



PATHLIGHT
PREPARATORY

LIGHTING THE PATH TO YOUR SUCCESS
Learning Smarter. Aiming Higher.
CHANGING LIVES.

PATHLIGHT PREPARATORY
Parent-Student Handbook

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The policies, rules and regulations contained within this Pathlight Preparatory Parent-Student Handbook are not to be considered exclusive and are subject to change and revision during the school year. Parents and students are advised to check the school website (www.pathlightpreparatory.org) for the most up-to-date version of the Pathlight Preparatory Parent-Student Handbook.



The Pathlight Preparatory Parent-Student Handbook is to be used only by students, parents and instructors of Pathlight Preparatory

If you have any questions regarding the use of the Pathlight Preparatory Parent-Student Handbook, contact your course instructor, guidance counselor, or administrator.

Every effort has been made to ensure that the information in this document is accurate; however, there may be errors or omissions as this booklet is a work in progress and constantly being updated.

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WELCOME

Welcome to Pathlight Preparatory. We are delighted that you are considering Pathlight Preparatory (PP) and look forward to the opportunity to work with you and your family and establishing a culture of collaboration and teamwork.

Pathlight Preparatory (PP) published assorted material and resources are designed to educate prospective families about the unique advantages of the Pathlight Preparatory experience and to assist parents in making an informed decision. As a part of our admissions process, PP, we strive to get to know our student-applicants as exceptional individuals with unique characteristics, interests, strengths and talents.

Pathlight Preparatory (PP) seeks students who have the inner drive to benefit most from attending Pathlight Preparatory, to attain their intellectual and athletic pursuits and who will contribute to the well-being of our school culture. Indeed, shaping a well-rounded and talented student body creates a community where education and athletics does not end at a specified timeframe. At Pathlight Preparatory, we all collaboratively work each day to ensure that our students develop through a vibrant and dynamic educational and athletic experience.

Selecting Pathlight Preparatory as a viable alternative educational option signifies becoming a part of a dynamic and spirited collaborative community. At Pathlight Preparatory, we integrate our challenging academic curriculum with a multitude of athletic, sport-specific skill development and training opportunities to discover and nurture individual interests.

On the first day of each school year, students are encouraged to strive to reach their intellectual and athletic potential in order to mature into well-rounded, socially responsible lifelong learners. Through the course of our students' academic and athletic pursuits, Pathlight Preparatory students shall be guided, engaged, and challenged by instructors, coaches, trainers, and mentors whose primary objective shall be to shape character, elevate learning, and further enhance athletic fitness prowess. It is this dedication to our students' moral, ethical, and inspirational formation that resonates in all aspects of our campus life, and shall differentiate Pathlight Preparatory from every other local, national, and international educational institution.

We encourage families and students to explore our website to begin learning more about our campus and community. Our website will offer you a glimpse at the depth of our academic and social/emotional wellness programs, however there simply is no better way to get a sense of a school's culture and atmosphere than through a visit and tour of our Pathlight Preparatory campus.

We hope you will have an opportunity to contact us and schedule a tour of our campus, Please, let us know how we can be of service

We look forward to meeting you and introducing you TEAM PATHLIGHT PREP!

Letter from School Administration

Each moment of each passing day, I ask myself, what really matters in the grand scheme of things?

I guess as the person responsible for the oversight of our school, one would expect that the importance of obtaining excellent grades would be the dominant theme of this introductory letter, but in truth, the responsibility of this job, the various obstacles that some of our students, families, and faculty have encountered over the years, and the various conversations I have had with one another, have made me ever more aware that in the grand scheme this has always been an aspect of education that has been expected without question. Indeed, achieving academic excellence has always been the standard, by which success has been measured.

But in these unsteady times, I have come to the realization what truly is important is keeping perspective of events in our lives that really make life worthwhile. Certainly, Pathlight Preparatory should not only serve to educate our students, but to transform into a permanent visible fixture in our surrounding community, one that will symbolize and foster encouragement and determination.

I have realized through the course of my life that one of the most effective forces in our lives that allows us to persevere is the experience of encouragement. Encouragement is an integral part towards achieving educational success, because it is life-altering. Not only for our students receiving it, but also for our instructors and parents providing it.

At times, Pathlight Preparatory represent a home away from home to many of our students, and we must embrace encouragement in our own and our students' lives by:

- **Providing encouragement to others:**

Never pass up the opportunity to encourage others. The simplest of words of encouragement can have a profound effect on someone's life. When we encourage our students, we are giving them a reason to pursue their goal or dream. We are saying you "get it". It's not some superficial dream wandering aimlessly in their heads. It's real. It has worth. Then, when the opportunity to shine comes their way, they've got the confidence to move forward and go for it. THEY BECOME INSPIRED. By showing your support to our students, you can be the one to open the door to a child's dream. If you see a student with a unique talent, point it out and lift it up. If you've learned something, share it.

- **Accepting encouragement from others:**

It is important that our students are able to accept and acknowledge encouragement from others. Hence, this will assist our students in building their level of confidence, as they embark on accomplishing their goals and aspirations. As students accept the encouragement from others, there is something in this process that may not be easily realized. For, it is not an "I" against a "Them" mentality. For, it is the power of what "We" can all accomplish together, against all odds. When our students accept encouragement from others, they are showing their commitment to their unique potential. Accepting the encouragement that people offer as an unconditional "gift" that it truly is can have a profound effect on a student's level of compassion and humility.

- **Believing in the potential of becoming the best "I" can be:**

Once our students have truly accepted and absorbed it, and owned it as true, then they are on the way to believing in themselves. Sometimes that's hard to do when any of our students are facing social rejection, encountering academic challenges, and life events aren't perfectly fitting together as hoped... just yet. Students can embrace and accept encouragement and believe in their potential by encouraging students to partner with someone who can hold up a mirror to their thoughts, plans, goals, hopes, and dreams. Indeed, when our students are affirmed, it is empowering. And then, it becomes infectious. It feels great receiving it, so before long each student wants another student to feel the way he or she does: "PAYING IT FORWARD." GOD BLESS

Sincerely,

Pathlight Preparatory Administration

SECTION I: Educational (Teaching & Learning) Framework

About Pathlight Preparatory

Why Pathlight Preparatory?

Our teacher-directed classroom discussions and instructions are supported by a collaborative student-centered philosophy and personalized learning and training approach. This remains at the forefront of Pathlight Preparatory (PP) mission which appeals to students who prefer a more holistic personal learning and training experience.

- **Personalized Student Success Plan**

Applying a personalized student success plan that encompasses a holistic approach and which recognizes that a significant amount of learning also occurs during after-school hours

- **Integrated Learning Option**

Flexibility to personalize teacher-directed classroom instructions on campus with technology integration that would improve student learning experiences, processes, and shared outcomes.

- **Small Class Sizes**

Individual attention from a faculty of industry experts

- **Financial Assistance Services and Support**

Grants, scholarships, and financial aid available for students who qualify.

- **Skill-Building Instruction**

Practical learning experiences to prepare for the modern workplace

- **In-Demand Socio-Emotional Training Programs**

Quality-Driven training provided by a united professional mentors, counselors, and instructors.

