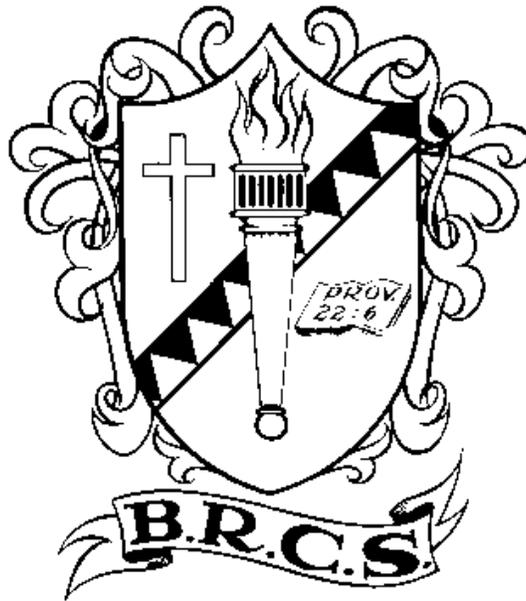


# Boca Raton Christian High School Handbook & Curriculum Guide



## **Vision Statement**

The vision of Boca Raton Christian School is to develop Christian leaders of influence for tomorrow.

## **Mission Statement**

The mission of Boca Raton Christian School seeks to encourage students to know, love, and serve Jesus Christ and to provide for academic excellence.

## **Boca Raton Christian High School**

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Mailing Address: 315 NW 4<sup>th</sup> Street

Boca Raton, FL 33432

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Website: [www.bocachristian.org](http://www.bocachristian.org)

*Accredited by ACSI, FKC, FCIS, SACS*

**Headmaster: Dr. Robert Tennes**

**High School Principal: Mr. Stephen Smith**  
**Dean of Students and Instructional Quality:**

**Mrs. Wendy Stapleton**

**Chaplain: Mr. Jake Rhodes**

**H.S. Guidance Director: Mrs. Lori Riter**

***Boca Raton Christian School reserves the right to change the policies, procedures, rules, regulations, and information in this handbook at any time.***

August 2018



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## **INTRODUCTION**

Welcome to Boca Raton Christian High School! In order to encourage unity and to promote a community that works well together, this handbook has been created to provide students, parents, and staff with a clear and concise statement of the basic policies, procedures, and philosophy of Boca Raton Christian High School. Although this handbook is not intended to provide an exhaustive statement of rules, it should provide students and parents with answers to the main questions they may have about life at Boca Raton Christian High School. The guidelines in this handbook have been put in place to enable the school to run on a smooth and effective basis and to meet the school's goals of Christian education. These guidelines should be viewed as one way the school encourages and trains students to recognize authority and to assume responsibility for their actions. The school realizes that parents and students may not agree at all times with every policy but expects them to respect and respond properly to the school authority that has been placed over them. Each policy has been prayerfully considered and implemented so as to maintain the desired climate of the school. By becoming familiar with the contents of this handbook, each member of the school community will understand his/her responsibilities and thus better enjoy the privileges extended to him/her.

## **EDUCATIONAL PHILOSOPHY OF BOCA RATON CHRISTIAN SCHOOL**

The vision of Boca Raton Christian School is to develop Christian leaders of influence for tomorrow. To accomplish this, the school's mission seeks to encourage students to know, love, and serve Jesus Christ and to provide for academic excellence. Therefore, the school's philosophy is built on a Biblical foundation and the belief that all truth must be viewed in light of God's truth, which is revealed to us through His Holy Word, the Bible. Boca Raton Christian School takes a theistic approach to education, integrating all subjects with Biblical truth, as opposed to the humanistic approach used in secular schools. The school's logo drives this point home with the phrase, "Bringing Knowledge to Light."

Boca Raton Christian School is an integral ministry of Boca Raton Community Church. The philosophical characteristics of the church and its statement of faith are mirrored in the educational philosophy of the school. Important to the philosophy of the school is the triple cord partnership of home, school, and church (Ecclesiastes 4:12). The church and school work hand in hand for the mutual benefit of the total family. Boca Raton Christian School is an extension of the Christian home and seeks to facilitate a Christian worldview within the home.

The PreK3 through twelfth grade program of Boca Raton Christian School exists to provide a Christian, college preparatory education for children of average and above average aptitude and achievement. Because the school desires to ensure a successful experience for each student, academic achievement standards for admission have been established. While the school does not have an advertised learning disability program, the school does work with identified students beginning in kindergarten as they progress through the school.

A traditional approach to curriculum is embraced at the preschool, elementary, and secondary levels of Boca Raton Christian School. A developmentally appropriate preschool environment incorporates exploration and play while teaching essential skills. At the elementary and secondary levels, strong emphasis is placed on phonics, computational skills, core subjects, good study habits, and a disciplined approach to the pursuit of knowledge. The curricular experiences are intended to achieve three purposes: 1) to enable the student to learn the basic skills of reading, writing, speech, and mathematics in accordance with his or her capabilities and needs, 2) to aid the student in learning to make functional use of these skills in those areas of the curriculum which promote critical thinking, social growth, environmental awareness, and a balanced personality, and 3) to offer challenging and stimulating enrichment opportunities to encourage academically superior students to work to their full potential. The school believes that high achievement is attained through a challenging curriculum in a disciplined and caring environment.

Boca Raton Christian School strives to be more than just an academic institution. The needs of the whole child must be met. In order for these needs to be met, growth in the following areas is necessary: spiritual, intellectual, physical, and social (Luke 2:52). Therefore, the school places a strong emphasis on fine arts and athletics, and encourages students to see their talents in these areas as opportunities to bring glory to God and to develop leadership skills.

The main objective of Boca Raton Christian School is that students have a Christ-centered view of the world, mankind, and life. Boca Raton Christian School believes that true reality is found in God and His purpose for mankind.

**“And Jesus grew in wisdom and stature, and in favor with God and men.” Luke 2:52**

**BIBLICAL OUTCOMES OF BOCA RATON CHRISTIAN SCHOOL STUDENTS**

God’s Word states, “Where there is no vision, the people perish.” - Proverbs 29:18. As you enter Boca Raton Christian School, you are encouraged to keep this verse in mind and to develop a personal vision. Consciously set before yourself the goal of becoming what God wants you to be during your school years and young adulthood. The patterns of behavior you adopt now will shape the rest of your adult years. With proper, godly goals and ambitions in mind, you CAN become all that God desires for you to be and accomplish all that He has intended for you. Your wise and responsible choices, based on a Christian worldview, will enable you to accomplish God’s best for your life. “For we are God’s workmanship, created in Christ Jesus to do good works, which God prepared in advance for us to do.” - Ephesians 2:10.

Therefore, based on Luke 2:52, BRCS challenges you with this model of what a Boca Raton Christian School student strives to be and the virtues he/she strives to attain:

<p><b><u>WISDOM – Intellectual Development</u></b>          A hunger to learn – <i>Prov. 4:13</i>          An independent, self-motivated learner – <i>Matt. 7:8</i>          A desire to integrate faith and learning – <i>Col. 2:2-3</i>          A good researcher and problem solver – <i>Neh. 2-3</i>          Proficient in computer and technology skills          A literate and competent communicator (includes reading, writing, speaking, and thinking ability) – <i>Dan. 1:4, 17</i>          Striving to reach maximum academic potential – <i>Prov. 4:7</i>          College-ready and/or career-bound          Prepared for college entrance tests          Looking forward to and preparing for a life of excellent Christian service – <i>II Tim. 2:15; II Pet. 1:5-8</i>          One who discerns Truth from error – <i>II Tim. 2:15</i>          Appreciation of the environment and responsible stewardship of God’s creation – <i>Gen. 1:28-31</i>          Appreciation of the arts to the glory of God – <i>Eccles. 3:11a</i></p>	<p><b><u>STATURE – Physical Development</u></b>          A good steward of one’s body (i.e. avoiding harmful substances and activities) – <i>Rom. 6:13</i>          Developing one’s body to be fit, and honoring it as a temple, a living sacrifice – <i>I Cor. 6:19, Rom. 12:1</i>          Seeking sexual purity – <i>I Cor. 6:13, Prov. 7:25; Phil. 4:8; Matt. 5:28</i>          Demonstrating modesty – <i>I Pet. 3:3-4; I Cor. 6:20</i>          Trusting God for physical needs – <i>Matt. 6:11</i>          All to the glory of God – <i>I Cor. 10:31</i></p>
<p><b><u>FAVOR WITH GOD – Spiritual Development</u></b>          Understanding and committing to a personal relationship with Jesus Christ – <i>John 14:6, Rom. 10:9-10</i>          Placing a high value on worship, prayer, Bible study, and active family involvement in a church community – <i>Acts 2:42, 47</i>          Personal reading and meditating on God’s Word on a regular basis – <i>Acts 17:11, Ps. 119:11</i>          Pure in heart and deed; a heart for God – <i>Matt. 5:8; Col. 3:17</i>          A person of integrity and honesty – <i>Dan. 3:28</i>          Respectful of our Heavenly Father – <i>Ex. 20:3</i>          Relevant to the secular community while influencing that community with a solid Christian worldview (being in the world, but not of it) – <i>Rom. 12:2; I Pet. 2:11-12</i>          Striving to internalize Biblical values and being faithful in the little things – <i>Ps. 51:6, Luke 16:10</i>          Desiring to invest one’s life in sharing truths that last forever – <i>Rom. 10:1; II Tim. 1:6-12</i>          Making Biblically sound ethical decisions – <i>Gen. 4:7</i>          Guarding your heart above all else – <i>Prov. 4:23</i>          Trusting God’s faithfulness – <i>Ps. 117:2</i>          Having a heart to reach the world for Christ – <i>Matt. 28:19-20</i>          Understanding that God is Greater: He is over all, through all, and in all – <i>Eph. 4:6; John 17:21</i>          Understanding the worth of every human being as created in the image of God – <i>Gen. 1:27</i></p>	<p><b><u>FAVOR WITH MEN – Social Development</u></b>          Having wholesome relationships, being kind and compassionate – <i>I Tim. 5:1-2, Eph. 4:32</i>          Punctual and diligent – <i>Prov. 6:9-11, Prov. 10:4</i>          Polite, friendly, and kind – <i>Gal. 5:22; Prov. 18:24</i>          Slow to speak, slow to anger, quick to listen – <i>Jas. 1:19</i>          Respectful of God-given authority, oneself, and others; dispelling prejudice – <i>Rom. 13:1-2; Heb. 13:17; I Pet. 2:17</i>          Demonstrating good sportsmanship – <i>Prov. 29:11</i>          Community service and missions-oriented – <i>Matt. 9:37-38; Heb. 10:24</i>          Servant-leadership minded – <i>Matt. 20:28</i>          Taking responsibility for one’s own actions – <i>Matt. 12:37</i>          Encouraging others – <i>Eph. 4:29</i>          Using Biblical principles of conflict resolution – <i>Matt. 18:15-20</i>          Provoking one another to love and good works through mutual accountability – <i>Prov. 27:17; Heb. 10:24-25</i>          Avoiding gossip and a complaining spirit – <i>Prov. 11:12-13; Phil. 2:14-15</i>          Honoring and obeying one’s father and mother – <i>Exod. 20:12; Eph. 6:1-3; Col. 3:20</i>          Forgiving one another – <i>Eph. 4:32, Col. 3:13</i>          Let your light shine before men – <i>Matt. 5:16</i></p>

<b>BOCA RATON CHRISTIAN HIGH SCHOOL MINIMUM GRADUATION REQUIREMENTS CHART</b>			
	<b>Standard Diploma #</b>	<b>College Prep Diploma ##</b>	<b>Advanced Diploma ###</b>
<b>SUBJECT</b>	<b>CREDITS</b>	<b>CREDITS</b>	<b>CREDITS</b>
Bible*	4	4	4
English	4	4	4
Mathematics**	4	4	4
Science***	3	4	4
Social Studies****	3	3	4
HOPE (Health Opportunities through Physical Ed.)	1	1	1
World Language*****	0	2	2
Performing/Fine Arts	1	1	1
Computer Application	1	1	1
Electives	5	2	2
<b>TOTAL</b>	<b>26</b>	<b>26</b>	<b>27</b>
<b>Community Service</b>	<b>100 hours/25 per year</b>	<b>100 hours/25 per year</b>	<b>100 hours/25 per year</b>

**Note:** Selection of diploma type should be based on the requirements of the college and/or program a student plans to attend, i.e. business, nursing, pre-med, pre-law, etc.

- # The Standard Diploma meets the state of Florida minimum graduation requirements.
- ## In addition to the Standard Diploma requirements, the College Prep Diploma must include the credits listed on the above chart. The four required math credits must be at and above the Algebra I level including Geometry and Algebra II. Students earning this diploma must have retaken no more than two credits, which have been failed, during summer school and/or through Florida Virtual School to improve their GPA over their entire high school career. Students earning this diploma must also take the SAT or ACT and apply to college.
- ### In addition to the College Prep Diploma requirements, an Advanced Diploma must include the credits listed on the above chart. The required credits must include Physics or an AP<sup>®</sup>/DE science, an AP<sup>®</sup>/DE English or an AP<sup>®</sup>/DE social science, four math credits at and above the Algebra I level including an AP<sup>®</sup>/DE math course (one AP<sup>®</sup> or two DE math courses for the Class of 2020 and beyond), a minimum of six courses at or above the honors level, and a minimum cumulative GPA of 3.0. This diploma is designed for students considering a more rigorous college program. Students earning this diploma must have retaken no more than two credits, which have been failed, during summer school and/or through Florida Virtual School to improve their GPA over their entire high school career. Students earning this diploma must also take the SAT or ACT and apply to college.
- \* Students are required to take one Bible credit each year at BRCHS.
- \*\* Mathematics requirements for graduation must include Algebra I and Geometry as per state requirements, as well as Algebra II.
- \*\*\* Science requirements for graduation must include Biology as per state requirements.
- \*\*\*\* Social Studies requirements for graduation must include World History, American History, American Government, and Economics as per state requirements. Jewish History and Philosophy may be counted as additional social studies credits as long as all other state social studies requirements are met.
- \*\*\*\*\* World Language requirements for graduation with a college prep or advanced diploma must include two years of the same language.

These course offerings are subject to change at the discretion of the Boca Raton Christian School Board of Directors.

## **I. School History, Accreditation, & Profile**

Boca Raton Christian School opened its doors in 1973. The current high school program was established in 1999. BRCHS is accredited by the Florida Council of Independent Schools, the Association of Christian Schools International, and the Southern Association of Colleges and Schools.

Boca Raton Christian High School exists because its general purpose, educational philosophy, and educational objectives are Bible oriented. BRCHS believes that all truth must be viewed in the light of God's truth, the Word of God. Boca Raton Christian High School takes a theistic approach to education as opposed to the humanistic approach commonly used in secular education. This means that all subjects are integrated with Biblical truth.

Boca Raton Christian High School exists to fulfill the need for a college preparatory Christian high school in the community. The school's goal is for students entering Boca Raton Christian High School to experience success. Academic achievement standards have therefore been established to help students reach their maximum potential.

## **II. School Day Schedule**

The school day begins at 7:50 a.m. and ends at 2:46 p.m.

## **III. Academic Information**

BRCHS is a college preparatory high school. Students are required to do their best in areas such as respectfulness, punctuality, attendance, diligence, and attention in order to receive the full benefit of their high school education.

**A. School to Home Reports:** High school teachers provide regular updates of student achievement through RenWeb's ParentsWeb. It is the responsibility of parents and students to check ParentsWeb. Refer to the annual academic calendar for scheduled parent/teacher conferences.

**B. Grading Scales:** The academic and conduct grading scales are as follows:

### **Academic GPA Grading Scale**

Letter Grade	Percentage Range	Standard Course	Honor Course	AP <sup>®</sup> or Dual Course	HPA (Honors Point Average)
A	90-100	4.00	4.500	5.00	6.00
B	80-89	3.00	3.375	3.75	4.50
C	70-79	2.00	2.250	2.50	3.00
D	60-69	1.00	1.125	1.25	1.50
F or WF	0-59	0.00	0.000	0.00	0.00

### **Conduct Grading Scale**

Excellent	1
Satisfactory	2
Needs Improvement	3
Unsatisfactory	4

**C. Weighted Courses – Honors, Dual Enrollment, Advanced Placement,<sup>®</sup> HPA:** All honors courses are weighted at 1.125; and all dual enrollment and Advanced Placement<sup>®</sup> (AP<sup>®</sup>) courses are

weighted at 1.25. Honors courses cover the regular course objectives in a more in-depth manner and require greater critical thinking and application. In many honors courses, teachers assign additional projects. HPA (Honors Point Average) is weighted at 1.50 and is occasionally used in awarding scholarships in Palm Beach County. AP<sup>®</sup> and Advanced Placement<sup>®</sup> are registered trademarks of the College Board<sup>®</sup>. Used with permission.

The Guidance Department will assist students in determining where they should be placed. The information that will be considered for this determination will be based on having a cumulative GPA of 2.5 for honors courses, a cumulative GPA of 3.0 for AP<sup>®</sup> and dual enrollment courses, standardized test scores of 85<sup>th</sup> percentile in appropriate subject areas, and former teacher recommendation. Incoming ninth graders must have eighth grade teacher recommendation and a minimum of a B in a subject area to take the honors class. The Director of Guidance must approve any exception.

**If a student receives a semester grade of C or lower in an honors course in which an honors/regular option exists, the student may be reassigned to the regular course. Exceptions to this policy will only be made by the Guidance Committee.**

**D. Pass/Fail Credit:** Pass/fail credit is not calculated into a student's GPA. Students may apply to take certain non-core courses for pass/fail credit by completing an application through the Guidance Department in the first three weeks of a course. Permission may or may not be granted. Students may not apply to take a fine arts course for pass/fail credit until they have satisfied the one credit required for graduation. Production Engineering, which is not a fine arts course, is only offered for pass/fail credit and is open to students in grades 9-12.

**E. Cumulative Grade Point Averages (GPA):** A student's cumulative grade point average is calculated on the basis of semester grades only, not quarter grades. As stated in the Exam Policy, a student's semester grade is determined by weighting the numeric grade from the first quarter of the class as 40%, the numeric grade from the second quarter of the class as 40%, and the class semester exam score as 20%.

**F. Exam Policy – Midterm and Finals**

Exams constitute a significant portion of the semester grades, and therefore are required. The numeric grade for both quarters, as well as the semester exam score, will be used to determine the final grade. The weight of the scores in determining the semester grade is as follows:

<u>1<sup>st</sup> Semester Grades</u>	<u>2<sup>nd</sup> Semester Grades</u>
1 <sup>st</sup> Quarter Grades – 40%	3 <sup>rd</sup> Quarter Grades – 40%
2 <sup>nd</sup> Quarter Grades – 40%	4 <sup>th</sup> Quarter Grades – 40%
Semester Exam – 20%	Semester Exam – 20%

In computing the final grade, the lowest numerical value used for each weighted portion of the computation will be 45%. For example, if a student's average was 44% or lower on a final quarter grade or semester exam, 45% will be used in place of the lower score to compute the final grade for the semester.

It is important that students get plenty of rest and eat well before taking exams. Teachers will provide review for all exams; however, students will need to study for them as well. The school wants each student to do his/her best. **If a student chooses to not attempt to complete an exam, he/she will**

**receive a grade of 0% on the exam, which will not be raised to 45% in the computation of the final grade.** It should be noted that a student who is more than ten minutes late or misses a semester exam and would like to make up the exam will have to take the exam at another time at the student's expense.

**Exam Procedures:**

- Students will be dismissed from the exam rooms when the exams are over. Students should use the restroom before going into exams, as bathroom breaks will not be allowed except for emergencies.
- Students who drive, finish the exam early, and do not have another exam that day may go home as long as they abide by the following procedure. The student **MUST** have a note from home, **not emailed**, signed by the parent with the time noted that the student is allowed to leave. The student will give this note to the teacher before the exam starts and then **QUIETLY** pick up the note when leaving the classroom and carry it to the front office when signing out where it will remain on file. Upon signing out, the student must immediately leave campus.
- Parents wishing to sign out their children must wait until the conclusion of the exam time unless they have sent a note prior to the exam as stated above.
- Students may **NOT** wait or return to the campus to pick up another student. The only exception to this rule is a student who is carpooling with a **SIBLING**. Siblings must wait quietly in the high school office.
- If a student finishes the exam early, he/she should use that time to study for the next exam. (This means that students should have study materials with them when they come in for exams, as they will not be allowed to go to lockers during the exam time.)
- Students who are exempt from morning exams should not come to school until 10 minutes before the afternoon exams begin.

**UNDER NO CIRCUMSTANCES (EXCEPT EMERGENCY) WILL A STUDENT BE ALLOWED TO LEAVE THE EXAM ROOM TO CALL A PARENT TO PICK HIM/HER UP.**

**G. Honor Roll:** Students must be fully enrolled at BRCHS in order to be eligible for honor roll.

- 1. Gold Honor Roll:** Students must have a GPA of at least 3.5 with no grades below "B" and receive no conduct grades below a 2 (Satisfactory).
- 2. Green Honor Roll:** Students must have a GPA of at least a 3.0 with no grades below "C" and receive no more than two 3's (Needs Improvement) nor any 4's (Unsatisfactory) for conduct grades.

**H. Guidance Program** The guidance program is designed to assist parents and students in the social, academic, and spiritual development of the student. As adjustment and learning problems surface, the Director of Guidance is involved in counseling and assisting students in self-understanding; problem solving; decision-making; career awareness; PSAT/SAT, Pre-ACT/ACT, and AP<sup>®</sup> testing; college placement; and financial aid and scholarship opportunities. Information about college requirements and developing a complete four-year high school plan can be secured through the Guidance Department.

New students will have an opportunity to meet with the Director of Guidance and plan their academic programs, discuss special needs, and receive information on school procedures.

During one week each spring a standardized academic achievement and aptitude test is administered to all students in grades 9-11. A summary report, which will indicate the student's grade level and

anticipated progress in reading, mathematics, and language, will be sent to each home. This will assist parents in determining if a student is on grade level and/or measuring up to his/her potential. A make-up test will be administered on a Saturday at the expense of the student who missed taking the standardized test (or a portion of the test) during the week.

Students will take the Pre-ACT in grade 10 and the PSAT (Preliminary Scholastic Aptitude Test) in grades 10 and 11. Students taking the PSAT in grade 11 are automatically entered into the National Merit Scholarship competition.

All College Prep and Advanced Diploma candidates are required to take the SAT and/or ACT and are strongly encouraged to do so for the first time by the spring of their junior year. Standard Diploma students are required to take the ACT by March of their senior year; completion of the SAT will waive this requirement. Some students will take the SAT and/or ACT a second or third time to improve their scores. It is important that all seniors read the individual catalogs for the colleges to which they plan to apply and register for the proper entrance exams (SAT, ACT, Achievement Tests, etc.) in the early fall. Test application packets may be secured in the guidance office or students can apply on-line at [www.collegeboard.com](http://www.collegeboard.com) or [www.act.org](http://www.act.org). When taking the SAT and/or ACT, students must request that their scores be sent to a state college or university in Florida in order for the scores to be considered for the Florida Bright Futures Scholarship Program. Please see Appendix IV for more information on this scholarship. BRCHS requires that all seniors apply to college by Christmas break. Standard Diploma candidates must apply to one college, whereas Advanced and College Prep Diploma candidates are encouraged to make a minimum of three applications or show evidence of acceptance to the college of their choice by March 1. Students are responsible to contact their colleges of interest to determine the specific requirements for application. Students must request official transcripts by submitting an Official Transcript Request Form to the Guidance Office. Please note that international students may need to apply to college early in their senior year because additional steps and documentation are required for college acceptance and could impact visa renewal.

All students are encouraged to participate in PSAT/SAT/ACT preparation. Information on prep courses is available in the Guidance Office.

**Annual Required Guidance Meetings:** The meetings listed below are **required** and are designed to promote the success of the student. The Guidance Department will not meet with parents or students concerning issues discussed at a designated meeting until they have either attended the meeting or reviewed the materials provided at the meeting. These meetings are not only beneficial but also necessary in planning a student's high school and college career. Parents and students are required to sign an attendance sheet at each guidance meeting. Ninth and tenth grade students and parents will receive a credit for each guidance meeting they attend to be applied toward the college tour fee. Eleventh grade students and parents who attend the junior meetings will receive a credit toward their graduation fee.

