rights and responsibilities are not intended and should not be interpreted as the enactment of controlling regulations to govern the conduct of students or school authorities in specific circumstances.

It is a statement in summary form of board policies, evidencing the school board's recognition and support of the concept of students' rights and their correlative responsibilities. The application of these principles in practice and the procedures to be followed to guide both students and responsible school officials in specific situations are beyond the scope and intent of this document.

CURRICULUM

PHILOSOPHICAL BASIS:

The degree of curriculum development is a function of age, grade, maturity, and sophistication, on one hand, and the level and complexities of courses on the other. Students are the consumers, and their opinions as to impact or probable impact of courses, course materials, and procedures can be extremely important and deserve careful analysis and full consideration.

RIGHTS:

Students have the right to have access to simple and unambiguous curriculum descriptions that will facilitate more informed choices.

Students have the right to participate in adequate basic skill programs at all levels in elementary, middle, and high schools.

Students have the right to study all subjects under competent instructors in an atmosphere free from bias and prejudice.

Secondary students have the right to have representation on the committees that participate in planning - from the individual councils to the county level.

RESPONSIBILITIES:

Students have the responsibility to seek clarification if necessary from informed persons in the school.

Students have the responsibility to strive for growth in this area by participating to their utmost ability.

Students have the responsibility to contribute toward the development of a positive climate in the school that is conducive to wholesome learning and living.

Students have the responsibility to involve themselves in the committee process.

CONSULTATION

PHILOSOPHICAL BASIS:

Personal concerns can seriously threaten and inhibit the educational development of students. Schools have the responsibility to make relevant and objective information available to students, to provide students a comprehensive counseling program, and to attempt to refer students seeking help with severe personal problems to agencies equipped with the facilities and resources necessary to offer additional direct assistance.

RIGHTS:

Students have the right to appropriate counseling for personal and educational problems.

Students have the right to be accurately informed as to the nature of the guidance services available in their school.

RESPONSIBILITIES:

Students have the responsibility to schedule appointments in advance unless the problem or consultation within a reasonable concern is an emergency.

Students have the responsibility to access services available to supplement and enhance their own educational and personal development.

STUDENT RECORDS

PHILOSOPHICAL BASIS:

Student records are intended to provide information which can be used to develop the best possible educational program for each student. A well developed record file contains information useful for counseling, individual instructional program design, recommendations as to advanced study, job placement, and other information needed for making appropriate educational decisions. Care must be exercised by the school staff to assure that student records are treated confidentially and that the information contained therein is relevant, accurate, and appropriate.

RIGHTS:

Parents, guardians, or eligible students (18 years of age or attending a post-secondary institution) have the right to inspect and review and challenge the information contained in the records directly relating to the student.

Students have the right to be protected by legal provisions that prohibit the release of personally identifiable information to unauthorized persons without the consent of the parent, guardian, or eligible student.

Parents, guardians, or eligible students have the right of access to records or transcripts and to restrict the release of directory information. This access may not be denied because of failure to pay fees or book fines.

RESPONSIBILITIES:

Parents, guardians, or eligible students (18 years of age or attending a post-secondary institution) have the responsibility to provide the school with any information that may be useful in making appropriate educational decisions.

Students and parents have the responsibility to provide the school with accurate and current information such as mailing and street address, phone numbers and medical information.

Parents, guardians, or eligible students have the responsibility to meet their financial obligation as it relates to school fees. Parents, guardians, or eligible students have the responsibility to release information to those persons or agencies who are working actively and constructively for the benefit of the student.

FLORIDA STATUTE 228.093(4) requires that annual notice be given to every parent, guardian, pupil and student as to their rights concerning student records. Please refer to the section on student records in this document for a statement of these rights.

Please refer to the following: Protection of Pupil Rights Amendment, PPRA and Family Educational Rights and Privacy Act, FERPA Statements.

NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

PPRA affords parents and students who are 18 or emancipated minors ("eligible students") certain rights, regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. Parents and emancipated minors have the following rights:

Consent before students are required to submit to a survey that concerns one or more of the following protected areas if the survey is funded in whole or in part by a program of the U.S. Department of Education:

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

Receive notice and an opportunity to opt a student out of the following:

1. Any other protected information survey, regardless of funding;

2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, (except for hearing, vision, or scoliosis screenings) or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

Inspect, upon request and before administration or use of the following:

1. Protected information surveys of students;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

Glades County School Board has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Glades County School Board will directly notify parents and eligible students of these policies at least annually and after any substantive changes. Glades County School Board will also directly notify parents and eligible students at least annually of the specific or approximate dates of the following activities and provide an opportunity to opt a student out of participating in:

*Collection, disclosure, or use of personal information for marketing, sales or other distribution.

*Administration of any protected information survey not funded in whole or in part by U.S. Department of Education.

*Any non-emergency, invasive physical examination or screening as described above.

NOTIFICATION OF RIGHTS UNDER FERPA FOR ELEMENTARY AND SECONDARY SCHOOLS

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

(1) The right to inspect and review the student's education records within 45 days of the day the school receives a request for access.

Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The school 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) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate.

Parents or eligible students may ask the school to amend a record that they believe is inaccurate. They should write the school principal (or appropriate school official), clearly identify the part of the record they want changed, and specify why it is inaccurate. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them to 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.

(3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that 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 the school 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 school 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, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District 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

ATTENDANCE

PHILOSOPHICAL BASIS:

School administrators have an obligation under state law to enforce compulsory school attendance laws. Students have an obligation to avail for themselves the opportunity for a free education, an education that should help the students develop the skills and knowledge necessary to function in a modern democratic society.

RIGHTS:

Students have the right of access to individual school policies that clearly define excused absences, unexcused absences, and tardies.

Students have the right to appeal a decision pertaining to an absence (excused or unexcused) and shall not be penalized in any way for excused absences. Participation in a school-sponsored activity shall be considered an excused absence.

Students have the right to make up classwork in case of any excused absence.

RESPONSIBILITIES:

Students have the responsibility to take advantage of their educational opportunity by attending all classes daily and on time unless circumstances beyond their control prevent them from doing so.

Students have the responsibility to provide the school with an adequate explanation with appropriate documentation indicating the reasons for an absence.

Students have the responsibility to request the make up assignments from their teachers upon their return to school.

GRADES

Grades, at best, are but an indicator of the student's knowledge at any particular point in time. Grades are not necessarily an accurate gauge as to whether learning has taken place. However, since much emphasis is placed on grades, a student's academic grade should reflect the teacher's most objective assessment of the student's academic achievement. Academic grades should not be used as a threat to maintain order in a classroom.

RIGHTS:

Students have the right to receive a teacher's grading criteria, which is consistent with district guidelines, at the beginning of each grading period.

Students have the right to receive an academic grade that reflects their achievement.

RESPONSIBILITIES:

Students have the responsibility to ask the teachers in advance for an explanation of any grading criteria or practice which the student may question, or on which they may need clarification.

Students have the responsibility to maintain those standards of academic performance commensurate with their ability to conduct themselves in the classroom in ways that are conducive to the learning process.

STATE MANDATED GRADING SCALE

Grade	Percent	Grade Point Value	Definition
A	90-100	4	Outstanding progress
B	80-89	3	Above average progress
C	70-79	2	Average progress
D	60-69	1	Lowest acceptable progress
F	0-59	0	Failure
I			Incomplete

FREE SPEECH/EXPRESSION

PHILOSOPHICAL BASIS:

One of the basic purposes of education is to prepare students for responsible self-expression in a democratic society. Citizens in our democracy are permitted self-expression under the 1st and 14th Amendments of the U.S. Constitution. Full opportunity should be provided for students to inquire, to question, and to exchange ideas. They should be encouraged to participate in discussions in which many points of view, including those which are controversial, are freely expressed.

RIGHTS:

The Pledge of Allegiance is a statement of American ideals, and every student shall be protected in his right to affirm his identity with these ideals; however, students who, because of religious convictions, do not wish to participate in the Salute to the Flag shall not be compelled to do so.

Students have the right to refrain from any activity which violates the precepts of their religion.

Students have the right to petition and survey student opinion in accordance with the procedures established by the principal.

