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# Student **HANDBOOK**

2023-2024

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## SCHOOL COLORS

### Maroon and White

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## SCHOOL MASCOT

### Gators

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### FIGHT SONG

All the way, Satsuma  
Go for a touchdown.  
All the way,  
Satsuma, Vic-to-ry!  
Look out we're the  
Gators Victory's in sight  
Go! Fight! Win! Satsuma  
Go Maroon and White Fight!

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### ALMA MATER

Like a wave, Satsuma High School Surging  
'round our feet  
Guide and train and teach us wisdom  
Alma Mater sweet  
Forward, Forward, Alma Mater Time and  
tide may fail  
But our hearts will love thee ever,  
Alma Mater, Hail!

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# CORE VALUES

- High Expectations/Excellence
- Community Minded
- Growth Mindset

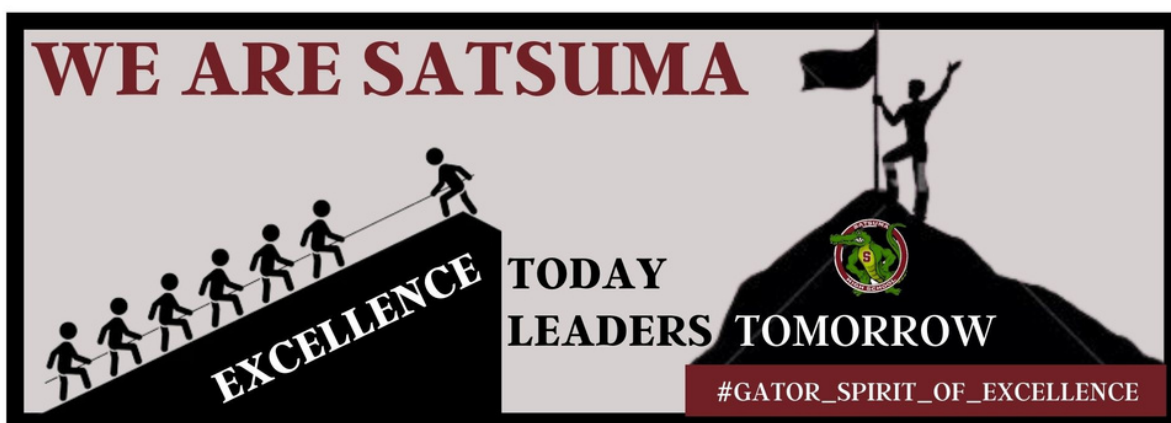


## VISION

Inspiring innovation through excellence anchored in our core values of growth, community, and high expectations.

## MISSION

We take pride in developing every student to their highest potential by instilling a spirit of excellence, teaching and leading with integrity and teamwork to create lifelong learners, making the world a better place.



We Are Satsuma.

Excellence today, leaders tomorrow.

#Gator\_spirit\_of\_excellence

# Table of Contents

Introduction  
page 5

Important  
Contacts  
page 9

Attendance &  
Make-Up Work  
page 14

Emergency, Medical,  
& Cafeteria  
page 22

Standards & Expectations  
page 24

Grading  
Graduation  
Requirements  
Credit Recovery  
page 39

Jr High (7th 8th)  
Handbook  
Addition  
page 36

Academic Integrity Policy  
page 46

Senior  
Information  
page 58

State of Alabama  
Department of Education  
Information  
page 61

Student Handbook  
Acknowledgement Form  
page 70



# Introduction

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“Education is a social process; education is growth; education is not preparation for life but is life itself.”

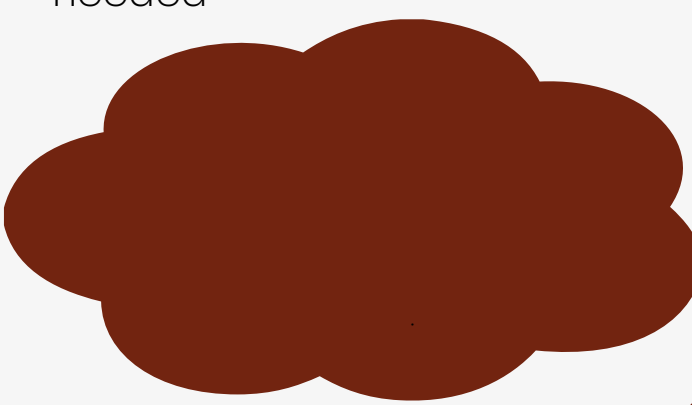
John Dewey

Providing our students with the best education possible is one of the most important tasks that we, as parents, teachers, and community members can undertake to ensure the success of our future as a community.

Education is a cooperative effort that involves parents, students, teachers, administrators, and community members. The administration and faculty at Satsuma High School pledge to do our best in preparing our students academically, artistically, athletically, and socially. We aim to ensure that 100% of our students are college and career ready before graduating high school.

## Introduction(Continued)

Students in high school are in a transitional period from childhood into adulthood. We expect our students to behave as mature young adults. Students can contribute to their enjoyment of the school day by developing a kind disposition, a good work ethic, and a positive attitude toward learning. For students to succeed, parents and students need to work toward the common goal of success. Parents of successful students and the student themselves do the following:

Parents/Guardians of Successful Students	Successful Students
<ul style="list-style-type: none"><li>• Supply their child with appropriate school supplies</li><li>• Are responsible for their child's punctuality and attendance to school</li><li>• Monitor time spent on devices</li><li>• Support the discipline policies of classroom teachers and school administrators</li><li>• Ensure their child is completing homework and provide a space for him/her to do so</li><li>• Participate in educational decisions</li><li>• Volunteer at school if possible</li><li>• Monitor their child's grades with the parent portal (login and password information is available in the front office)</li><li>• Contact their child's teachers when concerns arise</li></ul>	<ul style="list-style-type: none"><li>• Obey all school policies</li><li>• Treat all adults and students with respect</li><li>• Work to do their best on all classwork and homework</li><li>• Bring proper supplies to school each day</li><li>• Give their parent(s)/guardian(s) all information received from the school</li><li>• Contact their teacher when a concern arises and attend after-school tutoring if needed</li></ul> 

## To the Parent

“At the end of the day, the most overwhelming key to a child’s success is the positive involvement of parents.”

-Jane D Hull, Governor of Arizona

## The Curriculum of the Home:

### **Children learn to read, reason, and understand things better when their parents...**

- Read, talk, and listen to them; tell them stories; play games; share hobbies; and discuss news.

### **In order to enrich the curriculum of the home...**

- Provide books, supplies, and space to study; observe routine for meals, homework, and bedtime; monitor time spent on electronic devices.

### **Parents can better stay aware of their teenager’s life at school when they...**

- Discuss school events with their child; help them meet deadlines; encourage their teenager to solve their problems (if possible).
- Your child will receive a report card once a quarter. Use the following “Parent Report Card” to determine any areas of potential improvement.

### **Read the following questions to help guide you in how well you are helping your child to be a successful student.**

- Have you established a time and place for your child to study (quiet, private, well-lit, proper supplies, etc)?
- Do you encourage punctuality and attendance to school?
- Do you talk daily with your child about schoolwork and events?
- Do you ask daily to see your child’s assignments?
- Do you check your child’s graded work using the parent portal?
- Do you give praise when your child completes work on time and receives high marks?
- Do you review work done incorrectly and help your child correct misunderstandings?
- Do you encourage out-of-school tutoring when your child struggles?
- Do you set a good example by reading in the presence of your child?
- Do you talk to your child about dreams and goals for the future?
- Do you encourage both short and long term goal setting?
- Do you encourage your child to advocate for him/her self when a problem initially arises?
- Do you seek the advice of teachers, counselors, and administrators when help is needed?

## To the Student

"In the long run, we shape our lives, and we shape ourselves.  
The process never ends until we die,  
and the choices we make are ultimately our own responsibility."  
Eleanor Roosevelt

### Be a G.A.T.O.R.:

**G**row  
**A**chieve  
**T**hink  
**O**ffer  
**R**eflect



**These standards apply to  
ALL students.**

- As a Satsuma Gator, we have set high academic and moral standards for you.
- We believe you can meet these expectations and achieve great things.
- We aim to instill all the skills needed to become your best self.
- We are here to help you and want to see you succeed.
- We expect our Gators to work hard and develop a sense of personal responsibility, accountability, and self-discipline.
- We expect you to be kind and courteous, have manners and respect others.
- We expect all Gators to have academic integrity; therefore, any work turned in by a student should be completed by the student.