Ninth Grade High School Objectives Meeting – **Required** for both parents and students, this meeting will be held at the beginning of the 2<sup>nd</sup> quarter. The purpose of this meeting is to start the student on the right track. As a college preparatory school, all students should be geared from the start to do the best that they can to excel, not only academically, but in every area of high school life. Needed tools and information will be given to help students make the most of their high school career.

Tenth Grade ACT/Practice ACT Meeting- **Required** for both parents and students, this meeting will be held in February. The purpose of this meeting is to discuss Pre-ACT and PSAT test results. All 10<sup>th</sup> graders will take both the Pre-ACT and the PSAT (Preliminary SAT) in the fall of their 10<sup>th</sup> grade year. PSAT scores will also be discussed as an indicator of the student's potential on the SAT. Also, it should be noted that by simply taking the PSAT, students automatically enter the National Merit Scholarship competition. SAT and ACT prep opportunities will be explored as well.

Eleventh Grade Financial Aid/Scholarship Meeting – **Required** for parents and suggested for students, this meeting will be held in January. The purpose of this meeting is to cover financial aid and scholarship information for college, including Bright Futures. Information crucial for understanding college finances will be presented. There will also be a question and answer time at the end of this meeting, which has proven at past meetings to be invaluable.

Eleventh Grade College Entrance Workshop – **Required** for parents and students, this workshop is usually held in April or early May. The purpose of this workshop is to roll up shirt sleeves and begin the college application process and to help take the stress out of applying for college. Items such as the senior brag sheet, senior essay, senior community service project, etc. will be worked on to give students a jump start. College tours and what to say and not say in college interviews will also be discussed.

**College Tour:** The college tour is a four day trip for juniors during which students visit seven different colleges and universities around the state of Florida. The colleges and universities vary between private and public, Christian and secular, small and large. Activities include campus tours, admissions presentations, eating on campus, dormitory tours, bonding time with classmates, and previewing the excitement and adventure that college holds. The college tour is not meant to help students find their perfect college but to teach students how to discern what to look for in a college. This trip is chaperoned by faculty members, and an affordable fee will apply.

**I. Transcripts:** A student, graduate, or former student may request a copy of his/her transcript by completing a transcript request form through the Guidance Department. Current students will not be charged a fee for this service. Graduates and former students will be charged a modest fee of \$5. The individual's student account must be in good standing before the transcript will be released. Final transcripts for graduates will be available no earlier than June 15. When possible, expedited final transcripts for graduates may be picked up in person prior to June 15 for a fee of \$50. Dual enrollment students need to request transcripts from the issuing college or university (i.e. PBAU, PBSC, FAU).

**J. Guidelines for Selecting High School Subjects:** Students should follow the general credit allocation for promotion:

- to become a sophomore - 6 credits
- to become a junior - 13 credits
- to become a senior - 20 credits

Juniors going into senior year must have an absolute minimum of 17.5 credits to be classified as seniors and to enjoy senior privileges during the first semester of senior year.

If a senior student has not successfully earned a total of 26 credits by June of his/her senior year, he/she may complete the necessary course requirements in summer school courses approved by the administration and will have a summer graduation date. A diploma and final transcript will only be issued upon completion of all necessary requirements.

All students must schedule at least 6 major subjects, except seniors who must schedule at least 4 full credit subjects. A major subject is one that meets a minimum of five times per week and has a value of one credit. One credit is equivalent to 135 hours per state standard.

Any exceptions to the above regulations must be approved by the administration.

**K. Schedule Changes:** The Director of Guidance must approve all schedule changes. In order to receive approval, a request to add a course must be made within the first three weeks of the semester, and a request to drop a course must be made within the first five weeks of the semester. If a request is made after these deadlines, sometimes with a teacher or parent recommendation AND administrative approval, an exception is made.

In order for the change to occur, the student must complete a Schedule Change Form, have it signed by all the teachers involved in the change, and return it to the guidance office within 24 hours. The student will then receive a copy of his/her new schedule.

**If a student receives a semester grade of C or lower in an honors course in which an honors/regular option exists, the student may be reassigned to the regular course at the beginning of the second semester. Exceptions to this policy will only be made by the Guidance Committee.**

**L. Adding or Dropping a Course:** A course may be added within the first three weeks of a semester.

A student may drop a course prior to the end of the first five weeks of a course without it appearing on the student's high school record. If a student voluntarily drops a course after the fifth week, an F will be recorded on his/her transcript. However, if the drop was recommended by the administration or guidance, a W (withdrawal) will be recorded on the student's transcript, and the student's GPA will not be affected. Students wishing to drop a course must do so through the guidance office.

**M. Grade Replacement:** In accordance with FHSAA rules, students wishing to replace a grade will abide by the following rules:

If a student wishes to replace a D or F, the student may retake the course during the school year, in summer school, or through Florida Virtual School. The new grade that the student receives and the old grade will both appear on the student's transcript. However, the original D or F will not be calculated into the student's GPA.

If a student wishes to replace a C or higher, the student may retake the course during the school year or in summer school. The new grade that the student receives and the old grade will both appear on the student's transcript and both grades will be factored into the student's GPA.

In accordance with the Florida Department of Education, students in grades 6-8, who take any high school level course for high school credit and earn a grade of C, D, or F, may replace the grade with a grade of C or higher earned subsequently in the same or comparable course.

A student who earns a D or F for a semester grade at BRCHS may opt to retake the class through Florida Virtual School (FLVS) if FLVS has a similar class offering. FLVS does not allow students to retake credits for courses in which they have earned a C or higher unless the student took the course for high

school credit while in middle school. A student will be allowed to proceed to a second semester for grade improvement with FLVS if he/she shows success with the online course; otherwise, summer school will be recommended for grade improvement.

#### **N. Courses Failed & Summer School**

1. When a student receives a failing grade in a required course or wants to improve a grade, he/she must choose one of the following options:
  - a. Repeat the course another year and earn a passing grade. Be sure that the student's schedule allows for this option.
  - b. Attend summer school at BRCHS or another pre-approved summer school (approval from summer school supervisor) for a minimum of 67.5 hours per half credit and earn a passing grade in the course previously failed. (A summer school course that is taken to replace a grade is noted as such on the student's transcript.)
  - c. Retake the course through Florida Virtual School (FLVS) and earn a passing grade. Please see the FLVS guidelines for further information. Please note that it may take an extended amount of time to become enrolled in the desired FLVS course.
2. If a student fails one semester of a two-semester course, the student is required to make up only the semester failed.
3. In order to be eligible for the college preparatory diploma or the advanced diploma, no more than two credits, which have been failed, may be retaken during summer school or through Florida Virtual School over a student's entire high school career. A student may submit a written petition to the Academic and Disciplinary Probation Committee to have this policy waived. Permission may or may not be granted.
4. The exception to the Grade Replacement Policy is when the student fails or receives a low grade due to plagiarism or cheating. Students who wish to improve their GPA due to a plagiarism or cheating issue may take summer school courses which will be **averaged** with the previously earned grade. Low grades due to plagiarism or other types of cheating **may not be replaced**.
5. A student who wishes to improve his/her GPA may take summer school courses to replace/improve previously taken courses in which the student did not receive the desired grade. Please see the Grade Replacement Policy for more information on how the new grade will be calculated into the student's GPA. The maximum credits that can be taken in summer school for the purpose of regaining eligibility are 1.5 credits per summer.
6. Unless pre-approved by the guidance department and/or administration, summer school courses are only accepted for make-up credit and NOT for original credit as alternatives to the regular required BRCHS courses.
7. Failing a course may prevent a student from enrolling in future courses as prerequisites must be met before moving on to the next level.

**O. Florida Virtual School (FLVS):** A BRCHS student may take FLVS courses to enrich his/her education, meet senior requirements for graduation, or replace a failing or low grade to improve his/her GPA. The Florida Virtual School website is [www.flvs.net](http://www.flvs.net). It is the student's responsibility to initiate registration and enrollment with FLVS. To enroll in a regular FLVS course, a student must have a

minimum cumulative GPA of 2.5 or special approval from the Director of Guidance. To enroll in an Advanced Placement® FLVS course, a student must have a minimum cumulative GPA of 3.0. A student may not take a course that is offered at BRCHS with FLVS unless he/she is replacing a course in which he/she received a D or F, or a scheduling conflict exists for a course that is required for graduation. All students taking FLVS courses **must** have approval from the Director of Guidance.

Students who receive the state funded McKay Scholarship and choose to take courses through FLVS are able to take up to two FLVS courses (regardless of number of segments) per school year without being subject to a reduction in payment from the state to the school. Students who receive the Step Up for Students Scholarship and choose to take courses through FLVS may be subject to a loss of funding. Please refer to your scholarship program for more information. The student and his/her family will be responsible to reimburse the school for the difference between the full amount and the reduced payment from the scholarship. An exception to this policy will be made for the required computer course if BRCHS chooses to offer this course through FLVS.

Upon receiving a list of BRCHS approved FLVS courses, a student must independently complete the following procedures to register.

#### Registration Guidelines & Procedures:

1. Application through the BRCHS Guidance Department.
2. FLVS Application for Admissions. This is done online and has five sections to it.
  - a. Student Profile
  - b. Guardian Profile
  - c. Agreement with the FLVS Academic Integrity Statement
  - d. Academic Profile
  - e. Agreement with the Student Code of Conduct
2. Student requests course(s).
3. Parent approves course(s).
4. Guidance Counselor approves course(s).

After a student has registered for a course, he/she will either be assigned to a teacher and specific section or put on a waitlist until room becomes available in a course. **Please note that it may take an extended amount of time to be removed from the waitlist and placed in the desired course.** FLVS now has open enrollment, so students are placed in a course when there is an opening. Before a student's course is activated, a conference call between the student, parent, and teacher is required.

Courses typically take 18 weeks for ½ credit and 36 weeks for 1 credit. When the student has completed the course, a transcript from FLVS will be sent to the Guidance Counselor at BRCHS to be included on that student's official transcript from BRCHS.

**FLVS Drop Policy:** To drop a course for which a student has registered, the student must log into his/her account and click on the drop box next to it, then SUBMIT.

If the student's Course Request Form has been logged in or if the student has already been placed with an instructor, the student must phone 800-374-1430 OR email info@flvs.net. The student must be sure to include his/her first and last name and the name of the course that he/she wants to drop.

If the student is already active in the course, the student must notify his/her teacher by phone or email.

The student may drop the course with no penalty within 14 days of starting the course. FLVS appreciates being notified as soon as the student has decided to drop a course so that they can open the space to another student on the waiting list.

**P. Dual Enrollment:** Students wishing to be dually enrolled must meet the following requirements:

1. Dual enrollment is only available to juniors and seniors and only with approval from the Director of Guidance. Approval for dual enrollment is dependent upon a student's maturity and GPA (minimum of 3.0) as college courses may affect a student's ability to attend help sessions and serve detentions. All dual enrollment courses are weighted at 1.25 at BRCHS.
2. Students interested in dual enrollment must be enrolled in a minimum of 6 courses (periods) in order to be considered a full-time student at BRCHS. A student may exchange up to 2 periods at BRCHS with college courses but must be enrolled in a minimum of 4 credits at BRCHS.
3. A student may take up to one credit of a dual enrollment course to replace a requirement at BRCHS. In general, a 3-hour college course will be equivalent to 0.5 credit at BRCHS, and a 5-hour course or greater will be equivalent to one credit at BRCHS. Exceptions will be made in accordance with state standards.
4. Dual enrollment courses should not conflict with a required BRCHS course needed for graduation or with chapel. Students must allow ample time to travel to and from BRCHS and the college.
5. Priority is given to BRCHS courses because of desire for Biblical integration of subject matter.
6. The Director of Guidance and the administration must approve any exceptions.

Students dually enrolling must abide by the following procedure:

1. The student must complete an application through the BRCHS Guidance Department and receive approval prior to registering for dual enrollment.
2. The student must visit the dual enrollment office at Florida Atlantic University or Palm Beach State College to pick up the necessary forms.
3. The student then brings the appropriate forms to the guidance office for verification of the student's GPA and enrollment at BRCHS. The student then returns these forms to the college to register for classes. A copy of the student's college class schedule must be turned in to the guidance office.
4. The student must always report to the high school office to sign out when leaving for dual enrollment classes and sign in at the high school office when returning to BRCHS. If the student has a dual enrollment class at the end of the school day, he/she does not need to return to BRCHS to sign back in, and he/she is still eligible to return to campus to participate in extracurricular activities.
5. Upon receipt of the official transcript from the college, the grade will be reflected on the student's BRCHS transcript.

Boca Christian partners with Palm Beach Atlantic University (PBAU) to offer select dual enrollment courses to eligible juniors and seniors. Students will need to apply to the dual enrollment program (DEP) at PBAU. By taking these select courses, students will be able to earn college credit from PBAU without having to leave the campus of Boca Christian, and grades from these courses will be reflected on the students' BRCHS report cards. Students taking advantage of this dual enrollment opportunity will graduate with a BRCHS transcript and a PBAU transcript which can then be submitted for credit at the university of their choice.

**Q. Independent Study Courses:** Independent study courses may only be taken if there is no other way to meet the requirements for graduation and only with administrative approval. The independent study coordinator will order the curriculum for the student, and a supervising BRCHS teacher will be assigned to keep track of the student's progress, grades, and time. Students must complete 67.5 hours per half credit as per state guidelines. Unless exempted by the administration, the student will be charged \$200 for materials and teacher supervision time.

**R. Transfer Credits:** Upon admission, new students are interviewed and their previous course work is evaluated to determine the high school credits earned and graduation requirements. Transfer credits are accepted upon administrative approval. When applying to colleges, transcripts from other schools will be denoted on the BRCHS transcript. When calculating the student's cumulative grade point average, courses taken at BRCHS and other schools will be factored together, and transfer grades will be interpreted based on Boca Christian's grading scale. International students are required to submit a translated transcript to the guidance office which includes an interpretation of grades and credits earned.

**S. Graduation Credits & Requirements:** A student must earn a minimum of 26 credits to graduate from BRCHS. Please refer to the BRCHS Minimum Graduation Requirements Chart at the beginning of this handbook for more details and the BRCHS Graduation Requirements Chart (see Appendix V) to track progress. Students must be enrolled in a minimum of 4 full credit subjects during their senior year in order to graduate from BRCHS.

Criteria for high school **valedictorian** and **salutatorian** are as follows:

1. Candidates must have been full time students at BRCHS all four years of high school.
2. The senior with the highest weighted cumulative GPA (not HPA) at the end of the second semester of his/her senior year will be the valedictorian. The senior with the next highest weighted cumulative GPA (not HPA) will be the salutatorian.
3. If a transfer student has a higher GPA than the valedictorian or salutatorian, that student will be recognized as an honor graduate at commencement.
4. For community awards and honors presented during the spring semester, the senior with the highest weighted cumulative GPA (not HPA) at the end of the first semester of his/her senior year will be recognized as the valedictorian, and the senior with the next highest weighted cumulative GPA (not HPA) will be recognized as the salutatorian.
5. All FLVS and independent study courses must be completed by May 1 by students who are in the running for valedictorian and salutatorian. The only exception to this policy are AP<sup>®</sup> exams that must be taken later in the month.

Any graduate with an unweighted cumulative GPA of 4.0 will be recognized as a Distinguished Scholar.

**T. Commencement Participation Requirements:** A senior may not take part in commencement if he/she lacks more than 2 credits at the end of the fourth quarter of his/her senior year. Any lacking credits must be completed at BRCHS by December of the same year.

**U. Community Service:** In order to graduate, 25 hours of community service per year of attendance at BRCHS must be completed, meaning that students who attend BRCHS all four years of high school are required to complete 100 total hours for graduation. Community service hours must be done for non-profit organizations; service done for other types of organizations must be approved by the administration **prior** to the service being performed. Community service hours, dates, organization contact information, etc. must be submitted to the high school office on the BRCS Community Service Form (see Appendix VI) or on the non-profit organization's letterhead.

Students are encouraged to “get out of their comfort zones” and serve in a variety of venues. However, if a student chooses to serve more than 15 hours with any one organization over the course of a year, he/she must complete the BRCS Community Service Log in addition to the BRCS Community Service Form (see Appendix VI).

The following due dates must be observed when submitting community service hours: Hours served over the summer and during the first quarter of school must be submitted no later than one week prior to the end of the first quarter. Hours served during the second quarter of school must be submitted no later than one week prior to the end of the second quarter. Hours served during the third quarter must be submitted no later than one week prior to the end of the third quarter. Hours served during the fourth quarter must be submitted no later than one week prior to the end of the fourth quarter. Community service hours turned in late will **NOT** be counted. Senior privileges will be granted once the 25 hours per year requirement is met. Failure to complete community service hours in a given year may also affect eligibility for Homecoming Court and Student Government. Senior transcripts and report cards will be held if the 25 hours per year requirement is not met. *A year is not completed until the 25 service hours have been fulfilled and turned in.*

Earning more than the minimum of 25 hours per year is encouraged. Some BRCHS students have earned more than 1000 community service hours during their high school careers. Students who achieve a high number of community service hours are looked upon favorably by scholarship committees and universities and will be honored at graduation by receiving a cord for every 200 hours served, up to 1000 hours. The Florida Bright Futures Scholarship Program requires 75 community service hours for the Florida Medallion Scholars Award and 100 community service hours for the Florida Academic Scholars Award.

**V. Media Center:** The media center is available for book checkout, research projects, and approved independent studies. A student's account will be charged for materials checked out under his/her name that are lost, damaged, or returned late. The fine for overdue items is \$0.10 per school day up to the cost of the item. If an item is lost, the student pays for the item plus the fine. The cost of the item will be refunded when the item is found and returned. The fine may be stopped by reporting the item lost to the media center. Quiet voices, respectful behavior, and diligent study are expected at all times.

1. Media Center Rules:
  - a. All students who are not under the supervision of a teacher must show their initialed planners to the media specialist.
  - b. There should be no talking unless related to schoolwork and approved by the media

- specialist. Library voices (whispers) are to be used at all times.
- c. Students leaving to go back to class must have their planners initialed by the media specialist.
  - d. There is absolutely no eating or drinking in the media center with the exception of a capped water bottle.
  - e. No materials may leave the media center until they have been checked out.
  - f. Students may help other students or work in groups if they work quietly and with prior approval from the media specialist.
  - g. All Chromebooks and laptops must be used at tables only, and only school-related work is to be done. (See Computer/Internet Use Policy)
  - h. No games of any kind, including cards and games on computers, calculators, cell phones, etc., are allowed.
  - i. Cell phones are not to be used in the media center.
2. Computer Use in the Media Center: Computers in the media center are additional resources to Chromebooks and may be used by students and faculty for educational purposes such as research, paper writing, etc. Students who use these computers must be aware of the following guidelines in addition to the BRCHS Computer Use Policy:
- a. The student's planner must indicate that the student has permission to be in the media center for the purpose of using the computer.
  - b. Internet access is to be used for educational purposes only, not for shopping, games, e-mail, etc.
  - c. Computers in the media center are not to be used for personal notes, flyers, etc. Likewise, the printer is not to be used for such purposes.
  - d. A student must properly sign on and log off each time he/she uses the computer.
  - e. If no computers are available, the student will be sent back to class with his/her planner signed indicating such.
  - f. It is expected that a student using the computer and/or printer will be respectful of the equipment. Any student seen mistreating either the computer or printer or improperly using it will be disciplined and may lose the use of both.
  - g. The computers at the checkout desk are to be used by the media specialist and staff only.

**W. Homework:** Research has shown that homework for high school students can be a very effective tool in the learning process; therefore teachers will regularly assign homework. In special situations, the homework load may be reduced.

**X. Academic Probation:** Students who receive a GPA below a 1.67 (C- average) or fail two or more subjects during a quarter or semester will be placed on academic probation for the succeeding nine week period. The Academic and Conduct Probation Committee will also place students who receive report cards that are generally below average in the core subject areas on probation. Students may be asked to leave BRCHS if they do not make significant improvement as observed by the Academic and Conduct Probation Committee. A period of probation is granted in order for the students to improve their academic standings.

The accountability guidelines for a student placed on Academic Probation for the **first** time during the school year will include one or more of the following:

1. Have homework written in his/her planner and initialed by teachers of core subjects.
2. Show DIS teacher his/her planner to be held accountable for assigned work in DIS.
3. Meet with someone for a study skills session (at the expense of the student).

4. Hire an individual tutor (at the expense of the student) for those subjects in which the student is performing poorly.
5. Print a biweekly progress report for all subjects and return to an assigned faculty member after having been signed by a parent.

The accountability guidelines for a student placed on Academic Probation for the **second** time during the school year will include one or more of the following:

1. Meet the above guidelines, plus:
2. Have a required DIS class.
3. Receive Peer Mentoring.
4. Receive a phone call from the student's homeroom teacher to the parent on a weekly basis in order to be updated on student progress.

The accountability guideline for a student placed on Academic Probation for the **third** time during the school year is as follows:

1. Student and parent will go before the Academic Probation Committee to consider if BRCHS is a good fit.

Other guidelines may be required as well, as decided by the Academic and Conduct Probation Committee.

#### **IV. Student Conduct & Discipline**

Discipline is God's method of maturing each of us (Hebrews 12:6). A proper response to discipline results in blessing. To ignore discipline is foolishness. It is the school's task to provide the proper learning environment for students. It is the student's responsibility to make a commitment to live within the rules and regulations that are necessary to function together each school day.

**Parents as Partners:** Boca Raton Christian School believes that the Bible teaches that education is primarily the responsibility of the parents; therefore, the school seeks to work in partnership with parents (Ephesians 6:4). This partnership, however, will be ineffective if support and agreement do not exist between the home and the school. God commands each child to obey his/her parents and those in authority (Ephesians 6:1-2; Romans 13:1-2; Hebrews 13:17). By enrolling their child in school, parents delegate aspects of their God-given authority over the child to the faculty and administration. The school asks that parents become familiar with the guidelines in this handbook and encourage their student to follow them with respect so as to support and encourage unity on campus.

Discipline situations that arise at school can be very emotional for all involved parties; however, these situations can also be opportunities for personal growth. When an incident occurs, the faculty and staff at BRCHS will make every effort to lovingly and prayerfully discipline the student in a fair and consistent way that is in alignment with the Word of God and handbook policy. This discipline will work best when parents partner with the school. The school asks that parents do the following:

- If there are questions regarding an incident, the parent should first prayerfully and calmly discuss the situation with the involved teacher and student following the Biblical principles for conflict resolution (Matthew 18:15-20), remaining objective and avoiding premature judgment. If a problem should persist, the parent should make an appointment to discuss the matter with the principal and the involved teacher.
- The incident should remain private between the parent, student, teacher, and administration. The parent should please refrain from relaying the incident to other parents through gossip and sidewalk

chatter.

- The parent should remember that students will relate incidents from their own perspective which will almost certainly be favorable to them. The parent should remain open to the other side of the story. The parent should ask the student to consider the incident from the other party's perspective and to contemplate how God may be at work in the situation.
- The parent should recognize that the behavior he/she models sends a very powerful message to the student. The attitudes and actions of the parent should always convey support and respect for the teacher, administration, and school. A powerful message will be sent to the student when the teacher, administration, and parent are on the same page.

Parents can also partner with the school in discipline situations that do not involve their child by treating these situations with discretion and confidentiality. Parents can promote unity and a healthy community by refusing to gossip about discipline situations. When questions arise regarding any discipline situation, parents should direct these questions to the appropriate faculty member.

**A. Personal Virtues:** Because respect for God, fellow man, and self is vital for a fulfilling and healthy life, conduct standards regarding respect are to be obeyed, along with the following:

1. The Bible encourages us to be filled with the Spirit, rather than wine (Ephesians 5:18). Likewise, BRCHS students are to **abstain from the use or possession of alcoholic beverages, tobacco products (including vapor cigarettes), drugs, and other illegal/undesirable practices generally recognized as harmful to physical, spiritual, and emotional health.** This rule applies both on and off campus. A student violating this rule on or off campus, while on school sponsored trips, while attending a school sponsored function, or at any other time will be suspended and may be required to complete a special intervention program that includes a community service component at his/her expense, and may be dismissed.
2. Students are to **abstain from profanity as well as vulgar or abusive speech, media (i.e. sexting), or actions both on and off campus.** Considered a serious offense, it may be grounds for suspension or dismissal. Sexually explicit material is not permitted on campus. Morally or ethically questionable content on social networking websites (i.e. Facebook, YouTube, Instagram, Tumblr, etc.) is prohibited. Parents are encouraged to monitor these websites carefully to provide guidance and protection from cyber predators. Questionable content that comes to the attention of school administration will be evaluated according to Biblical standards and may result in stern discipline.
3. Chewing gum is not permitted on campus or on the school bus at any time. Abuse of this rule is grounds for a detention.
4. Students are asked to limit food consumption to designated areas (i.e. lunchroom, canopy) and designated times (i.e. lunch). Do not eat snacks, food, or sodas/drinks during class unless given permission.
5. **All distracting items** such as playing cards, squirt guns, radios, headphones/earbuds, audio/visual devices, iPods, and video games **are discouraged from being brought to school.** Bringing distracting items into the classroom will result in the device being taken and held. Additional offenses will result in possible confiscation of the item until the end of the year. Personal listening devices (i.e. headphones/earbuds, audio/visual devices, iPods, etc.) may be

used on campus ONLY before and after school. However, as these are expensive items and the school is not responsible for loss, theft, and/or damage, students are strongly discouraged from bringing these types of devices to school. High school students should be mindful and respectful of the middle school personal listening device ban. E-readers (i.e. Kindle, Nook) are permitted for the sole purpose of reading books. If this privilege is abused (i.e. using the e-reader to browse the Internet, play games, etc.), the device may be confiscated.