Students have the right to form and express their own opinion on controversial issues without jeopardizing their relationship with their teacher or school.

RESPONSIBILITIES:

Students have the responsibility to act in a manner that preserves the dignity of the occasion.

Students have the responsibility to respect the religious beliefs of others.

Students initiating a petition or survey have the responsibility for the reasonableness of the request and the accuracy of the content.

Students have the responsibility to make efforts to become informed and knowledgeable about controversial issues and express their opinions in a manner that is suitable for the forum in which the discussion is taking place.

STUDENT GOVERNMENT

To a large extent, the respect afforded a student government is a result of its active and constructive involvement in the daily operations of the school. In order to be effective, student government and its accompanying responsibilities suggest that its representatives be given an opportunity to participate in those decisions that affect the learning climate of the school.

Respected student governments in the high schools are forums for expression, discussion, and action regarding the important issues of the day. Members of the school community share the responsibility for shaping student governments into positive instruments of student involvement.

RIGHTS:

Students at the high schools have the right under the direction of a faculty advisor to form and operate a student government.

Students have the right to seek and recommend members of the faculty to serve as sponsors for their school's student government organization.

Students have the right to seek office in student government or any organization regardless of race, color, creed, national origin or handicap.

Student government officers and representatives have the right to attend official student government meetings.

RESPONSIBILITIES:

Student government officers and representatives have the responsibility to be alert to needs of the school and the concerns of the student body and to work toward the satisfaction of these needs to the best of their ability.

Students have the responsibility to secure the prior consent of any faculty member recommended.

Students have the responsibility to conduct election campaigns in a positive, mature manner with all due respect provided their opponents.

Students have the responsibility to conduct themselves in an appropriate manner, to demonstrate positive leadership in school government, and to operate within the bounds of Board Rules and School Regulations.

SEARCH AND SEIZURE

PHILOSOPHICAL BASIS:

Students possess the right of privacy of person as well as freedom from unreasonable search and seizure of property guaranteed by the 4th Amendment of the U.S. Constitution. That individual right, however, is balanced by the school's responsibility to protect the health, safety, and welfare of all its students.

RIGHTS:

Students have the right to privacy in their personal possessions unless the principal has a reasonable cause to believe that the student is concealing materials which are prohibited by law or student codes.

Students have the right to be informed of the state statutes which pertain to search of lockers.

Students have the right to be informed of district & state policies which pertain to parking privileges and search of vehicles.

RESPONSIBILITIES:

Students have the responsibility not to carry or conceal any such material that is prohibited by law or would detract from the educational process.

Students have the responsibility to accept the consequences for the contents stored within their lockers.

Students and others parking on schoolboard property imply consent to a search of their vehicle, with or without cause, by a school official. A search may include passenger compartments, engine compartments, trunk & all containers, locked or unlocked, in or on the vehicle.

SEXUAL HARASSMENT

The school district has the responsibility to provide a school environment that protects the student's health, safety, and civil rights; that is threat free; and presents a friendly, caring atmosphere conducive to learning and growing. As part of this total responsibility, the district supports a no tolerance approach to sexual harassment in the schools or any activity sponsored by a school. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors and other inappropriate oral, written, or physical conduct of a sexual nature when 1) submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's education; 2) submission to or rejection of such conduct by an individual is used as the basis for an academic decision affecting that individual; or 3) such conduct substantially interferes with a student's academic performance, or creates an intimidating, hostile, threatening, or offensive school environment. Sexual harassment, as defined above, may include, but is not limited to, the following: 1) verbal harassment or abuse; 2) pressure for sexual activity; 3) repeated remarks to a person with sexual or demeaning implications; 4) unwelcome or inappropriate touching; 5) suggesting or demanding sexual involvement accompanied by implied or explicit threats. To clarify, sexual harassment occurs when a student or adult subjects an individual to any unwelcomed conduct of a sexual nature. Students who engage in such conduct shall be subject to actions listed in this Code of Conduct.

RIGHTS:

Students have the right to receive an education in a threat free atmosphere conducive to learning and growth.

Students have the right to access educational activities in an atmosphere free from sexual harassment.

Students have a right to a recourse that allows for reporting of alleged activity of a sexual harassment nature that is threat free, confidential, and readily available to all students.

RESPONSIBILITIES:

Students have the responsibility to participate in the educational setting in a way that supports the learning and growth of all individuals.

Students have the responsibility to ensure an atmosphere free from sexual harassment for themselves and others. Students will not support or condone unwanted or unwelcomed remarks or activities of a sexual nature.

Students have the responsibility to report activities which are or appear to be of a sexual harassment nature. All students must accept the responsibility for providing an atmosphere conducive to positive individual growth and development.

GRIEVANCE

PHILOSOPHICAL BASIS:

A grievance is defined as a claim by a student, with respect to that student's rights, that there has been a violation, misinterpretation, or misapplication of Federal Statutes, State Statutes, or Board policy as defined in those statutes or policies. Copies of grievance procedures shall be available upon request and shall be on file in the office of the superintendent and the office of each principal.

RIGHTS:

Students have the right to a standard procedure for the resolution of grievances.

Students have the right to participate in the formulation of the grievance procedures with the school administration through procedures established in school rules.

RESPONSIBILITIES:

Students have the responsibility to discuss their grievances informally with the persons involved prior to invoking formal grievance procedures.

Students have the responsibility to state the grievance clearly and concisely, to follow the established procedures, and to accept the decision that is the outgrowth of this process.

MARRIAGE, PREGNANCY & PARENTHOOD

PHILOSOPHICAL BASIS:

Students who are married, parents, or pregnant do not lose their right to a free and appropriate education. It is therefore the responsibility of the public school to encourage their continued education through the implementation of positive policies and the development of appropriate educational programs.

RIGHTS:

Students who are married, parents, or pregnant have the right to remain in the regular school program or to attend one of the specialized programs designed to meet their particular needs.

RESPONSIBILITIES:

Students have the responsibility to seek professional medical advice regarding continued school attendance.

-CHAPTER 5-

An Agreement for Acceptable Use: Policies for the Acceptable Use of Electronic Media Resources and Communications

Electronic communication, including, but not limited to, telephone, computer, e-mail, Internet and Intranet, offer Glades County Schools an exciting opportunity to expand teaching and learning for students and educators. With this opportunity comes the responsibility for appropriate and acceptable use. Each student, parent, teacher, and administrator should read this document carefully prior to signing the contract for Acceptable Use. A signature on the “**An Agreement for Acceptable Use**” is an obligation to comply with the terms and conditions outlined in this document, and it is a requirement in order to access or use these resources.

GLADES COUNTY SCHOOL DISTRICT NETWORK AND INTERNET GUIDELINES

1. Students and teachers are encouraged to use the Internet in an acceptable manner.
2. Unacceptable uses of the network and Internet will not be tolerated:
 - a. Accessing material that is obscene or objectionable.
 - b. Using profanity in any network or Internet communication such as E-mail. Hate mail, harassment, discriminatory remarks or language, which may be offensive to other users, are prohibited on the network.
 - c. Using the system to profit or promote business. This also includes product advertisement. Political lobbying or unlawfully promoting religion is also prohibited.
 - d. The attempt to harm or destroy the network. Network hardware or software shall not be destroyed or modified in any way.

Users must avoid knowingly or inadvertently spreading computer viruses. Do not upload files from unknown sources. *Deliberate attempts to degrade or disrupt system performance will be viewed as criminal activity.*
 - e. Attempts to infiltrate or break into other computer systems where use is not authorized.
 - f. Cyberstalking or cyberbullying as defined in s. 784.048(1)(d), F.S., means to engage in a course of conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at a specific person, causing substantial emotional distress to that person and serving no legitimate purpose.
3. The instructor's permission should be obtained when downloading large files. Downloading is a procedure where large files (such as copies of public domain software) can be obtained from other computer systems. Viruses (which have the capability to destroy data on the network) and storage space can be a problem.
4. Network accounts are to be used only by the proper authorized owner of the account. The person in whose name an account is issued is responsible at all times for its proper use. Users must not give their password to any other individual. Use of another individual's account is prohibited. Attempts to log in to the system as any other user may result in cancellation of user privileges.
5. Illegal installation of copyrighted software for use on a district computer is not allowed. Violations of Copyright laws are illegal.
6. Users will observe proper e-mail use, which ensures safety and protection to all.