**WE BELIEVE  
IN YOU!**



# IMPORTANT CONTACT INFORMATION

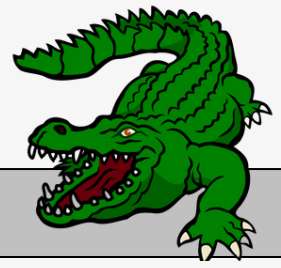
# Where To Go For Help



Accident Reports	School Nurse
Announcements	Counselors/Administration
Athletics	Athletic Director
Attendance Information/Excuse Notes	Room 314, Student Kiosk
Bullying	Counselors, School Resource Officer, Administration
Career/College Information	Guidance Office
Change of Address/Phone	Registrar
Check-Out From School	Front Office
Clubs & Student Activities	Assistant Principals
Free and Reduced Lunch	Cafeteria Manager
Graduation	Senior Counselor/Principal
Illness	School Nurse
Lockers	Front Office
Lost & Found	Room 314, ISS
Parking	Front Office
Payment for Lost Books	Registrar
Report Cards/Progress Reports	Registrar
Schedules	Counselor
Scholarships	Counselors/Career Coach
Theft/Vandalism	School Resource Officer/Administrator
Transcripts	Counselor/Registrar
Transfer/Withdrawals	Registrar



# Important Phone Numbers



Administrative Team	
Principal David Diaz 380-8190	Assistant Principal Ashlee Smith 380-8190
Assistant Principal Robyn Terry 380-8190	
Counselors	
Counselor Grades 7-10 Susan Rowell 380-8190	Counselor Grades 11-12 Jessica Coleman 380-8190
Office Staff	
Registrar Alison McLean 380-8194	Administrative Assistant & Bookkeeper Lisa Montalvo 380-8193
School Resource Officer Mark Henderson 380-8244	
Medical	
Lead Nurse Kristie Threlkeld 380-8220	First Aid Melinda Ward 380-8228
Athletics, Performing & Visual Arts, JROTC	
Athletic Director Rodney Jordan 380-8601	Eligibility Coordinator Libby Hoffman 380-8600
Choir/Theater Director Kristi Howze 380-8190	Band Director Brad Threadgill 380-8190
Visual Arts Director Hannah Smithart 380-8190	JROTC Sherman Winston 380-8226
Other Important Numbers	
Cafeteria Manager Jackie Kiper 380-8213	Media Center Marie Anderson 380-8214

# COACHES

\* Add @satsumaschools.com to the usernames shown

All students are encouraged to participate in extracurricular activities.

Each activity has its own requirements for participation and membership.

Students should contact the activity coach or sponsor to learn about the requirements for that specific activity.

The requirements are revisited and edited each school year.

The principal will make final decisions concerning extracurricular activities.

ATHLETICS	NAME	EMAIL* @satsumaschools.com
Baseball ( JH)	Chamblee, Kevin	kchmblee
Baseball (V/JV)	Hicks, Rodney	rhicks
Basketball (Boys JH)	Catrett, Chris	ccatrett
Basketball (Boys JV)		
Basketball (Boys V)	Shady, Shep	sshady
Basketball (Girls JH)	Catrett, Chris	ccatrett
Basketball (Girls JV)	Harris, Justin	jharris
Basketball (Girls V)	Harris, Justin	jharris
Bowling	Fuller, Stephen	sfuller
Cheer (JH)	Rayburn, Stephanie	srayburn
Cheer (JV/V)	Jay, Lee	ljay
Cross County	Rawson, Brent	brawson
Football (JH)	Moody, Jeff	jmoody
Football (V/JV)	Jordan, Rodney	rjordan
Golf (Boys)	TBA	TBA
Golf (Girls)	Hoffman, Libby	lhoffman
Soccer (Boys JH)	Collins, Korey	
Soccer (Boys JV)	Wells, John	jwells
Soccer (Boys V)	Farmer, Josh	jfarmer
Soccer (Girls JH)	Smithart, Hannah	hsmithart
Soccer (Girls JV)	Brandt, Jordyn	jbrandt
Soccer (Girls V)	Moody, Jeff	jmoody
Softball	Prater, Thad	
Swimming	Bowdoin, Chris	cbowdoin
Tennis	Rawls, Kevin	krawls
Track (Indoor/Outdoor)	Rawson, Brent	brawson
Volleyball (JH)	Wright, Brittni	bwright
Volleyball (JV)	Singleton, SK	ssingleton
Volleyball (V)	Hoffman, Libby	lhoffman
Wrestling	Andrews, Josh	jandrews
Flag Football	Harris, Justin	jharris

# SPONSORS

\* Add @satumaschools.com to the usernames shown

ORGANIZATIONS	NAME	EMAIL*
Edgenuity	Anderson, Marie	manderson
Art Club/National Art Honor Society	Smithart, Hannah	hsmithart
Azalea Trail	Miller, Tiffany	tmiller
Band	Threadgill, Brad	bthreadgill
Chorus & Theatre	Howze, Kristi	khowze
Chess Club	Stubblefield, Gaines	gstubblefield
Diamond Dolls	Coleman, Jessica	jcoleman
Senior Class Sponsor	Cochran, Tonie	tcochran
Senior Class Sponsor	Crisler, Joy	jcrisler
Senior Class Sponsor	Rawls, Holly	hrawls
Senior Class Sponsor	Jay, Lee	ljay
Senior Class Sponsor	Miller, Tiffany	tmiller
Junior Class/Prom Sponsor	Sealey, Crystal	csealey
Sophomore Class Sponsor	deGraaf, Jane	jdegraaf
Sophomore Class Sponsor	Lucas, Myra	mlucas
Freshman Class Sponsor	Jackson, Kelly	kjackson
Close Up	Rawls, Kevin	krawls
FCCLA	Sealey, Crystal	csealey
Hi-Q	Rawls, Holly	hrawls
HOSA	Ebbert, Christina	cebbert
Jr Tri Hi Y	Anderson, Marie	manderson
Leo Club	TBA	TBA
Miss Satsuma	Anderson, Brandi	banderson
Mu Alpha Theta	Cochran, Tonie	tcochran
National Honor Society	Rawls, Holly	hrawls
National Junior Honor Society	Pose, Jennifer	jpose
National Technical Honor Society	Winston, Sherman	swinston
Peer Helpers	Miller, Tiffany	tmiller
Peer Helpers 7th-9th Grade	Jackson, Kelly	kjackson
Proverbs 31 Club	Faith, Cindy	cfaith
Project Outreach	Wright, Brittini	bwright
Scholars Bowl	Faith, Cindy	cfaith
Spanish Club	TBA	TBA
Student Council	Crisler, Joy	jcrisler
Talent Show	Jay, Lee	ljay
Textbooks	Anderson, Marie	manderson
Yearbook	Anderson, Marie	manderson



# ATTENDANCE & MAKE-UP WORK POLICY

# SCHOOL ATTENDANCE

It is the belief of the City of Satsuma Board of Education that regular school attendance is important to all students and to the school system. It is further believed that course content and grading procedures should be structured so that regular attendance is necessary to complete course requirements successfully.

*Alabama School administrators are **REQUIRED** under state law to enforce compulsory school attendance laws.*

## **The Compulsory School Attendance Law of the State of Alabama provides:**

“Every child between the ages of six and seventeen years shall be required to attend a public school, private school, church school or to be instructed by a competent private tutor for the entire length of the school year.”

- Administrators and teachers will make every effort to promote regular attendance by students and solicit assistance from parents and guardians in accomplishing this objective.
- An absence is defined as non-attendance in a regularly scheduled class or activity regardless of the reason for such non-attendance.
- Students involved in school-related activities sanctioned by school administrators are counted as attending school for the day.
- To participate in extracurricular activities after school, students must have attended school that day.

# SCHOOL ATTENDANCE

## HOW TO REPORT AN ABSENCE TO BE EXCUSED

- A parent, guardian, or other person having charge of any child officially enrolled in Alabama public schools shall explain in writing the cause of any and every absence of the child by three school days following the return to school.
- Students are responsible for bringing the absence note to the student kiosk to be recorded in the attendance system. Students failing to deliver the note to the student kiosk three days after returning to school will be given an unexcused absence.
- Failure to furnish such explanation shall be evidence of the child being truant each day he/she is absent. The child shall be deemed truant for any absence determined by the principal to be unexcused based on the State Department of Education's current School Attendance Manual.
- **Excused absences are defined as the following:**
  - a) illness
  - b) death in the immediate family
  - c) inclement weather, which would be dangerous to the life and health of the child as determined by the principal
  - d) legal quarantine
  - e) emergency conditions as determined by the principal
  - f) prior permission of the principal upon request of the parent or legal guardian.
- Students are allowed **four** parent notes per school semester. Any absence after the fourth parent note requires a clinical or doctor's excuse for the absence to be counted as excused.
- Any absences **NOT** excused shall be considered unexcused.

# NON-COMPLIANCE ATTENDANCE

- The Satsuma City Schools System, in collaboration with the Mobile County District Attorney's office, the Juvenile Court System, and Strickland Youth Center, has implemented a Truancy/Discipline Program.
- Parents of students with **FIVE** unexcused absences or **FIFTEEN** tardy violations warrant a referral to the Early Warning Truancy/Discipline Program for their failure to ensure the daily school attendance of their children.
- Attendance to the Early Warning Truancy/Discipline Program is **MANDATORY** except where prior arrangements have been made.
- If the parent/guardian and student (middle and high school) fail to appear at the Early Warning Truancy/Discipline Program, the parent/guardian will receive a legal notice and possibly a court referral.
- **SEVEN** unexcused absences may result in formal action by Juvenile Court Authorities. Charges can be filed against the student and/or their parents/guardians.
- Seven unexcused absences may result in a fine to the parent/guardian of up to \$500 or a sentence of up to 12 months in the county jail.