Collaborative Learning Community

Pathlight Preparatory Collaborative Learning Community invites educators to examine what, where and how students should learn in order to thrive in a dynamic world. It invites administrators and community partners to reflect about the purpose of education in the 21st century and envision practical ways to promote relevant, deep and engaging learning for all. When teachers embrace learning for the future, they nurture expert thinking, collaboration, teamwork, and entrepreneurship. They foster intercultural understanding, environmental stewardship and global citizenship. They invite students to understand complex problems, create quality work and express themselves through traditional and new media-ultimately preparing students to live ethical and reflective lives in their rapidly changing communities.

Our Collaborative Learning Community allows a parent and student to have an opportunity to work collaboratively and with an interdisciplinary team comprised of educators, administrators, and student support services personnel to design an individualized instructional delivery plan that is both student-centered and one that complements the student's unique learning style(s). Our goal is to ensure student success by believing in our student's potential, while at the same time fostering a culture that embraces "zero tolerance for failure and mediocrity." This is accomplished by providing our students a learning environment that is rich with opportunities for success. Indeed, "our students' academic failure is our failure."

Mission

The Mission of Pathlight Preparatory is to value diversity, inclusion, and embrace life-long collaborative partnerships among students, teachers, and parents by fostering an optimal learning environment where students can access effective instructional modalities that nurture independent critical thinking and intrinsically motivate life-long learning that is both academically challenging and responsive to students' social and emotional needs, thereby promoting and reinforcing core values that prepare students to successfully meet the challenges of a changing world in the Twenty-First Century.

Vision

The Vision for Pathlight Preparatory is to provide an engaging and relevant curriculum to students. Student individual learning needs are identified through ongoing formative assessments in order guide appropriate and effective instructional intervention strategies that would reveal students' full potential. Pathlight Preparatory will offer a comprehensive system of supports to parents and students in order to ensure students are on track with satisfying graduation requirements and are college and career ready.

- Pathlight Preparatory Instructors believe that all students have the potential to meet or exceed academic standards. Parents, teachers, staff, and administrators work together as a professional and collaborative learning community to evaluate instructional modalities with the focus on improving student performance.
- Pathlight Preparatory Students are creative and complex thinkers, effective communicators, community/global participants, and empowered independent learners.
- Pathlight Preparatory Families work collaboratively with educators to provide the best instructional practices and strategies for their children. Together, they review student formative assessment results and collaborate on a course of instructional modalities that engages and inspire students to reach their full potential.
- Pathlight Preparatory Community of stakeholders are proactively involved and invested in support of our collaborative instructional intervention strategies to provide the best practices to ensure the success of each student. The strong connections and communication amongst educators, students, families, and the community foster an effective foundation or framework for which our strategies are established.

Purpose

The purpose of Pathlight Preparatory is to provide an educational environment that equips students to lead fulfilling lives through learning, leadership, service, a commitment to high moral character, and spiritual enlightenment.

Core Values

Pathlight Preparatory Core Identity is empowered by collaboration, thus our five (5) core values are:

1. **Sustainable Quality** - Our effective collaborative instructional intervention strategies have the flexibility to create a student-centered approach to learning.
2. **Student-Centered Learning** - Students of diverse backgrounds find themselves fully engaged in the learning process, as they are supported and guided by our educators to discover effective instructional intervention strategies that positively enhances their learning experience.
3. **Integrity** - Our collaborative instructional interventions are held to the highest standards of curriculum excellence so that students thrive.
4. **Innovation for Every Student** - The uniqueness of every student is matched by our instructional intervention strategies that are always innovating and advancing for the continuous improvement of the student learning experience.
5. **Collaborative Partners** - We strengthen our collaborative relationships between educators, students, families, and community in order to create an effective learning culture that supports everyone by fostering an actively engaged school community that is aware of and appreciates multiculturalism and the multi-faceted aspects of our unique identity that each of us brings forth.

Guiding Principles

Pathlight Preparatory Six (6) Guiding Principles are:

1. Students should feel a personal connection to the Pathlight Preparatory learning experience. School guidance programs are important, as are internships and lessons customized to each student's learning style.
2. All students should be held to high academic and personal standards.
3. Students must believe that what they learn is relevant to their lives; students should be able to personalize their learning.
4. Educators should be facilitators, mentors, and coaches in the learning process. Educators MUST be proactive NOT Reactive in identifying and addressing students' strengths and challenges.
5. Each student's learning style(s) should be assessed, monitored, documented, and enhanced.
6. Obtained Data and Attained Milestones about a student's learning should be used to modify or improve his or her learning experience or instructional modality(ies) in order to enhance its overall effectiveness. Data MUST always be utilized to drive continuous school improvement.

Diversity & Inclusion at Pathlight Preparatory

Pathlight Preparatory (PP) encourages and promotes critical thinking, dialogue, understanding and awareness in a collaborative atmosphere which students can exchange ideas. Pathlight Prep is proud of our school culture and of the ways in which we are a diverse and inclusive community. Diversity and inclusion is fundamental to the mission of Pathlight Prep. We reach out to embrace individuals of different races, ethnicities, faiths, socioeconomic circumstances and educational backgrounds. We seek students whose perspectives can contribute and broaden classroom discussions, athletic training and participation experience.

Pathlight Preparatory (PP) is committed to fostering an inclusive and diverse learning environment that continuously encourages values that recognizes our unique individuality to offer positive contributions to our united global community and our potential to achieve “excellence” through adversity.

Continuously guided by our mission as an independent teacher directed and student-centered learning environment and our core cultural principles where humility and respect are placed in the highest regard, Pathlight Preparatory (PP) embodies an environment where individuals from all backgrounds will not only feel a sense of belonging and connection, but thrive and be inspired to overcome life’s challenges.

Diverse Faculty

Pathlight Preparatory (PP) is committed to attracting and retaining a culturally diverse instructional, coaching, and training staff of demonstrated professional excellence with an unwavering commitment to delivering an education of unsurpassed quality and breadth.

Student Opportunities

Pathlight Preparatory (PP) admits students of any race, gender, color, religion, national or ethnic origin and does not discriminate on the basis of any of these categories or any other category protected by law in the administration of its educational policies, admissions policies, scholarship and financial aid program, athletic and other school-administered programs.

We are all collectively committed to admitting students who demonstrate academic merit, strong character, and great potential, and who contribute to a vibrant, talented, balanced, and diverse student body, reflecting a wide range of backgrounds and experiences.

Educational Model

Pathlight Preparatory (PP) Educational Model supports the framework of Inquiry-Based Learning which relies upon the idea that students are capable of learning and mastering course content by investigating scenarios and problems, and through social experiences. Rather than having to memorize information from printed materials, instructors (teachers) direct, engage, and encourage their students to conduct investigations that would stimulate their curiosity, assist them to broaden their knowledge base and develop their critical and creative skills, as well as their mental frames of reference or point of views.

It's important to remember that inquiry-based learning is not a technique or practice per se, but an ever-evolving process that has the potential to increase the intellectual engagement and deep understanding of learners, encouraging them to:

- Develop their questioning, research and communication skills;
- Collaborate outside the classroom;
- Solve problems, create solutions, and tackle real-life questions and issues; and
- Participate in the creation and enrichment of ideas and knowledge.

The Five (5) Stages of Inquiry-Based Learning

Pathlight Preparatory (PP) Inquiry-Based Learning includes the following five (5) stages:

1. Ask questions;
2. Probe (examine) into various situations;
3. Conduct analysis (investigations) and provide descriptions;
4. Communicate findings, verbally or in writing; and
5. Think about the information and knowledge obtained.