All students have access to the Internet in the classrooms and the media center. Any parent not wanting their child to have access to the Internet is requested to notify the school in writing.

OVERVIEW

The telecommunications network accessible to all of Glades County's educators and students should promote educational excellence by facilitating resource and information sharing, research, technological innovation and communication.

With worldwide access to information also comes the availability of material that may not be considered to be of educational value in the context of the school setting. There may be some material or individual communications which are not appropriate for school-aged children. The Glades County School District views information gathered from the Internet in the same manner as other reference materials identified by schools. Specifically, the district supports resources that will enhance the learning environment with guidance from faculty and staff.

At school, student access to and use of the network will be under teacher direction and monitored as any classroom activity. The school district is not able to prevent the possibility of user access to material that is not consistent with the educational mission, goals and policies of the school district when access is obtained outside of the school.

Internet access is coordinated through a complex association of government agencies and regional and state networks. The use of these resources is a privilege. Inappropriate use will result in the cancellation of that privilege. It is the school

district's intent that the Internet, Intranet, and other electronic methods of communication be used in a responsible, efficient, ethical and legal manner. This relies heavily on the proper conduct of the users who must adhere to strict guidelines. School and district administrators will decide what is appropriate use based upon school and district standards. Their decision is final. If a district user violates any of these provisions, his/her account will be terminated and future access will be denied. Serious violations may result in school disciplinary action or legal action.

Acceptable Use:

The personal use of these communication/research tools should be held to a minimum. The PRIMARY purpose of these resources is to promote educational excellence by facilitating resource and information sharing, research, technological innovation and communication within the Glades County Schools' Learning Community. These resources should NOT be used to solicit others for political, union, religious or commercial purposes.

The inappropriate use of these resources includes, but is not limited to, the creation or forwarding of chain-letters, data related to personal outside business interests, announcements for yard sales or sale of other personal items, sexually explicit or suggestive materials, cartoons, jokes or any material that may be construed as harassment, personally offensive or that violates school/district standards, policies or procedures.

Further, these resources shall NOT be used for any illegal purposes including, but not limited to, threats or harassment of students or staff. The use of telecommunications, or any other electronic media for the purposes of incitement or solicitation of illegal or prohibited acts, increases the severity of the initial incident and may constitute an expellable offense. Likewise, the use of these media for the purpose of harassment or bullying increases the severity of the offense and the potential consequence. In addition, these resources shall not be used to violate a student's or a staff member's rights to privacy. Special care should be given to the privacy rights of students. Publishing student information, names and photos should be done with care and may be prohibited by written request of the parent/guardian.

Communication outside Glades County Schools' Learning Community should be closely monitored. Certain forums should not be accessed. These may include, but not be limited to, chat-rooms, unsupervised bulletin boards, role playing games or private communication with unknown persons or organizations. Information that is accessed should be appropriate for the age and developmental stage of the student. When this is difficult to assess refer to the provisions of Board policy, Selection of School Media.

Any method used to evade the District's filtering of inappropriate content or to gain access to private or privileged information may constitute a Level 2, 208 – Unacceptable Access to a Restricted Area. Serious cases may result in a Level 4, OMC – Other Major Incident, or a TRS – Trespass. Level 4 incidents constitute expellable offenses. This may include, but is not limited to, the use of proxy servers, hacking software, etc.

“Netiquette”:

Helpful hints for your Internet success:

- * Be polite;
- * Do not use vulgar or obscene language;
- * Do not reveal your address or phone number or those of others; and
- * Please remember that any form of electronic communication is public not private communication, and these resources are the sole property of the Glades County School Board, and these communications may be available for inspection.

E-mail Etiquette:

Helpful hint for your e-mail success:

- * Preparing text files for uploading before logging on;
- * Making “subject” headings as descriptive as possible;
- * Beginning messages with a salutation; restating the question or issue being addressed in a response;
- * **SEND** only to those individuals involved in the **SUBJECT**; avoid global mailings;
- * **REPLY** only to sender or those individuals involved;
- * Ending messages with your name and your e-mail address to assist getting feedback or clarifications;
- * Logging off before editing and printing downloaded files; and
- * Deleting e-mail files as soon as possible.

Warranties:

The Glades County District Schools make no warranties of any kind, whether expressed or implied, for the service they are providing. Glades County District Schools will not be responsible for any damages you suffer including loss of data. The district will not be responsible for the accuracy or quality of information obtained through this Internet connection.

Security:

Security is a high priority. If you identify a security problem, you must notify a system administrator immediately. Do not show or identify the problem to others. Do not use another individual's account. Attempts to "log on" as another user will result in cancellation of your privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access.

Vandalism:

Vandalism will result in cancellation of your privileges. Vandalism is defined as a malicious attempt to harm or destroy data of another user, Internet, or other networks. This includes the creation of or the uploading of computer viruses on to the Internet or host site. Deliberate attempts to degrade or disrupt system performance will be viewed as criminal activity under applicable state and federal law.

Updating Your User Information:

You may occasionally be required to update your registration, password and account information to continue Internet access. You must notify the district of any changes in your account information (address, school, etc.). Users should change their passwords frequently.

Use of Network Resources:

There is a limit to the resources available for users of the network. Each user should attempt to conserve resources and allow others to access the network. Users are expected to observe reasonable time limits on the network (one-hour online during a six-hour period except in special circumstances).

Account Sponsors:

Sponsors of classroom accounts are responsible for teaching proper techniques and standards for participation, for guiding student access to appropriate sections of the network, and for assuring students understand that if they misuse the network they will lose their access privilege. Conference moderators are responsible for monitoring the content and tone of posted messages and for taking steps to delete offensive material and to communicate with authors.

Account Sponsors understand that while search tools and filters that screen incoming text and graphics attempt to restrict user access to material that is inconsistent with school and district standards, the **PRIMARY safeguard** against inappropriate use is the classroom teacher or account sponsor.

Media Release:

The school must obtain written permission from the parent before their child's name, photographs, videos can be used in school publications, displays, web-sites, newspapers and other forms of media.

Agreement for Acceptable Use:

In order to access the network or use the other electronic resources, students and staff are required to enter into an "Agreement for Acceptable Use". Parents/guardians and students are required to enter into a "Network Responsibility Contract". These forms shall be approved by the Glades County School Board. This agreement does NOT supersede any School Board Policy, State law or State Board policy.

RECORDS

PURPOSE

State Statute 1003.25 mandates that each principal maintain a permanent record for each student enrolled in a public school. Such record shall be maintained in the form and contain all data prescribed by regulations of the State Board of Education. Student records are used for planning instructional programs, for guidance of students, for preparation of state and federal reports, and for research.

WHO HAS ACCESS TO STUDENT RECORDS?

Those persons having access to student records are the school board, the superintendent and his/her staff, the professional staff of the school, the parent or guardian of the student, a court of competent jurisdiction, and other persons as the parent or guardian may authorize in writing. These records are accessible under the direction of the school principal in each school center.

WHAT INFORMATION IS IN A STUDENT'S RECORDS?

Educational records are maintained in accordance with policies and administrative guidelines of the School Board of Glades County and contain identifying data (student and parent name, address, birth date, sex, race), academic record, standardized test results, attendance records, and health data. The educational record also may contain family background information, verified reports of serious or recurrent behavior patterns, record of extracurricular participation and participation in special programs, diagnostic reports, and anecdotal records of professional staff. The principal may maintain a separate disciplinary file for students involved in misconduct to include, but not limited to, description of misconduct, suspension notice(s), record of disciplinary action(s) taken, etc. These records are updated annually.

WHAT ARE THE RIGHTS OF A PARENT?

Parents or legal guardian(s) have the right to review records maintained on their child, right to a copy of the record, and a right to contest information contained in the record. Requests for appointments to review or to contest student records should be made to the principal or his/her designee. Copies of a student record may be sent to a school outside of Glades County Public School System upon receipt of a written official school request. Parents are hereby notified that such requests will be honored by the schools and that they have a right to inspect records sent to other schools. Requests for records from all other sources requires written permission of the parent or guardian.