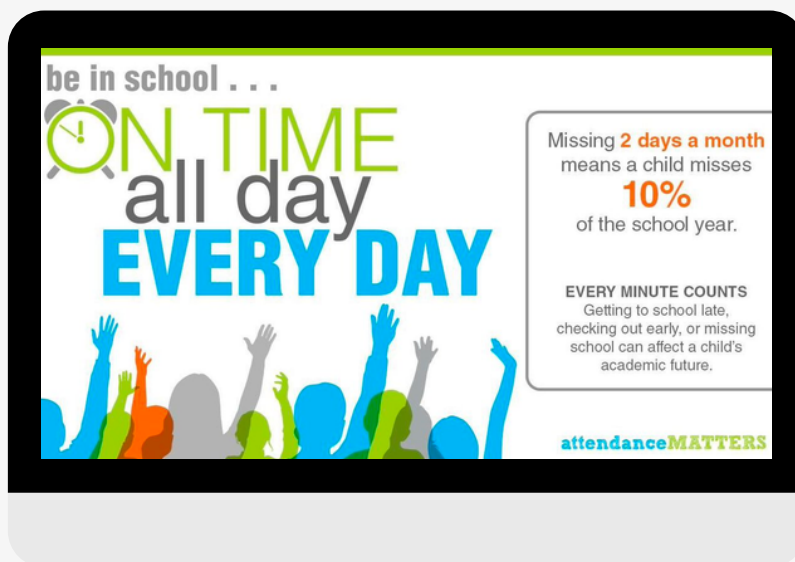
## ATTENDANCE MATTERS



# STATE OF ALABAMA ATTENDANCE CODE

All public schools are governed by the Alabama State Department of Education Administrative Code 290-3-1.02(9)(a), which states the following:

- Time Allotment & Credit Requirements for Secondary Schools
- Any subject passed in grades 9-12 that meets for a minimum of 140 clock hours of instruction shall count as one (1) credit toward graduation, either required or elective.
- The Alabama State Department of Education does not recognize major and minor subjects in Grades K-12.
- As a result, any student in grades K-12 absent eight or more days per year or four or more per semester for half-credit courses shall be subject to credit loss for the year's work.
- A student who has been retained or lost credit(s) because of noncompliance with attendance policies shall receive a notation of Noncompliance Attendance on his/her report card and the cumulative record for that grading period.
- The principal shall determine retention or loss of credit due to noncompliance with attendance policies. In such cases, a parent or guardian and/or student may request a hearing with the principal and superintendent to appeal the loss of credit or retention.
- This request must be in writing, dated and signed, within five days of the notification of the loss of credit. Failure of parent or guardian and/or student to request a hearing shall be sufficient for sustaining the loss of credit or retention.



# PUNCTUALITY

**7:15**

- Students are tardy at 7:15 a.m. when the 1st-period tardy bell rings.
- Any student who arrives after school has begun must go to the Student Kiosk in the lobby or front desk and sign in using his/her student ID. If a student is tardy for class, students should also report to the Student Kiosk located in room 314.
- If a student does not have his/her ID, the student will also receive a uniform violation in addition to the tardy.

# EXCESSIVE TARDIES

- Excessive tardiness will result in In-School Suspension, Out of School Suspension, or other disciplinary measures deemed appropriate by the principal.
- Additionally, 15 unexcused tardy violations warrant referral to the Early Warning Truancy/Discipline Program.
- For students in grades 7-12, three unexcused tardy infractions to the same class constitute one absence for that class.
- Early dismissals and tardiness affect the student's attendance per class period. Exceeding the number of absences allowed per period can result in loss of credit and/or affect exemption from quarter exams.

1st & 2nd Tardy	Office Referral & Warning
3rd Tardy	Office Referral & Contact Parent
>4th Tardy	Office Referral & In-School-Suspension or Out-of-School-Suspension

# CHECK IN/OUT PROCEDURES

- In order for a person to be allowed to check out a student, that person **MUST** be listed on the student's contact list in the computer system. People **NOT** listed will be unable to check out a student from SHS.
- When checking out a student, the person **MUST** show a photo ID **AND** must be at least 21 years of age. Persons, less than 21 years of age may be listed but cannot pick up students unless a signed affidavit is on file.
- Verbal permission, via telephone, for someone to pick up a student will not be honored. Parents/guardians may come to the school's office to adjust pick-up information.
- We do not allow students to check out of school after 2:00 p.m.
- Students checking in late to school must have a note from a parent, doctor/dentist or court indicating why the student arrived late.
- Students will take this note to the Student Kiosk. Only doctor/dentist or court notes will be considered excused reasons for tardiness.

# Classes and Class Time missed at SHS



## Attendance Matters



Number of Days Absent	Classes Missed	Minutes of Instruction Missed	Percent Attendance	
1	7	360	99%	<b>Very Good Attendance</b> This is the target attendance for all students. 97% or Above 6 days or Less
5	35	1,800	97%	
10	70	3,600	94%	
15	105	5,400	92%	<b>Below attendance expectation.</b> 90%-96% 7 to 19 days absent
20	140	7,200	88%	
40	280	14,400	78%	<b>Poor attendance</b> 90% or less Absent more than 19 days

Missing School 2 days a month	Missing School 4 Days a month
<ul style="list-style-type: none"> <li>• 20 days missed a year</li> <li>• 18 hours of Math</li> <li>• 18 hours of English/Writing</li> <li>• 18 hours of Science</li> </ul>	<ul style="list-style-type: none"> <li>• 40 days missed a year</li> <li>• 36 hours of Math</li> <li>• 36 hours of English/Writing</li> <li>• 36 hours of Science</li> </ul>

# MAKE-UP WORK

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- If a student is absent for any excused reason, arrangements will be made to make-up missed work.
- Students will have the number of days absent plus one day to complete any assignments missed during their absence.
- Students are responsible for checking with all teachers and turning in make-up work without a reminder.
- Long-term assignments, such as research papers or special projects are due on or before the due date even if the student is absent on the date the assignment is due.
- Students with suspensions will be counted as excused absences. Make-up work will be permitted for such absences unless permitting such work under the circumstances would be impractical or impossible, would serve no purpose, would place school personnel at risk of harm, or would be unreasonable in light of the grounds for the suspension.
- For extenuating circumstances, special consideration may be given at the discretion of the principal.



EMERGENCY

MEDICAL

CAFETERIA

# EMERGENCY

# MEDICAL

# CAFETERIA

## Emergency Events

In the unlikely event that an emergency evacuation should occur at the school, the school system superintendent or designee will notify the media of all evacuation information. Parents should only come to the school once notified.

## Medication

A form in the nurse's office must be completed before any medication can be administered or taken at school. Medication must be in the original container. Students cannot keep any medication at school without following proper procedures (this includes over-the-counter medications).

## Cafeteria


The school lunch period allows students to enjoy nutritious meals while socializing with friends. Our child nutrition staff works hard to provide a nutritious, well-balanced meal for students, faculty, staff, and visitors.

- Student breakfast is \$1.25, and student lunches are \$2.95, with various a la carte options available. Faculty prices are \$3.75.
- The lunch period is an integral part of the school program, and provision should be made for all students to eat lunch in the cafeteria.
- Any deviation from this must be by special permission from the principal. The cafeteria should be a place where everyone can enjoy his/her meal in pleasant surroundings.
- Students may not charge for meals in the cafeteria.
- Deposits can be made into your student's cafeteria account online.

## Special Dietary Needs

Any student with special dietary needs should meet with the school nurse to discuss these needs. The nurse will decide the course of action on a case-by-case basis.





# STANDARDS AND EXPECTATIONS

# Standards and Expectations for *ALL* Students

For effective teaching and learning, high standards have been set for students at Satsuma High School. To operate under ethical standards, a cooperative relationship must be between students and the school.

We ask that students take responsibility for the following behaviors:

- Attending all classes on time and having a cooperative attitude
- Being prepared each day with the necessary supplies and assignments
- Insuring the student's school-issued Chromebook is charged and ready for use throughout the school day.
- Showing respect for all individuals and property
- Refraining from using profanity, making obscene gestures, or inflammatory statements
- Being well-groomed, clean, and appropriately dressed
- Acting in an orderly, safe, and responsible manner at school, on busses, and during school-sponsored activities
- Being aware of and following the rules and regulations of the school and the Student Code of Conduct

# Non-Resident Student Expectations

When a non-resident student is accepted to the Satsuma City School System, the student does not need to re-apply on a yearly basis if the enrollment is continuous.

If a non-resident student's

- behavior
- attendance
- grades

become an issue during the school year, he/she may be placed on probation and/or withdrawn immediately from the Satsuma City School System.

Further, the Superintendent reserves the right to limit non-resident students based on space.

Refer to Satsuma City Schools School Board Policy 6.01.2.

## OTHER ITEMS OF IMPORTANCE

### Deliveries

Students must NOT order outside food or have food delivered during school hours.

The school will NOT accept personal deliveries for any student.



### Outside Drinks

- All drink containers must have a screw-on lid.
- Coffee, styrofoam, and cups with straws are prohibited.
- Plastic/paper cups with straws are prohibited.
- All outside drinks are prohibited except those drinks with a screw-on lid.

### Hall Passes

Teacher hall passes will be used to grant permission for a student to be out of class. Students must be in their assigned class unless they have the teacher or administrator's permission. Students may only leave a class or place of assignment with permission.

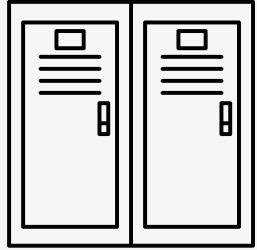
Students must not leave school grounds for any purpose without permission from an administrator. A teacher must accompany students who are outside of class during class time and have an appropriate hall pass from an authorized staff member.

### Announcements

Announcements will be made over the intercom and/or the Viewboards at the beginning of the first period and on some days before dismissal. Students are expected to remain quiet during announcements so that all students can hear the information. Announcements are also posted on several social media outlets and are featured on the student-produced Gator News shared in classrooms and online.

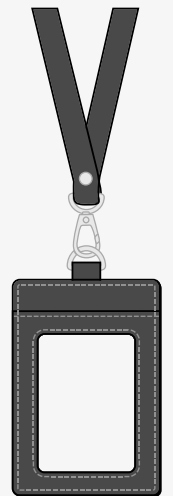
# LOCKERS

- Lockers are provided for a student's convenience and are the property of the Satsuma School Board.
- Only minimal security is provided; therefore, students should refrain from bringing excessive amounts of money or valuable items to school.
- If a student is found with excessive money, the administration will call a parent/guardian and ask them to retrieve the money from the school.
- The school is not responsible for items taken from a locker.
- Only with administrative approval may students share lockers.
- School officials may conduct a warrantless search of a student's person, his/her locker, or any other storage area on school property if such officials have reason to believe that illegal, prohibited, or harmful items or substances may be concealed on the student's person or in such areas.