The Four (4) Principles of Inquiry-Based Learning

There are four (4) principles that govern Pathlight Preparatory (PP) Inquiry-Based Learning and can be summarized as follows:

- **Principle 1**
Students are in the center of the entire process, while instructors, resources and technology are adequately organized to support them.
- **Principle 2**
All learning activities revolve around information-processing skills.
- **Principle 3**
Instructors facilitate the learning process, but also seek to learn more about their students and the process of inquiry-based learning.
- **Principle 4**
Emphasis is placed on evaluating the development of information-processing skills and conceptual understanding, and not on the actual content of the field.

The Four (4) Forms of Inquiry

There are four (4) forms of inquiry that are commonly used in inquiry-based instruction:

1. Confirmation Inquiry

Students are provided with a question and method of which the end result is already known. The goal is to confirm or validate the results. This enables students to reinforce any of their already established ideas, and to practice their investigative skills.

2. Structured Inquiry

Learners are given the question and the method of achieving the result, but the goal is to provide an explanation that is already supported by the evidence gathered during and through the investigative process.

3. Guided Inquiry

Students are only given a question. The main goal is to design the method of investigation and then test the question itself. This type of inquiry is not typically as structured as the previously mentioned forms.

4. Open Inquiry

Students are instructed to form their own questions, design investigative methods, and then carry out the inquiry itself. They must present their results at the end of the process.

In an instructional setting, inquiry-based learning can give instructors (teachers) the opportunity to allow students to fully explore problems (conflicts - dilemmas) and scenarios, so that they can learn from not only the results, but also the process itself. Students are encouraged to ask questions, explore their environments, and obtain evidence that supports claims and results, and design a convincing argument regarding the manner on how the end results are reached.

The Utilization of a Two-Part Approach

Part I. Socratic Method of Teaching and Inquiry: *Fostering Critical and Analytical Thinking*

The Socratic Method of discussion facilitates a student's quest for understanding by requiring him or her to answer questions on his or her own, to ponder the validity of what others have said or written, and (not the least of which) to give reasoned support for his or her own opinion to the other students in the group.

It is not enough simply to "learn" facts, to memorize lessons, or to recite lectures. To know truly, to seek wisdom, one must work toward understanding. If the question of "what" leads us to see what we do and do not know, then the question "why" leads us to understand our world in a holistic, fundamental manner.

Within the framework of scientific skepticism, the process of critical and analytical thinking involves:

- a. acquiring information,
- b. analyze information,
- c. evaluate information,
- d. reach a well-justified conclusion or answer,
- e. explain one's conclusion, and
- f. restructure one's thinking

Part of critical and analytical thinking goes beyond informal logic, for it includes the assessment of:

- beliefs,
- identification of bias,
- distortions,
- ethics,
- misinformation,
- prejudice,
- propaganda, and
- self-deception

We believe in focusing more on teaching our students critical and analytical thinking skills, intellectual standards, and cultivating intellectual traits such as, intellectual humility, intellectual empathy, intellectual integrity, and fair-mindedness than on memorizing facts by rote learning. The ability for our students to reason and analyze logically will survive long after the retention of memorized facts are lost.

Part II. Aristotle's Modes of Persuasion: *Integrating Effective Speaking and Writing*

Socratic Method of education of a student will also depend on Aristotle's three-part process training of the mind or modes of persuasion:

First, a student absorbs knowledge - information and language mechanics (grammar/structure) that systematically constructs the foundations for logical reasoning (The Development of the *Logos*).

Second, the student develops the skills to utilize the knowledge - information and language mechanics (grammar and structure) that has been learned in order to think through arguments or engage in dialects that result in the development of one's unique character or identity (The Development of the *Ethos*).

Lastly, through the exposure of various interactions and experiences the student learns to express him or her-self through the use of one's affect, feelings or emotions as distinguished from cognition, thought, or action. As a result, the process of a student's interaction, manipulation, and application of knowledge then, becomes clearly defined (The Development of the *Pathos*).

Collaborative Active Learning

The focus of Pathlight Preparatory (PP) is Collaborative Active Learning. We understand collaborative active learning in a broad sense to include active classroom activities that embody three principles.

Pathlight Preparatory (PP) Collaborative Active Learning three (3) principles or activities are:

- Unbiased-Balanced. Everyone in the collaboration is expected to contribute, which emphasizes the value of different knowledge, perspectives, and skill sets.
- Discussion-Based. The involvement of all the collaborators necessitates their interaction, which opens their horizons to new ideas and requires communication.
- Inquiry-Driven. Collaborative Learning encourages students to ask questions and to consider a variety of approaches to problems

Instructional Design

Collaborative Learning Activities Support Spaces (CLASS)

Pathlight Preparatory (PP) has made a firm commitment to the improvement of teaching quality. We believe that students learn more and fail less when active learning strategies are used. To this end, a Collaborative Learning Activities Support Spaces (CLASS) that facilitate collaborative active learning have been created.

In these learning spaces, faculty members utilize innovative teaching and learning strategies that promote higher order thinking that leads to better understanding and improved ability to transfer knowledge to other applications and functions. We believe that these learning spaces are an important component of PP's commitment to continuous school improvement and culture change because numerous research studies provide significant evidence that active engagement (learning) is critical to the success of students.

The Collaborative Learning Activities Support Spaces (CLASS) shall facilitate and support the basic aims of Pathlight Preparatory's overall mission and purpose:

1. Instruct students on the principles of Collaborative Active Learning.
2. Teach students how to collaborate through applications in their classes.
3. Encourage students to value and appreciate collaboration.
4. Improve student learning through Collaborative Active Learning.
5. Make Collaborative Active Learning a central feature of PP's educational aims and academic culture.

Suitability of Instructor-Directed Courses for Collaborative Learning Activities Support Spaces (CLASS)

The Collaborative Learning Activities Support Spaces (CLASS) feature many unique characteristics that assist to support outstanding learning environments.

All of the Collaborative Learning Activities Support Spaces (CLASS) shall attempt to include the following characteristics:

- round or rectangular tables with casters for 6-8 students that instructors and learning assistants can access;
- adjustable height swivel chairs;
- projectors/screens and monitors throughout the room to ensure that all students have a good view of the materials being projected;
- portable/swivel dry erase Governing Boards with casters;
- tabletop white Boards for each table;
- enhanced networks to accommodate courses with heavy use of technology;
- ample power outlets at the tables or around the perimeter of room; and
- sound-absorbing carpet and a splash of color on an accent wall to create an inviting learning environment.

"Pathlight Preparatory (PP) students and faculty working collaboratively to explore opportunities and discover solutions in pursuit of knowledge and love of learning."

Core Curriculum

Purpose:

The primary focus behind Pathlight Preparatory core curriculum is to prepare PP students for academic success in college and beyond. In line with our PP Mission and Philosophy, this goal is achieved through a balanced instructor-directed technology enhanced core curriculum. Curricular paths provide for individualized programs of study that are developed on rigorous and relevant courses. An experienced, dedicated, and diverse faculty of instructors collaborating with families to provide a student-centered comprehensive learning experience. The Pathlight Preparatory core curriculum is designed to develop academic potential and to foster inquiry, creativity, scholarship, and a thirst for knowledge.

With this in mind, Pathlight Preparatory (PP) emphasis is not only on course content matter, but more importantly on the awe-inspiring process by which one "struggles to conquer the elusive truth within, by embracing the love of learning." Hence, the PP core curriculum has been thoughtfully designed to develop academic potential and to foster inquiry, creativity, scholarship, and a lifelong love of learning. At PP, we all seek to form students who are life-long critical and creative thinkers, who grow in their understanding of content within a global context rather than fact-finding in isolation, who are called to ask critical questions, and who are ultimately called to act as life-changing leaders or agents of change within a diverse global community.