NOTE:

Whatever rights are vested in the parent or guardian shall pass to the student whenever the student has attained eighteen (18) years of age or is attending an institution of post-secondary education. Parents shall have access to their dependent children's records regardless of age and shall have the right of signing for the release of dependent children's records.

WHAT INFORMATION IS RELEASED WITHOUT PARENT PERMISSION?

*Family Educational Rights and Privacy Act (FERPA)
Model Notice for Directory Information*

The *Family Educational Rights and Privacy Act (FERPA)*, a Federal law, requires that Glades County School District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Glades County School District may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the Glades County School District to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also 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. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the *Elementary and Secondary Education Act of 1965* (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If you do not want Glades County School District to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing by **[insert date]**. **[School District]** has designated the following information as directory information: **[Note: an LEA may, but does not have to, include all the information listed below.]**

- Student's name**
- Address**
- Telephone listing**
- Electronic mail address**
- Photograph**
- Date and place of birth**
- Major field of study**
- Dates of attendance**
- Grade level**
- Participation in officially recognized activities and sports**
- Weight and height of members of athletic teams**
- Degrees, honors, and 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.)**

These laws are: Section 9528 of the Elementary and Secondary Education Act (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).

PARENTS RIGHT TO KNOW

Parents have the right to request the following information:

Whether the teacher has met State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.

Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.

The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.

Whether the child is provided services by paraprofessionals and, if so, their qualifications.

COMPREHENSIVE HEALTH EDUCATION

Florida Law (1003.46 F.S.) requires each school district to regularly schedule a Comprehensive Health Education Program in grades K-12 which shall include but not be limited to the following:

- * personal health & hygiene
- * substance abuse prevention
- * an understanding of the body & its systems
- * AIDS & other communicable disease prevention
- * identification and prevention of child abuse in the lower grades
- * decision-making in the middle & higher grades
- * human growth & development
- * human sexuality & pregnancy prevention
- * early sexual involvement
- * activities which result in sexually transmitted diseases
- * early teenage pregnancy
- * abstinence from sexual activity is a certain way to avoid pregnancy
- * sexual transmission of AIDS and other communicable (sexually transmitted) diseases
- * suicide

Instruction of human sexuality will take into account the whole person. Present ethical and moral dimensions shall not be an expression of any one sectarian or secular philosophy and shall respect the conscience and rights of students and parents.

All instructional materials, including teachers' manuals, films, tapes, and other supplementary instructional materials, shall be available for inspection by parents or guardians of the children engaged in such classes.

Any student whose parents make written request to the school principal shall be exempt from reproductive health or AIDS instructional activities, as requested.

HEALTH RELATED SERVICES

Glades County District Schools provide basic school health services in each school that promote student health through prevention, intervention, and treatment. School health staff are professionally trained to advocate for children's health and safety within the educational setting. Some services offered in the school include health screenings, medication administration, and treatment of acute and chronic health-related problems. The delivery of school health services is guided by a cooperative and comprehensive plan developed by the Glades County District Schools and the Glades County Health Department.

PREPARED BY:
GLADES COUNTY SCHOOL BOARD
POST OFFICE BOX 459
MOORE HAVEN, FLORIDA 33471
(863) 946-0202

Parent Guide



CONTACTS AT GLADES COUNTY SCHOOLS

POSITION	CONTACT	PHONE NUMBER
Superintendent of Schools	Scott Bass	946-2083 ext. 110
Director of Academic Services	Janet Harris	946-2083 ext. 120
Director of Finance	Susie Woodward	946-2083 ext. 114
Director of Student Support Services & ESE	Janice Foster	946-2083 ext. 125
Supervisor of Support Services	Michael Carter	946-2083 ext. 113
Principal Moore Haven Jr./Sr. High	George Coates	946-0811 ext. 100
Assistant Principal Moore Haven Jr./Sr. High	Neal Cain	946-0811 ext. 110
Guidance Counselor Moore Haven Jr./Sr. High	Shannon Bass	946-0811 ext. 105
School Nurse Moore Haven Jr./Sr. High	Waynette Rives	946-0811 ext. 106
Principal Moore Haven Elementary	Jim Brickel	946-0737 ext. 201
Assistant Principal Moore Haven Elementary	FelindaLangdale	946-0737 ext. 236
Reading Coach Moore Haven Elementary	Kristi Hingson	946-0737 ext. 233
Guidance Counselor Moore Haven Elementary	Barbara Scruggs	946-0737 ext. 203
School Nurse Moore Haven Elementary	Waynette Rives	946-0737 ext. 204
Principal West Glades	Doreen Backes	675-3490 ext. 300
Assistant Principal West Glades	Jane Hatfield	675-3490 ext. 312
Guidance Counselor West Glades	Cathy Deerey	675-3490 ext. 305
School Nurse West Glades	Dawn Long	675-3490 ext. 309
Cafeteria Manager	Gloria Reese	946-0040
Transportation Foreman	Doug Manke	946-3662

TO PARENTS

The school board must annually report to the parent of each student the progress of the student towards achieving state and district expectations for proficiency in reading, writing, science, and mathematics, including the student's results on each statewide assessment tests. The evaluation of each student's progress must be based on the student's classroom work, observations, test, district and state assessments, and other relevant information. Progress reporting must be provided to the parent in writing in a format adopted by the district school board. *Explanatory Note:* No one(1)school basedtest with a single administration should determine promotion or retention. The preponderance of evidence from evaluations should be used to determine if a student is ready for the work of the next grade.) (S. 1008.25(8) (a), F.S.)

School Immunization Requirements

Kindergarten Requirements

- Diphtheria, Tetanus, Pertussis Series
- Hepatitis A Series*
- Hepatitis B Series
- 2 - Measles, Mumps, Rubella (MMR)
- Polio Series
- 2 - Varicella (Chickenpox)

7th through 12th Grade

- Tetanus Diphtheria Booster

Students entering grade 3 through grade 9 should have documentation of 1 does of Varicella vaccine. Students entering grades 7 and 8 should have documentation of a Tdap dose. Temporary Medical Exemptions for students who have had a Td prior to age 11 are valid for 2 to 5 years.

*Not a State of Florida School requirement but a Center for Disease (CDC) recommendation

PARENT AND STUDENT RIGHTS TO PRIVACY

Notification of Rights under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents 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 of the day the School receives a request for access. Parents or eligible students should submit to the school principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The school 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) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate. Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write the School principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible student, the School 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.
- (3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that 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 the School 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 school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. [Optional] Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]
- (4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District 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 20202-5901.

PARENTS RIGHT TO KNOW

Under the federal law, **No Child Left Behind (NCLB)**, parents have the right to know of the professional qualifications of their child's classroom teacher, as well as those of any paraprofessionals in the classroom. NCLB requires that all teachers and paraprofessionals be highly qualified according to specified criteria. In the event your child is taught by a teacher without the proper credentials and/or qualifications for a time period of four consecutive weeks, you are to be notified in writing. The statement will contain but is not limited to: the name of the teacher lacking the qualifications, the length of the teaching duty and, if applicable, what the teacher is doing to achieve highly qualified status. To request information on the status of your child's teacher and/or paraprofessional, please contact the building principal of your respective school.

PROMOTION AND RETENTION

Promotion through the grades will be determined by considering level of achievement, demonstration of performance relating to Sunshine State Standards, Next Generation Sunshine State Standards, district and state assessments, grades, and other information available.

PROMOTION K-5

Promotion in Kindergarten is based on an evaluation of each student's achievement in reading and mathematics. For promotion in grades 1-5 a student must have a passing grade in reading and mathematics. A student who does not receive a passing grade in science and writing may be promoted, however, he/she will be provided with remedial or supplemental instruction at the next grade level. (S.1008.25 (1), F.S.)

The basis of promotion should include teacher judgment, teacher-made and text-related tests, classroom assignments, and daily observations. The initial responsibility for determining each student's level of performance and ability to function academically, at the next grade level is that of the classroom teacher; however, the final decision as to grade placement is the responsibility of the principal.