# STUDENT IDENTIFICATION CARDS

- Each student will be provided ONE photo ID card at no charge.
- The ID card must be visible around student's neck at all times during school hours.
- The ID card must be shown to check out materials from the library, purchase school meals, check in when tardy, etc.
- Students who lose their ID card will be charged a \$5 fee for a replacement.
- When a student is withdrawn, he/she must surrender the ID card.
- If the student is not properly wearing his/her ID card, he/she will be sent to the Student Kiosk for a uniform violation.



# THE STUDENT KIOSK

- The Student Kiosk is in the hallway to the left (facing the main office) before school.
- During school, the kiosk is located in the ISS room, room 314.
- The purpose of the kiosk is to assist students with attendance and punctuality needs.
- Students will report to the kiosk when they are tardy, have doctors' or parent excuses for absences, or check in to school late.
- Students will also report to the kiosk if they have a minor discipline violation, such as a uniform violation.

# FIELD TRIP REQUIREMENTS



- Students must be in good academic standing in all classes
- Students must be in good standing with behavior in all classes and with administration
- Regular attendance at school
- No excessive tardies to school or to class
- Students must be in appropriate school uniform

## BIRTHDAY CELEBRATIONS

The delivery of flowers, balloons, presents, etc. are not allowed at school. In order to avoid distractions in the classrooms, students are not allowed to take these items to class.

# High School (Grades 9–12)

## Electronic Communication Devices

### PARENTS

- Electronic Communications
  - Including, but not limited to:

- cell phones
- smart watches
- earbuds
- headphones
- etc.



Please refrain from texting or calling your child during the school day. Students in grades 9-12 will be able to check their phones during morning break or lunch. In case of an emergency, please contact the front office at (251) 380-8190.

- Students' devices may only be used in certain approved areas of the school. Cell phones, earbuds and/or headphones, smart watches, etc. will only be permitted during designated times (break and lunch) or other types of settings on a school campus with administration or classroom teachers' approval.
- Students may be asked to turn off their smart watch at the teacher's discretion.

1st Offense	Teacher Warning
2nd Offense	Teacher collects electronic device and student receives electronic device from the teacher at the end of the class period.
3rd Offense	Teacher collects electronic device and sends it to the front office AND student receives electronic device at the end of the day.
Subsequent Offenses	Teacher immediately refers the student to an administrator

# Important Reminders for all Students

## **Profanity**

Use of obscene language, whether spoken, written or by gestures or any type of racial slur may result in consequences based on the Student Code of Conduct.

## **Tobacco/Vaping/Alcohol/Drug Use on Campus**

Any student found in the possession, distribution, or using any form of synthetic drug or tobacco within/or not within a vape or electronic device or any students found in possession, distribution, or using of any alcohol or drugs will result in an immediate drug policy violation as per the Student Code of Conduct.

## **Horseplay**

Students should keep hands and feet to themselves at all times. No one should be hitting, tripping, or hurting a student in anyway. Failure to comply with this policy will result in consequences based on the Student Code of Conduct.

## **Public Display of Affection (PDA)**

Public display of affection is prohibited.

Students are not to touch each other throughout the school day or at school events. There should be absolutely no physical contact.

Examples of PDA include but are not limited to:

- hugging
- kissing
- holding hands
- touching faces
- sitting on another student's lap
- putting legs across other another student's lap
- any loving touch

Also, students are not allowed to bring or use blankets while at school.

Failure to comply with this policy will result in consequences based on the Student Code of Conduct.

# Changes to Uniform Policy are indicated in Yellow

## SATSUMA HIGH SCHOOL 2023-2024 Uniform Guidelines Grades 7-12

	BOYS	GIRLS	NOTES
BOTTOMS	<ul style="list-style-type: none"> <li>Pants: Long (Khaki twill)</li> <li>Shorts: Bermuda knee length (Khaki twill)</li> </ul>	<ul style="list-style-type: none"> <li>Pants: Khaki twill long uniform</li> <li>Shorts: Bermuda knee length (Khaki twill)</li> <li>Skorts: Khaki OR school plaid #54</li> </ul>	<ul style="list-style-type: none"> <li>No sagging pants, hip huggers, low-risers, cargoes, bell bottoms, drawstrings, jeans, or frayed hems</li> <li>No tight or "skinny fit" pants</li> <li>Pants must have belt loops</li> <li>No joggers</li> <li>All bottoms must fit at the natural waistline and be worn with a belt</li> <li>No skirts, no cargo shorts, or shorts with extra or side pockets</li> <li>Skorts must have attached, sewn-in shorts underneath</li> <li>Skorts CANNOT have cinching or drawstrings on the sides</li> <li>Skorts must be longer than shirt or outerwear</li> <li>Skort length must be at or longer than 3.5 inches from top of knee (ID card height)</li> </ul>
TOPS	<ul style="list-style-type: none"> <li>Everyday t-shirt: Maroon ONLY grades 7-8; Gray or White ONLY grades 9-12.</li> <li>Maroon polo-style shirt with collar (long or short sleeve). GRADES 7-8</li> <li>White or grey polo-style shirt with collar (long or short sleeve). GRADES 9-12</li> <li>White oxford button down style (long or short sleeve). Grades 9-12 ONLY</li> <li>Administration approved school t-shirts on Fridays ONLY. (See Casual Friday Dress Code Flyer)</li> </ul>		<ul style="list-style-type: none"> <li>Shirt tails must be tucked in at all times</li> <li>No more than the top two buttons unbuttoned</li> <li>Undershirt must be solid white, black, maroon, or grey only</li> <li>Undershirts must not hang out of sleeves (Ex: No long-sleeve undershirt with a short-sleeve polo)</li> </ul>
OUTERWEAR	<ul style="list-style-type: none"> <li>Solid maroon, black, white, or grey only</li> <li>Students may wear school-ordered jackets</li> </ul>		<ul style="list-style-type: none"> <li>No head coverings, hats, or scarves.</li> </ul>
SHOES	<ul style="list-style-type: none"> <li>Tennis Shoes: Solid or combination of black, white, grey, or maroon</li> <li>Loafers: Black or brown</li> <li>Deck Shoes: Sperry type only in brown, black, or tan</li> <li>Boots: Black or brown</li> </ul>		<ul style="list-style-type: none"> <li>No bowling type shoes or sandals</li> <li>All shoes must have enclosed toes and heels</li> </ul>
BELTS	<ul style="list-style-type: none"> <li>Solid black or brown with a conventional buckle</li> </ul>		<ul style="list-style-type: none"> <li>Belts are required</li> <li>No embellishments of any kind</li> </ul>
SOCKS	<ul style="list-style-type: none"> <li>Solid black, white, or grey socks</li> <li>Solid black leggings only</li> </ul>		<ul style="list-style-type: none"> <li>Socks are required</li> <li>No embellishments, designs, cut-outs, or logos on leggings</li> </ul>
ADDITIONAL NOTES	<ul style="list-style-type: none"> <li>School ID and lanyard must be worn around the neck and visible at all times.</li> <li>Natural hair color only</li> <li>No visible piercings other than ears; no facial jewelry/piercings</li> <li>No hats, head coverings, scarves or other headwear allowed on campus</li> </ul>		

\*\*Administration has the final decision on all aspects of the dress code on an individual student basis.\*\*

# SATSUMA HIGH SCHOOL

## 2023-2024 Casual Friday Guidelines (Grades 7-12)

Students will be required to wear full school uniform

Monday through Thursday each week.

**Out-of-Uniform Day will be each Friday for \$2.00.**

Students CAN WEAR	Students CANNOT WEAR
Jeans	No sagging jeans, no cut-off jeans, no ripped jeans
Joggers/Sweatpants	No sagging, low-rise, tight-fit or holes in pants
Leggings/yoga pants with shirts the length of mid-thigh	<ul style="list-style-type: none"><li>• Clothing that is intended as sleepwear such as pajama pants, pajama shirts, or slippers is <b>PROHIBITED</b>.</li></ul>
T-shirts or Spirit Shirts	<ul style="list-style-type: none"><li>• Shirts cannot contain pictures, emblems or writings that are offensive, obscene, advertise tobacco, alcohol or other illegal products or are gang related.</li><li>• Shirts cannot be sleeveless, see-through, or cut-off and <b>MUST</b> cover all undergarments.</li><li>• Clothing that is intended to be worn as a costume or character dress-up outfit is <b>PROHIBITED</b>.</li></ul>
Tennis shoes, boots, Crocs	No slippers or house shoes
Jackets and sweatshirts	No head coverings, hats, or scarves.

\*\*Administration has the final decision on all aspects of the dress code on an individual student basis.\*

## Uniform Infractions

- Students will receive three (3) uniform violation warnings.
- The fourth and subsequent violations will result in suspensions according to the Student Code of Conduct.

<b>1st &amp; 2nd Uniform Infraction</b>	Office Referral & Warning
<b>3rd Uniform Infraction</b>	Office Referral & Contact Parent
<b>≥4th Uniform Infraction</b>	Office Referral & In-School-Suspension or Out-of-School-Suspension

# MEDIA CENTER

The Media Center will enable individuals and staff with the ability to find, read, evaluate, utilize, share, and create content using various digital devices. The Center provides students with a comfortable place to learn and collaborate with other students.