6. **Cell phones and smartwatches will not be used during school hours (i.e. making/receiving phone calls, texting, taking photographs or videos, listening to music, viewing media, etc.) The only exception to this rule is that making/receiving phone calls and texting are allowed during lunch or with a teacher’s permission; all other cell phone uses (i.e. taking photographs or videos, listening to music, viewing media, etc.) are strictly prohibited during school hours. Cell phones should not be visible and should be turned off during the school day. Under no circumstance may cell phones be used in the restrooms. Violation of this rule may be grounds for suspension and/or expulsion.** Students may not post a photo or video of a student or staff member to social media without that person’s permission. Using a cellphone to create a hotspot on campus is prohibited. If a cell phone is visible and/or heard, it will be confiscated by the administration. Cell phones may be confiscated for other reasons as well. A confiscated cell phone will only be returned to a parent/guardian at the end of the school day. Repeated cell phone infractions will lead to the termination of that student’s cell phone privileges. **Absolutely no cell phone may be used in the case of a lockdown situation.**
7. **Physical or verbal threats** to anyone will result in swift and serious consequences. Possession of weapons on school grounds or during any school function, on or off campus, will be grounds for expulsion.
8. 1 Timothy 5:2 encourages us to “treat younger men as brothers...and younger women as sisters, with absolute purity.” **Refrain from displays of affection** such as holding hands, embracing, and kissing. Students at BRCHS also make a commitment to remain sexually pure, both in word and deed. Sexual immorality may be grounds for expulsion. Sexual harassment of any kind will not be tolerated. See Sexual Harassment Policy.
9. Exodus 20:15 says, “**You shall not steal.**” Stealing will be dealt with seriously and may be grounds for dismissal.

**B. Plagiarism and Cheating:** Proverbs 21:3 says, “To do what is right and just is more acceptable to the Lord than sacrifice.” Honesty and integrity in all matters are important to our Lord. **Therefore, make every effort to do your own work. Do not plagiarize or cheat.** BRCHS expects from its students a Biblical standard of conduct. Each student’s record is to reflect his/her own individual effort. Academic misconduct includes all acts of dishonesty in any academically-related matter and any intentional help or intent to help or assist another student to commit an act of academic dishonesty.

According to the Standard Encyclopedic Dictionary, to **plagiarize** is “to appropriate or pass off as one’s own the writings, ideas, etc. of another.” When using a source for a paper, that source must be cited and not passed off as one’s own idea.

**Cheating** is using or attempting to use unauthorized information and is a serious offense. Students may not give or receive assistance on tests or assignments in any course or through FLVS unless the teacher

has specifically granted permission. Whether you give or receive information, the offense is the same. In this age of technology, cheating is not limited to academic information being dishonestly used or shared on paper or verbally. Cheating also includes, but is not limited to, dishonestly storing information on calculators, computers, and cell phones, as well as text messaging, emailing, or instant messaging information to others.

During a **test, quiz, or exam**, it is the student's responsibility to avoid every appearance of academic misconduct. All books and papers must be placed at a sufficient distance in an appropriate location away from the student's seat. No communication between students is allowed.

Regarding **homework assignments**, students should accept the responsibility to honestly pursue academic growth and not merely get "right" answers or "credit points." Except in cases where joint effort or group work is clearly intended and/or allowed by the teacher, copying another student's homework and representing it as one's own is academic dishonesty and will result in an "F" on the assignment for all parties involved. The teacher will confer with the student(s) and contact the parents. Administration will be informed via a referral. If copying homework is detected as a repetitive behavior, a student will be placed on probation.

**Consequences for plagiarizing in a paper and/or cheating on a test, quiz, or exam** are as follows:

- i. The **first occurrence** of plagiarism in a paper or cheating on a test, quiz, or exam will result in a grade no higher than 59% for that particular piece of work and a conference with the student and his/her parent(s). The administration will be made aware of the incident via a referral. The student will be subject to National Honor Society entry and dismissal rules.
- ii. The **second occurrence** of plagiarism in a paper or cheating on a test, quiz, or exam in high school will result in a referral to the office for suspension and a percentage grade of no higher than 60% for the nine weeks in that particular course. (See Courses Failed & Summer School for summer school information as it relates to cheating.)
- iii. The **third occurrence** of plagiarism in a paper or cheating on a test, quiz, or exam during a student's high school career will be grounds for dismissal.

**Plagiarism and cheating infractions are considered the same in regard to consequences, and therefore, can be combined.**

### **C. Directed Independent Study (DIS) Rules**

1. Students must report to DIS on time, just as in any other class. A late mark will be given if a student is not in the room and seated by the bell. Three tardies in a marking period will result in a detention.
2. Students must come to DIS prepared with all the necessary books and work. Coming to DIS unprepared will be considered a conduct issue.
3. Students must stay in DIS until the bell rings, just as in other classes.
4. A student needing to leave the room to go to the restroom, locker, office, etc. must present his/her planner to the teacher for authorization and signature. The student must fill in the information, including the time, before presenting it to the teacher.

5. Students may help other students or work in groups if they work quietly and with prior approval from the DIS teacher.
6. No games of any kind, including cards and games on computers, calculators, or cell phones, are allowed.
7. There is to be no talking unless related to schoolwork and approved by the teacher.
8. The DIS teacher reserves the right to assign seats to students who disobey the above rules. Continued disregard for the rules will result in a referral to the office.
9. Students coming unprepared to DIS may be given an alternative assignment.

**D. Referrals:** A referral to the administration or guidance may be issued to those students who violate classroom or school rules and policies. These referrals will state the misconduct involved, the method that was used to correct the behavior, and any further comments regarding the discipline procedure.

**E. Dismissal from Class, Resource Room, Media Center, Chapel, and Assemblies:** If a teacher finds it necessary to send a student from the classroom because of flagrant or disruptive behavior, the student must report immediately to the high school office with a referral from the teacher.

**F. Detentions:** Students may be assigned a detention from 3:00 P.M. to 4:00 P.M. Mondays through Fridays for infractions of school regulations. The white copy of the detention slip, signed by the parent, is due the day of the detention. The detention will not count as “served” if the student fails to turn in the signed slip on the day of the detention, or at the very latest, the day after the detention. Failure to serve an after-school detention will result in a double detention. If the double detention is not served, a Saturday detention will be issued. Please be mindful that only detentions for tardies can be rescheduled and may only be rescheduled once. Detentions for behavior must be served when assigned. If a detention is to occur when the student already has an extra-curricular activity commitment, it is the student’s responsibility to inform the faculty member in charge of the activity of his/her absence. If a student accumulates a total of five detentions, he/she will be referred to the office for a Saturday detention.

**G. Saturday Detentions:** Students may be assigned a Saturday detention at the discretion of the administration. Saturday detentions are served from 9:00 A.M. to 11:45 A.M. and are accompanied by a supervision fee of \$20. If the \$20 is not brought to the detention, the matter of collection will be handed over to the Business Office and an additional \$5 fee will be incurred. If a student does not show up at an assigned detention, he/she is still responsible to pay the \$20 fee, the collection of which will be handed over to the Business Office with the addition of a \$5 fee. Furthermore, the student is still required to serve the detention on a day appointed by the administration for which the normal fee will be required. Rescheduling of Saturday detentions must be done prior to the detention date and may be done only with the approval of the administration. Tardiness to the Saturday detention will result in consequences such as extended time, writing homework assignments, an additional Saturday detention, etc. Failure to bring the Saturday detention slip signed by a parent will also result in an additional \$5 per day fine until the slip is turned in signed.

**H. Suspension:** A student may be suspended from classes for inappropriate actions or attitudes or repeated infractions of school regulations. Parents will be notified of the reasons for the suspension. A

suspended student will be reinstated to class after consultation with both the student and parent or guardian with assurance from them that such behavior and/or attitudes will be discontinued and that the student will assume his place in the school community with a cooperative spirit.

All assignments, quizzes, tests or exams missed during suspension must be made up. Teachers may give assigned work for students to complete during the time they are suspended from school. It is the student's responsibility to obtain needed or missed work from the teacher.

**I. Conduct Probation:** The administration or the Academic and Conduct Probation Committee invokes probation when it becomes apparent that a student has a persistent behavior problem. Probation gives the student an opportunity to correct his/her behavior and to assume the responsibilities involved in a more mature and appropriate manner. The problems for which a student can be placed on disciplinary probation are:

- 1. Attitude:** A rebellious spirit that is unchanged after much effort by teachers, or a continued negative/uncooperative attitude that is a bad influence on other students.
- 2. Misconduct:** Continued deliberate disobedience to a teacher or to school rules; committing a serious breach of conduct inside or outside school which has an adverse effect upon the school's Christian testimony.
- 3. Conduct Grades:** Earning conduct grades of 3 (Needs Improvement) or 4 (Unsatisfactory) in three or more classes per quarter will automatically place a student on conduct probation.

During the probationary period, the student may not participate in athletics or other extracurricular activities as defined by the administration unless the activity is part of a required course. The student is not eligible for Student Council if he/she is on probation at the beginning of the year. Immediately following the Academic and Conduct Probation Committee meeting, the student will be notified that he/she is on conduct probation and ineligible to participate in extracurricular activities. The student's behavior can be reassessed at the two week point of the next quarter for a student on conduct probation for the first time and extracurricular eligibility may or may not be reinstated. A mandatory 4½ weeks of extracurricular ineligibility is required for a student on conduct probation for a second time after which the student's behavior can be reassessed and extracurricular eligibility may or may not be reinstated. A student on conduct probation at the end of the 4<sup>th</sup> quarter may eliminate up to 1½ weeks of probation status in the summer through equivalent time of satisfactory conduct in summer school or summer service to the school. A student on probation for a third time must come before the Academic and Conduct Probation Committee to determine the future of the student's enrollment.

**J. Corporal Discipline:** Corporal punishment is not used at Boca Raton Christian School.

## **V. Attendance**

The Florida Compulsory School Attendance Law (F.S. 232.09) requires that every school age child attend school for 180 days per year or the hourly equivalent. Parents are required to enforce this law. Schools are obligated to provide a program that allows parents to meet this law. BRCHS requires that a student may not be absent more than fifteen (15) days each semester. A student who has more than fifteen (15) excused or unexcused absences from a class in a semester must make up the missed days or hourly equivalent, or the student will fail that class. Hours will be made up in summer school at an hourly cost, plus the cost of materials. Work must be completed at a satisfactory level based on the summer school teacher's evaluation.

With administrative approval, this policy may be waived for an extended illness validated by a physician's signature. Extraordinary circumstances, if approved by the administration, may also result in the policy being waived.

## **A. Excused and Unexcused Absences**

### **1. Excused absences include:**

#### a. Illness

The guidelines to stay home are as follows:

- A fever of 100° F or above
- A cold accompanied by infectious (yellow or green) nasal discharge
- A cough that is detracting from a productive school day
- A sore throat with a fever and/or headache

If you exhibit any of the above symptoms at school, your parent will be contacted to pick you up.

#### b. Serious illness or death in the immediate family

#### c. Emergency or medical attention

#### d. Advanced Excuse (includes family trips). Absences for any reasons other than those listed above must be arranged in advance. A parent or guardian's request for a pupil's absence must be presented to the secretary for an Advanced Excuse Slip to be issued. The Advanced Excuse Slip must be completed and approved by the office prior to the day of absence for the absence to be excused. For an advanced excuse absence, missed schoolwork is due on the date of return. This includes tests, projects, and reports. Please try to avoid absences at the end of the quarter, which may result in incompletes on the student's report card and often cause the student to fall behind.

### **2. Unexcused absences will be given in accordance with state attendance laws for the following:**

#### a. Truancy

#### b. Missing the school bus

#### c. Shopping

#### d. Hunting, fishing, skiing, attending games

#### e. Birthday

#### f. Gainful employment

#### g. Family trips with no advanced excuse

Students with an unexcused absence are required to make up missed class work. Please note that up to 20% of the points from the student's missed work will be deducted at the discretion of the teacher.

### **3. Unless the absence has been excused in advance, parents must phone or otherwise notify the high school secretary with the reason for absence no later than 10:00 A.M.** Upon his/her return, the student must present a note written and signed by a parent to the secondary office stating the reason for the absence. If the absence meets the criteria for an excused absence, the office will issue an Excused Absence Slip to the returning student, which he/she must present to each teacher in order to be readmitted to class. Parents and students will have a two day grace period to submit the parental note. If no note is received within two days of the absence, the student will receive an unexcused absence for the absence.

## **B. Skipping Classes:** Skipping classes will not be tolerated. The student is truant when class is missed, even if he/she is on campus in a location other than the assigned classroom. Skipping classes may result

in a detention, and/or reduction in grade, and/or suspension from school. If a student arrives more than 10 minutes late to a class without a pass, the student is considered truant and is subject to administrative discipline. A student must never leave campus without permission.

**C. Tardies:** Students should be in their seats when class begins. Students arriving late to school are to report directly to the high school office to sign in and obtain a tardy slip (since the classroom teacher may have already reported the student as “absent”). BRCHS understands that there are times when a student will be late; therefore, grace will be extended to the student for the first seven tardies to first period per semester. ***Travel distance from home to school and carpools are not excuses for consistent tardiness.*** A student who is more than ten minutes tardy to first period is considered truant and must have a note from his/her parent. A student who is more than 25 minutes late to any class is considered absent. An advanced excuse for a medical appointment will not be considered a tardy. Excessive tardies will be considered a conduct issue, may affect eligibility for Homecoming Court and Student Government, and will be dealt with as follows:

1. **The eighth tardy** to first period per semester will result in a Saturday detention in order to make up lost academic time. A \$20 fee is required to cover Saturday detention costs. Every subsequent eighth tardy will result in a Saturday detention.
2. **The ninth and each subsequent tardy** to first period per semester will result in a \$5 fee.
3. **Unexcused tardies in any class other than first period will result in a detention being issued after three tardies.** In the instance of a deliberate and flagrant violation of this policy, more serious consequences will occur.

**D. Early Dismissal from School:** Early dismissal will be granted for the same reasons that are allowed for excused absences. Students are not encouraged to schedule appointments with doctors or dentists during school hours. However, when there is an urgent situation, the appointment should be made as early or late in the day as possible. The procedure is as follows: (1) Parent must send a note with the student **and** call the high school office as early as possible to give verbal permission for the student to leave. (2) Student must check in with the high school office to verify note before going to 1<sup>st</sup> period. The high school office will call parent if parent has not yet called. (3) At the **beginning** of the period in which the student has to leave, he/she must show the teacher the written note that has been initialed by the high school office. Student should leave class as quietly and with the least amount of disruption as possible. (4) Student must sign out in the high school office before leaving and must sign back in before returning to class.

All students leaving early, except for authorized school functions, must follow the above procedure. Students who drive may sign themselves out after following the above procedure; a student being picked up must have a parent or other authorized adult come in to sign out the student.

Students are not allowed to leave campus with other students during the school day unless written and verbal parental consent has been given from the parents of the student driver and from the parents of the passenger. Under no circumstances is a student allowed to ride with a student driver to a school-related function when school transportation is provided. (See Vehicles/Student Driving for more information on this policy.)

## **E. Release of a Student**

- 1. To Persons Other than Custodial Parent or Guardian:** During the school day, a student released to a non-custodial parent must have written permission **and** a phone call of permission from a custodial parent before the student is permitted to leave with the non-custodial parent. In the event that parents are going out of town without their child(ren), custodial parents must notify the school in writing of adult caretakers who will be responsible for their child(ren). The names, phone numbers, and any alternate procedures to be followed should be included in the notification.
- 2. To Another Student:** Students are not allowed to leave the campus during school hours with another student unless both written **and** verbal permission are granted by the parents of both students and the procedures outlined above in the previous section are followed. (See Early Dismissal from School.) If permission is granted, students are to leave the campus and not return. (See Vehicles/Student Driving for more information on this policy.)

**F. Makeup Work:** Students who are absent are required to make up the work missed in each subject. For each class meeting missed, the student receives one class meeting to make up the missed work. Pre-announced assignments, projects, and tests missed during the absence must be submitted/taken by the next class meeting; this includes absences due to field trips, advanced excuses, etc., unless prior arrangements have been made with the teacher. All tests missed during an absence will be made up at the discretion and convenience of the teacher, taking into consideration the welfare of the student. Students who miss a test due to late arrival at school may be required to take the test before departing at the end of the school day, most likely during lunch or after school. **It is the student's responsibility to obtain all makeup work from teachers immediately upon return to school. Failure to obtain makeup work is no excuse for not doing work missed.**

Students who have obtained an **Advanced Excuse Form** for an absence that was arranged in advance must turn in missed work on the date of return. This includes tests, projects, and reports. (See Excused Absences.)

Students with an unexcused absence are required to make up missed class work. Please note that up to 20% of the points from the student's missed work will be deducted at the discretion of the teacher.

**G. Incompletes:** Incompletes will only be issued for legitimate make-up work as defined above, not for tests, projects, or assignments that a student has simply neglected to complete in a timely fashion. When an incomplete is issued on a report card at the end of a marking period, a student will have no more than three weeks to complete whatever work is missing unless extenuating circumstances are approved by the administration. If the missing work is not completed within the three weeks, the assignment(s), tests, or quizzes that have not been made up will be given a 0%, and the quarter grade will be calculated and issued.

**H. Withdrawal from School:** Students planning to withdraw from BRCHS need to obtain a release form from the Dean of Students' office to be filled out by a parent/guardian and a withdrawal form. After all books have been returned to the Dean's office, the student will receive an estimated grade for the work completed up to the date of withdrawal. Parents must sign the release form for transfer of records. If a student withdraws before the end of the quarter, official grades for that quarter and semester will not be reflected on the BRCHS report card or transcript. A student must complete semester exams in order for that semester to be considered complete.

**I. Passes:** All student passes will be written in the Student Planner that is issued at the beginning of the year. If a student does not have his/her planner with him/her, he/she should not expect teachers to write passes to leave the classroom. In such cases, passes must be issued by an administrator. If a student loses the Student Planner, he/she must purchase a new one for \$5.

## **VI. Student Activities, Sports, and Organizations**

All clubs, organizations, and other extracurricular activities representing the school or involving its name must have the approval of the administration and abide by the policies found in the School Board Policy Manual. Parents, faculty, and students shall be advised of all such activities well in advance. All activities are to be actively supervised by sponsors, officers, and/or accompanying adults. In order to schedule events, the dates must be approved by the administration. This is to prevent conflicts in scheduling events. Other guidelines governing clubs, organizations, etc. will be distributed each year.

Part of 5<sup>th</sup> and 6<sup>th</sup> periods is set aside for activity meetings, such as Shine, Student Government, Mission Trips, etc. If a student is not required to be in a meeting, his/her lunch period is extended and may be used as free time.

**Whenever and wherever students gather, students are to exhibit Christian behavior. The school's expectations in personal conduct apply to all students in all activities, whether held on or off campus.**

### **A. Eligibility for Extracurricular Activities:**

1. A student on conduct probation is ineligible to participate in extracurricular activities. Conduct probation can be reassessed at the two week point of the next quarter for a student on conduct probation for the first time and at the 4½ week point for a student on conduct probation for a second time. A student on conduct probation at the end of the 4<sup>th</sup> quarter may eliminate up to 1½ weeks of probation status through equivalent time of satisfactory conduct in summer school or summer service to the school.
2. A student must meet the academic requirements of the FHSAA in order to participate in athletics at BRCHS. A comprehensive outline of these rules is given in Appendix I of this handbook. The basic guideline is that high school students must maintain a cumulative GPA of 2.0 or above on a 4.0 unweighted scale at the end of each semester. Some special exceptions are made for freshmen and sophomores. See Appendix I for more details.
3. In order to participate in interscholastic sports on a given day, a student must be **on campus for at least four periods**. Exceptions may be made for pre-arranged medical appointments.
4. Students rendered ineligible for extracurricular activities during any semester may take summer school courses to raise their averages. The grade(s) received for summer school course(s) will replace or improve the semester grades used in calculating eligibility. Please see the Grade Replacement Policy for details on grade replacement. If a student desires to exercise this option, the Guidance Department or the administration must approve the summer course(s) in advance.
5. **A student holding a student government office will be suspended from office if placed on academic probation or conduct probation.** If a student is placed on probation for a second quarter during the same school year, the student will be removed from office. (See Academic

Probation and Conduct Probation.)

6. Students on conduct or academic probation will not be permitted to represent their classes on Homecoming Court during the quarter they are on probation. Students who have been suspended during the current or previous semester will not be eligible for Homecoming Court.
7. Excessive tardies may affect a student's eligibility to participate in extracurricular activities.

**B. Mission Trips:** BRCHS students who travel on all four mission trips will receive a double cord and pin to wear at graduation. Students who choose to stay home are required to participate in the local mission trip or be on campus to complete appropriate reading and writing assignments which will count as a test grade in Bible.

Students who leave the school in very good standing due to a move that is a minimum of one hour away may be allowed to take part in the high school mission trips; however, the administration has final approval on who may or may not go on mission trips.

**C. Senior Privileges:** Juniors going into their senior year must have a minimum of 17.5 credits and 25 community service hours per year at BRCHS to be classified as a senior and to enjoy senior privileges during their senior year. Seniors must also have completed a college application and taken the SAT and/or ACT in order to enjoy senior privileges during the second semester. Senior privileges may be revoked if a student is on conduct or academic probation.

1. Jeans Day. On the 3<sup>rd</sup> Friday of every month, seniors may wear jeans and appropriate BRCS shirts or appropriate shirts of the colleges to which they have been accepted.
2. Seniors in good academic standing (cumulative GPA of 2.0 or higher and not on probation) who have a DIS during the last period of the day and are not enrolled in an independent study course or a course with Florida Virtual School will be allowed to leave promptly after 8<sup>th</sup> period. Seniors with DIS 8<sup>th</sup> and 9<sup>th</sup> periods may leave after 7<sup>th</sup> period during the second semester only. When leaving, seniors must sign out in the office. A parent note, which grants the student permission to leave early and indicates after which period (7<sup>th</sup> or 8<sup>th</sup>) the student will be leaving school, must be submitted to the office with a clearance from the guidance department to be kept on file. Should the senior need to return to school, he/she must wait until after school is out. Once a student has completed the independent course or the Florida Virtual School course, he/she may enjoy this senior privilege and leave early.
3. Seniors with an A average during the first and second quarters are exempt from the American Government exam. Seniors with an A average during the third and fourth quarters are exempt from second semester exams. To enjoy this privilege, a senior may not have more than seven excused or unexcused absences in that class.
4. Seniors are permitted to eat lunch off campus on Wednesdays. However, in the case of a special performance or deadline, the teacher reserves the right to require 5<sup>th</sup> and 6<sup>th</sup> period attendance. If this special off-campus privilege is abused through tardiness or misconduct, this privilege may be taken away at the discretion of the administration.

**D. Student Council:** Students meeting the proper criteria in grades 9-12 have the option to run for Student Council. The criteria include such items as demonstrating leadership qualities, being in good academic and conduct standing (cumulative GPA of 2.0 or higher and not on probation), and sharing testimonies. See the Student Council supervisor for more details on criteria. Members of Student Council conduct service projects and take leadership in various student activities. Members are also

required to attend the annual Leadership Conference in the fall.

**E. National Honor Society:** BRCHS has an active chapter of the National Honor Society. Begun in the spring of 2002, the object of this chapter is to create an enthusiasm for scholarship, to stimulate a desire to render service, to promote worthy leadership, and to encourage the development of character in all students at BRCHS. To this end, the NHS hosts several service projects each year for the benefit of the school and community.