Indeed, rather than passively acquiring information and predefined explanations, students actively engage in the collaborative learning process. Instructors (teachers) actively involve and inspire students in the art of training one's mind on "how to learn, think, and create." Our core curriculum places an emphasis on teamwork, collaboration, deep understanding of content, analysis and synthesis, and the ability to apply what is learned in a multitude of challenging situations. At Pathlight Preparatory, reflection, action, and cooperation are key components of our comprehensive learning experience.

Pathlight Preparatory (PP) is committed to keeping class sizes small for the benefit of all learners by allowing more frequent and regular teacher to pupil interaction. All Pathlight Preparatory students are expected to participate in the full academic program unless a student's documented academic needs call for a modified program.

Method:

Academic excellence is expected of all students at Pathlight Preparatory. Our learning environment fosters this excellence by creating a nurturing, diverse environment that celebrates the value and dignity and humility of each person. Into that environment Pathlight Preparatory has placed a rigorous curriculum that promotes the growth of the whole child, develops higher order reasoning skills and prepares students for a lifetime of learning.

Pathlight Prep incorporates many teaching strategies in an attempt to engage the broad spectrum of learners that we encounter. All grade level skills are developed in a spiral curriculum format where skills are introduced, developed and expanded in each grade level. These skills include standard literacy and numeracy skills as well as higher order analysis and synthesis. We also devote time to the students' executive functioning (organizational and planning) skills and develop their ability to present and communicate clearly.

In addition, technology will be taking on an increased role in the instruction of our students. All course content will integrate some level of technology into an instructor's delivery of course content. Pathlight Preparatory Instructors will be utilizing research and standard based course content and robust learning management delivery platform that has the capacity to support personalized, project-based, and master-based teacher-directed student collaborative learning activities, as well as other effective technological education applications to disseminate, support, and comply with their course content objectives.

Pathlight Preparatory student cumulative academic progress and course-specific content mastery is tracked by administration and individual course instructors through various assessment techniques and the entire school participates in standardized testing yearly utilizing the Stanford Achievement (10th Edition) to measure AYP (Adequate Yearly Progress) or year over year growth.

"No problem can withstand the assault of sustained thinking."

- Voltaire (François-Marie Arouet)

Course Format, Requirements, and Evaluation

Format:

To achieve success, students are expected to submit work on a regular basis (designated times-weekly).

To measure learning, this course integrates a variety of classroom teacher-directed instructional methods, including lectures, class collaborative discussions, group work, individual work, labs, field studies, student written and oral projects, and active student participation.

On a daily basis, students maintain regular contact with the instructor. The instructor (teacher) leads the class in discussions based on the material covered. This is a student-centered approach. In addition, the instructor leads the class to collaboratively discuss the material and share personal insights from real-world examples and experiences. This approach allows students to apply the information to their own situations, making the learning process more meaningful to them.

Requirements:

Students complete self-checks, practice lessons, answer closed and open-ended questions, write various forms of analytical essays, conduct research-based projects, perform self-assessments, and participate in collaborative discussions. Students are expected to participate in, and complete all aspects of required work to the best of their ability

Evaluation:

Student achievement will be evaluated in a holistic manner, and it will take in to account all aspects of performance. A cumulative open-ended – essay format assessment is given after the completion of every module (unit), and a comprehensive end-of-semester (segment) exam is given, at the conclusion of each semester.

*At Pathlight Preparatory, we believe that when instructors, students, and parents work together, as partners –
Students will have access to opportunities to achieve long-term holistic success.*

Scholar High School Graduation Requirements:

High School Graduation Credit Checklist: CORE CLASSES and ELECTIVES	
Subject (Courses)	Carnegie Units (CREDITS) REQUIRED
English/Language Arts: 1 credit (unit) English 1 1 credit (unit) English 2 1 credit (unit) English 3 1 credit (unit) English 4	4.00
Mathematics: <i>At or Above the Algebra I Level</i> 1 credit (unit) Algebra I 1 credit (unit) Algebra II 1 credit (unit) Geometry 1 credit (unit) from the among the following Advanced Math Courses: Pre-Calculus, Calculus, or Math for College Readiness	4.00
Science: Natural Science <i>Minimum of three (3) credits are required from the following available courses: Please note that Biology 1 is a mandatory course.</i> 1 credit (unit) Biology 1 (MANDATORY) 1 credit (unit) Environmental Science 1 credit (unit) Marine Science 1 1 credit (unit) Physical Science 1 credit (unit) Chemistry 1 1 credit (unit) Anatomy & Physiology Please Note: At least two credits (units) must have a laboratory component.	4.00
Social Studies (Science): 1 credit (unit) World (Human) Geography 1 credit (unit) World History 1 credit (unit) United States History ½ credit (unit) United States Government ½ credit (unit) Economics with Financial Literacy	4.00
Health:	0.50
World Languages: MANDATORY MUST BE TAKEN SEQUENTIALLY IN THE SAME LANGUAGE MANDATORY <i>* Required to increase your chances for acceptance to a 4-year College and/or University</i> <i>** Required to qualify for the Bright Futures Scholarship Program</i> 1 credit (unit) Chinese 1, French1, German 1, Greek 1, Italian 1, Latin1, French 1, Portuguese 1, Spanish 1 1 credit (unit) Chinese 2, French 2, German 2, Greek 2, Italian 2, Latin 2, French 2, Portuguese 2, Spanish 2	2.00
Fine and Performing Arts, Social Sciences, Speech and Debate, Practical Arts, and/or Physical Education: Personal Fitness: Strength & Conditioning, - Team Sports and/or Individual Sports	1.50
Additional Courses: Students MUST choose four (4) additional credits from available core and/or non-core courses to achieve the maximum 24.00 credits required to satisfy Pathlight Preparatory High School Course Graduation Requirements.	4.00
GPA: Students must earn a 3.0 grade point average on a 4.0 scale.	
Total:	24.00

High School Diploma Designations and Endorsements:

I. Standard Designation

Eligibility Requirements:

1. Minimum Cumulative GPA (Grade Point Average): 2.00
2. Test Scores: Standardized Test Stanines ≥ 4 (SAT 10)
3. Core Courses: Required courses taken at ANY Level

II. Scholar Designation

Eligibility Requirements:

1. Minimum Cumulative GPA (Grade Point Average): 3.00
2. Test Scores: Standardized Test Stanines ≥ 5 (SAT 10) Service Hours: 50 hours
3. Test Scores: Standardized Test Stanines ≥ 6 (SAT 10) Service Hours: 25 hours
4. Core Courses: Required courses taken at ANY Level

Scholar Designation Endorsements:

A. Scholar MERIT Endorsement

Eligibility Requirements:

1. Minimum Cumulative GPA (Grade Point Average): 3.00
2. Service Hours: 75 hours
3. Test Scores: Standardized Test Stanines ≥ 7 (SAT 10)
4. Test Scores: SAT- 1170 (Math/Verbal) OR ACT – 26 (Composite Score)
5. Core Courses: Required courses taken at ANY Level

B. Scholar HONORS Endorsement

Eligibility Requirements:

1. GPA (Grade Point Average): 3.50 Minimum weighted in core classes ONLY
2. Service Hours: 100 hours
3. Test Scores: Standardized Test Stanines ≥ 7 (SAT 10)
4. Test Scores: SAT- 1290 (Math/Verbal) OR ACT – 29 (Composite Score)
5. Core Courses: Required courses must ALL be taken at ANY Level

Assessments

Advanced Placement (AP)

Pathlight Preparatory will be offering Advanced Placement courses in the following subjects: Biology, Calculus AB, Calculus BC, Chemistry, Computer Science, English Literature, English Language, Environmental Science, European History, French Language, Government and Politics: Comparative, Government and Politics: U.S., Latin: Vergil, Macroeconomics, Microeconomics, Music Theory, Physics B, Psychology, Spanish Language, Statistics, Drawing/Studio Art, U.S. History, and World History. Juniors and seniors are advised to take no more than three AP courses in any given semester. Students must apply and be accepted into an Advanced Placement course. An Advanced Placement guide with specific information about prerequisite courses, requirements, and the application dates and process is available online and is distributed before students apply.