## Hours:

7:00 am - 2:50 pm

Contact Mrs. Anderson to arrange an earlier or later time to work in the Media Center.

## Rules and Procedures:

- The library is for every student and staff member in the school.
- It can be used for the digital café, computers, pleasure reading, and checking out library books.
- Teachers may schedule classes or send up to five students at a time with a library pass, as long as there is room.
- Passes are not accepted from a substitute unless the regular classroom teacher has made prior arrangements.
- A student may check out up to two books for two weeks. Books may be renewed, as long as it does not have a hold.
- Students must have their ID to check out the library and/or textbooks.
- Students must sign in and out on a pass when visiting the library.
- Students are responsible for all damaged/lost library/textbooks.
- Students may print for \$0.25 per page for black and white and \$1.00 per page for color. (For color printing, see Mrs. Anderson)
- Students will be assessed a damage fee of \$5.00 for removing the barcode from any book.

## Textbooks

Students will be assessed a late fee of \$25.00 if any textbook is returned after the last day of school. If the book is not returned, the student will be assessed a replacement fee that will be added to school fees for the following year. If the missing book is returned at registration, the replacement fee may be waived, but the late fee will be charged regardless.





JR HIGH

7TH-8TH  
GRADERS

HANDBOOK  
ADDITIONS





## Cell phones

- Unlike high school students, junior high students are required to place their phones safely and securely in locked boxes during the day's first period.
- Every day students will return to this same first period teacher at the end of the day to retrieve their phone.
- Students needing to call a parent/guardian are encouraged to use the phone in the main office.
- If a student is sick or feeling ill, they are encouraged to go to the nurse to be assessed and a parent/guardian will be called.
- Students who fail to turn in their cell phone will be sent to an administrator and consequences per the electronic communications policy will be enforced.



## Student planners

- Students will receive a planner and taught how to properly use it and organize their classwork and homework.
- Planners will be a snapshot of a student's day and will be used to keep track of a student's daily work.
- Parents should use these planners for daily check-ins on your child's academic progress.
- Replacement planners will be available for \$7.00 each while supplies last.

## Maroon Folder

- Students will be provided a maroon folder that will be placed in their binder for parent communication to and from school.
- Parents are encouraged to check this regularly.
- Replacement folders will be available for \$2.00 each.



## Jr High (7th & 8th Grade)

Handbook Additions (Continued)

Read the Following Carefully



### Tardies to class and/or School:

1st & 2nd Tardy	Office Referral & Warning
3rd Tardy	Office Referral & Contact Parent
≥4th Tardy	Office Referral & In-School-Suspension or Out-of-School-Suspension



### Student ID cards

- Junior high badges and lanyards will be different from high school students.
- The first badge will be provided to them at no charge.
- Badges must be worn around the student's neck and visible at all times.
- Badges must be worn to check out materials from the library, purchase school meals, check in when tardy, and ATTEND BREAK.
- A replacement fee of \$5 will be charged for lost IDs.



### Make-Up and Late Work

If a student is absent for any excused reason, arrangements will be made to make-up missed work. Students will have the number of days absent plus one day to complete any assignments missed during their absence.

Students are responsible for checking with all teachers and turning in make-up work without a reminder. Long-term assignments, such as research papers or special projects are due on or before the due date even if the student is absent on the date the assignment is due.

Students with suspensions will be counted as excused absences. Make-up work will be permitted for such absences unless permitting such work under the circumstances would be impractical or impossible, would serve no purpose, would place school personnel at risk of harm, or would be unreasonable in light of the grounds for the suspension. For extenuating circumstances, special consideration may be given at the discretion of the principal.



GRADING  
SYSTEM

GRADUATION  
REQUIREMENTS

CREDIT  
RECOVERY



# GRADING SYSTEM

The grading system at Satsuma High School will reflect the student's actual performance in all facets of learning.

The following grading system will be used:

<b>90-100</b>	<b>A</b>
<b>80-89</b>	<b>B</b>
<b>70-79</b>	<b>C</b>
<b>60-69</b>	<b>D</b>
<b>Below 60</b>	<b>E</b>

Report cards will be issued at the conclusion of each nine-week grading period.

## GRADE LEVEL CLASSIFICATION

<b>Grade Level Classification</b>	<b>Credits at Start of Fall Semester</b>
JR. HIGH	Must obtain a 60 or higher in all core classes
FRESHMAN	Promoted from 8th Grade
SOPHOMORE	6 Credits
JUNIOR	12 Credits
SENIOR	18 Credits

Year-long courses will be awarded credit at the end of the school year.

Semester-long courses will be awarded credit at the end of the semester.

Students completing all coursework with a grade of D (60) or above shall be considered as having passed the course.

Students who fail to complete coursework with a passing grade (59 Or lower) will be retained and/or referred to credit recovery or grade enhancement.

## Ranking of Students Weighting of Courses

### Ranking of Students

Rank-in-class indicates the student's academic standing in relation to that of the other students in the class. Grades in the identified course levels shall be weighted and grade point averages determined.

Of note, any additional high school core classes, elected by the student and not required for graduation, will be weighted as an elective. To be considered for the Top Ten, students must meet the requirements for Satsuma Board Honors Diploma.

## Weighting of Courses: Quality Points

Course Type	Regular	Pre-AP/ Honors	AP/Dual Enrollment
<b>A</b>	4 points	5 points	5.5 points
<b>B</b>	3 points	4 points	4.5 points
<b>C</b>	2 points	3 points	3.5 points
<b>D</b>	1 point	2 points	2.5 points
<b>E</b>	0 points	0 points	0 points

## Course Offerings

Satsuma City Schools offers a wide variety of coursework, including but not limited to

- Advanced Placement
- Dual Enrollment
- Career Tech
- Visual & Performing Arts

The Guidance and Counseling Department can obtain a list of the courses offered.

## CTE Courses

Aviation\*

Welding\*

Fundamentals of Health Science

Medical Terminology\*

Nurse Aide Training\*

Family and Consumer Science

Consumer Services I

Event Planning

Cooperative Education/Work-Based Learning

Technology Education 7 & 8

Consumer Science Discoveries 7 & 8

Robotics 7 & 8

Army JROTC Leader Ed and Training

Career Preparedness

Computer Science Principles, AP

Programming Foundations

Into Paralegal Study\*

Graphics & Design\*

Child Development\*

## Honors Courses

English 9

English 10

Biology

Chemistry

Physics

Human Anatomy & Physiology

World History 9

United States History 10

## AP Courses

English, Language & Composition\*

English, Literature & Composition\*

United States History\*

United States Government &  
Politics\*

Computer Science Principles\*

Pre-Calculus

Calculus AB\*

AP Biology

## Visual & Performing Arts

Art

Band

Jazz

Choir

Theater



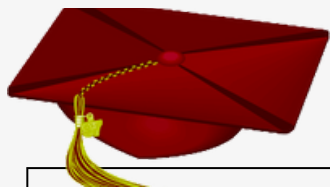
# High School Regular Diploma Requirements

AREAS OF STUDY	REQUIREMENTS	CREDITS
<b>English Language Arts</b>	English 9, 10, 11, and 12	4
<b>Mathematics</b>	Algebra 1, Geometry, Algebra II, Algebra with Finance	4
<b>Science</b>	Biology, Physical Science, Science Electives	4
<b>Social Studies</b>	World History, U.S. History x 2, and Government/Economics	4
<b>Physical Education</b>	Beginning Kinesiology or JROTC or Varsity Athletics/Band	1
<b>Health Education</b>	Alabama Course of Study: Health Education	0.5
<b>Career Preparedness</b>	Career Preparedness	1
<b>** Fine Arts CTE OR Foreign Language</b>	<b>Fine Arts Courses:</b> Art, Choir, Theater, or Band <b>CTE Courses:</b> Consumer Services, Welding, Aviation, Health Services, JROTC <b>Foreign Language Course:</b> Spanish	3
<b>Electives</b>		2.5

Total Credits Required for Graduation **24**



\*\* Students choosing CTE, Arts Education, and/or Foreign Language are encouraged to complete two courses in sequence.



# High School Honors Diploma Requirements



AREAS OF STUDY	REQUIREMENTS	CREDITS
<b>English Language Arts</b>	Honors English 9      Honors English 10 AP English 11      AP English 12 or approved Dual Enrollment course	4
<b>Mathematics</b>	Algebra I      Geometry Algebra II w/Trig      Pre-Calculus or approved Dual Enrollment course	4
<b>Science</b>	Honors Biology      Honors Chemistry AP Biology      AP Chemistry or approved Dual Enrollment course	4
<b>Social Studies</b>	Honors World History 9      Honors US History 10 AP US History 11 AP American Government & AP Principles of Economics 12 or approved Dual Enrollment course	4
<b>Physical Education</b>	LIFE or JROTC or Varsity Athletics or Band	1
<b>Health Education</b>	Health	0.5
<b>Career Preparedness</b>	Career Preparedness	1
<b>1 Credit in each of the following</b> <ul style="list-style-type: none"> <li>• Fine Arts</li> <li>• CTE</li> <li>• Foreign Language</li> </ul>	<b>Fine Arts Courses:</b> Art, Choir, Theater, or Band <b>CTE Courses:</b> Consumer Services, Welding, Aviation, Health Services, JROTC <b>Foreign Language Course:</b> Spanish	3
<b>Electives</b>		6.5
<b>Service Hours</b>	5 hours per grade level while attending Satsuma High School	0

**Total Credits Required for Graduation      28**

\*\* Must maintain a 3.5 GPA

\*\*\* Equivalent AP courses will be considered with Administrator approval

# Credit Advancement, Credit Recovery and Grade Enhancement

## Credit Advancement

- Credit advancement is a term used to describe a program by which a student may earn high school credits through performance on written, oral, and/or performance examinations.
- Such examinations must be aligned with all required standards in the given subject area. Students must obtain a score of 80% or greater on the examination to earn credit, and the assigned grade for the earned credit will equal the score achieved on the examination.
- Grade or credit is only earned if the score is at least 80%.
- Students may only attempt an examination for any particular course once per calendar year.
- No grade-weighted credits (Pre-AP, AP, etc.) may be earned through this method.