Students are selected for membership based on their scholarship, service, leadership, and character. Juniors and seniors who have attended BRCHS for at least one semester and have a 3.5 or higher cumulative GPA are eligible to be considered for admission to NHS. (See Appendix II for the selection process guidelines.) At graduation, members of NHS are honored with a gold cord.

**F. Video & Power Point Presentations:** All video/digital productions for use in chapel or class must be reviewed and approved by the teacher in charge of the class or an administrator at least a day before the presentation.

## **VII. General Information**

**A. Building & Grounds:** All school facilities belong to the Lord and have been purchased with His money. Students should refrain from any actions that may result in damage to the property or to the appearance of the buildings and grounds. Students should keep lockers locked at all times with a school-provided lock, especially at the end of the day and on weekends. Students should clean up after themselves at lunch, in halls, in class, etc. Students should not deface books, lockers, desks, picnic tables, etc. Any damage brought to the buildings, furnishings, or grounds will be repaired and/or replaced at the expense of those causing the damage. Students are also subject to disciplinary action for damage caused either by negligence or willful destruction.

Students should avoid off-limit areas, including the parking lot (except when arriving or leaving) and any unsupervised area. Out of respect for Boca Raton Community Church, students should please avoid loitering in areas designated for church use.

**B. Bus Transportation:** Riding a BRCHS bus is a privilege that may be lost because of improper conduct. The following rules apply and must be observed by all students whenever they are passengers on the school's buses:

1. Drivers must be treated with respect.
2. Students must remain seated while the bus is in motion. No standing or turning around in seats is permitted.
3. In the interest of safety, only low conversation is permitted. Loud noises, yelling, and inappropriate language are not permissible.
4. Students must keep their hands, heads, and all other items inside the bus at all times. Nothing may be put outside the bus windows.
5. Students are expected to pick up after themselves; the bus must always be kept clean.
6. Damage to the seats, etc. must be paid for by the student(s) who causes the damage. Vandalism will be treated with the seriousness it deserves.
7. Eating, drinking, and chewing gum are prohibited, unless approved by the supervising teacher.

**C. Lunch Time Procedures:** All students will eat in the dining room or designated area and are responsible for leaving the lunch area (table, chairs, and floor) neat and clean. All students are expected

to participate in clean-up rotation. Students must remain on campus for lunch during their freshman through junior years due to safety concerns and scheduling issues that allow for a brief lunch period. Students are not allowed to order lunch delivered from an outside restaurant to the high school.

**D. School Events/Trips Policy:** Students must have a signed parent permission slip in order to attend BRCHS field trips.

**E. Fundraising Credit Policy:** From time to time students participate in fundraising for a specific purpose, such as a mission trip or fine arts event. These students receive credit based on their participation level.

This fundraising participation credit will be applied as follows:

- Toward the specific trip for which the fundraising event was held ONLY
- Against the base cost of the trip/event for the student participant ONLY; if excess credit is earned, it may not be used as “spending money;” it may not be transferred to another event; it may not be used for any other student (including a sibling).
- Any fundraising credit not applied or transferred as a result of an exceptional situation will be used to reduce the overall cost of the trip/event for which the fundraiser was held, or for the general benefit of future trips/events of the same type.

Exceptional situations:

- If the student is unable to participate for valid reasons (such as medical necessity or unforeseen family emergency), the credit may be transferred to another approved trip/event for the benefit of the student participant in the same year.
- Transfer of fundraising credit is not automatic and requires specific approval of the principal.
- Requests will not be approved for students who choose not to participate in an event without a valid reason. Approval is at the discretion of the administration.

**F. Lost and Found:** All lost items should be delivered to Mrs. Barnhill’s room; students seeking to find a lost item should go to the same place. Students will be fined \$0.50 to claim a lost item during the first week (until Friday) that the item is in Lost and Found. After that, students will be fined \$1.00 to retrieve the lost item. Periodic auctions will be held to sell unclaimed items. All proceeds will go to National Honor Society. Items that do not sell at the periodic auctions will be taken to the thrift store, given away, or thrown out.

**G. Balcony/Canopy Guidelines:** The balcony/canopy area has been designed for high school students to enjoy the outdoors in a safe and enjoyable atmosphere. At no time should anyone hang on or throw anything from this balcony. Horseplay in this area will be viewed as a serious offense. The vending machines provided on this balcony area are exclusively for high school use. This area should be utilized before school, during lunch, as well as after school. Students not leaving campus immediately after school and not being supervised by a teacher/coach should remain on the balcony until leaving campus. Students are permitted to stay on the balcony after school until 4:00 P.M. after which a \$7.50 per day supervision fee will be charged to the student to cover the cost of additional supervision.

**H. Restrooms:** Students should use the restroom between classes and at lunch only. Under no circumstance may cell phones be used in the restrooms. Violation of this rule may be grounds for suspension and/or expulsion.

### **VIII. Computer/Internet Acceptable Use Policy**

Internet access is available to students and teachers at Boca Raton Christian School. The goal in providing this service is to encourage research and to facilitate resource sharing, innovation, and communication. Access to the Internet enables students to explore thousands of libraries, databases, and web pages throughout the globe.

With access to computers and people from around the world also comes the availability of material that may not be considered to be of educational value in the context of the school setting. Families should be warned that some material obtained via the Internet might contain items that are illegal, defamatory, inaccurate, or potentially offensive. This content is filtered by iBoss, a leader in Web security. However, on a global network it is impossible to control all materials and an industrious user may discover controversial information, either by accident or deliberately. BRCS believes, however, that the benefits to students from online access outweigh the possibility that users may procure material that is inconsistent with the school's goals.

The purpose of this agreement is to ensure that use of Internet resources is consistent with our stated mission, goals, and objectives. The smooth operation of the network relies upon the proper conduct of the students and faculty who must adhere to strict guidelines. These guidelines are provided here so that you are aware of the responsibilities you are about to acquire. If a user violates any of these provisions, future access will be denied in accord with the rules and regulations discussed with each user during Internet training sessions.

All students must obtain parental permission in order to gain access to the Internet. Signatures on this Computer/Internet Acceptable Use Policy are legally binding and indicate that the parties who signed have read the terms and conditions carefully and understand their significance.

#### **Computer Use - Terms and Conditions**

1. Students are responsible for good behavior on the school computer network, just as they are in any school setting. General school rules for behavior and communication apply.
2. Computers are provided for students to use as tools in learning, research, presentation, and communication. They are only to be used for educational purposes. Therefore "surfing the Web" is not permitted. Students must have an educational goal when using the Internet.
3. Users are to abide by generally accepted rules of network etiquette and conduct themselves in a responsible, ethical, and polite manner while online.
4. Users are not permitted to use the computing resources for commercial purposes, product advertising, political lobbying, or political campaigning.
5. Users are not permitted to transmit, receive, submit, or publish any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, offensive, or illegal material.
6. Physical or electronic tampering with computer resources (i.e. removal of or tampering with any monitoring or filtering software) is not permitted. Damaging computer systems or the BRCS network, or using teachers' passwords, downloading programs, or otherwise hacking into the computer network with an intent to steal information or otherwise harm, as perceived by the administration, will result in a \$500 fine, cancellation of privileges, and at the discretion of the administration, possible suspension,

expulsion, and/or submission to the authorities.

7. Users must respect all copyright laws that protect software owners, artists, and writers. Plagiarism in any form will not be tolerated.
8. Security on any computer system is a high priority, especially when the system involves many users. If you think you can identify a security problem in the school's computers, network, or Internet connection, you are agreeing to notify the Director of Technology immediately. Do not demonstrate the problem to others. Using someone else's ID or password or trespassing in another's folders, work, or files is prohibited. Attempts to log on to the network as anyone but oneself will result in a \$50 fine and cancellation of computer privileges.
9. Boca Raton Christian School makes no warranties of any kind, whether expressed or implied, for the service it is providing. The school assumes no responsibility or liability for any charges, line costs, or usage fees, nor for any damages a user may suffer. This includes loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions. Use of any information obtained via the Internet is at your own risk. BRCS specifically denies any responsibility for the accuracy or quality of information obtained through its services.
10. All communication and information accessible via computer resources shall be regarded as private property. However, people who operate the system may monitor activity and review files and messages to maintain system integrity and insure that users are using the system responsibly. Messages relating to or in support of illegal activities may be reported to the authorities.
11. Students may not download files from the Internet or upload files to the school network unless granted permission by a faculty member.
12. Students may not bring their own laptops to school. Any exception must be authorized by the High School Principal.

Access to computers is a privilege - not a right. That access entails responsibility. Inappropriate use will result in a suspension or cancellation of computer privileges. The system administrators in conjunction with school personnel will deem what is inappropriate use. Users are considered subject to all local, state, and federal laws.

### **IX. Chromebook Policy**

Research indicates that if technology is integrated into the curriculum, it affects achievement in a positive way. In the desire to provide students with cutting edge opportunities that will help equip them for the future, Boca Raton Christian School issues Chromebooks to all incoming students. The following guidelines have been established:

1. Chromebooks will be issued to students after the BRCS Chromebook Policy and Computer Use Policy have been discussed with students, and parents have read and signed the policies.
2. Although the Chromebooks have a four-year warranty, they are not insured for loss, theft, or certain types of damage (i.e. fire). Students will be assessed for deliberate damage to Chromebooks. All Chromebooks are to be fully insured by the user or the user must agree to pay up to \$500 for loss, theft, or damage.

3. All malfunctions of the Chromebook must be reported to the computer instructor immediately, using the Chromebook Malfunction Report form.
4. Games are not permitted.
5. No peripherals may be added to the Chromebooks (except a mouse and/or printer) without approval by the Director of Technology. A BRCS printer should be kept as the default printer.
6. Students have Internet access at school through our wireless network. The Internet is to be used as an educational research tool; therefore, random “surfing,” chatting, IMing, or accessing non-educational sites is not permitted. Although information received via the Internet is screened at school by iBoss, no filtering system is 100% sure. Using a cell phone to create a hotspot on campus is prohibited. The use of proxy servers is prohibited on campus.
7. Students may access the Internet at home, using the Chromebook with their home network, if no additional software is installed on the Chromebook and no Chromebook settings are changed. Such home access must not interfere with the use of the school’s network.
8. Students must abide by the BRCS Computer Use Policy. Email must be of an educational nature. It may only be accessed at school under the direction of a teacher. It is not for personal communication.
9. All students must arrive at school each day with their Chromebooks fully charged. It is anticipated that the Li-On battery will last up to five hours, depending on use. While using Chromebooks away from school, they should be hooked up to an electrical outlet and not run by battery. If a battery can no longer hold a charge, families are responsible for replacement.
10. Students must keep their Chromebooks in the cases issued by the school. If a student wishes to use a different case, he/she must request permission from the Director of Technology. Student name labels on the Chromebooks must not be altered.
11. While in school, Chromebooks must be kept with the user or locked up.
12. Students should bring Chromebooks to all classes unless specifically advised otherwise by their teachers. A Chromebook is only to be used by the one responsible for that particular Chromebook. Do not loan someone else your Chromebook.
13. Students are required to back-up their own files to the cloud and to their own personal flash drives. Loss of data may not be used as an excuse for a late assignment.
14. Chromebooks may not be used to make recordings without the consent of all those who are being recorded.
15. Chromebooks have been set to automatically update and scan for viruses.
16. All Chromebooks are subject to audits and real-time monitoring.
17. Underclassmen who will not be returning to BRCS must turn in their Chromebooks before their last day at BRCS.

18. Students' personal laptops may not be brought on the BRCS campus.
19. The warranty, along with Complete Care Service, runs for four years. Upon a student's graduation from BRCS, the Chromebook will be transferred to the student. This applies only to those who enter as freshmen.
20. A student violating any of the BRCS Chromebook or Computer Use Policies is subject to disciplinary action and/or a monetary fine.

Current fines: (subject to change)	<u>Violation</u>	<u>Fine</u>
	Name label not displayed	\$2
	Lost name label	\$5
	Chromebook unattended	\$10
	Unauthorized use of the Internet	\$10
	Playing games and/or other non-educational use	\$10
	Chromebook not protected by case	\$15
	Allowing another student to use Chromebook	\$25
	Using another student's Chromebook	\$25
	Using another student's ID	\$50
	Misuse of external hard drives	\$10 and confiscated

**X. Health and Safety**

**A. Vehicles/Student Driving:** Properly licensed students may drive an automobile or motorcycle to school. Student drivers are required to operate their vehicles in a safe, mature, and responsible manner and to comply with all school and public traffic regulations. The campus speed limit of 5 mph must be observed at all times. All student drivers must obey the school staff members assigned to supervise the parking and student drop-off/pick-up areas. Failure to operate the vehicle safely on or in the vicinity of the school grounds or at school events will result in suspension of driving privileges. Excessively loud vehicles will not be allowed on campus and music must not be heard outside of the car. Students may also lose their driving privileges if a pattern of tardiness to school develops.

Because of limited parking, parking permits will be issued on availability with priority going to upperclassmen. To apply for a BRCHS parking permit, students must complete a Permission and Registration Form (see Appendix VI), obtain the necessary parental signature, and submit a copy of their driver's license. Should a permit be granted, there will be a \$10 fee. **Automobiles are to be parked in designated areas, and students are not to go to their vehicles during school hours unless accompanied by faculty or administration.** All automobiles must be registered with the high school office.

Valuable items should never be left in vehicles. The school is not responsible for items stolen from cars while on campus.

**Important: BRCHS Policy is that students are required to utilize school-provided transportation for school events, such as practices or games, unless they drive with a parent.** Student drivers are not allowed to drive themselves or other students from school to school activities, such as games and practices, even if the students have a parental note giving permission. The school provides bus transportation for this purpose. The reason for this policy is that when a student provides school-to-

school or school-to-event transportation, he/she is authorizing himself/herself to assume liability for the school. In other words, the student is designating himself/herself to be a “safe driver” for the purposes of school transportation. In a situation where students are driving from school to home or from home to school, BRCHS does not encourage students to drive others, but leaves this decision to the discretion of the parents. The school assumes no liability in these instances. **Failure to abide by the above guidelines may result in loss of driving privileges.**

**B. Bullying:** Be kind and compassionate to one another (Ephesians 4:29). Let no unwholesome talk come out of your mouth (Ephesians 4:32). Boca Raton Christian School is committed to a safe and civil educational environment for all students, employees, volunteers, and patrons which is free from harassment, intimidation, or bullying. BRCS prohibits any form of bullying, will act to investigate all complaints, and will take appropriate action against anyone found to have violated this policy. Appropriate action may include counseling, corrective discipline, suspension, and/or expulsion. Complaints may be made to an administrator, teacher, or counselor.

“Harassment, intimidation, or bullying” means any intentional written, verbal, physical, or cyber act, when the intentional written, verbal, physical, or cyber act:

- Physically harms a student or damages the student’s property; or
- Has the effect of substantially interfering with a student’s education; or
- Is severe, persistent, or pervasive so that it creates an intimidating or threatening educational environment; or
- Has the effect of substantially disrupting the orderly operation of the school.

Harassment, intimidation, or bullying can take many forms including: slurs, rumors, jokes, innuendos, demeaning comments, drawing cartoons, pranks, gestures, physical attacks, threats, or other written, oral, physical, or cyber actions. “Intentional acts” refers to the individual’s choice to engage in the act rather than the ultimate impact of the action(s).

**C. Clinic:** Should a student become ill or receive an injury at school, the student should have his/her teacher write a pass to the clinic in the student’s planner. If the student is in class on the third floor, the student must first go directly to the high school office to sign out and receive a pass to the clinic. Upon arrival at the clinic, the student will need to sign in and out on the high school record sheet provided. Immediately following departure from the clinic, the student will need to return to the high school office to sign in before returning to class. If the student is not in a class on the third floor, the student must go directly to the clinic where he/she will need to sign in and out on the high school record sheet provided. The student should then return directly to class. Students should not visit the clinic between classes except for emergencies. Please attempt to limit clinic visits to 15 minutes or less, so academic success is optimized. Failure to follow these procedures will result in disciplinary action.

In compliance with Florida law, physician authorization must be submitted for ALL medications and treatments, BOTH over-the-counter and prescription. The green Physician's Authorization of Medication/Treatment Form for over-the-counter and prescription medications will be sent home annually with the Health Emergency Information Form. ALL medications must be prescribed by the physician, BOTH over-the-counter medications and prescription medications. Parents must also sign the back of the green card to give parent's permission. This form must be completed annually and for EACH MEDICATION. All medication must be sent to school in the ORIGINAL CONTAINER labeled with the student's name. The nurse will not give ANY medication without written consent by the prescribing physician and written consent by the parent.

**D. Closing of School Due to Emergencies:** In the event of an impending hurricane or tropical storm, please refer to the BRCS website, [www.bocachristian.org](http://www.bocachristian.org), for the latest information and to determine if school will be in session. If Palm Beach County Public Schools are closed, BRCS will be closed. After the storm passes, BRCS may open even if Palm Beach County Public Schools remain closed if BRCS is in a position to do so. Communication will be made through updates on the website and the radio station WRMB 89.3 FM.

**E. Communicable Disease Policy:** BRCHS desires to maintain a healthy school environment by instituting controls designed to prevent the spread of communicable diseases. The term “communicable disease” shall mean an illness which arises as a result of a specific infectious agent which may be transmitted either directly or indirectly by a susceptible host, infected person, or animal to another person. The State of Florida requires students to have the following immunizations: poliomyelitis, diphtheria, rubeola, rubella (preferably MMR 1&2), pertussis, tetanus, and hepatitis B series. A Certificate of Immunization for prevention of these communicable diseases is required from the student’s physician and must be in his/her school file before classes can be entered.

A teacher or administrative official who reasonably suspects that a student or employee has a communicable disease shall notify the school nurse or administration.

**F. Drug Policy:** When a student enrolls at Boca Raton Christian High School, he/she makes a pledge to not be involved with drugs. If that pledge is broken, the student will be separated from the school for a minimum of three weeks up to a year, or face expulsion, depending on the circumstances. During the separation, the student must demonstrate to the school that his/her involvement with drugs has ended through periodic drug tests, professional counseling, community prevention and intervention programs, and/or mentor counseling. The cost for all such services is borne by the parent. Because a place in the school was reserved for the student at the time of his/her enrollment, full tuition is required during the period of separation. When the student returns to school, a \$50 per month fee, in addition to tuition, may be required to monitor the follow-up services for the student, including but not limited to random drug testing. The above policy applies to first time offenders only. If a second drug offense occurs, then the student will be expelled from the school.

**G. Drug Testing:** The school administration reserves the right to request a student to submit to a drug test should there be reasonable concern, including but not limited to inappropriate discussion among students, association with known drug users, etc. Drug tests will be performed on campus without warning to the student. Drug tests will then be sent to an independent lab for results, which could take up to two weeks. Refusal to submit to the drug test is grounds for dismissal. In addition, the school may conduct random canine drug inspections. Any property or person is subject to inspection at any time. If the canine unit detects drugs, the student(s) involved will be processed through the police department and will be subject to criminal charges. BRCHS will not have jurisdiction at that point. Also, the student(s) involved will be subject to dismissal from the school.

**H. Fire Drills:** Fire drills at regular intervals are required by state law and are an important safety precaution. It is essential that when the signal is given, everyone obeys orders promptly and clears the building by the prescribed route as quickly as possible. Since students never know if the alarm is real or a drill, no students are to remain in the building for any reason when the alarm sounds. Students are to exit the building and assemble at the designated area in a quiet, quick, and orderly fashion. Teachers are to exit the building with their grade books and take an attendance count as soon as students are standing

at the prescribed location at the appropriate distance from the building.

It is against the law to pull a fire alarm for any reason other than a fire. Persons caught setting off alarms will be punished by the school and are also subject to legal prosecution in accordance with municipal ordinances.

**I. Lockdown Procedure:** In the case of an emergency threat on campus, the administration may call for a lockdown until help arrives. Should this occur, the following rules and procedures must be adhered to:

1. The call for a lockdown will be made over the intercom.
2. Any students in the hallways at the time of the announcement must immediately report to the nearest classroom where a teacher is present. Classroom doors will then be locked and will not be opened for any reason.
3. If a student has not entered a classroom before the doors are locked, he is to go directly to the school office.
4. In the unusual need for an evacuation, students would evacuate to the RAC.
5. No cell phones are to be used during a lockdown as this could compromise security and safety on campus during the lockdown.

**J. Science Room Policy:** Students are not allowed to open any storage area (drawers, closets, desks, cabinets, etc.) where chemicals or lab equipment may be stored without the specific permission of the teacher. Students may not handle any chemicals out for display or demonstration without the specific permission of the teacher. Any student handling chemicals without specific permission, instruction, and/or supervision of his/her teacher, will be personally liable for any damage caused to property or the health and well-being of any students, faculty, or the general public.

Because science room infractions pose safety and environmental issues, charges for environmental clean-up, fines, etc. will be the responsibility of the student and his/her parents. This written statement puts the student and parents on notice that BRCHS will not allow a careless or playful attitude about chemicals to prevail at BRCHS. It is very possible that the student will be suspended or even dismissed if found handling any chemicals unsupervised by a teacher. The suspension or dismissal will be handled in accordance with the severity of the infraction.

**K. Sexual Harassment Policy:** It is the policy of Boca Raton Christian School to maintain a learning environment that is free from sexual harassment. BRCS prohibits any form of sexual harassment. BRCS will act to investigate all complaints of sexual harassment, and to discipline or take appropriate action against anyone found to have violated this policy. Complaints may be made to an administrator, teacher, or counselor. The Dean of Students, Mrs. Wendy Stapleton, 561-391-2727 x353, will coordinate the implementation of this policy. Address: 315 NW 4<sup>th</sup> Street, Boca Raton, FL 33432

Sexual harassment consists of unwelcome sexual advances, request for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature.

Sexual harassment may include but is not limited to:

1. Unwelcome verbal harassment or abuse
2. Unwelcome pressure for sexual activity
3. Unwelcome sexually motivated or inappropriate patting, pinching, or physical contact
4. Unwelcome behavior or words directed at an individual because of gender.

The following list provides examples of types of sexual harassment:

1. Sexual comments, gestures, jokes, or looks
2. Being touched, grabbed, or pinched in a sexual way
3. "Flashing" or "mooning"
4. Spreading sexual rumors
5. Clothing pulled at, off, or down in a sexual way
6. Being shown or given sexual messages, pictures, or notes
7. Forced kissing
8. Being called gay or lesbian
9. Texting of a sexual nature (sexting)

**L. Student Insurance:** Student insurance is mandatory and the cost is covered in the enrollment fee. Additional insurance is required for participation in athletics. When a student is injured on school grounds during the school day, or while participating in a school activity other than those associated with participation in athletics, a claim should be filed with the school office for those costs not paid by the family's regular carrier. A master copy of the policy is available to parents in the Business Office for review. When a student participates in athletics, a fee will be charged for additional coverage for each sport in which a student participates.

**M. Traffic Procedures for Parents:** Please be careful to follow the one-way traffic pattern on campus during school hours in order to avoid accidents. A 5 mph campus speed limit should be maintained at all times. Specific instructions for dropping off and picking up students are distributed prior to the opening of school. For more information, contact the high school office.

**N. Visitors on Campus:** Due to the serious nature of instruction in classes and the legal responsibilities of the school, students are **not** permitted to bring guests with them to school without prior permission from the administration. In the event that a visitor comes to the school on his/her own initiative, it is required that he/she **REPORT TO THE HIGH SCHOOL OFFICE UPON ARRIVAL AND WEAR THE PROVIDED NAMETAG**. No unauthorized person is allowed on the school grounds at any time.

Those desiring to observe BRCHS with regard to applying for admission must receive prior permission, visit the proper grade level, come in appropriate and modest dress, observe all the rules of BRCHS, and may attend a maximum of a half day only.