PSAT

The Preliminary SAT (PSAT) is a preparatory test for the SAT. It is designed to help students identify strengths and weaknesses in preparing for their last two years of high school, as well as for the SAT. The PSAT is administered to all 10th and 11th grade students in October. Ninth grade students interested in 10th grade AP are required to take the test, but they must register through the main office and pay a small fee. The PSAT must be taken in 11th grade for students to qualify for National Merit and National Achievement scholarships.

SAT

The SAT is generally taken by 11th and 12th grade students applying to college. The test is designed to measure both verbal and quantitative reasoning skills and is used to predict a student's college performance. Each section of the SAT is scored on a scale of 200—800, with two writing sub-scores for multiple-choice and the essay. A perfect score is 2400. It is administered seven times a year. The SAT score is accepted for admission to the majority of colleges. For more information and a list of testing dates and locations, visit www.collegeGoverning Board.com. Pathlight Preparatory High School CEEB CODE: **101-151**

ACT

The American College Test (ACT) may also be taken by 11th and 12th grade students who wish to apply to college and is designed to measure a high school student's general educational development and ability to succeed in college. The test covers five subject areas: English, Math, Reading, Science and an optional writing test. Each subject area is scored with a composite score for the entire test ranging from 1 - 36. This test is becoming more widely accepted as a college admission test. For more information and a list of testing dates and locations, visit www.act.org. Pathlight Preparatory High School CEEB CODE: **101-151**

SAT 10 (Stanford Achievement Test - 10th Edition)

The SAT-10 or Stanford Achievement Test, 10th Edition is a nationally recognized exam. The testing is used to provide achievement scores for students, teachers, and parents to better understand how well students perform in Language Arts, Reading, Math, Science and Social Sciences.

Stanford Achievement Test Series, Tenth Edition (Stanford 10, SAT-10)

- **Purposes:**
 - To guide teaching and learning toward high achievement standards.
 - To measure performance on standards.
- **The multiple-choice assessment will help our instructors to find out what our students know and are able to do.**
 - Administrators will obtain reliable data to evaluate progress toward meeting the challenges set forth by the No Child Left Behind Act and national and state standards and high expectations.
 - Teachers will identify and help children who are at risk of being left behind.
 - Parents will understand what their children know and can do and how they can help.

Assessment Information

- Grades: Thirteen Levels - Kindergarten - Grade 12
- Subjects: Sounds and Letters, Word Study Skills, Word Reading, Sentence Reading, Reading Vocabulary, Reading Comprehension, Mathematics, Mathematics Problem Solving, Mathematics Procedures, Spelling, Language, Science, Environment, Social Science, Listening
- Include three types of questions: multiple choice, short answer, and extended response.
- Scores:
 - Criterion-Referenced Scores – four levels of performance: below basic, basic, proficient, and advanced
 - Norm-Referenced Scores – based on K-12 population
- Reports:
 - Student Report – Obtain information about students’ strength and needs.
 - Group Report – Analyze results by class, school, or district.
 - Home Report – Provide parents with easily understood information and suggestions for home activities.
 - (new) Performance Standards Report – Obtain standards based information about what students know and can do.

Test Description

- Reading
 - Measure phonemic awareness, decoding, phonics, vocabulary, and comprehension.
 - Sounds and Letters - has an emphasis on phonemic awareness and phonics and closely reflects reading research findings.
 - Reading Comprehension - measures students’ comprehension within the framework of three types of materials or purposes for reading: literary, informational, and functional text.
- Mathematics
 - Measure state standards including number sense and operations; patterns, relationships, and algebra; geometry and measurement; and data, statistics, and probability.
 - Mathematics Procedures - measures the ability to apply the rules and methods of arithmetic to problems that require arithmetic solutions.
- Language
 - Measures students’ achievement in applying the principles that form effective writing.
- Spelling
 - Assesses objectives based upon the phonetic and structural principles taught at each grade level.

- Listening
 - Listening Vocabulary: students demonstrate recognition of the common meanings of spoken words encountered in various types of activities.
 - Listening Comprehension: assesses listening comprehension with dictated selections and questions that reflect the listening materials students hear in school and outside of the classroom.
- Science
 - The disciplines of life science, earth science, physical science, and the nature of science are represented.
 - Students must use reasoning skills throughout the test to reach answers. These skills include estimating, making simple calculations, seeking patterns, making observations, recognizing cause and effect, reading standard instruments, and drawing conclusions.
- Social Science
 - Social Science: measures the concepts important for the development of citizenship.
 - History: focuses on the history of the United States, the history of Western civilization, and the history of non-Western peoples and societies sharing our interdependent world.
 - Geography: tested according to the five themes of location, place, human-environment interaction, movement, and region.
 - Political Science: assesses the basic understanding of the U.S. system of government.

PERT (Postsecondary Education Readiness Test)

The purpose of the P.E.R.T. is to determine accurate course placement based on the student's skills and abilities. The P.E.R.T. is aligned with the Postsecondary Readiness Competencies identified by Florida faculty as necessary for success in entry-level college credit coursework. The P.E.R.T. assessment system includes Placement and Diagnostic tests in mathematics, reading and writing.

Bright Futures Scholarship Program

Florida's Bright Futures Scholarship is available to Florida residents who have demonstrated academic achievement. The scholarship provides money to assist students with the educational costs of attending college in Florida. A student must have a 3.0 cumulative grade point average or earn a numeric average of 80 in the core-curriculum units. All credits attempted in the core subjects will be averaged by using a true 4.0 scale to calculate eligibility for the Bright Futures scholarship.

For additional information please visit:

<https://www.floridastudentfinancialaidsg.org/>

Curriculum Implications

High School Diploma

High School Diploma is awarded to students who have completed all high school graduation requirements, which include required compulsory attendance, core course and non-core course credits, GPA, assessment, and high school course requirements.

Minimum Number of Core Course & Non-Core Course Credits Required for Grade Level Placement

Grade Level	Classification	Minimum Number of Credits Required to Enter	Minimum Number of Credits Required to be Completed Required Core and Non Core Course Credits
9 th Grade	Freshman	Middle School Diploma Earned	06 credits
10 th Grade	Sophomore	06 credits	12 credits
11 th Grade	Junior	12 credits	18 credits
12 th Grade	Senior	18 credits	24 credits

High School Credits Earned in Middle School

High School credit may be awarded for courses offered in the middle school grades that meet the following criteria:

- Must meet 9th thru 12th Pathlight Preparatory high school graduation requirements
- Must earn a grade of (2.00) 70 or better
- Must include mid-term and final examination grades OR Cumulative assessments.
- High School credits earned in middle school shall be counted in the required total units of study for middle school graduation.
- The high school credits earned in middle school will be posted on the student's high school transcript and will be counted towards required core courses and/or non-core courses.