=====

For a student to be eligible for Credit Advancement, he or she must:

1. Be recommended by a current or former teacher of the subject/course being considered for Credit Advancement.
2. Have criterion-referenced or norm-referenced test scores that support an above-grade-level proficiency of content in the subject/course being considered for Credit Advancement.
3. Complete a Request for Credit Advancement form, signed by the parent or guardian, the high school counselor, and high school principal.

## Credit Recovery

- Students are eligible to apply for Credit Recovery if the final grade earned in a course required for graduation is between 50 to 59.
- Alternatively, such a student can choose to repeat a course in its entirety during the next regular school term.
- Students must complete an application to request placement in a Credit Recovery Program.
- The student and parent/guardian must sign the application to consent to placement in the program and to acknowledge agreement with the terms of admission and program requirements.
- A tuition fee must be paid to participate in the summer program, after school or Saturday School.
- Tuition will be \$400.00 for a full credit. This fee will be nonrefundable should the student be dismissed from the program or drops out of the program.
- Credit Recovery during the school day will not have tuition fees.

## Grade Enhancement

- Grade enhancement will be available for students in grades 7 and 8 who earned a final grade between 50% and 59% in a core content class.
- Students are only eligible for grade enhancement in ONE core content area.
- Students failing two or more core classes will be retained in their current grade level.
- The principal has the final decision on all grade enhancement eligible students.



# ACADEMIC HONESTY POLICY



# Academic Integrity Policy

(adapted from the Phillips Middle School Student Handbook 2022–2023)

Academic honesty is a set of values and skills that promote personal integrity and good practice in teaching, learning, and assessment. Academic honesty and personal integrity are fundamental components of a student's education and character development. At Satsuma High School, we believe that promoting academic honesty is the responsibility of the total community. Teachers, administrators, parent, and guardians will support Satsuma students in demonstrating academic honesty.

Students, at Satsuma High School are principled learners. Principled learners demonstrate academic honesty and personal integrity. Our School believes these values and skills are essential in developing well-rounded, principled individuals, who through much inquiry, will learn to produce authentic work.



# Definitions and Examples of Academic Dishonesty



## Malpractice

A behavior that results in or may result in, the student or any other student gaining an unfair advantage in one or more assessment component. This includes: plagiarism, collusion, cheating, and any other behavior that gains an unfair advantage for a student or that affects the results of another student.

**Say no to Plagiarism...** !

## Plagiarism

**BE ORIGINAL**

The act of using another person's words, ideas, pictures, videos, music, etc. without giving them proper credit. Students must give full credit to the original author of the work. The following offenses, including but not limited to those below, are considered examples of plagiarism:

- Any representation of others' work as your own
- Non-original work that is not cited and appropriately referenced in submissions
- Copying information from a book, a website or using artificial intelligence (AI) to complete an assignment for any subject area
- Misuse of quotation marks or paraphrasing and in text citations makes authorship unclear
- Failure to identify source of elements of nonverbal work (i.e. painting, dance, photo, proofs, musical compositions, etc.) that you have derived your work from

# Definitions and Examples of Academic Dishonesty Continued



## Collusion

Allowing other students to copy your work and be academically dishonest. The following offenses, including but not limited to those below, are considered examples of collusion:

- Intentionally allowing someone to copy your work to be turned in or submitted for a grade
- Sharing test questions with other students
- Divide and conquer approach where you are not the author of the entire assignment given by the instructor
- Helping someone else cheat both deliberately and through support

Collusion is to be contrasted with collaboration, which is defined as multiple students actively engaged during the course, as well as in the creation of a product per the assignment guidelines. It is important to note that teachers must be clear with assignment guidelines to specify what is collaboration versus collusion on any given task.

# Definitions and Examples of Academic Dishonesty Continued



## Cheating

Cheating is using dishonest means in an attempt to obtain credit for academic work. The following offenses, including but not limited to those below, are considered examples of cheating:

- Using or providing notes, documents, answers, aids or helping another student on any assessment (i.e. test, quiz, exam, etc.) or assignment unless expressly permitted by the teacher. This includes persons outside of the school building.
- Utilizing communication or electronic devices to send or obtain unauthorized information
- Looking at another student's paper, talking during an assessment, or violating any other expressed directions given by the teacher
- Taking another student's work and using it as your own
- Tampering with teacher materials and or student records
- Disclosing or discussing the content of an exam before all students take it

# Definitions and Examples of Academic Dishonesty Continued

# FAKE

## Fabrication

Fabrication is inventing information, falsifying research and or projects, and or using other products with the intent to deceive. The following offenses, including, but not limited to those below, are considered examples of fabrication:

- Creating a false reason to receive special consideration for an assessment or assignment
- Citing information not taken from the source indicated
- Submitting a paper, lab report, or other academic exercise containing falsified data or evidence



## Tampering

Tampering with teacher materials and/or student records for the purposes of cheating or fabrication will not be tolerated. Students who tamper with teacher materials and or student records are subject to ALL academic honesty consequences.

# Definitions and Examples of Academic Dishonesty Continued



## Duplication

Submitting work that is substantially the same for assessment in different courses without the consent of all teachers involved.



## Forgery

Forging the signature of a parent or guardian, a school employee, or a physician (or any professional individual) on a letter, or any other document including but not limited to hall passes, progress or grade reports, parent letters, permission slips, detention notices, suspension notices, or medical documents.

# Students Who Promote Academic Honesty...

DO	DO NOT
<b>To avoid Plagiarism</b>	
Submit authentic work that is based on their original ideas and acknowledge the ideas and work of others.	Submit work without stating where it came from according to MLA or another appropriate format.
Cite sources using MLA format even if they are not sure if they should include books, journals, internet sites, magazines, photographs, music, interviews and other items that can be documented.	Copy work.
Paraphrase ideas of another person or use in text citations when appropriate.	Copy work.
Use resources to promote your own ideas.	Steal the ideas from resources and pass them off as your own.
<b>When Collaborating</b>	
Collaborate to meet a common assessment goal.	Let one person do all the work.
Share ideas during collaborative tasks.	Allow someone to copy their work even though the other person may change a few things.
Support classmates by asking questions and brainstorming ideas.	Give the answers.
<b>When taking tests</b>	
Look at their own paper.	Look at the papers of others.
Keep the content of the test to themselves after taking it.	Tell other students the questions and or answers on the test.
Use notes and electronics (calculators, phones, I-Pads, Kindles, etc.) approved by the teacher.	Use "cheat sheets" or devices that the teacher has not approved.
<b>Projects</b>	
Use authentic data or evidence.	Falsify or make up data or evidence.
Use assignments for only one class assessment or project.	Turn in the same project to multiple teachers for multiple assignments.

# Teachers Who Promote Academic Honesty...

DO	DO NOT
Design inquiry-based assessment tasks that cannot be easily plagiarized. For Example, (Research the Holocaust and Design Oral Presentation.)	Design assessment tasks with simple answers that can easily be found on the internet. For example, (Write about the Holocaust.)
Design challenging tasks that go beyond factual answers.	Design tasks that are so challenging that students are tempted to use dishonest means to complete them.
Assign work that elicits an original response, thereby discouraging plagiarism.	Assign work where the answers can be directly Googled.
Teach how to properly cite all sources including photographs, websites, music, and literature and discuss where to cite depending on the types of assignments.	Give students research assignments without explaining how they would like the students to give credit to the original site and source.
Teach students how to reflect on what they have read and take appropriate notes by paraphrasing and writing down general statements from the text.	Allow students to copy and paste, highlight or copy down entire paragraphs.
Focus on helping students understand how to help peers on assignments without providing all the answers or allowing others to copy their work, depending on the subject area.	Focus on punishing students for helping others on assignments before teaching them.
Model academic honesty in their own resources and presentations.	Present the work of others as their own.
Supervise students during exams and tasks.	Provide undue assistance in the production of student work.
Keep exam papers and tests secure.	Leave exam papers out in the open.
Teach students the Academic Honesty Guidelines.	Let students think that academic honesty is just for the classroom.
Clearly state expectations for collaborative and individual work.	Allow students to be unaware of teacher expectations for work done collaboratively or individually.

# Parents Who Promote Academic honesty...

DO	DO NOT
Read and are aware of the Academic Honesty Policy.	Ignore that there is an Academic Honesty Policy.
Support and assist students at home.	Do the work for their students.
Help their students balance their schoolwork load so they are ready for tasks and tests on the day they are due in order to help students resist temptations to be academically dishonest.	Excuse their students from school so they have more time to study or do a project.



# Administrators Who Promote Academic Honesty...

DO	DO NOT
Make expectations clear for students, parents, and staff.	Just hope students will be academically honest.
Focus on teaching the skills for being academically honest rather than the consequences of dishonesty.	Warn students not to plagiarize.
Have an established progression of consequences when dishonesty occurs.	Use the harshest consequences for the first offenders.
Establish a school culture that actively encourages academic honesty.	Tolerate academic dishonesty.
Place the Academic Honesty Policy in the handbook and on the school's webpage.	Assume it is known by parents and students.
Inform staff and students through various media what constitutes malpractice and how it can be prevented.	Assume everyone knows the policy.