## **XI. Appearance and Dress Code**

BRCHS students wear uniforms to ensure modesty, to promote neatness, and to allow students from all economic backgrounds the freedom to be themselves apart from the stress of competitive dress. Students are to be neat, modest, well groomed, and in uniform while on the school campus during the school day, including lunchtime. Students attending any school event or function must also be appropriately dressed. Parents and students should not only consider the dress code as necessary for creating the proper school environment but also as a starting point for a discussion on lifelong personal dress standards with the understanding that one's dress is ultimately a matter of the heart. When purchasing uniforms and other clothing items, students should take special care to consider their individual height, weight, and structure. What may be modest on one individual may not be modest on another. Clothing should not be "too" anything: low, high, tight, loose, or transparent. Additionally, while many types of clothing are acceptable to wear, some are more appropriate for certain activities than others. Because the school is an extension of the

home, modesty and appropriateness of dress should first be taught at home. Parents should help the student understand the purpose of the dress code and the importance of learning to live within guidelines without trying to push the envelope. Parents are expected to partner with the school by enforcing the dress code prior to the student leaving home to attend school or a school event. The administration will make the final decision as to the appropriateness of a student's dress, in accordance with the following guidelines:

**A. Uniforms:** Students in all grades are to wear the school uniform at all times except on announced special occasions such as dress-up days, dress-down days, homecoming theme days, etc. The uniform shirt/blouse should be buttoned up to the top two buttons at all times. Some shirts are styled to be tucked in so the belt or waistline is visible. Any shirt worn under the uniform blouse or shirt is to be a T-shirt or turtleneck style in solid green, white, black, or navy with no inappropriate letters or designs. Oxford shirts are not to be worn as jackets over other shirts, such as T-shirts, tank tops, etc. There is to be no oversized uniform clothing. In the school's desire to promote modesty, skirt length for girls should be no more than three inches above the knees, and shorts length for girls should be no more than four inches above the knees; skirts and shorts should not be shortened by rolling up the waistband. Depending on the height of the student, this guideline may be adjusted as long as the inseam is a minimum of seven inches. Should compliance with length guidelines prove to be a problem, students are required to purchase pants. All uniform clothing must be supplied by Jonathan Reed School Uniforms and embroidered with the school monogram. Students out of uniform will be issued a uniform violation notice. Administration receives a copy of every uniform violation notice issued. (See Dress Code Violations.)

**B. Outerwear:** Outerwear may be the Blazer sweatshirt, the green zip hooded sweatshirt, or the green zip fleece jacket. Approved BRCHS school or team jackets or sweatshirts may be worn. As implied by the term "outerwear," BRCHS uniform clothing is to be worn underneath the outerwear. Other than the above, no other outerwear, including flannel outer shirts, is permitted. This policy is in effect at all times when the student is anywhere on campus, not just in the classroom.

**C. Footwear:** Footwear should be regular dress, slip-on leather, or athletic shoes of appropriate design, color, and condition to be worn with the uniform. Socks or knee socks are to be green, white, black, or navy. Shoes are to be closed. **Sandals, flip-flops, and slides are not permitted.**

**D. Other Items:** Items such as hats, sunglasses, etc. are not to be worn on campus during the school day as they are a distraction to academic pursuits.

**ALL GIRLS:** Unusual haircuts and dyeing/coloring of the hair that become a distraction are not allowed. Hair must remain out of the eyes. Visible tattoos and body piercing (other than earrings) are absolutely NOT permitted.

**ALL BOYS:** Hair must be above the eyes in front, trimmed to collar-length or above in back, and neatly groomed. Unusual haircuts and dyeing/coloring of hair that become a distraction are not allowed. Hair must remain out of the eyes. Facial hair is allowed if it is well trimmed. Visible tattoos, body piercing, and nail polish are absolutely NOT permitted. Earrings must not be worn at any school event whether on or off campus (continued violations may result in the confiscation of the earrings). "Housing" of pants is not permitted.

**E. Dress Code Violations:** If a student is issued **three uniform violations** of *any nature* (due to inappropriate shoes, skirt length, hair, etc.), a warning letter will be sent home to the parent(s). If a

student is issued **two more uniform violations** of *any nature* (for a cumulative total of five violations), the student will be placed on uniform restriction for the *rest of the school year*. This restriction can include, but is not limited to, detentions, Saturday detentions, loss of dress-down privileges, and/or the loss of dressing out for sports. The specific consequence will be determined by administration. Not abiding by the uniform restriction will affect the student's **general conduct grade** in the quarter that the student is placed on restriction. General conduct grades affect a student's Honor Roll status. ***Students not abiding by the dress code may be sent home to change or their parents will have to bring them appropriate clothing.***

**F. Dress Code for High School Non-Uniform Days:** Personal virtue and modesty in dress and appearance demonstrate respect for God and oneself. Therefore, every effort must be made to follow the non-uniform day guidelines:

### 1. Dress-Up Day Guidelines

#### **Girls:**

- All clothes should fit comfortably – not too loose and not too tight.
- Dresses and skirts must be no shorter than 3” above the knee -- no jean skirts or jean dresses.
- No T-shirts, tank tops, off the shoulder blouses or shirts
- Only the top two buttons on buttoned blouses may be undone.
- Slacks must be dress slacks -- no jeans or sweatpants – and must be café length (top of the ankle) or longer -- **no shorts**.
- Sandals and dressier flip-flops are acceptable.
- If you raise your arms and your midriff shows, your blouse is too short.
- If you sit, and your bare back is exposed, your blouse is too short.
- All outerwear must be BRCS outerwear.

#### **Boys:**

- All clothes should fit comfortably – not too loose and not too tight.
- Shirts should be collared or dress style (administration makes the final decision as to what is and what isn't a dress shirt) – no muscle shirts, T-shirts, or tank tops.
- Shirts must be tucked in unless the shirt style clearly indicates that it is a shirt to be worn out. Only the top two buttons on buttoned shirts may be undone.
- Pants must be dress pants -- **no shorts**, jeans, sweatpants, or pants with holes, frayed edges, etc.
- Belts must be worn with tucked-in shirts.
- No sandals or flip-flops of any kind
- All outerwear must be BRCS outerwear.
- Earrings are never allowed on the BRCS campus or at BRCS events.

***Students not abiding by the above dress code will be sent home to change or their parents will have to bring them appropriate clothing. In addition, they will forfeit the privilege of additional dress-up days, and their general conduct grade will be affected. (See Dress Code Violations.)***

## 2. Dress-Down Day Guidelines

### Girls:

- May wear blue jeans that don't have holes and that are not too tight. (Administration determines what is too tight.)
- Shirts may be any Boca Christian shirt as long as the shirt is in good condition and is **not** a tank top. If the midriff shows when arms are raised or the back shows when seated, the shirt is too short. **(No other shirt may be worn on dress-down days.)\***
- Sweatpants and pajama type pants may not be worn.
- Shorts are not allowed unless they are school uniform shorts.
- Sandals and flip-flops are allowed as long as they are clean and in good condition.
- Hats and bandana type scarves are not allowed.
- All outerwear must be BRCS outerwear.

### Boys:

- May wear blue jeans that don't have holes and that fit comfortably. Jeans that are too loose or too tight are not allowed. (Administration determines what is too tight/loose.)
- Shirts may be any Boca Christian shirt as long as the shirt is in good condition and is **not** a muscle shirt or tank top. If the midriff shows when arms are raised or the back shows when seated, the shirt is too short. **(No other shirt may be worn on dress-down day.)\***
- Sweatpants and pajama type pants may not be worn.
- Shorts are not allowed unless they are school uniform shorts.
- Sandals and flip-flops are allowed as long as they are clean and in good condition.
- Hats and bandana type scarves are not allowed.
- All outerwear must be BRCS outerwear.
- Earrings are never allowed on the BRCS campus or at BRCS events.

\*Seniors are allowed to wear their Senior shirt or an acceptable T-shirt of the college to which they have been accepted.

*Students not abiding by the above dress code will be sent home to change or their parents will have to bring them appropriate clothing. In addition, they will forfeit the privilege of additional dress-down days, and their general conduct grade will be affected. (See Dress Code Violations.)*

## 3. Homecoming, Junior/Senior Banquet Guidelines

### Girls:

- No backless dresses or dresses with cut outs in the side, back, or front
- No dresses that show any midriff or are low cut in the front and reveal cleavage
- No dresses with a slit that is higher than 4" above the knee cap
- No dresses shorter than 4" above the knee cap
- No jean skirts or jean dresses

### Boys:

- Must wear a suit or tux
- Must wear a tie
- No jeans, khakis, or sandals

Not knowing the guidelines is not an excuse for dressing inappropriately. Dates attending the Junior/Senior Banquet who are not students at BRCHS should be informed of these guidelines by their BRCHS dates. ***Students who come to the banquet in violation of these guidelines will be asked to leave with no refund for the evening.***

Please see Appendix III for more details regarding dress code and appearance.

## Curriculum Summary

This summary is a comprehensive list of Boca Raton Christian High School's course offerings and does not indicate that all courses will necessarily be offered in a given year.

<u>Subject/Course</u>	<u>Credits</u>	<u>Page</u>
<b>BIBLE</b>		
Jewish History	1	46
New Testament Survey	1	46
Philosophy/Comparative Worldviews; DE Evangelism and Apologetics	1	46
Marriage and Family	1	47
Practical Ministry	0.5	47
DE Principles of Christian Leadership	1	47
DE Exploring the Bible	1	48
DE Introduction to Christian Social Ministries	1	48
<b>ENGLISH</b>		
World Literature I – Ancient to Medieval – Regular & Honors	1	49
World Literature II – Medieval to Modern – Regular & Honors	1	49
American Literature – Regular & Honors	1	50
British Literature – Regular & Honors	1	50
AP <sup>®</sup> Language and Composition	1	51
AP <sup>®</sup> Literature and Composition	1	51
<b>MATHEMATICS</b>		
Algebra I – Regular & Honors**	1	52
Geometry – Regular & Honors	1	53
Algebra II	1	53
Algebra II/Trigonometry – Honors Only	1	53
Pre-Calculus – Honors Only	1	53
Introduction to College Algebra	0.5/1	54
DE College Algebra	1	54
DE Trigonometry and Analytical Geometry	1	54
Statistics Honors; DE Statistics	1	54
AP <sup>®</sup> Calculus AB	1	55
AP <sup>®</sup> Calculus BC	1	55
<b>SCIENCE</b>		
Earth Science – Regular & Honors	1	56
Biology – Regular & Honors	1	56
Chemistry – Regular & Honors	1	56
Physics – Regular & Honors	1	56
Environmental Science	1	57
Marine Science* – Regular & Honors	1	57
Anatomy and Physiology – Honors Only	1	58
AP <sup>®</sup> Biology	1	58
AP <sup>®</sup> Chemistry	1	58
<b>SOCIAL SCIENCES</b>		
World History – Regular & Honors	1	60
American History – Regular & Honors	1	60
American Government – Regular & Honors	0.5	61
Economics – Regular & Honors	0.5	61
AP <sup>®</sup> World History	1	61
AP <sup>®</sup> Psychology; DE General Psychology	1	62
AP <sup>®</sup> United States History	1	62
AP <sup>®</sup> United States Government and Politics*	0.5	62
AP <sup>®</sup> Microeconomics*	0.5	63

<b>Subject/Course</b>	<b>Credits</b>	<b>Page</b>
<b>COMPUTER/TECHNOLOGY</b>		
Digital Information Technology*	1	64
Applied Computer Technology (Robotics)	0.5	64
Production Engineering	0.5	64
AP <sup>®</sup> Computer Science Principles	1	65
<b>FINE ARTS</b>		
Band	1	66
Chorus	1	66
Music Theory	1	66
AP <sup>®</sup> Music Theory	1	66
Art I: Drawing I	0.5/1	67
AP <sup>®</sup> Studio Art: 2-D Design	1	67
AP <sup>®</sup> Studio Art: Drawing	1	67
Art Appreciation	0.5	67
Art History and Criticism – Honors Only*	1	68
Public Speaking	0.5	68
Debate	0.5	68
Drama	1	68
Creative Photography I*	1	69
<b>PHYSICAL EDUCATION</b>		
HOPE (Health Opportunities through Physical Education)	1	70
<b>WORLD LANGUAGE</b>		
French I	1	71
French II*	1	71
French III – Honors Only*	1	71
French IV – Honors Only*	1	71
Spanish I	1	72
Spanish II	1	72
Spanish III – Honors Only	1	72
Spanish IV – Honors Only*	1	72
Latin*	1	72
Mandarin Chinese*	1	73
<b>ELECTIVES</b>		
Contemporary Living	1	74
Dave Ramsey's Foundations in Personal Finance*	0.5	74
Driver Education / Traffic Safety*	0.5	74
Introduction to Engineering	0.5	75
Honors Journalism (Yearbook)	0.5	75
Life Management Skills*	0.5	75
Principles of Entrepreneurship	0.5	75
Sport, Recreation, and Entertainment Marketing	0.5	76

\*Class offered through Florida Virtual School.

\*\* Eighth grade Algebra I and Honors Algebra I at Boca Raton Christian School is given 1 high school credit. Transfer students will be evaluated upon admission to determine credit earned.

## Bible

### **Jewish History**

Course #: 2109410 (may be used to meet Florida Bright Futures requirements)

Credit: 1 (Year)

Grade 9-10

Note: This course is used to fulfill a Bible requirement at BRCS; however, it can also be used to fulfill a social studies requirement for the advanced diploma.

Description: This course presents an overview of the history of the Jewish people. The main focus will be on the chronological development of the people before the Law, receiving the Law from God, entering the Holy Land, the monarchy, the exile, the second temple, the Diaspora, and the reformation of Israel as a nation in 1948, through present day. Each book in the Old Testament will be examined to better understand the religion, history, culture, and worldview of the Jewish people. Further, the sinfulness of humanity will be explored, as presented in the Jewish writings, with its implications for us and our world today. Also, the concept of Messiah will be developed as it is presented in Jewish writings.

### **New Testament Survey**

Course #: 0900410 (may NOT be used to meet Florida Bright Futures requirements)

Credit: 1 (Year)

Grade 9-10

Description: This course uses a text which places a strong emphasis on the life of Jesus described in the New Testament and foretold in the Old Testament. Students also study the beginning of the church, and the authorship/background of each book of the New Testament. An emphasis is placed on applying the teachings of Christ to the challenges teens face today.

### **Philosophy/Comparative Worldviews**

Regular Course #: 2105340/2105310 (may be used to meet Florida Bright Futures requirements)

Credit: 1 (Year)

Grade 11

Note: This course is used to fulfill a Bible requirement at BRCS; however, it can also be used to fulfill a social studies requirement for the advanced diploma.

Description: This course provides a comprehensive survey of religious and secular worldviews common throughout the world today. The text *Understanding the Times* by Noebel, provides a very thorough reference point and resource for becoming familiar with the worldviews present in our society and an analysis of those worldviews from the Christian perspective.

**Evangelism and Apologetics Dual Enrollment Option** (Course #: BIB2053): Students may acquire three credit hours of college credit through Palm Beach Atlantic University. Students need to be enrolled in Philosophy Honors while pursuing these credits. This course is a study of the biblical and theological basis for evangelism and apologetics in contemporary ministry. The course includes an examination of the content of the gospel, the imperative of the Great Commission, the value of evidential and propositional apologetics, and strategies for evangelism and apologetics for individual Christians and churches.

## **Marriage & Family**

Course #: 0800330 (may NOT be used to meet Florida Bright Futures requirements)

Credit: 1 (Year)

Grade 12

Description: The purpose of this course is to prepare students for the roles, responsibilities, and relationships essential to functioning Christian families and to help them understand the nature, function, and significance of human relationships within the family/individual units. The content includes, but is not limited to the following:

- marriage relationship as the key to the family
- marriage as an institution ordained by God and governed by Biblical principles
- role and importance of the family
- formulation of skills in preparation for successful adult and family life
- family life cycle
- development of skills to build and maintain healthy family relationships
- current issues that create stress and conflict within the family
- recognition of the importance of balancing work and family
- evaluation of the technological, social, and spiritual forces impact on the family – past, present and future

## **Practical Ministry**

Course #: BRCSB11 (may NOT be used to meet Florida Bright Futures requirements)

Credit: 0.5 (Year)

Open to grades 9-12

Description: This is an independently arranged class in cooperation with the Bible teacher to provide practical ministry opportunities. Each student's practical ministry course can be tailor-made and could include such components as:

- Evangelism Explosion training and application
- teach a children's Sunday School class
- assume AWANA leadership
- assist in preparation and implementation of a VBS
- assemble a music team to minister to the elderly
- developing one's own ministry outreach

**Practical Ministries: Discipleship** attempts to help students develop their relationship with Jesus Christ. This will be done by providing students with a variety of experiences and requirements to assist in their spiritual formation. Students will set their own goals in four spiritual areas of relationship and be held accountable for them. In addition, they will be equipped with a variety of ways to help them grow in their walk with Jesus.

## **Principles of Christian Leadership (Dual Enrollment)**

Course #: MLS2413 (may NOT be used to meet Florida Bright Futures requirements)

Credit: 1 (Semester)

Open to grades 11-12

Description: Students may acquire three credit hours of college credit through Palm Beach Atlantic University. This course is designed with the emerging leader in mind and focuses on the important role of knowledge, skills, and character with respect to leadership effectiveness. Students will explore principles of self-leadership, examine and develop core leadership competencies, and discover how to function effectively as part of a larger leadership team.

**Exploring the Bible (Dual Enrollment)**

Course #: BIB1003 (may NOT be used to meet Florida Bright Futures requirements)

Credit: 1 (Semester)

Open to grades 11-12

Description: Students acquire three credit hours of college credit with this dual enrollment course through Palm Beach Atlantic University. This course is designed to acquaint the student with the biblical meta-narrative and to enhance the student's appreciation of this story as both formative and normative for life. Focus will dwell on God's interaction with humanity and his desire for a relationship with his creation. Attention will be given to the theological content and intent of the story and to its present-day significance.

**Introduction to Christian Social Ministries (Dual Enrollment)**

Course #: CSM2013 (may NOT be used to meet Florida Bright Futures requirements)

Credit: 1 (Semester)

Open to grades 11-12

Description: Students acquire three credit hours of college credit with this dual enrollment course through Palm Beach Atlantic University. This course presents biblical and historical foundations of the ministry of helping and encourages students to further explore their calling and identity in Christian service to others. Students learn to equip others to take part in Christian social ministries in vocational and lay ministry.

## English

**English Program Note / Research Paper Requirements:** The research paper is a unique assignment in that it builds skill and confidence in the student over time. This is a different assignment than a project in a particular class for a particular year. Teachers would be doing students a disservice if they did not hold students accountable in learning the research process correctly, since a high percentage of BRCHS students continue on to college.

The successful completion of a research paper in English is required each year at BRCHS. Failure to successfully complete the research paper will require the student to attend summer school to complete the paper. If the student fails to successfully complete the research paper by the end of summer school, the student will receive an F for the semester in his/her English course.

### **World Literature I - Ancient to Medieval (Regular & Honors)**

Regular Course #: 1001310 (may be used to meet Florida Bright Futures requirements)

Honors Course #: 1001320 (may be used to meet Florida Bright Futures requirements)\*

Credit: 1 (Year)

Grade 9-10

Description: Ninth grade World Literature gives students an opportunity to review basic grammar and writing skills and to expand upon those skills to promote academic excellence in English language arts in light of the Christian perspective. The course develops the language arts through enriched experiences in literature, writing, speaking, and listening. The content includes, but is not limited to, the following:

- oral presentations
- reading drama in class
- literature concentration on the following genres: poetry, the short story, drama (*Romeo and Juliet*), the epic (*The Odyssey*), and the novel
- instruction in reading comprehension and critical analysis
- vocabulary concentrating on determining meaning through the context with an emphasis on analogies
- weekly vocabulary tests
- language study encompassing the elements of grammar, usage, and mechanics
- stages of the writing process (prewriting, drafting, revising)
- composition instruction, including writing effective paragraphs and multi-paragraph papers
- composition of a research paper
- evaluation of mass media
- critical skills in listening and observing
- interdisciplinary project in cooperation with the World History course

### **World Literature II - Medieval to Modern (Regular & Honors)**

Regular Course #: 1001340 (may be used to meet Florida Bright Futures requirements)

Honors Course #: 1001350 (may be used to meet Florida Bright Futures requirements)\*

Credit: 1 (Year)

Grade 9-10

Description: This course is designed to further students' skills in more advanced aspects of English grammar, with the relationships between grammar and writing skills stressed. The literature section is intended to develop the students' understanding of and appreciation for the three basic genres of literature: fiction (mainly through the short story), poetry, and drama (including *Julius Caesar*) in light

of the Christian perspective. Other aspects of the content include, but are not limited to, the following:

- speech/presentation skills developed through the reading of poetry and plays in class, and including analysis of effective techniques in oral presentation
- vocabulary skills concentrating on determining meaning through context with an emphasis on analogies
- weekly vocabulary tests
- language study, including grammar, mechanics, usage, and other conventions of standard written composition instruction, including the creative, logical, and critical aspects of the writing process
- frequent practice in using all aspects of composition, including prewriting, drafting, and revising
- English composition, focusing on the writing of essays for various purposes and audiences using literary and nonliterary subjects, including timed writings
- composition of a research paper
- study of mass media, including an analysis of propaganda and persuasion techniques
- critical listening and observation skills

### **American Literature (Regular & Honors)**

Regular Course #: 1001370 (may be used to meet Florida Bright Futures requirements)

Honors Course #: 1001380 (may be used to meet Florida Bright Futures requirements)\*

Credit: 1 (Year)

Grade 10-12

Description: American Literature is designed to acquaint students with major American authors from the colonial period to the twentieth century and their characteristic works. Students are expected to analyze style, theme, and character in each work in light of the Christian perspective. Compositions are assigned frequently in order to perfect grammar and to increase excellence in writing logically and comprehensively. Other aspects of the course's content include, but are not limited to, the following:

- vocabulary skills concentrating on determining meaning through context with an emphasis on analogies and other patterns commonly found on standardized tests
- weekly vocabulary tests
- an emphasis on "timed" writings
- reference and summarizing skills
- composition of a research paper
- interdisciplinary project in cooperation with the American History course

### **British Literature (Regular & Honors)**

Regular Course #: 1001400 (may be used to meet Florida Bright Futures requirements)

Honors Course #: 1001410 (may be used to meet Florida Bright Futures requirements)\*

Credit: 1 (Year)

Grade 11-12

Description: This course is designed to acquaint students with the great masters of English literature, from the Anglo-Saxon period to the present, and also to develop their analytical skills in reading. Writing skills are polished, with more attention paid to clear and logical expression. Composition assignments are designed to prepare the students for college writing and will stress the expository essay more than narrative writing or poetry. Other aspects of the content include, but are not limited to, the following:

- literature study, including critical analysis of representative examples from British literature as they reflect changes in the language and development of literary traditions in the English language

- a study of *Hamlet*, *Macbeth*, or *The Tempest*
- extended speaking and listening skills
- vocabulary skills, concentrating on determining meaning through context with an emphasis on analogies and other patterns commonly found on standardized tests
- weekly vocabulary tests
- major research paper

### **AP<sup>®</sup> Language and Composition**

Course #: 1001420 (may be used to meet Florida Bright Futures requirements)

Credit: 1 (Year)

Open to grades 11-12

Note: Can be taken in lieu of an English course required for graduation

Prerequisites: Approval from the English teacher

Description: The purpose of this course is to provide students with an understanding of the semantic, structural, and rhetorical resources of the English language as they relate to the principles of effective writing. The course also provides a variety of writing opportunities calling for the use of different styles and tones. The content is specified by the Advanced Placement Program<sup>®</sup>. Upon completion of the course, students will take the AP<sup>®</sup> Language and Composition Exam for which they can receive college credit.

### **AP<sup>®</sup> Literature and Composition**

Course #: 1001430 (may be used to meet Florida Bright Futures requirements)

Credit: 1 (Year)

Open to grades 11-12

Note: Can be taken in lieu of an English course required for graduation

Prerequisites: Approval from the English teacher

Description: The course involves the careful reading and critical analysis of literature from a variety of genres and cultures written between the sixteenth and twentieth century. Students will study a work's structure, style, themes, figurative language, imagery, symbolism, and tones as well as the historical context and critical perspectives under which the work has been studied. Writing will be an integral part of the course as students compose expository, analytical, and argumentative essays based on the literature of the course. The course culminates in the taking of the AP<sup>®</sup> Literature and Composition Exam for which students can receive college credit.

**\*Honors Option:** Students enrolled in an honors option will cover regular course objectives in a more in-depth manner that may include, but is not limited to, greater critical thinking and application, more extensive reading, and additional projects/papers.

## Mathematics

**Math Program Note:** All students will be placed in math classes based on standardized testing and classroom performance.