Grading Scale - Quality Point Value Earned Performance Descriptors

Besides each letter grade, quality points are awarded in order to indicate the overall academic performance level of a student's work in each of the identified criteria indicated above. The chart below presents the quality point values earned, as well as the converted equivalent (%) percentage grade ranges and performance descriptors.

Letter Grade	Quality Points Earned	% Percentage - Numerical Grade	Performance Descriptors
A+	4.00	97 - 100	Excellent Work
A	4.00	93 - 96	<i>Highly Effective</i>
A-	3.70	90 - 92	
B+	3.30	87 - 89	Very Good Work
B	3.00	83 - 86	<i>Effective</i>
B-	2.70	80 - 82	
C+	2.30	77 - 79	Good Work
C	2.00	73 - 76	<i>Satisfactory</i>
C-	1.70	70 - 72	
D+	1.30	67 - 69	Unsatisfactory Work
D	1.00	63 - 66	<i>Needs Improvement</i>
D-	0.70	60 - 62	
E/F	0.00	Below 60	Failed <i>No Credit</i>

A (4.00 - 3.70) (90-100): Excellent Work. (Highly Effective)

Student demonstrated extraordinary achievement relative to the level necessary to meet course requirements. Student performance was of the highest level. Student demonstrated excellence while meeting course objectives and was sustained throughout the course. Not only was the student's performance clearly and significantly above satisfactory, it was also of an independent and creative nature.

B (3.30 - 2.70) (80-89): Very Good Work. (Effective)

Student demonstrated achievement significantly above the level necessary to meet course requirements. Student performance was clearly very good and significantly above satisfactory fulfillment of course requirements, performance was also of a creative and an independent nature.

C (2.30 - 1.70) (70 - 79): Good Work (Satisfactory)

Student demonstrated achievement that meets the course requirements. Student performance was notable and more than adequate. Student performance was satisfactory fulfillment of course requirements, required intermittent monitoring and oversight, and it was of a minimally independent and creative nature.

D (1.30 - 0.70) (60-69): Unsatisfactory Work (Needs Improvement)

Student demonstrates achievement that barely meets the course requirements. Student performance has been slightly below satisfactory and was marginal in quality. No evidence of independency and creativity was evident. Student demonstrated unsatisfactory achievement in meeting course objectives, yet fulfilled a sufficient enough portion of the course objectives that repeating the course is not necessary unless required by the academic unit. No evident independent and creative nature was displayed

.E/F (0.00 - 0.00) (Below 59): Failed (No Credit)

Student demonstrates a failure to meet course requirements. The work of course objectives were either: (1) completed but not at a level of achievement that is worthy of credit, or 2) have not been completed and there was no agreement between the instructor and the student that the student would be awarded an "I" (incomplete).

Other Grade Designations:

I (0.00): Incomplete.

Grade assigned when due to unusual circumstances a small portion of a course, such as a term paper or final examination, has not been completed.

IP (0.00): In-Progress Course.

NG (0.00): Grade Not Yet Available/Extended Course.

Grade assigned for extended course which has not yet ended.

NP (0.00) (TT): Not Pass.

Student did not pass the course under the Pass/Not Pass policy.

NR (0.00): Grade Not Yet Reported.

Grade not submitted by instructor on time.

P (0.00) (TP): Pass.

Student passed the course under the Pass/Not Pass policy.

W (0.00): Withdrew.

Student withdrew from course without academic penalty.

Achievement Recognition:

Principal's List: Student must obtain a letter grade of "A" in all core and non-core academic areas.

Honor Roll List: Student must obtain a combination of letter grades of "A" and/or "B" in all core and non-core academic subject areas.

Scholar (Merit/Honors) Middle School Graduation Requirements:

Middle School Graduation Unit Checklist: CORE CLASSES and ELECTIVES	
Subject (Courses)	UNITS REQUIRED
English/Language Arts (Reading/Writing/Grammar) 1 credit (unit) English/Language Arts 6 HONORS 1 credit (unit) English/Language Arts 7 HONORS 1 credit (unit) English/Language Arts 8 HONORS	3.00
Mathematics: 1 credit (unit) Comprehensive Math 6 1 credit (unit) Pre-Algebra 1 credit (unit) Algebra 1	3.00
Science: Integrated Science 1 credit (unit) Integrated Science 6 HONORS 1 credit (unit) Integrated Science 7 HONORS 1 credit (unit) Integrated Science 8 HONORS	3.00
Social Studies: Integrated Social Studies 1 credit (unit) Integrated Social Studies 6 HONORS 1 credit (unit) Integrated Social Studies 7 HONORS 1 credit (unit) Integrated Social Studies 8 HONORS	3.00
Physical Education/Heath (Integrated)	2.00
World Languages: MUST BE TAKEN SEQUENTIALLY IN THE SAME LANGUAGE * Required to increase your chances for acceptance to a 4-year College and/or University ** Required to qualify for the Bright Futures Scholarship Program 1 credit (unit) Chinese 1, French1, German 1, Greek 1, Italian 1, Latin1, French 1, Portuguese 1, Spanish 1 1 credit (unit) Chinese 2, French 2, German 2, Greek 2, Italian 2, Latin 2, French 2, Portuguese 2, Spanish 2	2.00
Fine and Performing Arts, Social Sciences, Speech and Debate, Practical Arts, and/or Physical Education: Personal Fitness: Strength & Conditioning, Team Sports a and/or Individual Sports	2.00
GPA: Students must earn a 3.0 grade point average on a 4.0 scale.	
Total:	18.00

Middle School Diploma Designations and Endorsements:

I. Standard Designation

Eligibility Requirements:

1. Minimum Cumulative GPA (Grade Point Average): 2.00
2. Test Scores: Standardized Test Stanines ≥ 4 (SAT 10)
3. Core Courses: Required courses taken at ANY Level

II. Scholar Designation

Eligibility Requirements:

1. Minimum Cumulative GPA (Grade Point Average): 3.00
2. Test Scores: Standardized Test Stanines ≥ 5 (SAT 10) Service Hours: 50 hours
3. Test Scores: Standardized Test Stanines ≥ 6 (SAT 10) Service Hours: 25 hours
4. Core Courses: Required courses taken at ANY Level

Scholar Designation Endorsements:

A. Scholar MERIT Endorsement

Eligibility Requirements:

1. Minimum Cumulative GPA (Grade Point Average): 3.00
2. Service Hours: 75 hours
3. Test Scores: Standardized Test Stanines ≥ 7 (SAT 10)
4. Test Scores: SAT- 1170 (Math/Verbal) OR ACT – 26 (Composite Score)
5. Core Courses: Required courses taken at ANY Level

B. Scholar HONORS Endorsement

Eligibility Requirements:

1. GPA (Grade Point Average): 3.50 Minimum weighted in core classes ONLY
2. Service Hours: 100 hours
3. Test Scores: Standardized Test Stanines ≥ 7 (SAT 10)
4. Test Scores: SAT- 1290 (Math/Verbal) OR ACT – 29 (Composite Score)
5. Core Courses: Required courses must ALL be taken at ANY Level

Assessments

SAT 10 (Stanford Achievement Test – 10th Edition)

The SAT-10 or Stanford Achievement Test, 10th Edition is a nationally recognized exam. The testing is used to provide achievement scores for students, teachers, and parents to better understand how well students perform in Language Arts, Reading, Math, Science and Social Sciences.