For promotion to first grade, kindergarten students must demonstrate 90% accuracy in letter recognition (upper and lower case) and letter sounds. Kindergarten students must also show 80% mastery of grade appropriate sight words.

Additionally, in Grade 3, all students including ESE students required to take the FCAT and English Language Learners with more than 2 years of instruction in English must score level 2 or higher on the Grade 3 Reading portion of the Florida Comprehensive Assessment Test (FCAT), to be promoted.

ESE students identified as intellectual disability, emotional behavior disorder, hearing impaired/deaf, physically disabled or specific learning disabled will be promoted based on the recommendation of the ESE teacher and regular classroom teacher, as appropriate, after evaluating the student's progress. This review/evaluation will include the student's Brigance Inventory, Individual Education Plan, and when appropriate, mastery of regular education promotion requirements.

English Language Learners (ELLs) must meet the same criteria as non-ELL students for promotion. These students will be provided with assistance using ESOL strategies until proficiency in English is achieved.

RETENTION K-5

Any student who does not meet the requirements for promotion may be retained. Student retention is viewed as one procedure that may allow students additional time to master skills before being faced with more advanced work.

Any grade 3 student scoring Level 1 on the Reading Portion of the Florida Comprehensive Assessment Test (FCAT) must be retained, unless exempted from mandatory retention for good cause.

No student may be retained due to Limited English Proficiency.

PROMOTION 6-8

In order to be promoted to the next grade level, a student must pass language arts, reading, science, mathematics and social studies. Promotion from a school composed of middle grades 6-8 requires that a student must successfully complete academic courses as follows: 1. Three middle school or higher courses in English 2. Three middle school courses or higher in mathematics 3. Three middle school courses or higher in social studies, one semester of which must include the study of state and federal government and civics education. 4. Three middle school or higher courses in science. 5. One course in career and education planning to be completed in 7th or 8th grade meeting the requirements of S. 1003.4156, F.S.

English Language Learners (ELL) will meet the same criteria as other students for promotion. They shall be instructed in language arts, reading, mathematics, social studies, and science using the district's approved LEP Plan.

Students in full-time Specific Learning Disability, Emotional Behavior Disorder, Intellectual Disability, Hearing Impaired/Deaf, and Physically Disabled Programs will be promoted when the student has reached the instructional goals established in his/her Individual Educational Plan. Promotion of students with disabilities who are receiving ESE services and pursuing regular student performance standards will be based on promotion requirements for non-disabled students and modifications specified in their Individual Educational Plan. The final decision as to grade replacement is the responsibility of the principal with input from the IEP committee.

RETENTION 6-8

Students who do not achieve expected outcomes for the grade to which they are assigned may be retained in the same grade for the next school year and may be assigned to a different program if eligible.

PHYSICAL EDUCATION

Physical Education is required for grades Kindergarten – 8th. Physical education is also a requirement for graduation from high school. The physical education requirement shall be waived, if the student meets certain criteria. Please contact the school principal or guidance counselor for further information.

PROMOTION 9-12

	STUDENT CENTERING	GRADE NINE IN 2010-2011	SCHOOL YEAR
Subject Area	Graduation Requirements of 24 Credit Program	Graduation Requirements of Three Year, 18 Credit College Preparatory Program	Graduation Requirements of Three Year, 18 Credit Career Preparatory Program
English	4 credits with major concentration in composition, reading for information, and literature	4 credits with major concentration in composition and literature	4 credits with major concentration in composition and literature
Mathematics	4 credits, one of which must be Algebra 1 or its equivalent and one of which must be Geometry or its equivalent	4 credits, one of which must be Algebra 1 or its equivalent or a higher-level mathematics course from the list of courses that qualify for state university system (SUS) admission, and one of which must be Geometry or its equivalent	4 credits, one of which must be Algebra 1 or its equivalent and one of which must be Geometry or its equivalent
Science	3 credits in science, two of which must have a laboratory component	3 credits in science, two of which must have a laboratory component	3 credits in science, two of which must have a laboratory component
Social Studies	1 credit World History 1 credit United States History .5 credit United States Government .5 credit Economics	1 credit World History 1 credit United States History .5 credit United States Government .5 credit Economics	1 credit World History 1 credit United States History .5 credit United States Government .5 credit Economics
World Languages	Not required for high school graduation; but required for admission into state universities	2 credits in the same language or demonstrated proficiency in a second language	Not Required
Fine Arts and Performing Arts, Speech and Debate, or Practical Arts	1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in Course Code Directory)	Not Required	Not Required
Physical Education	1 credit in Physical Education to include the integration of Health	Not Required	Not Required
Electives	8 credits	2 credits in electives	3 credits in single vocational/career education program and 1 elective credit or 3 credits in single career/technical certificate dual enrollment and 1 elective credit or 4 credits in vocational/career education (including 3 credits in one sequential career and technical education program) – pending legislative action*
Total	24 credits	18 credits	18 credits
Grade Point Average (GPA) Requirements	Cumulative GPA of 2.0 on a 4.0 scale	Cumulative GPA of 3.5 on a 4.0 scale in required courses and a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits	Cumulative weighted GPA of 3.0 on a 4.0 scale in the required courses and a weighted or unweighted grade that earns at least 2.0 points or its equivalent in each of the 18 required credits
State Assessment Requirements	<ul style="list-style-type: none"> • Passing scores on the Grade 10 FCAT 2.0 Reading or scores on a standardized test that is concordant with passing scores on the FCAT (ACT or SAT) • Algebra 1 EOC Assessment is required and the results will count as 30 percent of the final course grade, if enrolled. 		
<p>Special Notes • All courses earned toward the three-year, 18-credit college preparatory program must satisfy admission requirements for the State University System. To determine which courses meet State University System admission requirements, please use the Comprehensive Course Table. At least 6 of the 18 credits must be completed in courses that include dual enrollment, AP, IB, AICE, or are specifically listed as rigorous by the Florida Department of Education.</p>			

	STUDENTS ENTERING	GRADE NINE IN 2011-2012	SCHOOL YEAR
Subject Area	Graduation Requirements of 24 Credit Program	Graduation Requirements of Three Year, 18 Credit College Preparatory Program	Graduation Requirements of Three Year, 18 Credit Career Preparatory Program
English	4 credits with major concentration in composition, reading for information, and literature	4 credits with major concentration in composition and literature	4 credits with major concentration in composition and literature
Mathematics	4 credits, one of which must be Algebra 1 or its equivalent and one of which must be Geometry or its equivalent	4 credits, one of which must be Algebra 1 or its equivalent or a higher-level mathematics course from the list of courses that qualify for state university system (SUS) admission, and one of which must be Geometry or its equivalent	4 credits, one of which must be Algebra 1 or its equivalent and one of which must be Geometry or its equivalent
Science	3 credits in science, two of which must have a laboratory component and one of which must be Biology 1 or an equivalent course or a series of courses	3 credits in science, two of which must have a laboratory component and one of which must be Biology 1 or an equivalent course or a series of courses	3 credits in science, two of which must have a laboratory component and one of which must be Biology 1 or an equivalent course or a series of courses
Social Studies	1 credit World History 1 credit United States History .5 credit United States Government .5 credit Economics	1 credit World History 1 credit United States History .5 credit United States Government .5 credit Economics	1 credit World History 1 credit United States History .5 credit United States Government .5 credit Economics
World Languages	Not required for high school graduation; but required for admission into state universities	2 credits in the same language or demonstrated proficiency in a second language	Not Required
Fine Arts and Performing Arts, Speech and Debate, or Practical Arts	1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in Course Code Directory)	Not Required	Not Required
Physical Education	1 credit in Physical Education to include the integration of Health	Not Required	Not Required
Electives	8 credits	2 credits in electives	3 credits in single vocational/career education program and 1 elective credit <i>or</i> 3 credits in single career/technical certificate dual enrollment and 1 elective credit <i>or</i> 4 credits in vocational/career education (including 3 credits in one sequential career and technical education program) – pending legislative action*
Total	24 credits	18 credits	18 credits
Grade Point Average (GPA) Requirements	Cumulative GPA of 2.0 on a 4.0 scale	Cumulative GPA of 3.5 on a 4.0 scale in required courses and a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits	Cumulative weighted GPA of 3.0 on a 4.0 scale in the required courses and a weighted or unweighted grade that earns at least 2.0 points or its equivalent in each of the 18 required credits
State Assessment Requirements	<ul style="list-style-type: none"> • Students must earn passing scores on the Grade 10 FCAT 2.0 Reading (or scores that are concordant with the passing scores on the Grade 10 FCAT 2.0 Reading) • Students must earn a passing score or attain an equivalent score on the Algebra 1 EOC Assessment in order to earn course credit. • Geometry and Biology 1 EOC Assessment is required and the results will constitute 30 percent of the student's final course grade, if enrolled. 		
Special Notes • All courses earned toward the three-year, 18-credit college preparatory program must satisfy admission requirements for the State University System. To determine which courses meet State University System admission requirements, please use the Comprehensive Course Table. At least 6 of the 18 credits must be completed in courses that include dual enrollment, AP, IB, AICE, or are specifically listed as rigorous by the Florida Department of Education. • At least one course within the 24-credit program must be completed through online learning.			