**BRCHS Math Progression Chart**

Grade	Track 1	Track 2		Track 3	Track 4
8	Pre-Algebra	Algebra I (H.S. credit)		Pre-Algebra	Algebra I Honors (H.S. credit)
9	Algebra I	Geometry		Algebra I Honors	Geometry Honors
10	Geometry	Algebra II		Geometry Honors	Algebra II / Trigonometry Honors
11	Algebra II	Intro to College Algebra / College Algebra Honors	DE College Algebra / DE Trig and Analytical Geometry	Algebra II / Trigonometry Honors	AP <sup>®</sup> Calculus AB
12	Intro to College Algebra / College Algebra Honors OR DE College Algebra / DE Trigonometry and Analytical Geometry	Honors Statistics	DE Statistics OR AP <sup>®</sup> Calculus AB	DE College Algebra / DE Trigonometry and Analytical Geometry OR AP <sup>®</sup> Calculus AB	AP <sup>®</sup> Calculus BC

### Algebra I (Regular & Honors)

Regular Course #: 1200310 (may be used to meet Florida Bright Futures requirements)

Honors Course #: 1200320 (may be used to meet Florida Bright Futures requirements)

Credit: 1 (Year)

Grades 8-9

Description: This first course in algebra focuses on thinking of algebra as a language, a tool that helps one solve problems. It attempts to provide opportunities for students to grasp the formal structures of algebra by grounding them in familiar contexts and real world applications. Throughout the course, students learn to represent mathematical ideas using physical materials, pictures, diagrams, patterns, models, symbols, and words. An instructional approach that encourages various representations of algebraic concepts and encourages active learning helps build the bridge from concrete thinking to more formal structures. Technology is considered a key tool in this process. As mathematical principles are developed there is a heightened awareness and appreciation for a God who has revealed Himself as a God of system and order. Placement in this course is dependent on standardized test scores (including an Algebra prognosis test), eighth grade math scores, and teacher and guidance counselor recommendation. As a private school, Boca Christian students do not participate in End of Course (EOC) Assessments. Public schools require students to take an EOC Assessment in order to receive credit for Algebra I. Honors Option: Students enrolled in the honors option will cover regular course objectives in a more in-depth manner that may include, but is not limited to, greater critical thinking, more extensive homework application, and additional projects/papers.

### **Geometry (Regular & Honors)**

Regular Course #: 1206310 (may be used to meet Florida Bright Futures requirements)

Honors Course #: 1206320 (may be used to meet Florida Bright Futures requirements)

Credit: 1 (Year)

Grades 9-10

Prerequisite: Algebra I

Description: This "hands-on" geometry course provides opportunities for students to pass through a series of levels of geometric thinking from visualization and analysis to inductive and finally formal deductive thinking. The process of problem solving permeates the activities throughout the course. Along with a straightedge and compass, technology is considered a key factor in providing tools for students to think with and make conjectures. As geometric principles are discovered there is a heightened awareness and appreciation for a God who reveals himself in nature and structure.

Honors Option: Students enrolled in the honors option will cover regular course objectives in a more in-depth manner that may include, but is not limited to, greater critical thinking, more extensive homework application, and additional projects/papers.

### **Algebra II**

Course #: 1200330 (may be used to meet Florida Bright Futures requirements)

Credit: 1 (Year)

Grades 10-11

Prerequisites: Algebra I and Geometry

Description: The purpose of this course is to continue the study of algebraic skills and to provide the foundation for applying algebraic skills to other mathematical and scientific fields. Technology is a key tool in this process, and a graphing calculator will be required for the course.

### **Algebra II/Trigonometry (Honors Only)**

Course #: 1200340 (may be used to meet Florida Bright Futures requirements)

Credit: 1 (Year)

Grades 10-11

Prerequisites: Algebra I Honors and Geometry with a grade of "C" or higher

Description: The purpose of this course is to continue the study of algebra and to provide the foundation for applying algebraic skills to other mathematical and scientific fields. In addition, students will be introduced to the circular and trigonometric functions and their applications. There is an added emphasis on structure, rigor, application, and integration while continuing to foster the atmosphere of active learning. Technology is a key tool in the process; a graphing calculator is used throughout the course.

### **Pre-Calculus (Honors Only)**

Course #: 1202340 (may be used to meet Florida Bright Futures requirements)

Credit: 1 (Year)

Grades 11-12

Prerequisites: Algebra II

Description: The purpose of this course is to emphasize the study of functions and other skills necessary for the study of calculus. The content will include, but is not limited to, the following:

- polynomial, rational, exponential, inverse, logarithmic, and circular functions
- sequences and series
- concept of limits
- vectors

- conic sections
- polar coordinate systems
- symbolic logic
- mathematical induction
- matrix algebra

### **Introduction to College Algebra**

Course #: 1200700 (may be used to meet Florida Bright Futures requirements)

Credit: 0.5 (Semester) or 1 (Year)

Grades 11-12

Prerequisites: Geometry and Algebra II

Description: This course is an introduction to linear functions, quadratic functions, rational functions, and inequalities. A graphing calculator is required. (Instruction on use of calculator will be demonstrated on the TI-84 Plus CE graphing calculator.) Please note that this course meets the same requirements as Math for College Readiness on Florida Virtual School.

### **College Algebra (Dual Enrollment)**

Course #MAT1853 (PBAU), MAC1105 (may be used to meet Florida Bright Futures requirements)

Credit: 1 (Semester)

Grades 11-12

Prerequisites: Geometry, “B” or higher in Algebra II or Introduction to College Algebra, and a 3.0 cumulative GPA

Description: This purpose of this course is to study linear functions, quadratic functions, rational functions, composition of functions, inverse functions, and exponential and logarithmic functions. A graphing calculator is required. (Instruction on use of calculator will be demonstrated on the TI-84 Plus CE graphing calculator.) Students acquire three credit hours of college credit with this dual enrollment course through Palm Beach Atlantic University.

### **Trigonometry and Analytical Geometry (Dual Enrollment)**

Course #: MAT1863 (PBAU), MAC1114/MAC1154 (may be used to meet Florida Bright Futures requirements)

Credit: 1 (Semester)

Grades 11-12

Prerequisites: “B” or higher in Algebra II and a 3.0 cumulative GPA

Description: This pre-calculus offering lays the foundation for advanced study in mathematics. The topics considered require a strong algebra background and basic knowledge of geometric concepts. Topics include trigonometric functions, analytic trigonometry, trigonometric and parametric equations, polar coordinates, vector applications, conic sections (including rotation of axes). Students acquire three credit hours of college credit with this dual enrollment course through Palm Beach Atlantic University.

### **Statistics (Honors & Dual Enrollment)**

Honors Course #: 1210300 (may be used to meet Florida Bright Futures requirements)

DE Course #: MAT2003 (PBAU), STA1022 (may be used to meet Florida Bright Futures requirements)

Credit: 1 (Year)

Grades 12

Prerequisites: Algebra II or Algebra II/Trigonometry Honors, or the permission of the Mathematics Department

Description: This introductory statistics course is for honors students or students at two- and four-year

colleges who are majoring in fields other than math or engineering. The course focuses on applications of statistical knowledge rather than the theories behind them. Students collaborate in small groups on practice problems and on labs in class and finish assignments at home. The labs use real data collected by the instructor or the students or both. Technology is a key tool in this process, and a graphing calculator will be required for the course. Students are required to download the text book or purchase the workbook (recommended due to the length of the book).

### **AP<sup>®</sup> Calculus AB**

Course #: 1202310 (may be used to meet Florida Bright Futures requirements)

Credit: 1 (Year)

Grade 11-12

Prerequisites: Algebra I, Geometry, Algebra II/Trigonometry Honors with a grade of at least a B; students who earn a C (or low B) in Algebra II/Trigonometry Honors should also complete College Algebra and Trigonometry and Analytical Geometry or Pre-Calculus (FLVS) with a grade of at least a B  
Description: AP<sup>®</sup> Calculus AB is roughly equivalent to a first semester college calculus course. The purpose of this course is for students to understand the big ideas of calculus -- limits, derivatives, integrals, and the Fundamental Theorem of Calculus – and to experience its methods and applications. The course emphasizes a multi-representational approach, connecting graphical, numerical, analytical, and verbal representations. Through these diverse representations, students will see the beauty of calculus and develop a strong foundation for future mathematics courses.

### **AP<sup>®</sup> Calculus BC**

Course #: 1202320 (may be used to meet Florida Bright Futures requirements)

Credit: 1 (Year)

Grade 12

Prerequisites: Algebra I, Geometry, Algebra II/Trigonometry Honors, and AP<sup>®</sup> Calculus AB with a grade of at least a C

Description: AP<sup>®</sup> Calculus BC is roughly equivalent to both first and second semester college calculus. It provides a review of first semester topics then extends the content learned in AB to different types of equations, including vector, conic, and parametric equations, and introduces the topic of sequences and series. Students will use all of the important mathematical practices: reasoning with definitions and theorems, connecting concepts, implementing algebraic processes, building notational fluency, and communicating to experience calculus methods and applications. The course emphasizes a multi-representational approach, connecting graphical, numerical, analytical, written and verbal representations. Through these diverse representations, students will see the beauty of calculus and develop a strong foundation for future mathematics courses.

## Science

### **Earth Science (Regular & Honors)**

Regular Course #: 2001310 (may be used to meet Florida Bright Futures requirements)

Honors Course #: 2001320 (may be used to meet Florida Bright Futures requirements)\*

Credit: 1 (Year)

Grades 9-12

Description: This laboratory-oriented course provides students with an overview of the earth, its processes, materials, history and environment in space. Topics covered include meteorology, including the earth's atmosphere, weather, and climate; oceanography, including ocean currents, waves, tides, and related environmental issues; astronomy, including formation and characteristics of the universe and solar system, life cycle of stars, and space exploration; and geology, including rocks and minerals, plate tectonics, earthquakes, volcanoes, eroding forces, and the hydrologic cycle. Detailed investigation is made into the origins of the earth and the universe, as well as critical analysis of evidence for creation versus evolutionary processes, presented from the underlying perspective of Biblical creation. Laboratory investigations of selected topics include the use of the scientific method, measurement, laboratory apparatus, and safety, which are an integral part of the course.

### **Biology (Regular & Honors)**

Regular Course #: 2000310 (may be used to meet Florida Bright Futures requirements)

Honors Course #: 2000320 (may be used to meet Florida Bright Futures requirements)\*

Credit: 1 (Year)

Grade 9-10

Description: This course provides students with general exploratory experiences and activities in the fundamental concepts of life. Content includes, but is not limited to, cell biology, cell reproduction, basic principles of genetics, biological changes through time, classification and taxonomy, microbiology, structure and function of plants, animals, and the human body, and ecological relationships. Critical analysis of biological evidence for creation versus evolutionary processes, presented from the underlying perspective of Biblical creation, is an integral part of the course, as are laboratory investigations which also include the use of the scientific method, measurement, laboratory apparatus and safety.

### **Chemistry I (Regular & Honors)**

Regular Course #: 2003340 (may be used to meet Florida Bright Futures requirements)

Honors Course #: 2003350 (may be used to meet Florida Bright Futures requirements)\*

Credit: 1 (Year)

Grade 10-11

Description: This course provides students with the study of composition, properties, and changes associated with matter. The content includes, but is not limited to, classification and structure of matter, atomic theory, the periodic table, bonding, chemical formulas, chemical reactions and balanced equations, behavior of gases, physical changes, acids, bases, salts, and energy associated with physical and chemical changes. Laboratory investigations of selected topics include the use of the scientific method, measurement, laboratory apparatus and safety, and are an integral part of the course.

### **Physics (Regular & Honors)**

Regular Course #: 2003380 (may be used to meet Florida Bright Futures requirements)

Honors Course #: 2003390 (may be used to meet Florida Bright Futures requirements)\*

Credit: 1 (Year)

Grade 12

Prerequisite: Algebra II/Trigonometry Honors (recommended)

Description: This course provides students with an introductory study of the theories and laws governing the interaction of matter, energy and the forces of nature. Content includes, but is not limited to, kinematics, dynamics, energy, work and power, heat and thermodynamics, wave characteristics, light, electricity, magnetism, nuclear physics, and sound. Laboratory investigations of selected topics include the use of the scientific method, measurement, laboratory apparatus and safety, which are an integral part of the course.

### **Environmental Science**

Course #: 2001340 (may be used to meet Florida Bright Futures requirements)

Credit: 1 (Year)

Open to grades 10-12

Prerequisites: Earth Science

Description: The purpose of this course is to study man's stewardship of the environment, God's creation. The content is specifically related to South Florida issues and includes, but is not limited to, the following:

- forms of pollution
- conservation
- environmental planning and policy
- public land usages
- population dynamics
- biotic and abiotic environments
- food chains and webs
- dispersal and dynamics of populations and ecosystems
- endangered species
- air, water, and land pollution
- man's impact on the environment
- ecosystems and analysis
- recycling

### **Marine Science (Regular & Honors)**

Regular Course #: 2002500 (may be used to meet Florida Bright Futures requirements)

Honors Course #: 2002510 (may be used to meet Florida Bright Futures requirements)\*

Credit: 1 (Year)

Open to grades 11-12

Note: This course is offered through Florida Virtual School.

Prerequisite: Biology recommended

Description: As our amazing planet continues to change over time, it becomes increasingly apparent how human activity has made environmental impacts. In the marine science course, students delve deep into Earth's bodies of water and study geologic structures and how they affect the oceans. Students investigate characteristics of various populations, patterns of distribution of life in aquatic systems, and ongoing changes occurring every day in our precious ecosystems. Students will be amazed and enlightened at just how much our oceans and lakes affect climate, weather, and seasonal variations. Students have the opportunity to explore the relationships among living organisms and see how they are affected by our oceans' currents, tides, and waves. Hold on, it is one amazing journey!

### **Anatomy and Physiology (Honors Only)**

Course #: 2000360 (may be used to meet Florida Bright Futures requirements)

Credit: 1 (Year)

Open to grades 11-12

Prerequisite: Biology or Honors Biology are general prerequisites. Chemistry is recommended. With teacher approval, a student may take Biology or Chemistry concurrently with Anatomy and Physiology.

Description: Anatomy and Physiology is an honors course designed for students seeking in-depth understanding of the structures and functions of the human body and its systems, disease processes, and medical technology. This course is recommended for anyone considering a career in the health sciences.

### **AP<sup>®</sup> Biology**

Course #: 2000340 (may be used to meet Florida Bright Futures requirements)

Credit: 1 (Year)

Open to grades 10-12

Prerequisite: Biology and Chemistry are general prerequisites. Instructor approval is required for any student lacking these prerequisites.

Description: AP<sup>®</sup> Biology is designed to be a college-level survey course. Among the topics covered are classification and taxonomy, botany, cell and molecular biology, genetics, life origins, structure and function of the human body, zoology, and ecological relationships. Throughout the course, concepts of evolution are carefully examined and challenged with scriptural and scientific evidence for Creation. Laboratory and field activities, using the scientific method and inquiry-based learning techniques, further illustrate the concepts read and discussed in class. Because of the wide range of information covered, students are expected to do a significant amount of out-of-class preparation and study. Students interested in studying pre-medicine in college are strongly encouraged to take this course.

### **AP<sup>®</sup> Chemistry**

Course #: 2003370 (may be used to meet Florida Bright Futures requirements)

Credit: 1 (Year)

Open to grades 10-12

Prerequisite: This course is designed to be taken only after the successful completion of Chemistry I (regular or honors). Surveys of students who take the AP<sup>®</sup> Chemistry exam indicate that the probability of achieving a score of 3 or higher is significantly greater for students who successfully complete a first course in high school chemistry prior to undertaking the AP<sup>®</sup> Chemistry course. Additionally, the recommended mathematics prerequisite for the AP<sup>®</sup> Chemistry class is the successful completion of Algebra II (regular or honors). The AP<sup>®</sup> Chemistry course should not displace any other part of the student curriculum.

Description: The purpose of this course is to study the development and application of chemistry principles and concepts. After successfully completing this course, the student will:

- use the scientific method to solve problems, employ metric measurements, and demonstrate safe and effective use of laboratory instruments
- discuss atomic theory and structure
- compare the types of binding forces in chemical bonding, the geometry of molecules, and the molecular model theory
- demonstrate knowledge of nuclear chemistry
- describe the various states of matter
- discuss numerous types of chemical reactions
- demonstrate knowledge of equations and advanced stoichiometry
- describe chemical equilibrium qualitatively and quantitatively

- investigate reaction rates
- analyze thermodynamic processes
- develop an understanding of systematic nomenclature
- illustrate the principles of descriptive chemistry
- analyze the interactions of chemistry, technology, and society

Students interested in studying pre-medicine in college are strongly encouraged to take this course.

**\*Honors Option:** Students enrolled in the honors option will cover regular course objectives in a more in-depth manner that may include, but is not limited to, greater critical thinking and application, more extensive reading, and additional projects/papers.

## Social Sciences

### **World History (Regular & Honors)**

Regular Course #: 2109310 (may be used to meet Florida Bright Futures requirements)

Honors Course #: 2109320 (may be used to meet Florida Bright Futures requirements)\*

Credit: 1 (Year)

Grade 9

Description: This course provides a Christian worldview of history. Students understand their connection to the development of civilizations by examining the past to prepare for their future as participating members of a global community. They use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academic, civic, social, and employment settings. In addition, an emphasis is placed upon world geography to aid students in acquiring an understanding of the interrelationships between people and their environment. The content includes, but is not limited to, the following:

- geo-historic development in time-space
- comparative views of history
- origin and development of contrasting civilizations' cultural universals
- role of religion in historical change
- varieties of contrasting political theories and philosophies
- role of science and technology as a social catalyst
- nationalism as a cohesive force in history
- diversity of economic thought and practices in the world
- influence of major figures and events
- interpretations of the historical development of our present world order
- an understanding of the relationship between physical geography, natural resources and the economic, political, social, cultural, religious, and historic aspects of human activity as applied to a study of the major world regions
- interdisciplinary project in cooperation with the World Literature I course

### **American History (Regular & Honors)**

Regular Course #: 2100310 (may be used to meet Florida Bright Futures requirements)

Honors Course #: 2100320 (may be used to meet Florida Bright Futures requirements)\*

Credit: 1 (Year)

Grade 11

Description: Students understand the development of the United States within the context of history by examining connections to the past to prepare for the future as participating members of a democratic society. They use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academic, civic, social, and employment settings. The content includes, but is not limited to, the following:

- time-space relationships
- significant turning points and trends in the development of United States culture and institutions
- impact of expansion on the United States character
- origin of United States documents, ideals, and characteristics
- the changing role of the Constitution over the centuries
- political, social, and economic conflicts and resolutions
- technological and urban transformation of the United States in the 19th and 20th centuries
- changes in lifestyles of United States citizens through the centuries

- changes in United States foreign policy from regional to global
- cyclical characteristics of United States economic development through the centuries
- contemporary and domestic issues that affect the United States with projected scenarios through the 21st century
- the significant impact of our founding fathers' religious faith on the character of our nation
- interdisciplinary project in cooperation with the American Literature course

### **American Government (Regular & Honors)**

Regular Course #: 2106310 (may be used to meet Florida Bright Futures requirements)

Honors Course #: 2106320 (may be used to meet Florida Bright Futures requirements)\*

Credit: 0.5 (Semester)

Grade 12

Description: This course provides students with the opportunity to acquire a comprehensive understanding of American government and political behavior. Topics include, but are not limited to, the following:

- evaluation of those documents which shape our political traditions (the Declaration of Independence, the Constitution, and the Bill of Rights)
- analysis of the roles of the three branches of government at the local, state, and national levels
- comparative view of the changing nature of political parties and interest groups over time in determining government policy
- evaluation of the changing nature of citizen rights and responsibilities in a democratic state
- importance of civic participation in the democratic political process
- understanding of how the religious faith of our founding fathers impacted the kind of government we enjoy today

### **Economics (Regular & Honors)**

Regular Course #: 2102380 (may be used to meet Florida Bright Futures requirements)

Honors Course #: 2102390 (may be used to meet Florida Bright Futures requirements)\*

Credit: 0.5 (Semester)

Grade 12

Description: This study of economics provides students with an understanding of the choices they must make as producers, consumers, investors, and taxpayers. Students are provided with the knowledge and decision-making tools necessary for understanding how society organizes its limited resources to satisfy its unlimited wants. Topics include, but are not limited to, the following:

- use of economic reasoning and principles in reaching decisions in the marketplace
- function of money and financial institutions
- labor supply and demand
- distinction between micro and macroeconomic problems
- monetary and fiscal policy

### **AP<sup>®</sup> World History**

Course #: 2109420 (may be used to meet Florida Bright Futures requirements)

Credit: 1 (Year)

Open to grades 9-12

Prerequisites: Approval from the history teacher

Description: This course follows the format of the Advanced Placement Program<sup>®</sup> of College Board<sup>®</sup>. Students are required to take the AP<sup>®</sup> Exam as part of this course, and they may receive college credit with a qualifying score. The course covers the chronological period of ~8000 B.C. to the present. It

focuses on themes of change and continuity through the broad sweep of human history. Recognizing and analyzing broad themes receives special emphasis. The interaction and evolution of human societies through trade, migration, and warfare are considered along with environmental factors such as geography and climate. The AP<sup>®</sup> World History course will develop the following academic strengths:

- development of analytical skill in evaluating historical sources
- effective argumentation and composition of essays
- ability to think critically and synthesize a thesis from diverse historical sources
- a thorough understanding of human history through the lens of Christian worldview

### **AP<sup>®</sup> Psychology**

Course #: 2107350 (may be used to meet Florida Bright Futures requirements)

Credit: 1 (Year)

Open to grades 11-12

Prerequisites: Approval by the Director of Guidance

Description: This course follows the format of the Advanced Placement Program<sup>®</sup> of College Board<sup>®</sup>. Through the study of psychology, students will understand the history of psychology as a science and the different theoretical approaches that underlie explanations of behavior and the contemporary research methods used by psychologists. Throughout the course, current psychological philosophies will be analyzed through a Christian worldview. At the conclusion of the course, students will take the AP<sup>®</sup> Psychology Exam for which they can receive college credit.

**General Psychology Dual Enrollment Option** (Course #: PSY2133): Students may acquire three credit hours of college credit through Palm Beach Atlantic University. Students must be enrolled in AP<sup>®</sup> Psychology while pursuing these credits. This course surveys the major subdisciplines of psychology as a science and as a helping profession, including the physiology of behavior, learning, motivation, and abnormal and social psychology. This course provides a reasonable understanding of the field and enables the student to follow up in areas of interest. A Christian perspective of psychology is included.

### **AP<sup>®</sup> United States History**

Course #: 2100330 (may be used to meet Florida Bright Futures requirements)

Credit: 1 (Year)

Open to grades 11-12

Prerequisites: Approval from the history teacher

Description: This course follows the specifications of the Advanced Placement Program<sup>®</sup> of College Board<sup>®</sup>. Students will understand the development of the United States within the context of history by examining connections to the past to prepare for the future as participating members of a democratic society. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academics, civic, social, and employment settings. This course culminates with the students taking the AP<sup>®</sup> US History exam for which they can receive college credit.

### **AP<sup>®</sup> United States Government and Politics**

Course #: 2106420 (may be used to meet Florida Bright Futures requirements)

Credit: 0.5 (Semester)

Open to grade 12

Note: This course is offered through Florida Virtual School.

Description: Research the roles of the media, political parties, interest groups, states, candidates, bureaucracy, and the public in the governmental process. You will experience the production of policy building in multiple economic and social settings. This course meets the United States Government high

school graduation requirement. To help allow for course completion prior to the AP exams in May, registration for this half-credit course closes January 31.

### **AP<sup>®</sup> Microeconomics**

Course #: 2102360 (may be used to meet Florida Bright Futures requirements)

Credit: 0.5 (Semester)

Open to grade 12

Note: This course is offered through Florida Virtual School.

Description: By taking on the role of a leader at a fictitious company, you will learn fundamental economic concepts, including scarcity, opportunity costs and trade-offs, productivity, economic systems and institutions, exchange, money, and interdependence. This course meets the Economics high school graduation requirement. To help allow for course completion prior to the AP exams in May, registration for this half-credit course closes January 31.

**\*Honors Option:** Students enrolled in the honors option will cover regular course objectives in a more in-depth manner that may include, but is not limited to, greater critical thinking and application, more extensive reading, and additional projects/papers.

**\*\*History Program Note:** Some Bible courses may count as the social science elective necessary for the advanced diploma. However, no Bible course may substitute for the state required courses of World History, American History, American Government, or Economics. See the Director of Guidance for more details.