Stanford Achievement Test Series, Tenth Edition (Stanford 10, SAT-10)

- **Purposes:**
 - To guide teaching and learning toward achievement standards.
 - To measure performance on standards.
- **The multiple-choice assessment will help our instructors to find out what our students know and are able to do.**
 - Administrators will obtain reliable data to evaluate progress toward meeting the challenges set forth by the No Child Left Behind Act and national and state standards and expectations.
 - Teachers will identify and help children who are at risk of being left behind.
 - Parents will understand what their children know and can do and how they can help.

Assessment Information

- Grades: Thirteen Levels - Kindergarten - Grade 12
- Subjects: Sounds and Letters, Word Study Skills, Word Reading, Sentence Reading, Reading Vocabulary, Reading Comprehension, Mathematics, Mathematics Problem Solving, Mathematics Procedures, Spelling, Language, Science, Environment, Social Science, Listening
- Include three types of questions: multiple choice, short answer, and extended response.
- Scores:
 - Criterion-Referenced Scores – four levels of performance: below basic, basic, proficient, and advanced
 - Norm-Referenced Scores – based on K-12 population
- Reports:
 - Student Report – Obtain information about students' strength and needs.
 - Group Report – Analyze results by class, school, or district.
 - Home Report – Provide parents with easily understood information and suggestions for home activities.
 - Performance Standards Report – Obtain standards based information about what students know and can do.

Test Description

- Reading
 - Measure phonemic awareness, decoding, phonics, vocabulary, and comprehension.
 - Sounds and Letters - has an emphasis on phonemic awareness and phonics and closely reflects reading research findings.
 - Reading Comprehension - measures students' comprehension within the framework of three types of materials or purposes for reading: literary, informational, and functional text.
- Mathematics
 - Measure state standards including number sense and operations; patterns, relationships, and algebra; geometry and measurement; and data, statistics, and probability.
 - Mathematics Procedures - measures the ability to apply the rules and methods of arithmetic to problems that require arithmetic solutions.
- Language
 - Measures students' achievement in applying the principles that form effective writing.
- Spelling
 - Assesses objectives based upon the phonetic and structural principles taught at each grade level.
- Listening
 - Listening/Vocabulary: students demonstrate recognition of the common meanings of spoken words encountered in various types of activities.
 - Listening/Comprehension: assesses listening comprehension with dictated selections and questions that reflect the listening materials students hear in school and outside of the classroom.
- Science
 - The disciplines of life science, earth science, physical science, and the nature of science are represented.
 - Students must use reasoning skills throughout the test to reach answers. These skills include estimating, making simple calculations, seeking patterns, making observations, recognizing cause and effect, reading standard instruments, and drawing conclusions.
- Social Science
 - Social Science: measures the concepts important for the development of citizenship.
 - History: focuses on the history of the United States, the history of Western civilization, and the history of non-Western peoples and societies sharing our interdependent world.
 - Geography: tested according to the five themes of location, place, human-environment interaction, movement, and region.
 - Political Science: assesses the basic understanding of the U.S. system of government.

Curriculum Implications

Middle School Diploma

Middle School Diploma is awarded to students who have completed all middle school graduation requirements, which include required compulsory attendance, middle school units of study, GPA, assessment, and middle school course requirements.

Middle School Course Work

Units of study may be awarded for courses offered in the middle school grades that meet the following criteria:

- Must meet Pathlight Preparatory Middle School (6th – 7th - 8th grade levels) Graduation Requirements
- Must earn a grade of (2.00) 70 or better
- Must include Mid-Term and Final Examination Grades
- The units of study earned in middle school shall be counted towards the required total units of study for middle school graduation.
- The units of study earned in middle school will be posted on the school transcript and will be counted towards required core or non-core courses (**Units** electives).

Minimum Number of Units of Study Required for Grade Level Placement

Grade Level	Minimum Number of Units of Study Required to Enter	Minimum Number of Units of Study Required to be Completed Required Core and None Core Course Credits
6 th Grade	Elementary School Diploma Earned	06 units of study
7 th Grade	06 units of Study	12 units of study
8 th Grade	12 units of study	18 units of study

High School Credits Earned in Middle School

High School credit may be awarded for courses offered in the middle school grades that meet the following criteria:

- Must meet 9th thru 12th Pathlight Preparatory high school graduation requirements
- Must earn a grade of (2.00) 70 or better
- Must include mid-term and final examination grades OR Cumulative assessments.
- High School credits earned in middle school shall be counted in the required total units of study for middle school graduation.
- The high school credits earned in middle school will be posted on the student's high school transcript and will be counted towards required core courses and/or non-core courses.

Grading Scale – Quality Point Value Earned – Performance Descriptors

Besides each letter grade, quality points are awarded in order to indicate the overall academic performance level of a student's work in each of the identified criteria indicated above. The chart below presents the quality point values earned, as well as the converted equivalent (%) percentage grade ranges and performance descriptors.

Letter Grade	Quality Points Earned	% Percentage - Numerical Grade	Performance Descriptors
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A-	3.70	90 – 92	
B+	3.30	87 – 89	Very Good Work
B	3.00	83 – 86	<i>Effective</i>
B-	2.70	80 – 82	
C+	2.30	77 – 79	Good Work
C	2.00	73 – 76	<i>Satisfactory</i>
C-	1.70	70 – 72	
D+	1.30	67 – 69	Unsatisfactory Work
D	1.00	63 – 66	<i>Needs Improvement</i>
D-	0.70	60 – 62	
E/F	0.00	Below 60	Failed <i>No Credit</i>

A (4.00 - 3.70) (90-100): Excellent Work. (Highly Effective)

Student demonstrated extraordinary achievement relative to the level necessary to meet course requirements. Student performance was of the highest level. Student demonstrated excellence while meeting course objectives and was sustained throughout the course. Not only was the student's performance clearly and significantly above satisfactory, it was also of an independent and creative nature.

B (3.30 - 2.70) (80-89): Very Good Work. (Effective)

Student demonstrated achievement significantly above the level necessary to meet course requirements. Student performance was clearly very good and significantly above satisfactory fulfillment of course requirements, performance was also of a creative and an independent nature.

C (2.30 - 1.70) (70 - 79): Good Work (Satisfactory)

Student demonstrated achievement that meets the course requirements. Student performance was notable and more than adequate. Student performance was satisfactory fulfillment of course requirements, required intermittent monitoring and oversight, and it was of a minimally independent and creative nature.

D (1.30 - 0.70) (60-69): Unsatisfactory Work (Needs Improvement)

Student demonstrates achievement that barely meets the course requirements. Student performance has been slightly below satisfactory and was marginal in quality. No evidence of independency and creativity was evident. Student demonstrated unsatisfactory achievement in meeting course objectives, yet fulfilled a sufficient enough portion of the course objectives that repeating the course is not necessary unless required by the academic unit. No evident independent and creative nature was displayed

.E/F (0.00 - 0.00) (Below 59): Failed (No Credit)

Student demonstrates a failure to meet course requirements. The work of course objectives were either: (1) completed but not at a level of achievement that is worthy of credit, or 2) have not been completed and there was no agreement between the instructor and the student that the student would be awarded an "I" (incomplete).