# Consequences of Academic Dishonesty

According to the Satsuma High School Code of Conduct, cheating on exams including all Satsuma City School assessments, Alabama State Department assessments and any other mandated assessment will result in an office referral. Disciplinary action will be determined by the administrator.

The teachers and administrators at Satsuma High School understand that students need guidance when it comes to being academically honest. Therefore, we will handle academic infractions on a case-by-case basis with the end goal being behavioral change. As concerns and issues arise, teachers will strive to define both the issue and the student's intent. Teachers and/or administrators will then determine appropriate measures that must be taken. These may include the following:

- Communication with parents by email, letter, phone call
- Redoing the work that is affected by academic dishonesty
- Administering a lower or failing grade
- Receiving a zero for assignment
- Conference with administration, student, parent and/or guardian
- In-School-Suspension
- Suspension

## Works Cited

"Academic Honesty Policy." McKinley Middle School. Racine Unified School District, 2016. Web. 26 Feb. 2016.

"International Baccalaureate MYP Academic Honesty Policy." Bloomfield Hills Schools-. Bloomfield Hills Middle School, Dec. 2014. Web. 26 Feb. 2016.

Medeiros, Christine. "MYP Academic Honesty Policy." Mountain Ridge Middle School. Academy District 20, 15 Sept. 2015. Web. 26 Feb. 2016.



# SENIOR INFORMATION





## **Commencement Participation and Senior Activities**

Only regular education students who receive an approved diploma and special education students who receive a diploma or a graduation certificate as prescribed in their IEP shall participate in the graduation exercise.

All students eligible for graduation may be denied participation in the graduation exercise as determined by the principal or the superintendent.

Students may also be allowed participation in senior activities such as picnics and trips if the student is meeting academic, and behavioral requirements.





# Selection Criteria For Valedictorian/Salutatorian

- The valedictorian and salutatorian for the graduating class must attain the most advanced academic diploma offered.
- Out-of-system transfer students must be enrolled in the current school starting with the first term of the junior year and complete four (4) consecutive terms in this system prior to ranking to be considered for Valedictorian and Salutatorian.
- The student(s) with the highest quality grade point average (calculated and weighted as prescribed in the grading section above) will be the class valedictorian.
- The student(s) with the second highest quality grade point average shall be the class salutatorian.
- In calculating the quality grade point average, all semester grades will be used, beginning with the ninth grade through the semester immediately preceding graduation.
- The quality grade point average will be carried to five decimal places with no rounding.
- In the case of a tie, students having the same average will be recognized as co-valedictorians and co-salutatorians.
- Valedictorian and Salutatorian will be determined at the end of the second term of the senior year by using the approved “Rank-In-Class” system.
- All students must take a full schedule (maximum course load) each year for four years in order to be eligible.





# ALABAMA STATE DEPARTMENT INFORMATION

## **Alabama State Department of Education Digital Device Policy for the Alabama Comprehensive Assessment Program (ACAP) Testing**

Each local education agency (LEA) shall have in place a School Test Security Plan for each school that includes a digital device collection plan for both school personnel and students who will participate in the ACAP. This collection shall take place prior to entering the testing room for both school personnel and students.

For the purposes of this policy, digital devices are defined to include anything that can capture, store, relay, or receive electronic information. This includes, but is not limited to, the following: laptops, smart phones, smart watches, fitness trackers, MP3 players, and tablets. Additionally, classroom computers must be powered off during testing. Exceptions to this policy include any digital device that is medically necessary for the health and/or well-being of school personnel or students. All exceptions must be pre-approved in writing by the Building Test Coordinator or the school Principal by completing the Digital Device Exception Request form.

LEAs shall make all school personnel and students participating in the ACAP, parents, and/or guardians aware of this prohibition through inclusion of this policy in the employee handbook, the Student Code of Conduct Handbook, and may also publicize this policy through other normally accepted methods.

### **LEA PERSONNEL POLICY:**

LEA personnel shall not possess any digital device within the testing room when administering or proctoring an ACAP test. This prohibition does not apply to school personnel who are serving as hall monitors during a test.

The possession of a digital device by school personnel participating in ACAP testing is strictly prohibited during the administration of a test. The ONLY exception to this policy is for school personnel who have been pre-approved by the Building Test Coordinator or the Principal to have a digital device that is necessary for the health and/or well-being of school personnel.

If school personnel are in possession of a digital device during the administration of an ACAP test, the device may be confiscated and, if the appropriate administrator determines that there is reasonable suspicion that the device was used to capture, record, or share test information or to facilitate cheating on the test, it may subject to search pursuant to LEA policy for any information directly related to the ACAP test being administered. Additionally, school personnel shall be dismissed from testing, and students' tests may be invalidated in accordance with ACAP policy. Violation(s) may result in disciplinary action by the LEA and by the Alabama State Department of Education (ALSDE), up to and including possible employment termination and certification revocation.

**Procedures for Implementing Board Policy and Alabama Rule  
Seclusion and Restraint of ALL Students  
To be included in the School's Code of Conduct and/or Student Handbook**

## **INTRODUCTION**

The Satsuma City School District supports a positive approach to behavior that uses proactive strategies to create a safe school climate that promotes dignity, creates authentic student engagement, increases instructional time, and improves student achievement for all students.

Unfortunately, students sometime display behaviors which place them or other students in immediate danger. School programs must implement proactive strategies and interventions to reduce the likelihood of these incidents and must have clearly identified responses to address them when they occur.

In December 2011, the Alabama State Board of Education adopted Rule 290-3-1.02(1)(f) regarding the use of seclusion and restraint for all students and the Satsuma City School Board has adopted a policy consistent with this Rule. The Rule prohibits the use of seclusion as defined herein and limits the use of physical restraint to those situations in which students are in immediate danger to themselves or others.

## **DEFINITIONS**

The following definitions are included in the Alabama Rule and will be applicable to the procedures of the Satsuma City School District in the implementation of the Rule and Board policy.

Chemical Restraint is prohibited in Satsuma City Schools' schools and educational programs. It is defined as: Any medication that is used to control violent physical behavior or restrict the student's freedom of movement that is not a prescribed treatment for the student's medical or psychiatric condition.

Mechanical Restraint is prohibited in Satsuma City Schools' schools and educational programs. It is defined as: The use of any device or material attached to or adjacent to a student's body that is intended to restrict the normal freedom of movement and which cannot be easily removed by the student. The term does not include an adaptive or protective device recommended by a physician or therapist when used as recommended by the physician or therapist to promote normative body positioning and physical functioning and/or to prevent self-injurious behavior. The term does not include seatbelts and other safety equipment when used to secure students during transportation.

Physical Restraint is defined as direct physical contact from an adult that prevents or significantly restricts a student's movement. The term does not include mechanical restraint or chemical restraint and does not include providing limited physical contact and/or redirection to promote student safety or prevent self-injurious behavior, providing physical guidance or prompting when teaching a skill, redirecting attention, providing guidance to a location, providing comfort, or providing limited physical contact as reasonably needed to prevent imminent destruction to school or another person's property.

Physical restraint that restricts the flow of air to the student's lung is prohibited in the Satsuma City Schools' schools and educational programs, including any method (face-down, face-up, or on your side) of physical restraint in which physical pressure is applied to the student's body that restricts the flow of air into the student's lungs.

**Seclusion is prohibited** in Satsuma City Schools' schools and educational programs. Seclusion refers to a procedure that isolates and confines a student in a separate, locked area until he or she is no longer an immediate danger to self or others. The seclusion occurs in a specifically constructed or designated room or space that is physically isolated from common areas and from which the student is physically prevented from leaving. Seclusion does not include situations in which a staff member who is trained in the use of de-escalation techniques or restraint is physically present in the same unlocked room as the student, time-out as defined below, in-school suspension, detention, or a student-requested break in a different location in the room or in a separate room.

**Time-out** refers to a behavioral intervention in which the student is temporarily removed from the learning activity. Time-out is appropriately used when:

1. The non-locking setting used for time-out is appropriately lighted, ventilated and heated or cooled;
2. The duration of the time-out is reasonable in light of the purpose of the time-out and the age of the student but should not exceed 45 minutes per time-out;
3. The student is reasonably monitored by an attending adult who is in reasonable physical proximity of the student and has sight of the student while in time-out; and
4. The time-out space is free of objects that unreasonably expose the student or others to harm.

## **THE USE OF SECLUSION**

As set out above, seclusion that isolates and confines a student in a separate, locked area/room specifically constructed as a seclusion room until he or she is no longer an immediate danger to self or others is prohibited in Alabama and in Satsuma City Schools' schools and educational programs.

## **Questions and Answers**

Because there may be some confusion as to what is/is not seclusion, below are some common questions and answers related to seclusion:

### **Does the prohibition of seclusion prevent a student from being placed in time-out?**

No. Students can be removed from an instructional activity and placed in another location in the classroom or other instructional setting. A student may be placed in time-out for a short, pre-determined period of time, and classroom staff must be able to see the student while in time-out to promote his/her safety. If a student is frequently placed in time-out, the school staff should analyze the behaviors that resulted in the student's being placed in time-out and other interventions should be considered and implemented.

### **If a student who is demonstrating behavior that presents an immediate danger to self or others requests a break to a different location, is that considered seclusion if an adult is in the room with the student?**

No. Students may make this request as a form of self-imposed de-escalation.

### **Does the prohibition on the use of seclusion prevent a student from being removed from the classroom or other instruction setting to another location where the student works with a staff member trained in de-escalation techniques?**

No. Students may be removed to another setting, such as a staff member's office or another location in the school if the student can be safely accompanied to the location.