## **Computer/Technology**

*Note: The high school program includes laptop computer technology; the following classes are designed to give instruction on the effective integration of the computer into all the core subjects. The required computer credit must be taken online in a Directed Independent Lab class.*

### **Digital Information Technology**

Course #: 8207310 (may NOT be used to meet Florida Bright Futures requirements)

Credit: 1 (Year)

Grade: 10

Note: This course is offered through Florida Virtual School.

Description: Dive into an exciting course that will provide you with the foundational skills needed for exciting careers like game development, military defense, web design, and software engineering! You will explore Microsoft Office online applications, web design, emerging technologies, operating systems, project management, communication methods, Information Technology careers, and much more in this course. Learn about your strengths and how they relate to different career paths. This course serves as a prerequisite to many exciting career and technical education programs of study.

### **Applied Computer Technology (Robotics)**

Course #: 0200340 (may NOT be used to meet Florida Bright Futures requirements)

Credit: 0.5 (Semester)

Open to grades 9-12

Description: The purpose of this course is to provide students with an understanding of the various kinds of microcomputer hardware and their uses and to provide instruction in basic microcomputer architecture, interfacing, and diagnostic, repair, and maintenance techniques.

### **Production Engineering**

Course #: 9999999 (may NOT be used to meet Florida Bright Futures requirements)

Credit: 0.5 (Year) This course is only offered for pass/fail credit.

Open to grades 9-12

Prerequisite: Application

Description: Upon completion of four years of this course, students will learn the technologies and disciplines of live event production. Students will experience the operation and maintenance of typical technical equipment used for school events, chapels, fine arts concerts, and musical theater. Through once a week class time and production of school events, students will gain the knowledge, skills, and vocabulary to participate in production teams at their church and other situations outside the school environment. Emphasis is placed on all students participating in the production crew of weekly chapels, school events, and a resume-able position in the production crew of the high school Broadway musical in the spring. In addition to the technical production of the spring musical, the class is also responsible to design, engineer, and perform the necessary special effects for the spring musical. As a rule, students in this class cannot be in the cast of the musical or athletic teams that conflict with the spring musical. This course is comprised of four sections. Each section is offered every four years, so students can participate all through high school. The class meets once a week during 6th period on Thursday. Students are not required to take one section before the other. All sections include practicals in the proper use and maintenance of production equipment.

## **AP<sup>®</sup> Computer Science Principles**

Course #: 0200335 (may NOT be used to meet Florida Bright Futures requirements)

Credit: 1 (Year)

Open to grades 10-12

Prerequisite: Algebra I

Description: AP<sup>®</sup> Computer Science Principles focuses on the concepts and computational thinking practices central to the discipline of computer science including creativity, abstraction, data and information, algorithms, programming, the Internet, and global impact. The course is organized around the investigation of these seven big ideas, all of which are fundamental principles essential to thrive in future college courses and a variety of computing and STEM careers. Emphasizing these key big ideas helps students build a solid understanding and facility with computing and computational thinking. These integral understandings can be applied in further studies of computer science and provide a pathway for becoming a well-educated and informed citizen who understands how computer science impacts people and society.

## Fine Arts

### **Band**

Course #: 1302300 (may NOT be used to meet Florida Bright Futures requirements)

Credit: 1 (Year) This course may be taken for pass/fail credit.

Open to grades 9-12

Description: The purpose of this course is to develop technical skills on wind, brass, and percussion instruments through the practice and performance of high school band literature. The content will include, but not be limited to, the following:

- technical skills
- individual and ensemble techniques
- sight reading and ear training
- elements and characteristics of music
- role and influence of instrumental music and musicians
- instrument care and maintenance

### **Chorus**

Course #: 1303300 (may NOT be used to meet Florida Bright Futures requirements)

Credit: 1 (Year) This course may be taken for pass/fail credit.

Open to grades 9-12

Description: The purpose of this course is to provide experiences in basic vocal production techniques and part-singing. The content includes, but is not limited to, the following:

- basic and fundamental skills in vocal tone production
- choral performance techniques
- musical literacy
- music appreciation

### **Music Theory**

Course #: 1300300 (may NOT be used to meet Florida Bright Futures requirements)

Credit: 1 (Year)

Open to grades 9-12

Description: In this year-long course, high school students will learn how to read, write, analyze, and perform music in preparation for music theory courses after high school. Music theory is a class designed for the advanced musician to more thoroughly understand the components of music and music composition. This class will enable the student to successfully complete basic college theory classes. Students will also be able to compose music and understand the guidelines used in music composed by others. It is preferred that students can already read music, but it is not a requirement for this course. Students who take music theory are highly encouraged to participate in either choir or band.

### **AP<sup>®</sup> Music Theory**

Course #: 1300330 (may be used to meet Florida Bright Futures requirements)

Credit: 1 (Year)

Open to grades 9-12

Prerequisites: written approval from the music department head

Description: The purpose of this course is to develop a student's ability to recognize and understand the basic materials and processes in any music heard or score read. The course focuses on the mastery of notation, intervals, scales and keys, chords, metric organization, and rhythmic patterns by listening to

and analyzing a wide array of musical styles. The course seeks to develop the student's composition, analytical, performance, aural, and notational skills. Students will be required to read, notate, compose, perform, and listen to music. At the end of the course, students will take the AP<sup>®</sup> music theory exam for which they can earn college credit.

### **Art I: Drawing I**

Course #: 0104340 (may NOT be used to meet Florida Bright Futures requirements)

Credit: 0.5 (Semester) or 1 (Year)

Open to grades 9-12

Description: Through the study of the elements of design, color theory, and drawing and brush techniques, this course will focus on student projects that will also include mixed media. Students will also examine art history during the semester. A separate art material fee will apply.

### **AP<sup>®</sup> Studio Art: 2-D Design**

Course #: 0109350 (may be used to meet Florida Bright Futures requirements)

Credit: 1 (Year)

Open to grades 11-12

Description: The AP<sup>®</sup> Studio Art: 2-D Design course is a rigorous college-level studio art course that is designed for students who are seriously interested in the practical experience of two-dimensional art. This course is not based on a written exam; instead, students submit a digital portfolio for evaluation by College Board<sup>®</sup> at the end of the school year. AP<sup>®</sup> Studio Art students create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions. Students should be self-motivated, expect homework, and be confident in their art skills. A separate art material fee and an AP<sup>®</sup> fee will be added to each student's account.

### **AP<sup>®</sup> Studio Art: Drawing**

Course #: 0104300 (may be used to meet Florida Bright Futures requirements)

Credit: 1 (Year)

Open to grades 11-12

Description: The AP<sup>®</sup> Studio Art: Drawing course is a rigorous college-level studio art course that is designed for students who are seriously interested in the practical experience of drawing. This course is not based on a written exam; instead, students submit a digital portfolio for evaluation by College Board<sup>®</sup> at the end of the school year. AP<sup>®</sup> Studio Art students create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions. Students should be self-motivated, expect homework, and be confident in their art skills. A separate art material fee and an AP<sup>®</sup> fee will be added to each student's account.

### **Art Appreciation**

Course #: 0100310 (may NOT be used to meet Florida Bright Futures requirements)

Credit: 0.5 (Semester)

Open to grades 9-12

Description: This course is designed to acquaint students with the great masters of art from the times of Ancient Rome, the Middle Ages, and the Renaissance, and also to develop their analytical skills in examining a piece of art. Knowledge of appropriate vocabulary is developed with attention paid to integrating the terms with students' analysis. In addition, students are exposed to great pieces of art in the context of that particular history, culture, and society. An emphasis is placed upon integrating one's Christian worldview with art history, art criticism, and analyzing past and present cultural implications.

### **Art History and Criticism (Honors Only)**

Course #: (may NOT be used to meet Florida Bright Futures requirements)

Credit: 1 (Year)

Open to grades 9-12

Note: This course is offered through Florida Virtual School.

Description: In this course students will understand the political, cultural, and religious changes throughout history that are depicted within art. This course is an opportunity for students to reflect on how art was and is used as a vehicle to communicate, depict political and religious propaganda, and serve as evidence of cultural shifts and changes. Students will be challenged to contemplate the connection between art and context through reflective writing assessments and DBAs. Students will build upon knowledge throughout the course and understand how art reflects and communicates cultural change and evolution. Students will develop critical skills of analysis, synthesis, and evaluation in this course by analyzing historical documents, working in a thematic context, developing proficiency in note-taking, free-response writing, and solving problems. Students will demonstrate their skills through participation in extended collaborative projects. Art History & Criticism Honors is an honors-only course. All assessments in this course are honors level and students will earn honors credit only.

### **Public Speaking**

Course #: 1007300 (may NOT be used to meet Florida Bright Futures requirements)

Credit: 0.5 (Semester)

Open to grades 9-12

Description: This course will enable students to develop the ability to speak in formal and informal situations, such as debate, persuasive speaking, dramatic interpretation, etc. Course content will include, but not be limited to, the following:

- differentiation between formal and informal speaking
- forms of oral communication
- techniques of public speaking
- research, organization, and writing for public speaking
- analysis and evaluation of public speaking

### **Debate**

Course #: 1007330 (may NOT be used to meet Florida Bright Futures requirements)

Credit: 0.5 (Semester)

Open to grades 9-12

Description: This course is designed to promote speaking, thinking, and researching abilities. Classes will encourage students to analyze the nature and forms of argumentative debate as well as the basics of logic and argumentation. Students will improve their ability to construct, present, and defend sound arguments and will develop the ability to analyze and evaluate the arguments of others.

### **Drama**

Course #: 0400310 (may NOT be used to meet Florida Bright Futures requirements)

Credit: 1 (Year)

Open to grades 9-12

Description: The purpose of this course is to heighten knowledge and appreciation of theatre and to provide experiences for students to engage in all aspects of theatre. The content includes, but is not limited to, the following:

- an overview of the history of theater and famous works

- an introduction to the fundamentals of theater production, including set design, costume design, make-up design, and play writing
- acting techniques

### **Creative Photography I**

Course #: 0108310 (may NOT be used to meet Florida Bright Futures requirements)

Credit: 1 (Year)

Open to grades 9-12

Note: This course is offered through Florida Virtual School.

Description: We see photographs every day in varied contexts—television, Internet, magazines, and newspapers. How do we know what makes a great photograph? How did the artist capture one moment? How did the artist present a visual story? How does the viewer understand the artist's intent? How does an artist know how to take a great picture? How do photographs become art, billboards, advertisements, or a purchased commodity? In this course, students learn and apply fundamental skills to use a camera. In addition, the course teaches students to understand the evolution of the camera and photography from a means of documentation to a recognized high art form, use creative approaches to develop a photographic portfolio, examine photographic specialty areas and product photography, and understand and apply the role of the critic when analyzing photographs. As students work through each module, they use Web 2.0 tools to gain knowledge of the principles and elements of design, build photographic skills, and create their own portfolios of photographs with a diverse subject base.

## **Physical Education**

***\*Physical Education Program Note:*** Required physical education (PE) uniforms or Blazer sportswear must be worn during PE classes (but *only* during PE classes). PE uniforms and Blazer sportswear must be neat, clean, and marked with the owner's name. A note from the parent or guardian must be presented to the PE teacher if a student is unable to participate in a PE class. Only medical excuses from a doctor will be accepted for prolonged nonparticipation.

### **HOPE (Health Opportunities through Physical Education)**

Course #: 3026010 (may NOT be used to meet Florida Bright Futures requirements)

Credit: 1 (Year)

Grades 9-12

Description: The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness. The content includes, but is not limited to, the following:

- apply fitness and health concepts
- risk and benefits of varying fitness levels
- biomechanical and physiological principles
- development of an individual wellness and nutrition plan
- responsible decision making
- completion of a behavior change project
- analyzing of skills-related fitness
- safety and injury prevention – (hydration, injury, violence, environmental issues, CPR)
- analyzing consumer information and community resources
- mental and emotional health, including depression and suicide
- stress management and coping skills
- interpersonal communication – communication, relationships, sportsmanship
- disease prevention and control – risk factor assessments, includes communicable and non-communicable diseases such as HIV/AIDs, STDs, heart disease, diabetes, cancers, asthma
- tobacco, alcohol, and other drug use and abuse – risk and protective factors
- teen pregnancy prevention
- advocating for health and fitness promotion
- technology application to facilitate health and fitness

## World Language

**\*World Language Program Note:** World Language requirements for graduation with a college prep or advanced diploma must include two years of the same language.

### **French I**

Course #: 0701320 (may be used to meet Florida Bright Futures requirements)

Credit: 1 (Year)

Open to grades 9-12

Description: This course provides an introduction to French through a linguistic, communicative, and cultural approach to language learning. Emphasis is placed on the development of listening, speaking, reading, and writing skills and on the acquisition of grammar. Understanding of culture and real-life applications is emphasized throughout the course.

### **French II**

Course #: 0701330 (may be used to meet Florida Bright Futures requirements)

Credit: 1 (Year)

Open to grades 9-12

Note: This course is offered through Florida Virtual School.

Prerequisites French I or its equivalent

Description: This course is a continuation of French I and involves a review of that course. Students will continue developing listening, speaking, reading, and writing skills through a linguistic, communicative approach. Students will be taught to correctly use grammar and idiomatic expressions. Culture and real-life applications will be emphasized.

### **French III (Honors Only)**

Course #: 0701340 (may be used to meet Florida Bright Futures requirements)

Credit: 1 (Year)

Open to grades 9-12

Note: This course is offered through Florida Virtual School.

Prerequisites: French II or its equivalent

Description: This course is a continuation of French II and involves a review of that course with an emphasis on advanced grammar. Students will continue to develop their French through speaking, reading, and writing in the target language. Students will read selections in the target language as well as study the history of many French speaking countries.

### **French IV (Honors Only)**

Course #: 0701350 (may be used to meet Florida Bright Futures requirements)

Credit: 1 (Year)

Open to grades 9-12

Note: This course is offered through Florida Virtual School.

Prerequisites: French III or its equivalent

Description: Command the French language by embarking on an immersive journey through rich traditions. By meeting real people and hearing their stories, you will expand your language skills, gain new vocabulary, and better understand your role as a global citizen.

**Spanish I\***

Course #: 0708340 (may be used to meet Florida Bright Futures requirements)

Credit: 1 (Year)

Open to grades 9-12

Description: This course provides an introduction to the Spanish language and culture. It combines listening skills with those of speaking, writing, and reading. Emphasis is placed on grammar and vocabulary. Learners also memorize Spanish Bible verses.

**Spanish II\***

Course #: 0708350 (may be used to meet Florida Bright Futures requirements)

Credit: 1 (Year)

Open to grades 9-12

Prerequisites: Spanish I or its equivalent

Description: This course is a continuation of Spanish I and involves a review of that course. Students will continue learning the styles and techniques of the language. Students are taught how to develop correct usage of grammatical expressions and idioms of the language. The student also receives more exposure to the Spanish culture and Spanish Bible verses.

**Spanish III (Honors Only)\***

Course #: 0708360 (may be used to meet Florida Bright Futures requirements)

Credit: 1 (Year)

Open to grades 9-12

Prerequisites: Spanish II or its equivalent

Description: Beginning with a review of Spanish I and II, this course puts the learner's knowledge of Spanish to work in reading for comprehension, giving speeches, etc. Expansion of vocabulary and conversational skills through discussions based on selected readings also enhances the students' skills.

**Spanish IV (Honors Only)\***

Course #: 0708370 (may be used to meet Florida Bright Futures requirements)

Credit: 1 (Year)

Open to grades 9-12

Note: This course is offered through Florida Virtual School.

Prerequisites: Spanish III or its equivalent

Description: Command the Spanish language by embarking on an immersive journey through rich traditions and superstitions. By meeting real people and hearing their stories, you will expand your language skills, gain new vocabulary, and better understand your role as a global citizen.

**Latin**

Course #: 0706300 (may be used to meet Florida Bright Futures requirements)

Credit: 1 (Year)

Open to grades 9-12

Note: Levels I, II, and III of course are offered through Florida Virtual School.

Description: There is a reason "all roads lead to Rome." Maybe it is because Romans built much of the ancient world's highway system. Maybe it is also because the Roman culture and Latin language laid the foundation for much of Western culture. In this course, students find out for themselves as they take their first steps on a lifelong journey of discovery. Students improve their command of the English language by studying Latin. Students also gain a better understanding of today's laws and culture by getting into the Roman mind. Latin I is the most comprehensive way to begin. The purpose of this course

is to give students a foundation in Latin grammar and vocabulary. This course also acquaints students with Olympic gods and with the everyday life of the typical Roman. The course sets the students' feet on a journey as big as their imagination, with a passport to some of the world's most exciting places.

### **Mandarin Chinese**

Course #: 0711300 (may be used to meet Florida Bright Futures requirements)

Credit: 1 (Year)

Open to grades 9-12

Note: Levels I, II, and III of course are offered through Florida Virtual School.

Description: Students will learn conversational elements in Mandarin Chinese, including greetings, introductions, and the exchange of basic information with others. As they continue through the levels, students will develop communication skills at a more advanced level, including listening, speaking, reading, and writing in Mandarin Chinese. Additionally, students will learn about Chinese culture, including the origins, anecdotes, and etiquette for various cultural settings. Students will compare and contrast the Chinese culture with their own as they continue to build knowledge of vocabulary, sentence structure, and grammar.

*\*Spanish Program Note:* Students, who score in the 50<sup>th</sup> percentile or above on the National Spanish Examination, will receive an A as a test score in their Spanish course during the 4<sup>th</sup> quarter. Students, who receive a gold, silver, or bronze recognition on the National Spanish Examination, will also receive an A on their final 2<sup>nd</sup> semester exam in their Spanish course and will not be required to take that exam.

## Electives

### **Contemporary Living**

Course #: 8500365 (may NOT be used to meet Florida Bright Futures requirements)

Credit: 1 (Year)

Open to grades 9-12

Description: This course is designed to help both young men and women prepare for the time when they will be living independently, whether at college, when they marry, or as they begin their careers. The course will include, but not be limited to the following topics:

- personal growth, relationships, and interpersonal skills
- time and money management
- consumer skills
- wellness, nutrition, and food choices
- clothing and fashion choices
- housing and interior design
- parenting and caregiving skills

### **Dave Ramsey's Foundations in Personal Finance High School Edition**

Course #: 8500120 (may NOT be used to meet Florida Bright Futures requirements)

Credit: 0.5 (Semester)

Open to grades 9-12

Note: This course is offered through Florida Virtual School.

Description: Did you know that less than half of high school seniors qualify as financially literate? With student and household debt soaring, it's time to help change that statistic. High school students can change the way they look at money forever with Dave Ramsey's Foundations in Personal Finance course. Students can become empowered, equipped, and entertained while building confidence in their own financial decision-making. Dave Ramsey's *Foundations in Personal Finance* teaches you how to avoid debt like the plague, budget with intention, invest, and build wealth so you can give like no one else. The course equips you with comprehensive resources so you can focus on your personal finance. Financial expert Dave Ramsey created Foundations in Personal Finance to help you learn the values of saving, spending, and giving to guide you towards financial responsibility.

### **Driver Education/Traffic Safety**

Course #: 1900300 (may NOT be used to meet Florida Bright Futures requirements)

Credit: 0.5 (Semester)

Open to grades 9-12

Note: This course is offered through Florida Virtual School.

Prerequisite: Student must be at least 14½ years old.

Description: Students will study the Highway Transportation System, road signs, rules of the road, accident avoidance, and making good choices behind the wheel. Students will begin to develop the skills necessary to become safe, responsible Florida drivers. Students will view many road simulations throughout the course designed to help increase their knowledge of real world driving. This course covers the Florida Department of Highway Safety and Motor Vehicles required completion of the Traffic Law and Substance Abuse Education (TLSAE). Upon successful completion, students receive a waiver certificate, one necessary step toward getting a learner's permit at the local DMV.

### **Introduction to Engineering**

Course #: 8600520 (may NOT be used to meet Florida Bright Futures requirements)

Credit: 0.5 (semester)

Open to grades 11-12 (Open to grade 10 if concurrently enrolled in Algebra II/Trigonometry Honors.)

Prerequisite: Must have completed or be concurrently enrolled in Algebra II or Algebra II/Trigonometry Honors.

Description: Introduction to Engineering is a survey course of engineering. Students will be presented with an overview of the disciplines of engineering in the field today. Students will first learn the engineering design process and then continue on to solve a given problem with research, development, testing and solution stages while maintaining a design process portfolio. Developing skills to understand the concepts will be accomplished through five major engineering projects. The ultimate goal is to expose students to the various engineering fields available for study and to cultivate the analytical minds of future engineers.

### **Journalism (Yearbook) (Honors Only)**

Course #: 1006310 (may NOT be used to meet Florida Bright Futures requirements)

Credit: 0.5 (Semester) This course may be taken for pass/fail credit.

Open to grades 9-12

Prerequisites: Signature approval from the yearbook advisor

Description: This course provides instruction in the basics of yearbook production. Students build skills in the areas of photography, layouts, advertising, and printing. In addition, students are provided opportunities to develop composition skills in the development of captions, titles, and feature articles.

### **Life Management Skills**

Course #: 0800300 (may NOT be used to meet Florida Bright Futures requirements)

Credit: 0.5 (Semester)

Open to grades 9-12

Note: This course is offered through Florida Virtual School.

Description: Each day hundreds of decisions are made, including important decisions that have a huge impact on personal life. Making good decisions is a whole lot easier for those who have the correct information before making those decisions. Being equipped with correct information will empower students to manage real issues, like quality nutrition, substance abuse, coping with stress, and sexual abstinence. Good health is both mental and physical. Making good decisions starts with knowing the facts, understanding the consequences, and having the confidence to choose well. A series of signposts take students through the course, providing information, direction, and a little encouragement. Students learn to use important tools for communicating feelings and opinions. Other tools provide a foundation for becoming a savvy consumer in a world of advertising, credit cards, and focusing on earth-friendly practices that will help the environment. This course comes with a long-term payoff. Learning to make good decisions now will set a positive direction to follow for the future.

### **Principles of Entrepreneurship**

Course #: 8812110 (may NOT be used to meet Florida Bright Futures requirements)

Credit: 0.5 (Semester)

Open to grades 9-12

Description: The purpose of this program is to introduce students to the concept of entrepreneurship, present entrepreneurship as a viable career option, provide students with the skills needed to realistically evaluate their potential as a business owner, and develop the fundamental knowledge and skills necessary to start and operate a business.

### **Sport, Recreation, and Entertainment Marketing**

Course #: 8827430 (may NOT be used to meet Florida Bright Futures requirements)

Credit: 0.5 (Semester)

Open to grades 9-12

Description: The basis of any business is sales, whether for profit or not for profit, but sales are limited when marketing is ineffective. In recent years changes in social media have changed the face of marketing and advertising significantly. This class will give students hands on experience in effectively advertising and marketing a company and a product within the sports and entertainment field. A number of different marketing techniques, both new and traditional, will be integrated for the students to discover the most effective method to reach a defined target market. Students will also have the opportunity to interview and connect with executives in the sports and entertainment field.

**APPENDIX I**

***FHSAA Academic Standing Guidelines***



## FHSAA ACADEMIC STANDING GUIDELINES

A student must have a cumulative high school grade point average of 2.0 or above on a 4.0 unweighted scale, or its equivalent, in all courses taken that are required by Florida Statutes at the conclusion of each semester to be eligible during the following semester. A student whose cumulative high school grade point average is below a 2.0 on a 4.0 unweighted scale, or its equivalent, in all courses taken that are required by Florida Statutes at the conclusion of a semester shall not be eligible during the following semester.

A student shall be eligible during the first semester of his/her ninth-grade year provided that it is the student's first entry into the ninth grade and he/she was regularly promoted from the eighth grade the immediately preceding year.

A student who is ineligible during the second semester of his/her ninth-grade year or during the first semester of his/her 10<sup>th</sup> grade year because the student's cumulative high school grade point average was below a 2.0 at the conclusion of the previous semester and continues to be below a 2.0 at the conclusion of the semester of the ineligibility may regain his/her eligibility for the following semester provided:

- a. the student signs an academic performance contract with the school and his/her parents at the beginning of the semester in which he/she is ineligible that states, at a minimum, that the student will attend summer school, or its graded equivalent, AND
- b. the student sits out the initial semester of ineligibility, AND
- c. the student earns a grade point average of 2.0 or above on a 4.0 unweighted scale, or its equivalent, in all courses taken during the semester of ineligibility.

Once a student enters the 11<sup>th</sup> grade, and thereafter, he/she must have a cumulative high school grade point average of 2.0 or above on a 4.0 unweighted scale, or its equivalent, in all courses taken that are required by Florida Statutes at the conclusion of each semester to be eligible during the following semester.