	STUDENTS ENTERING	GRADE NINE IN 2012- 13	SCHOOL YEAR
Subject Area	Graduation Requirements of 24 Credit Program	Graduation Requirements of Three Year, 18 Credit College Preparatory Program	Graduation Requirements of Three Year, 18 Credit Career Preparatory Program
English	4 credits with major concentration in composition, reading for information, and literature	4 credits with major concentration in composition and literature	4 credits with major concentration in composition and literature
Mathematics	4 credits, one of which must be Algebra 1 or its equivalent, one of which must be Geometry or its equivalent, and one of which must be Algebra 2 or a series of courses equivalent to Algebra 2	4 credits, one of which must be Algebra 1 or its equivalent or a higher-level mathematics course from the list of courses that qualify for state university system (SUS) admission, one of which must be Geometry or its equivalent, and one of which must be Algebra 2 or a series of courses equivalent to Algebra 2 or a higher-level mathematics course	4 credits, one of which must be Algebra 1 or its equivalent, one of which must be Geometry or its equivalent, and one of which must be Algebra 2 or a series of courses equivalent to Algebra 2
Science	3 credits in science, two of which must have a laboratory component and one of which must be Biology 1 or an equivalent course or a series of courses	3 credits in science, two of which must have a laboratory component and one of which must be Biology 1 or an equivalent course or a series of courses	3 credits in science, two of which must have a laboratory component and one of which must be Biology 1 or an equivalent course or a series of courses
Social Studies	1 credit World History 1 credit United States History .5 credit United States Government .5 credit Economics	1 credit World History 1 credit United States History .5 credit United States Government .5 credit Economics	1 credit World History 1 credit United States History .5 credit United States Government .5 credit Economics
World Languages	Not required for high school graduation; but required for admission into state universities	2 credits in the same language or demonstrated proficiency in a second language	Not Required
Fine Arts and Performing Arts, Speech and Debate, or Practical Arts	1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in Course Code Directory)	Not Required	Not Required
Physical Education	1 credit in Physical Education to include the integration of Health	Not Required	Not Required
Electives	8 credits	2 credits in electives	3 credits in single vocational/career education program and 1 elective credit or 3 credits in single career/technical certificate dual enrollment and 1 elective credit or 4 credits in vocational/career education (including 3 credits in one sequential career and technical education program) – pending legislative action
Total	24 credits	18 credits	18 credits
Grade Point Average (GPA) Requirements	Cumulative GPA of 2.0 on a 4.0 scale	Cumulative GPA of 3.5 on a 4.0 scale in required courses and a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits	Cumulative weighted GPA of 3.0 on a 4.0 scale in the required courses and a weighted or unweighted grade that earns at least 2.0 points or its equivalent in each of the 18 required credits
State Assessment Requirements	<ul style="list-style-type: none"> • Students must earn passing scores on the Grade 10 FCAT 2.0 Reading (or scores that are concordant with the passing scores on the Grade 10 FCAT 2.0 Reading). • Students must earn a passing score or attain an equivalent score on the Algebra 1, Geometry, and Biology 1 EOC Assessment in order to earn course credit. 		
<p>Special Notes• All courses earned toward the three-year, 18-credit college preparatory program must satisfy admission requirements for the State University System. To determine which courses meet State University System admission requirements, please use the Comprehensive Course Table. At least 6 of the 18 credits must be completed in courses that include dual enrollment, AP, IB, AICE, or are specifically listed as rigorous by the Florida Department of Education. • At least one course within the 24-credit program must be completed through online learning.</p>			

STUDENTS ENTERING GRADE NINE IN 2013-2014 SCHOOL YEAR

Subject Area	- 24 Credit Program	Three Year, 18 Credit College Preparatory Program	Three Year, 18 Credit Career Preparatory Program
English	4 credits with major concentration in composition, reading for information, and literature	4 credits with major concentration in composition and literature	4 credits with major concentration in composition and literature
Mathematics	4 credits, one of which must be Algebra 1 or its equivalent, one of which must be Geometry or its equivalent, and one of which must be Algebra 2 or a series of courses equivalent to Algebra 2	4 credits, one of which must be Algebra 1 or its equivalent or a higher-level mathematics course from the list of courses that qualify for state university system (SUS) admission, one of which must be Geometry or its equivalent, and one of which must be Algebra 2 or a series of courses equivalent to Algebra 2 or a higher-level mathematics course	4 credits, one of which must be Algebra 1 or its equivalent, one of which must be Geometry or its equivalent, and one of which must be Algebra 2 or a series of courses equivalent to Algebra 2
Science	1 credit Biology 1 or an equivalent course or a series of courses 1 credit in chemistry or physics or a series of courses equivalent to chemistry or physics 1 credit in a science course equally rigorous to biology, chemistry and physics (two credits must have a laboratory component)	1 credit Biology 1 or an equivalent course or a series of courses 1 credit in chemistry or physics or a series of courses equivalent to chemistry or physics 1 credit in a science course equally rigorous to biology, chemistry and physics (two credits must have a laboratory component)	1 credit Biology 1 or an equivalent course or a series of courses 1 credit in chemistry or physics or a series of courses equivalent to chemistry or physics 1 credit in a science course equally rigorous to biology, chemistry and physics (two credits must have a laboratory component)
Social Studies	1 credit World History 1 credit U.S. History .5 credit U.S. Government .5 credit Economics	1 credit World History 1 credit U.S. History .5 credit U.S. Government .5 credit Economics	1 credit World History 1 credit U.S. History .5 credit U.S. Government .5 credit Economics
World Languages	Not required for high school graduation; but required for admission into state universities	2 credits in the same language or demonstrated proficiency in a second language	Not Required
Visual and Performing Arts, Speech and Debate, or Practical Arts	1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in Course Code Directory)	Not Required	Not Required
Physical Education	1 credit in Physical Education to include the integration of Health	Not Required	Not Required
Electives	8 credits	2 credits	3 credits in single vocational/career education program and 1 elective credit <i>or</i> 3 credits in single career/technical certificate dual enrollment and 1 elective credit <i>or</i> 4 credits in vocational/career education (including 3 credits in one sequential career and technical education program) – pending legislative action
Total	24 credits	18 credits	18 credits
Grade Point Average (GPA) Requirements	Cumulative GPA of 2.0 on a 4.0 scale	Cumulative GPA of 3.5 on a 4.0 scale in required courses and a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits	Cumulative weighted GPA of 3.0 on a 4.0 scale in the required courses and a weighted or unweighted grade that earns at least 2.0 points or its equivalent in each of the 18 required credits
State Assessment Requirements	<p>•Students must earn passing scores on the Grade 10 FCAT 2.0 Reading (or scores that are concordant with the passing scores on the Grade 10 FCAT 2.0 Reading). •Students must earn a passing score or attain an equivalent score on the Algebra 1, Geometry, and Biology 1 EOC Assessment in order to earn course credit. • The final grade for U.S. History or U.S. History Honors must include a minimum 30 percent of the U.S. History EOC Assessment.</p>		
<p>Special Notes •All courses earned toward the three-year, 18-credit college preparatory program must satisfy admission requirements for the State University System. To determine which courses meet State University System admission requirements, please use the Comprehensive Course Table. At least 6 of the 18 credits must be completed in courses that include dual enrollment, AP, IB, AICE, or are specifically listed as rigorous by the Florida Department of Education. At least one course within the 24-credit program must be completed through online learning.</p>			

SERVICES AVAILABLE TO PARENTS AND STUDENTS

FCAT Explorer

All students in grades 3-10 who have access to a computer and the Internet can utilize www.fcatexplorer.com. This website gives students practice for taking the FCAT. Each student must receive a user ID and password from their teacher.