**Does the prohibition on seclusion prevent the use of in-school suspension?**

No. In-school suspension is not considered to be seclusion and is not prohibited in Alabama.

**THE USE OF PHYSICAL RESTRAINT**

While the chemical and mechanical restraint is prohibited, physical restraint is not completely prohibited. However, **any method of physical restraint is prohibited if it restricts the flow of air to a student's lungs.** When a student is placed face-down on the floor or another surface and physical pressure is applied to the student's body to keep the student in the prone position, there is an increased risk of injury to the student due to blockage of the student's airways and chest compression. In addition, pressure applied to the back and chest areas can result in the student experiencing respiratory distress. Another danger associated with the use of this kind of restraint is the limited ability of staff to monitor the student's physical status.

The use of **physical restraint is also prohibited except in those situations where a student is an immediate danger to self or others and when the student is not responsive to less intensive de-escalation techniques.** Only physical restraint that is included in the School District's adopted program is to be used, and appropriate staff at each school will be trained and/or re-certified in the adopted program. In all instances, the use of restraint will be monitored and documented.

Physical restraint will not be used:

- When the student is responsive to less intensive interventions and de-escalation techniques, such as verbal commands and directives
- As a form of discipline or punishment or as a means to obtain compliance

Physical restraint does not include providing limited physical contact and/or redirection to promote student safety or prevent self-injurious behavior, providing physical guidance or prompting when teaching a skill, redirecting attention, providing guidance to a location, providing comfort, or providing limited physical contact as reasonably needed to prevent imminent destruction to school or another person's property. For instance, running after and holding a student who is about to run in front of an oncoming vehicle is not in any way prohibited. Providing physical guidance (e.g., lightly holding a student at the elbow to guide him from one location to another) is also permitted.

**Questions and Answers**

**If a student is taking medication at school as prescribed by a physician to address attention and/or behavioral issues, could additional medication be given to the student to control the student's behavior or limit his movement when the student is an immediate danger to self or others?**

No. This would be considered chemical restraint and is prohibited. Medication can only be given with the same dosage and frequency as prescribed by the physician. In no instances should the dosage and/or frequency be altered by school staff to control the student's behavior or limit his/her movement or behavior.

**Is the use of pepper spray permissible?**

- No. Chemical aversives of any kind, such as mace or pepper spray, are not to be used by school personnel.

**Could a weighted vest that is used to address sensory issues for a student with a sensory integration disorder be used to control behavior or restrict the student's freedom of movement?**

- No. Weighted vests and other such devices must only be used for the purpose and in the manner prescribed or recommended by a physician or therapist.

**If a student is placed in a piece of adaptive equipment, such as a Rifton chair, for the purpose of controlling behavior and not to promote normative body positioning and physical functioning, would this be permitted?**

- No. Students must not be placed in adaptive equipment such as Rifton chairs for the purpose of controlling behavior, which is clearly not the purpose for which it was designed.

**If a student exhibits self-injurious behaviors that can result in severe injury, could mechanical restraints be used?**

- Mechanical restraints do not include adaptive or protective devices that are recommended by a physician or therapist to prevent self-injurious behavior. Use of the device must be carefully monitored, however, and used only as necessary.

**Is a teacher prohibited from grabbing a student to prevent her from entering traffic?**

- No. Physical restraint does not include limited physical contact necessary to promote student safety.

**Would a law enforcement officer be allowed to place a student in handcuffs on school property?**

- Yes. Nothing in the restraint and seclusion rule interferes in any way with the duties of law enforcement personnel.

**Does the new restraint rule prohibit school staff from breaking up a fight in the school or educational program?**

- No. Nothing in the rule modifies the rights of school personnel to use reasonable force as permitted under the Alabama Code (§ 16-1-14) or modifies the rules and procedures governing discipline under the Alabama Code (§ 16-28-12) and school staff must take reasonable action needed to protect students from harm. Staff may use physical restraints to break up a fight when the students are in immediate danger to self or others and do not respond to less intensive interventions. Nothing would prevent a staff member or program employee from diffusing a fight or physical altercation or from taking reasonable action to obtain possession of a weapon or other dangerous object on a student or within the control of a student.

**When should restraints be terminated?**

- The process of terminating a restraint should begin immediately when the student is no longer an immediate danger to self or others.

**Should restraint ever be used as a form of punishment?**

- No. Restraint must only be used in situations where the student is in immediate danger to self or others. It is not a form of punishment or discipline.

**Should the use of physical restraint be documented in an Individualized Education Plan (IEP) or Behavior Intervention Plan (BIP) for a student with disability?**

- If the student has a history of engaging in behaviors that present an immediate danger to self or others and the team believes that restraint may very likely be needed, it may be wise for the IEP or behavioral intervention team to discuss its use with the parents so that the parents are on notice that such may be necessary. However, schools do not need parental consent to use physical restraint if it is necessary to prevent harm to a student or other and the inclusion of restraint in a student's IEP or BIP would imply that it is a planned intervention and, therefore, may be inappropriate. Clearly, the use of physical restraint is reserved for emergency situations and, in most instances, it may not be possible to determine if restraint would be required when the IEP and BIP are being developed.

**Does the adoption of this rule limit school staff's ability to use their discretion in restraining students or otherwise make them liable if they decide that restraint was necessary?**

- No. The Alabama rule specifically clarifies that school staff may use their discretion in the appropriate use of physical restraint to create a safe environment without fear of personal liability or criminal action.

**Does the Alabama rule protect the school district or an employee that intentionally uses restraint or seclusion in order to harm a student?**

- No. Alabama law generally does not protect government employees from liability for actions taken to deliberately cause harm to another.

**What happens if a school district does not comply with the Alabama Seclusion and Restraint Rule?**

- The State Board of Education could, at its discretion, withhold all or part of the state- contributed Foundation Program funds allotted to the school district in accordance with the Alabama Administrative Code until full compliance is met by the district.

**PROCEDURES REGARDING RESTRAINT**

The following procedures will apply to the use of Restraint in Satsuma City Schools' schools and education programs:

**Staff Training Procedures****Selecting Staff for Training**

- All school staff that reasonably would be expected to be involved in an incident of physical restraint of a student will participate in training provided by the district in the district's adopted physical restraint training program. The District's Director of Student Services/designee will be responsible for designating the staff to be trained in the district's adopted physical restraint training program annually on prevention and positive behavioral management techniques, including the proper use of de-escalation techniques. In addition, training will be provided on the proper use of physical restraint, should it be necessary, to prevent harm to a student or others. Those who have been trained will be recertified every two years and, at each school, those who have been trained must meet during the first semester of every school year to review the information learned in the district's adopted physical restraint training program. A sign-in sheet must be created for these meeting to document those in attendance.

## **Documentation of Training**

All school staff who are trained in the district's adopted physical restraint training program will be required to sign in by using the sign-in sheet provided at the training by the District's Director of Student Services/designee. A list of all participants in each training session will be maintained by the Director of Student Services and all records related to the training will be made available to the Alabama Department of Education or any member of the public upon request.

## **Reporting and Documenting Incidents of Physical Restraint**

In the rare instance that the use of physical restraint is deemed necessary, the District will follow the following reporting and documentation requirements related to each incident of physical restraint:

### **Written parental notification**

- No later than one (1) school day after the incident of physical restraint occurs, the parent(s)/ guardian(s) of the student must be notified, in writing, of the incident. The form to be used for parental notification can be found as Appendix A hereto. Sending of the written notice will be documented on form "School's Documentation of Required Action Taken After Incident of Physical Restraint," Appendix B, and a copy of the written notice will be sent to the District's Director of Student Services. If the student involved is not a special education student, the Director of Student Services will advise the appropriate district-level administrator of the incident.
- No later than one (1) school day after the incident of physical restraint occurs, the staff person(s) involved in the incident will complete an Incident Report, Appendix C hereto. The Incident Report will be provided to and reviewed by the School Principal/designee and a copy will be sent to the District's Director of Student Services and the School Nurse. If the incident of physical restraint occurs on school campus, the nurse will immediately check student for injuries and report any according to existing procedures. Completion of these tasks must also be documented on the appropriate form, Appendix B.
- No later than five (5) school days after the incident of physical restraint occurred, the Principal/designee will convene all staff who participated in or supervised the restraint. This session will be for the purpose of debriefing and for developing preventative strategies to reduce reoccurrence of the behaviors that led to the need to use restraint.
- The Director of Student Services will create monthly summary reports of the incidents of physical restraint and ensure that those are used for the preparation and submission of required annual reports to the School Board and to the Alabama Department of Education. These reports will also be reviewed periodically to assess the need for additional training, consultation with behavioral experts, revision of services for students, etc.



# HANDBOOK

# ACKNOWLEDGEMENT

# FORM





## **ACKNOWLEDGMENT**

### **SATSUMA HIGH SCHOOL STUDENT HANDBOOK CODE OF CONDUCT**

The SHS Student Handbook and Code of Conduct can be found on the SHS website at:  
[www.satsumaschools.com/shs](http://www.satsumaschools.com/shs) and click For Students -> Student Handbook  
[www.satsumaschools.com/shs](http://www.satsumaschools.com/shs) and click For Students -> Code of Conduct

I hereby acknowledge that I have been made aware of the digital location of Satsuma High School's Student Handbook and Code of Conduct for the 2023-2024 school year. I understand that these documents contain important information regarding my/my student's academics, attendance, and discipline as well as other pertinent information.

The SHS Student Handbook and Code of Conduct are available in a digital format for conservation purposes; however, these documents may be printed upon request.

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Student Signature

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Parent Signature

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Date