All courses taken for high school credit by a student, including those taken prior to his/her ninth-grade year, shall be included in the computation of the student's cumulative high school grade point average.

A student's grade point average may be raised or lowered by attending a regularly organized summer school under the direction of the governing board of a nonpublic school provided all courses taken during the summer school are completed before the first day of the fall semester. All courses in which a student received a grade during the school year or summer school must be used to calculate the cumulative grade point average. However, when repeating a course in which the student earned a D or F, the grade may be replaced with a C or higher, provided the course is the same or comparable. An incomplete grade is considered a failure. A class conducted by a private, certified tutor is not acceptable for removing an eligibility deficiency.

A high school student has four years of athletic eligibility from the date he/she begins ninth grade. This does not imply that the student has four years of participation. After four consecutive years, the student is permanently ineligible. Participation prior to high school does not affect limit of eligibility. A student who reaches the age of 19 prior to September 1 shall become permanently ineligible.



**APPENDIX II**

***BRCHS National Honor Society  
Selection Process Guidelines***





## NATIONAL HONOR SOCIETY SELECTION PROCESS GUIDELINES

1. At the conclusion of each semester, the Faculty Advisor will request from the Guidance Office a list of all students whose cumulative GPA's are at least 3.5.
2. Upon receipt of that list, the Faculty Advisor will consult the discipline files of each student. Any student with a suspension for disciplinary reasons or any incident of cheating within the past two quarters will be considered ineligible for membership at that time. Additionally, any student who has not completed his/her community service hours for the previous year(s) will also be considered ineligible until the hours are served and properly logged.
3. All eligible sophomores and juniors who are not already NHS members will be given a "Student Activity Form" to help determine a student's interest in NHS and eligibility in the areas of leadership, service, and character. The Student Activity Form should not be considered an application for membership.
4. Prior to reviewing the Student Activity Forms, the Faculty Council will meet to review the standards of leadership, scholarship, and service expected by members of the chapter.
5. The Faculty Council will then review the Student Activity Forms and rate the students from 1-4 , with 4 being the highest, according to the standards of leadership, service, and character published in the NHS handbook on pages 27-30. A score of 4 will generally mean "Outstanding," a score of 3 will mean "Good," a score of 2 may indicate some question in the council member's mind about a candidate in a given area, and a score of 1 indicates a weakness in that area or a strong question in the mind of the Council member. Any score of 1 or 2 should be followed up with a reason for the score.
6. The faculty advisor will tally the scores of each student. Any student receiving 48 points (60 is a perfect score) or above will automatically be received into NHS **unless** he or she has received any negative comments from any member of the Faculty Council. Any student receiving 44 or fewer points will not be invited to join NHS, unless there is an outstanding circumstance.
7. Students receiving 45-47 points will be discussed at a meeting of the Faculty Council. Following the discussion, Council members will vote by secret ballot and a candidate will be selected or rejected by a majority vote.
8. Students who are invited to join NHS will be notified by letter. The notification letter will include detailed explanation of the commitment involved in NHS, as well as an invitation to the induction ceremony and luncheon.
9. Any student who is not selected for membership will be notified in a letter that reviews the selection process and gives as thorough an explanation as possible for that student's non-selection.



**APPENDIX III**

***Required Student Dress Code  
Grades 9-12***



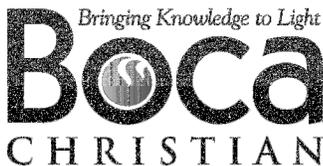
Boca Raton Christian High School	Required Student Dress Code
<b>Grades 9-12 GIRLS</b>	
Green or white short sleeve knit polo shirt	
Black or green fitted performance polo shirt	
Black or khaki skort - to be worn no shorter than 3" above the knee	
Black or khaki shorts - to be worn no shorter than 4" above the knee	
Khaki pants	
<b>PE:</b> Dark green mesh PE shorts; grey PE t-shirt	
<b>OUTERWEAR:</b>	
Blazer sweatshirt (sold in high school office)	
Green hooded sweatshirt; green zip fleece jacket	
<b>GUIDELINES:</b>	
<b><i>NO OVERSIZED UNIFORM CLOTHING!</i></b>	
<ul style="list-style-type: none"> <li>• <i>Skort: worn no shorter than 3" above the knee.</i></li> <li>• <i>Shorts: worn no shorter than 4" above the knee.</i></li> <li>• <i>Depending on the height of the student, this guideline may be adjusted as long as the inseam is a minimum of 7 inches.</i></li> </ul>	
<p><i>Only the 2 top buttons on shirts may be undone. Any additional layered undershirts must be in solid school colors: green, white, black, or navy only.</i></p> <p><i>Socks are to be white, green, black, or navy. Shoes are to be closed. No sandals.</i></p>	
<p><i>Note: All uniforms must have the BRCS or BRCHS logo.</i></p> <p><i>Alterations to inseams on shorts/skort are not permitted.</i></p>	
<p><i>No dyeing or coloring of the hair which becomes a distraction.</i></p> <p><i>No unusual haircuts. Hair must remain out of the eyes.</i></p> <p><i>Absolutely NO visible body piercing, other than earrings. No visible tattoos.</i></p>	



BRCS is under contract with our uniform company.  
Therefore, all items must be purchased from our supplier.

Jonathan Reed School Uniforms  
141 NW 20<sup>th</sup> Street #H6, Boca Raton, FL 33431  
Phone: 561-910-1547; [www.jreeduniforms.com](http://www.jreeduniforms.com)  
Open 10 AM -- 6 PM, Tuesday – Saturday

Boca Raton Christian High School	Required Student Dress Code
<b>Grades 9-12 BOYS</b>	
Green or white short sleeve knit polo shirt	
Black or green fitted performance polo shirt	
Black or khaki shorts	
Khaki pants	
<b>PE:</b> Dark green mesh PE shorts; grey PE t-shirt	
<b>OUTERWEAR</b>	
Blazer sweatshirt (sold in high school office)	
Green hooded sweatshirt; green zip fleece jacket	
<b><i>GUIDELINES:</i></b>	
<b><i>NO OVERSIZED UNIFORM CLOTHING!</i></b>	
<i>Only the 2 top buttons on shirts may be undone. Any additional layered undershirts must be in solid school colors: green, white, black, or navy only.</i>	
<i>Socks are to be white, green, black, or navy. Shoes are to be closed. No sandals.</i>	
<i>Note: All uniforms must have the BRCS or BRCHS logo.</i>	
<i>Hair must be above the eyes in front, trimmed to collar length in the back, and neatly groomed. Hair must remain out of the eyes. No unusual haircuts.</i>	
<i>No dyeing or coloring of the hair which becomes a distraction.</i>	
<i>No earrings. Absolutely NO visible body piercing. No visible tattoos.</i>	
<i>Facial hair will be permitted if properly trimmed.</i>	



BRCS is under contract with our uniform company. Therefore, all items must be purchased from our supplier.

Jonathan Reed School Uniforms  
 141 NW 20<sup>th</sup> Street #H6, Boca Raton, FL 33431  
 Phone: 561-910-1547; [www.jreeduniforms.com](http://www.jreeduniforms.com)  
 Open 10 AM -- 6 PM, Tuesday – Saturday

**APPENDIX IV**

***Florida Bright Futures Scholarship Program  
Eligibility Requirements***



**Florida Bright Futures Scholarship Program**  
**Basic Initial Eligibility Requirements for 2019 High School Graduates**

<b>Type</b>	<b>16 High School Credits</b>	<b>Cumulative High School Weighted GPA*</b>	<b>College Entrance Exams (ACT/SAT)**</b>	<b>Service Hours</b>
<b>Florida Academic Scholars (FAS)</b>	4 – English <i>(three must include substantial writing)</i> 4 – Mathematics <i>(at or above the Algebra I level)</i>	3.50	29/1290	100 hours
<b>Florida Medallion Scholars (FMS)</b>	3 – Natural Science <i>(two must have substantial laboratory)</i> 3 – Social Science 2 – World Language <i>(sequential, in same language)</i>	3.00	26/1170	75 hours

\*A student’s cumulative high school weighted GPA is calculated on the basis of Bright Futures core course grades only.

\*\*When taking college entrance exams (ACT/SAT), a student must request his/her scores be sent to a state college or university in Florida in order for the scores to be considered for the Florida Bright Futures Scholarship Program.

The Florida Bright Futures Scholarship Program covers 100 percent of tuition and fees at state colleges and universities in Florida for Florida Academic Scholars (FAS) and 75 percent for Florida Medallion Scholars (FMS). The Bright Futures application must be completed no later than August 31 after a student’s high school graduation in order to be considered for the scholarship. Please refer to the *2018-2019 Bright Futures Student Handbook* for more information on qualifying for the Florida Bright Futures Scholarship. This handbook can be found at: <http://www.floridastudentfinancialaid.org/ssfad/bf/>.



**APPENDIX V**

***BRCHS Graduation Requirement Checklist***





## HIGH SCHOOL GRADUATION REQUIREMENT CHECKLIST

Standard Diploma   
  College Prep Diploma   
  Advanced Diploma

Student Name \_\_\_\_\_ Class of \_\_\_\_\_

<u>9<sup>th</sup> Grade Requirements</u>	<u>Credit Value</u>	<u>10<sup>th</sup> Grade Requirements</u>	<u>Credit Value</u>
_____ World Literature I	1	_____ World Literature II	1
_____ World History	1	_____ Chemistry	1
_____ Biology	1	_____ Math	
_____ Math		Geometry	1
Algebra I	1	Algebra II	1
Geometry	1	Algebra II / Trig.	1
<hr/>		<hr/>	
_____ World Language	1	_____ World Language	1
_____ Bible I	1	_____ Bible II	1
_____ Other	_____	_____ Computer	1
_____ Other	_____	_____ Other	_____
_____ Other	_____	_____ Other	_____
_____ Other	_____	_____ Other	_____
_____ Other	_____	_____ Other	_____
_____ Other	_____	_____ Other	_____
<b>Credit Earned -- Annual</b>	_____	<b>Credit Earned -- Annual</b>	_____
<b>Cumulative Credits</b>	_____	<b>Cumulative Credits</b>	_____
A minimum of 6.5 credits required to be on track for graduation.		A minimum of 13 credits required to be on track for graduation.	

<u>11<sup>th</sup> Grade Requirements</u>	<u>Credit Value</u>	<u>12<sup>th</sup> Grade Requirements</u>	<u>Credit Value</u>
_____ American Literature	1	_____ British Literature	1
_____ American History	1	_____ American Government	0.5
_____ Earth Science	1	_____ Economics	0.5
_____ Math		_____ Physics or Envir. Science	1
Algebra II	1	_____ Math	
Algebra II / Trig.	1	College Algebra	1
College Algebra	1	Statistics	1
AP <sup>®</sup> Calculus	1	AP <sup>®</sup> Calculus	1
<hr/>		<hr/>	
_____ Bible III (Philosophy)	1	_____ Bible IV (Mar. & Fam.)	1
_____ Other	_____	_____ Other	_____
_____ Other	_____	_____ Other	_____
_____ Other	_____	_____ Other	_____
_____ Other	_____	_____ Other	_____
<b>Credit Earned -- Annual</b>	_____	<b>Credits Earned -- Annual</b>	_____
<b>Cumulative Credits</b>	_____	<b>Cumulative Credits</b>	_____
A minimum of 19.5 credits required to be on track for graduation.		A minimum of 26 credits required to be on track for graduation.	

Biology   
  Fine Arts   
  HOPE   
  World Hist   
  Am Hist   
  Gov   
  Econ   
  Wrld Lang



**APPENDIX VI**

*Forms*

BRCS Community Service Form

BRCS Community Service Log

Parent Consent Form for Senior Off-Campus Lunch Privilege

Student Driver Permission & Registration

BRCHS Computer Use Agreement

BRCHS Student Expectations

BRCHS Parent/Student Pledge Form





## HIGH SCHOOL COMMUNITY SERVICE FORM

To the student: A selected agency should be a non-profit organization which indicates a need for your services and for which no compensation is received by you. School policy does not permit parental supervision and/or authorization of community service hours. All service should be performed under the supervision of an adult and not during school hours. Babysitting, for example, is typically not performed under adult supervision nor for a non-profit organization, and therefore, will typically not qualify for community service hours. Hours served during any specific quarter must be submitted no later than one week before the end of that quarter. Community service hours turned in late will NOT be counted.

The basic concept is: Any work performed for a **non-profit organization** (i.e. church, school, homeless shelter, other community organization, etc.) by a student on his/her own hours and without compensation should qualify as community service. The student is responsible for at least 25 service hours annually. Please note that if a student chooses to serve more than 15 hours with any one organization over the course of a year, he/she must complete the BRCS Community Service Log in addition to this Community Service Form.

**PART ONE: Parental Consent Form**

To be completed by the parent/guardian BEFORE the service has been performed. NOT to be completed by the student.

**RELEASE FROM LIABILITY:**

I, the undersigned, hereby grant (student name) \_\_\_\_\_ permission to participate in Boca Raton Christian High School's Community Service Project. By my signature to this statement of permission, I release and hold harmless the above named school and individual sponsors, including teachers and administrators (including Headmaster, Principals, and Board of Directors) from all liability for mishap or injury to the student named herein from the time of departure in route to their place of service.

Signature of Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

**PART TWO: Non-Profit Organization Acknowledgement**

To be completed by the non-profit organization AFTER the service has been completed. This section is NOT to be completed by the student or parent/guardian. Please print.

Student Name: \_\_\_\_\_ Student Grade: \_\_\_\_\_

Non-Profit Organization Name: \_\_\_\_\_

Non-Profit Organization Address: \_\_\_\_\_

Non-Profit Organization Telephone: \_\_\_\_\_

Contact Person (may NOT be student's parent): \_\_\_\_\_

Total Number of Hours Served by Student: \_\_\_\_\_

Specific Date(s) of Student Service (month, day, year): \_\_\_\_\_

**\*\*PLEASE COMPLETE REVERSE SIDE\*\***

Please classify the service performed by the student by checking all boxes that apply. If more than one are indicated, please specify time served in each category in the comment section below.

Health:

- Drug/Alcohol Prevention
- Teen Pregnancy Prevention
- Smoking Prevention
- Hospital/Clinic Support
- Public Health Activities
- Crisis Pregnancy
- Other: \_\_\_\_\_

Human Needs:

- Elderly Assistance
- Hunger/Homelessness
- Other: \_\_\_\_\_

Church:

- Worship
- Sunday School
- Other: \_\_\_\_\_

Education:

- Literacy
- Tutoring, Mentoring, Coaching, Homework Help
- Supporting Out of School Activities
- Big Brother/Big Sister
- ESL Tutoring
- Promoting Tolerance/Diversity
- Youth Serving Youth
- Other: \_\_\_\_\_

Environment:

- Community Improvement/Cleanup
- Community Gardens
- Parks and Trails

- Water Testing/Cleanup
- Endangered Species
- Lead Avoidance
- Other: \_\_\_\_\_

Public Safety:

- Homeland Security
- Disaster Relief
- Disaster Preparedness
- Violence Prevention
- Conflict Resolution/Mediation
- Community Policing
- Bicycle Safety
- Auto Safety
- Other: \_\_\_\_\_

Please use this space for any additional comments you wish to share:

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Signature of Contact Person: \_\_\_\_\_ Date: \_\_\_\_\_  
 (may NOT be the student's parent)

**PART THREE: Parent Acknowledgement**  
 To be completed by the parent/guardian AFTER the service has been completed.

To the best of my knowledge, I believe the aforementioned student performed the above described work.

Signature of Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

**PART FOUR: Student Acknowledgement**  
 To be completed by the student AFTER the service has been completed.

The above information is true and accurate.

Signature of Student: \_\_\_\_\_ Date: \_\_\_\_\_







**HIGH SCHOOL PARENT CONSENT FORM  
FOR SENIOR OFF-CAMPUS LUNCH PRIVILEGE**

Seniors have the option of leaving campus on Wednesdays during 5<sup>th</sup> and 6<sup>th</sup> periods (11:16-12:10) for lunch. Going off-campus for lunch is a privilege that requires written parental consent. Please read the following rules regarding this off-campus lunch privilege. Failure to comply with these rules will result in the loss of off-campus lunch privileges for the student, with the possibility of other disciplinary action as well. It is solely the responsibility of the parent(s) to decide whether their student driver is allowed to take passengers in his/her vehicle or whether their student may ride with another student driver. Please make these rules very clear to your student as Boca Raton Christian High School assumes no responsibility or liability regarding student drivers and/or their passengers.

- Off-campus lunch privileges apply **ONLY** on Wednesdays.
- Seniors going off campus for lunch must sign out in the high school office and leave the parking lot by 11:16 A.M. as students are not allowed to hang around their cars at any time during the school day. For that same reason, seniors who return to the campus early from lunch must leave the parking lot immediately, sign in at the high school office, and rejoin the other students in the designated lunch areas.
- Seniors must sign in at the high school office by 12:10 P.M. and report to 7<sup>th</sup> period by 12:15 P.M. Failure to do so will result in the loss of the next week’s off-campus lunch privilege. Repetitive tardies during the *school year* may result in the loss of off campus lunch privileges. A student who is more than 10 minutes late to 7<sup>th</sup> period will be considered truant, and parents will be called. Other disciplinary measures may result as well.
- While off campus, it is expected that seniors will conduct themselves in a manner befitting a representative of Boca Raton Christian High School and the Lord Jesus Christ.
- All rules regarding driving privileges on the Boca Raton Christian High School campus apply.
- It is illegal to have more students in the car than seat belts; therefore, violating this law will result in loss of privileges and legal action.
- Some limits to the Wednesday off-campus privilege will depend on the requirements of a class or extra-curricular activity that may take place during 5<sup>th</sup> and 6<sup>th</sup> periods for the senior.

This parental consent form must be completed and signed by the student and the parent *before* the student is allowed to leave campus for lunch.

Release from liability: I/We, the undersigned, hereby grant \_\_\_\_\_  
permission to leave campus for lunch during 5<sup>th</sup> and 6<sup>th</sup> periods. (Print Student’s Name)

Our signature(s) on this statement of permission releases and holds harmless Boca Raton Christian School (including individual teachers and administrators) from all liability for mishap or injury to the above student that may result from leaving campus for lunch from the time of departure from the school to the time of return.

\_\_\_\_\_/\_\_\_\_\_  
Parent Signature Date

\_\_\_\_\_/\_\_\_\_\_  
Student Signature Date

\_\_\_\_\_/\_\_\_\_\_  
Parent Signature Date





**HIGH SCHOOL STUDENT DRIVER PERMISSION & REGISTRATION**

SCHOOL YEAR: \_\_\_\_\_ GRADE: \_\_\_\_\_

NAME: \_\_\_\_\_

ADDRESS: \_\_\_\_\_  
Street/P.O. Box City Zip Code

HOME PHONE #: \_\_\_\_\_ CELL PHONE #: \_\_\_\_\_

DRIVERS LICENSE #: \_\_\_\_\_ LICENSE PLATE #: \_\_\_\_\_

VEHICLE TYPE: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
Make Model Year Color

**Driving to Boca Raton Christian High School is a privilege. The following rules pertaining to driving and parking on school grounds must be observed for the safety of all.**

- 1) A copy of the student’s driver’s license must be on file.
- 2) Students must be properly licensed by the state of Florida.
- 3) Students are required to operate the vehicle in a safe, mature, and responsible manner and to comply with the school and public traffic regulations.
- 4) Students must observe the speed limit of **5 mph** while on school grounds.
- 5) Students must have a valid BRCHS registration form on file in the office and a parking tag hanging on their rearview mirror. Tags cost \$10.00 each.
- 6) Students are not allowed to go to their cars during the school day for any reason.
- 7) Students with a pattern of tardiness will lose driving privileges.
- 8) Valuables should not be left in cars. BRCHS will not be responsible for break-ins or items stolen from cars.
- 9) BRCHS may conduct random canine searches of all cars parked on campus.
- 10) Students are to park only in areas specifically designated for student parking.
- 11) Students are to obey the school staff assigned to supervise the parking and student drop-off/pick-up areas.
- 12) Students participating in school-sponsored events, such as games and/or practices, are required to use school transportation to and from the school event. Student drivers are not to be used for this purpose.
- 13) BRCHS does not encourage the use of student drivers for transporting students to and from school. This responsibility lies solely with the parents of both the student driver and passenger.
- 14) Students must refrain from playing their music too loud. Music must not be heard outside of the student’s car.
- 15) Parking tags will be checked on a regular basis. A **\$5.00 fine** will be issued for violations.

**I have read the rules above and agree to abide by them. I understand that failure to do so will result in the suspension of my driving/parking privileges on BRCHS school grounds.**

\_\_\_\_\_  
Student Signature/Date

\_\_\_\_\_  
Parent Signature/Date

Parking Tag#: \_\_\_\_\_ Fee Paid: \_\_\_\_\_ Copy of License: \_\_\_\_\_ (To Be Completed by BRCHS)





**HIGH SCHOOL COMPUTER/INTERNET ACCEPTABLE USE POLICIES  
REQUIRED ANNUALLY FOR ALL HIGH SCHOOL STUDENTS**

STUDENT SECTION

I have read the BRCS Computer/Internet Acceptable Use and Chromebook Policies. I agree to follow the rules contained in these policies. I understand that if I violate the rules, my privileges may be terminated and I may face other disciplinary measures.

User name (please print): \_\_\_\_\_ Grade: \_\_\_\_\_

User signature: \_\_\_\_\_ Date: \_\_\_\_\_

PARENT OR GUARDIAN SECTION

As the parent or legal guardian of the student signing above, I have read the Computer/Internet Acceptable Use and Chromebook Policies and grant permission for my son or daughter to access the Internet. I understand that the school's computing resources are designed for educational purposes. I also understand that it is impossible for **Boca Raton Christian School** to restrict access to all controversial materials and I will not hold them responsible for materials acquired on the network. I understand that individuals and families may be held liable for violations. Furthermore, I accept full responsibility for supervision if and when my child's use is not in a school setting.

Parent signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent name: \_\_\_\_\_

Home address: \_\_\_\_\_ Phone: \_\_\_\_\_

\_\_\_\_\_





## HIGH SCHOOL STUDENT EXPECTATIONS

Boca Raton Christian School is committed to the teachings of the Bible. It is founded on the belief that knowing God personally through faith in his Son, Jesus Christ, is the starting point for a person to be truly educated. BRCS believes there should be a direct relationship between what a Christian student believes and how he or she behaves. BRCS believes that there are specific principles for behavior found in the Bible and, therefore, requests that all students abstain from the use of tobacco, alcoholic beverages, illegal drugs, profane language, and immoral behavior **both on and off the campus** of Boca Christian. Violation of this rule is grounds for dismissal from school. As a student of Boca Christian, you are expected to be a positive influence in your social relationships and a responsible member of the community.

As a student of Boca Christian, I will continue to develop the following student expectations:

- Be a part of a school community that is dedicated to the glory of God, to live in accord with what the school represents and believes.
- Be a courteous, caring, responsive friend to my fellow students.
- Be obedient and respectful to my parents.
- Be obedient and respectful to my teachers.
- Abide by the school policies concerning student conduct, dress, and lifestyle as found in the Student Handbook.
- Abstain, at all times, in and out of school, from the use or possession of tobacco, alcoholic beverages, and illegal drugs.
- Walk out of parties where drugs/alcohol are present and/or being used.
- Abstain from gossip and profane language.
- Abstain from immoral behavior.
- Apply myself fully to my schoolwork.
- Be honest in all things.

Because it is impossible to accomplish every goal at all times, BRCS understands that students will at times fail to keep their commitment to these standards. BRCS is not so concerned that a student will fail, but that the student will be teachable, learn from his/her mistakes, and have a sincere commitment to meet the above student expectations.



**HIGH SCHOOL PARENT/STUDENT PLEDGE**  
*(required for grades 9-12)*

*Students and parents: After reading the handbook in its entirety, please sign this page and turn this form in to the homeroom teacher. Thank you!!!*

I have read the BRCHS Student Handbook for the current year \_\_\_\_\_. I am supportive of the rules and student expectations of the school and will encourage my student to abide by them. I also recognize the consequences should my student choose to violate the rules and am willing to accept the herein stated discipline of the school for such infractions.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent's Signature

I have read the BRCHS Student Handbook for the current year \_\_\_\_\_. I pledge myself to conform to the standards and expectations herein stated for students at BRCHS, and I agree to abide by whatever consequences the administration decides upon for the violation of these standards up to and including expulsion.

\_\_\_\_\_  
Student's Name (print)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student's Signature