The site offers practice in math, reading, and science. Once a student masters a skill, he/she is allowed to play a game as a reward.

After School Programs (as funding allows)

Glades Academic Program (GAP)

This after school program is offered as funds allow for students in grades 1-12 who are identified as performing below grade level in reading and/or math.

Migrant Tutoring

Migrant students are offered tutoring and homework assistance after school and transportation may be provided. For more information, call 863-946-0202 ext. 120.

PARENTAL PARTICIPATION OPPORTUNITIES

Mentoring/ Volunteering

School Volunteers assist staff and students in many different ways at each school such as chaperoning field trips. Community Resource Volunteers provide special demonstrations or instructions on a wide variety of topics, based on their careers, hobbies or interests. These enriching experiences are provided for classrooms, small groups, or assemblies. All parents requesting to volunteer must be approved by the School Board each school year.

School Advisory Council (SAC)

This is a council comprised of school and community representatives who meet a minimum of four times per year throughout the school year. Members are nominated and voted on by peer groups (parents by parents and school personnel by staff). This representative board serves to provide input, ideas, and reactions from a variety of interests, needs, and view points in order to develop, implement, and evaluate the School Improvement Plan.

If you are interested in becoming a volunteer or serving on the advisory council, please contact:
Moore Haven Elementary at 946-0737
Moore Haven Jr. /Sr. High at 946-0811
West Glades Elementary at 675-3490

Parent Involvement Policy Committee (a partner of SAC)

By federal law, the District, and each Title I school, must formulate and implement a Parent Involvement Policy (PIP). This policy must describe the District/school's expectations for parental involvement, how the District/school will implement parental involvement activities, including but not limited to: types of activities, the school-parent compact, and provide an end-of-year evaluation of the program. Parents may access this program through their respective School Advisory Council. Copies of the Title I Parent Involvement Plans and the District Title I Parent Involvement Policy are available at Title I schools and the district office.

Migrant/ELL Advisory Council

This council is comprised of parents of Migrant and ELL students from all of the schools in the district, community members, administrators, and teachers. Members of this council discuss concerns parents have and how the schools can better serve their children. Meetings are held twice per year during fall and spring.

If you are interested in being a representative, contact the Director of Elementary Academic Services at 863-946-0202, Ext. 120.

ESE Parent Advisory Council

The Exceptional Student Education (ESE) Council meets quarterly and is comprised of parents, teachers, and administrators. This council meets quarterly and discusses concerns of parents and provides helpful information.

If you have a child in the ESE program and would like to serve as a representative contact the Director of Student Services at 863-946-0202, ext. 125.

RIGOROUS ACADEMIC OPPORTUNITIES FOR STUDENTS

Gifted Education

Any student K-12 who is identified and placed according to Glades County's Special Programs and Procedures for Exceptional Students is eligible to receive gifted instruction.

FloridaLearns STEM Scholars - Program for Gifted & Talented Students

The Florida Department of Education (FDOE) has awarded "Race to the Top" funds to the Panhandle Area Educational Consortium (PAEC), in partnership with Heartland Educational Consortium (HEC) and North East Florida Educational Consortium (NEFEC) for the creation and implementation of a special program for gifted and talented students in participating districts throughout the state.

Regional STEM Scholar Forums:

- Provide students the opportunity to meet and work with scholars from neighboring communities.
- Include engaging and challenging problems which will require collaboration.
- Allow opportunities to interact with workplace and/or academic professionals.
- Include team building, goal setting, and ethical leadership skills.
- Transportation provided.

FloridaLearns STEM Scholars Summer Challenges:

- Four-day summer experience for a minimum of 30 STEM scholars.
- Focus on authentic problem-solving.
- Possible topics include nanoscience, engineering, actuarial science, population science, underwater robotics, and Florida water issues.
- Developed and implemented by college and university faculty along with mentor teachers from students' districts.
- Transportation provided.

Field Research Experience

Rising juniors and seniors who have completed all project requirements will be eligible to apply to work with a STEM practitioner for eight days to conduct authentic research. A STEM teacher will be at each field site.

Accelerated Programs

Based on diagnostic evidence and with prior counseling, a 6th, 7th, or 8th grade student may take a course listed in the high school Course of Study, provided scheduling is possible. Such courses will meet all 9-12 requirements. Credit toward high school graduation will be awarded upon successful completion of these courses. Middle school students taking high school courses for high school credit who get a grade of "C", "D", or "F" must have their grade replaced with a "C" or higher in a comparable course. Upon notification, students may have this credit deleted from their transcript. (Section 1003.43(5) (e) 1, F.S.)

Recent changes in state statute now permit some 4th and 5th grade students the opportunity to accelerate their learning by participating in virtual course work during the school day. Students in 4th or 5th grades who score a Level 4 or Level 5 the previous year on FCAT Reading or FCAT Mathematics are eligible to take middle school math and/or language arts classes.

Advanced Level Courses

Certain specified advanced level courses are designated to be given weighted grade point values as reward for more rigorous course requirements and to encourage able students to undertake more challenging programs.

Advanced placement courses, all state level III courses, the third, fourth, and fifth year of foreign languages, and Dual Enrollment courses taken will be given weighted credit. The high school guidance counselor can provide further information.

Early Admission Program

Early Admission shall be a form of Dual Enrollment through which eligible secondary students enroll in a postsecondary institution on a full-time basis. (twelve or more hours) The Early Admission Program allows a student to enter college following completion of grade eleven, substituting two semesters of college for the fourth year of high school, and counting college credits toward high school graduation. The student is responsible for making application and must meet all entrance requirements as stated by the college involved. The high school record shall contain notations covering the work accomplished while in college and the grades assigned.

Dual College Enrollment

Dual enrollment is the enrollment of an eligible secondary student in a postsecondary institution on part-time basis. (eleven hours or less) An articulation agreement between Glades County Public Schools and Edison State College and Florida Gulf Coast University provides advanced instruction for those pupils who demonstrate a readiness to engage in post-secondary academic work. In this program, students may earn credit toward both a high school diploma and an associate or baccalaureate degree. Dual enrollment credits shall be converted to high school credits as specified in Section (1000.21, 1007.24, 1007.25, 1007.271, 1008.345 FS). For each approved dual enrollment class a student's secondary schedule may be reduced by one class period.

Florida Virtual School On-Line Instruction

An agreement between Glades County Schools and The Florida Virtual School (FLVS) provides on-line instruction for those students seeking credit toward high school graduation. Course credits and grades earned through FLVS are based upon successful completion of the course.

EDUCATIONAL CHOICE

NCLB Choice

Currently, the Glades County School District offers a number of viable choice options to all students. Students that qualify for NCLB Choice Options based on the District's Prioritized Plan may opt for the following programs: 1. Students can stay in their home school identified as a school in need of improvement, in the same program in which they are currently enrolled. 2. students may choose to move to a higher performing school with transportation; 3) students may remain in their home school, identified as in need of improvement, and receive supplemental educational services, as applicable.

Virtual Instruction Program

Eligible students have the option of participating in a full-time virtual education program. Virtual Education is provided through contracts with approved state providers. If you would like enrollment information, contact the Director of Elementary Academic Services at 946-0202, Extension 120.

Recent changes in state statute now permit some 4th and 5th grade students the opportunity to accelerate their learning by participating in virtual course work during the school day. Students in 4th or 5th grades who score a Level 4 or Level 5 the previous year on FCAT Reading or FCAT Mathematics are eligible to take middle school math and/or language arts classes. Due to the rigorous course requirements, students may need to spend additional time at home completing their online assignments. Also, please keep in mind that your student's assigned classroom teacher will not be teaching the online course. A separate virtual teacher will work with your student and answer all questions and grade all assignments.

If you are interested in participating in this instructional option, please contact your school guidance counselor to fully discuss this option for your student. You may also contact the Director of Elementary Academic Services at the District Office or visit www.mydistrictvirtualschool.org if you have questions about the district's virtual programs.

Home Education

A home school packet can be obtained from the Supervisor of Support Services located at the Glades County Administration building. A student in a home education setting must be evaluated once a year to demonstrate educational progress at a level equivalent to his or her abilities.

STUDENTS WITH DISABILITIES

Individual Education Plan (IEP)

An IEP is a written statement for each child with a disability that is developed, reviewed and revised yearly based on each student's individual educational needs. An IEP lets parents know what level their child is at presently, how his disability affects his/her academics and what goals are to be achieved during the year. Parents of a student with an IEP are invited and encouraged to attend the meeting to write the IEP.

GLADES TRUANCY PROGRAM

Program Description

The Glades Truancy Program (G.T.P.) is a partnership between the Glades County School Board (GCSB), and Lutheran Services and the Glades County Sheriff's Office. The primary goal of the Glades County School Board is to reduce truancy and have students attend school on a consistent basis, which will aid in lowering juvenile crime. GTP utilizes a team of school and community personnel to develop approaches to address and reduce excessive unexcused absence and tardies as an intervention strategy. This team will provide support for students who have demonstrated chronic absenteeism and tardiness. GTP combines early intervention with prosecutorial enforcement of Florida's Compulsory Education Laws.

PARENT CHECKLIST

This checklist has been designed to help determine how involved you are in promoting a positive education for your child. Please read each line and place a mark next to the statement indicating that you agree and practice the statement with your child.

- _____ I speak to my children on the importance of education and doing the best that they can in school.
- _____ I express to my children that they have the ability to be successful.
- _____ I help my children set long and short-term goals
- _____ I celebrate the academic events and successes of my children.
- _____ I consider what my children watch on television.
- _____ I ask to see the work my children do in school.
- _____ I attend programs to teach me how to help my children at home.
- _____ I speak to my children about taking responsibility for their actions.
- _____ I tell my children that it is important to attend school regularly and to be on time.
- _____ I communicate regularly with the teacher about my children, either in person, by telephone, by electronic mail or in writing.
- _____ I teach my children positive behavior and reinforce the principles of respecting themselves and others, to work hard and to be responsible.

GLADES COUNTY SCHOOL DISTRICT 2014-2015 SCHOOL CALENDAR Adopted: Mar. 24, 2014

JULY 4 ----- Independence Day Holiday
AUGUST 6&7----- QTIP (*New Teachers Report 8/6*)
8 ----- Possible Paid Teacher Inservice
11----- (*Teachers Report For Duty*) Pre-School (8/11 – 8/15)
tba ----- *Get Acquainted Night*
18----- STUDENTS REPORT FOR SCHOOL
SEPTEMBER 1----- Labor Day Holiday (All)
17----- **Early Release For Students** – Teacher Inservice/Professional Development
19 ----- Interim Report Cards
23----- Open House – **MHJSHS (5:00p.m. – 7:00p.m.)**
25-----Open House - **WGS & MHES(5:00p.m. – 7:00p.m.)**
OCTOBER15----- End of 1st 9 Week Period
20 ----- Teacher Workday (**No School For Students**)
24 ----- Report Cards Go Out
29 ----- **Early Release For Students** – Teacher Inservice/Professional Development
tba ----- Halloween Carnival
NOVEMBER tba----- West Glades Fall Festival
14 ----- Interim Report Cards
18 ----- Open House - **WGS & MHES (5:00p.m. – 7:00p.m.)**
20 ----- Open House - **MHJSHS (5:00p.m. – 7:00p.m.)**
tba-----**Early Release** For Thanksgiving Holiday
24-26----- Hurricane Make Up Days (*If Not Necessary, School Not In Session*)
27-28 ----- **Thanksgiving Holiday (All)**
DECEMBER 3 -----**Early Release For Students** – Teacher Inservice/Professional Development
11 ----- Christmas on the Caloosahatchee
19 ----- End of 2nd Nine Week Period / **Early Release For Holiday**
12/22– 1/2 -----**Christmas/New Year Holiday (12 mo. 12/24 & 12/25, 12/31 & 1/1)**
JANUARY 12/22 – 1/2 ----- **Christmas/New Year Holiday (12 mo. 12/24 & 12/25, 12/31 & 1/1)**
5 ----- Teacher Workday (**No School For Students**)
6 -----**Students Return To School**
9 ----- Report Cards Go Out
19 -----**Martin L. King Holiday (All)**
FEBRUARY6 ----- Interim Report Cards Issued
10 ----- Open House– **WGS & MHES (time tba)**
12 ----- Open House - **MHJSHS (time tba)**
16 ----- **Presidents’ Day (All)**
25 ----- **Early Release For Students** – Teacher Inservice/Professional Development
MARCH 6-----**ChaloNitka Holiday (All)**
13 ----- End of 3rd 9 Week Period
16-20 ----- **Spring Break****
23 ----- Teacher Workday (**No School For Students**)
27----- Report Cards Go Out
APRIL 3 -----**Good Friday Holiday (All)**
6 -----Spring Holiday (**Teachers/StudentsSchool Not In Session****)
24 ----- Interim Report Cards
MAY 25 ----- **Memorial Day Holiday (All)**
31----- Baccalaureate
JUNE 5----- **LAST DAY FOR STUDENTS** – Early Release For Students
5-----**Graduation**
8 & 9 ----- Post School – Teacher Workdays (**Last Day For Teachers 6/9**)
6 ----- **Graduation**
6 & 9----- Post School – Teacher Workdays (**Last Day For Teachers 6/9**)

****Pending release of state testing schedule**

**Please tear out this page, sign and return to your child's school within 5 days.
Favor de sacar esta pagina, firmarla, y entregarla a la escuela, en cinco dias o menos."**

Dear Parent or Guardian:

The Glades County Code of Student Conduct, Agreement for Acceptable Use, and the Parent Guide was developed by a committee of students, parents, teachers and administrators.

The code clearly identifies most of the student behavior problems prevalent in school, school activities, school transportation and policies for acceptable use of electronic resources and communication. It also outlines what the penalty is for misconduct and inappropriate behavior.

It is our intention that you read the code not from a negative point of view but rather with the attitude that parents and students deserve to know the rules and then act accordingly.

After reading the code, please sign and return the green form (this page) to the school within five days.

_____ Name of Student _____ Student Signature _____
Grade _____

_____ Parent/Guardian _____ Date _____
Teacher _____

Estimados padres o custodios:

El Codigo de las Reglas de Conducta, Acuerdos Aceptables y Guía Para los Padres para los estudiantes del condado de Glades fue desarrollado por un grupo de padres, estudiantes, maestros y directores. Esta guía de reglas identifica varios problemas de comportamiento cometidos por los estudiantes durante la escuela, las actividades escolares especiales y en los autobuses. También sirve para informarles acerca de las consecuencias de mala conducta y las polizas aceptables para el uso de recursos electronicos y medios de comuntcacion.

Esperamos que ustedes lean esta guia con una actitud positiva para que ustedes y sus hijos conozcan los reglamentos disciplinarios y procedan al respecto.

Despues de haber leido este codigo de conducta, favor de firmar y devolver la forma verde (esta página)al colegio de su hijo/hija dentro de cinco días.

Para adquirir una copia del codigo de conducta en espanolcomuniquense con la escuela de su hijo(a).

_____ Nombre del Estudiante _____ Firma del Estudiante _____
Grado _____

_____ Firma de Padres/Guardián _____ Fecha _____
Masetro _____

**Please tear out this page, sign and return to your child's school within 5 days.
Favor de sacar esta pagina, firmarla, y entregarla a la escuela, en cinco dias o menos."**