Other Grade Designations:

I (0.00): Incomplete.

Grade assigned when due to unusual circumstances a small portion of a course, such as a term paper or final examination, has not been completed.

IP (0.00): In-Progress Course.

NG (0.00): Grade Not Yet Available/Extended Course.

Grade assigned for extended course which has not yet ended.

NP (0.00) (TT): Not Pass.

Student did not pass the course under the Pass/Not Pass policy.

NR (0.00): Grade Not Yet Reported.

Grade not submitted by instructor on time.

P (0.00) (TP): Pass.

Student passed the course under the Pass/Not Pass policy.

W (0.00): Withdrew.

Student withdrew from course without academic penalty.

Achievement Recognition:

Principal's List: Student must obtain a letter grade of "A" in all core and non-core academic areas.

Honor Roll List: Student must obtain a combination of letter grades of "A" and/or "B" in all core and non-core academic subject areas.

SECTION II: Guiding Principles (Parent & Student Responsibilities)

1.00 Overview

The primary goal of Pathlight Preparatory is to ensure that each student's achievement is at the highest possible level. Education is to be provided in a manner that does not discriminate or cause harassment on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, disability, sexual orientation, or social and family background. In order for this to be accomplished:

- Every school staff member will strive to create a positive, safe environment that encourages and supports student success. Underlying causes for misbehavior will be explored, and when possible, positive redirection will occur and acceptable alternative behaviors will be taught. Such redirection may involve a collaborative effort of school, student, parents, and community members.
- It is the objective and policy of the Administration of Pathlight Preparatory to recognize, preserve, and protect the individual rights of all students; and, at the same time, to encourage and enforce the exercise of these rights within the framework of an orderly and efficient school program. Within this framework, it is the duty of the administrative staff, and the faculty of each school to prevent student conduct that is dangerous, disruptive, or destructive, therefore endangering the proper maintenance and function of the school program. Staff members are expected to model core value behaviors that set an example for students. It is expected that all disciplinary measures will be conducted in a manner that is respectful to the student and preserves that student's dignity wherever possible. It is the expectation that each student will behave in a manner that does not threaten, interfere with, disrupt or deprive other students of their right to an education. It is also expected students will learn to accept responsibility for their behavior. An effective school environment must be safe and free from disruption.
- The Administration further recognizes that students are protected and have certain rights extended to citizens under the United States Constitution and its amendments; and that these rights cannot be abridged except in accordance with the due process of law. Therefore, in order to clarify the guidelines of student behavior in the school and establish procedures to be followed, the Pathlight Preparatory's Code of Student Conduct (contained in this Handbook) has been adopted. It is essential that all students, their parents or guardians, teachers, and administrators understand and abide by the Code of Student Conduct.

2.00 Parent Responsibilities

Instructors and parents must work collaboratively, in order to maximize students' success at school. We are committed to working with and supporting families and we need parents to work with and support us.

As a parent you should:

1. Get to know the people at your child's school by attending teacher conferences, participating in scheduled meetings, joining committees, and volunteering.
2. Ensure your current telephone number, home address, work telephone number, and emergency contact number remains up-to-date at all times. Parents can satisfy this responsibility by updating the Emergency Contact Information via email or requesting an Emergency Contact Information Up-Date Form.
3. Understand and support the rules in this Handbook and talk to your child about them.
4. Supervise your child to ensure that he or she dresses neatly and appropriately for school because it is a place to work and learn.
5. Make every effort for your child to arrive at school on time every day, based on the school two session (track) hour indicated above.
6. Contact the school the day your child is absent and follow up with an email to administration.
7. Be aware when parents are divorced or separated, both parents have full rights to participate in the child's school activities and receive information in regards to what is happening at school unless there is a court document limiting that access. The office must have a certified copy on file of Court documents.
8. Provide the school written permission if you want a stepparent who is not the legal guardian of the child to have information about the child or sign forms related to the child.

9. Be prepared to pay for any damage done to school property by your child. If payment is not made and the amount is substantial, administration determines the final action.
10. Be aware that only people listed on the Emergency Contact form may take a student from school. Identification must be shown at the office.
11. Adhere to school's on-site traffic plan for drop-off and pick-up. Encourage your children, if they are walkers, bicyclists, or drivers to follow safety rules and use pedestrian-safety features where available.
12. Remain current on the payments of your student's tuition and fees. All tuition and fees are required to be submitted, on the agreed upon monthly payment plan and due date.

3.00 Student Responsibilities

To be successful, the student should:

1. Attend school each day,
2. Arrive on time,
3. Be prepared with proper materials and supplies,
4. Make sure important messages,
5. Complete all assignments to the best of your ability and on time,
6. Dress appropriately,
7. Be tolerant of and respectful to others,
8. See course instructors about makeup work and complete it in a timely manner,
9. Contact Administration and/or Instructor regarding conflicts or concerns,
10. Set goals for success,
11. Get enough sleep, and
12. Set responsible activity hours outside of school.

A student must participate in school crisis plan activities and practices such as lock-down and fire drill.

SECTION III: Code of Student Conduct (Policies & Procedures)

For the purpose of this Code of Student Conduct, when we talk about a "parent" that term also includes "legal guardian." When we use the term "stakeholder" it means any student, teacher, staff, school leader, or community member with an interest in the success of the school.

1.00 Academic Requirement for Sports Eligibility

It is the philosophy at Pathlight Preparatory that all students will work to their full potential. We are educating the whole student, not just academically. Indeed, behavior and manners are as important as grades. We also understand that all students achieve at different levels and as long as a student is *doing their best* and working to their potential they will be allowed to participate. All competitive and recreational sports during and after school are considered a privilege to all students. To be a member of a team or sport, students must maintain appropriate conduct in ALL classes, during school activities, and on field trips. The Principal/Academic Director has the discretion to permit or prohibit students from participating in sports based upon the Principal/Academic Director's consideration of the whole child: academics, citizenship, and effort.

2.00 Bullying – Cyberbullying - Harassment Policy

Pathlight Preparatory is committed to maintaining an academic environment in which all individuals treat each other with dignity and respect and which is free from all forms of intimidation, exploitation and harassment, including sexual harassment. The school is prepared to take action to prevent and correct any violations of this policy. Anyone who violates this policy will be subject to discipline, up to and including termination or expulsion.

Pathlight Preparatory is committed to the prevention of any cyberbullying/bullying behaviors and will take subsequent swift action in response to any reported cyberbullying/bullying or harassment incidents in accordance with Florida Statute 1006.147. Providing a quality education in an environment of safety is a core value to the administration and teachers at Pathlight Preparatory as referenced in our Mission Statement. Students shall adhere to the Code of Student Conduct policies in this Handbook. Bullying and/or Cyberbullying, as defined below, is prohibited during school, via school equipment, at school-sponsored events, or by any electronic act that results in the disruption of the orderly operation of the school or educational environment, whether or not the electronic act originated on school property or with school equipment.

Bullying - includes cyberbullying and means systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. It is further defined as unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by a student or adult, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation; and may involve but is not limited to: 1) Teasing, 2) Social Exclusion, 3) Threat, 4) Intimidation, 5) Stalking, 6) Physical violence, 7) Theft, 8) Sexual, religious, or racial harassment, 9) Public or private humiliation, 10) Destruction of property.

Cyberbullying - means bullying through the use of technology or any electronic communication, which includes, but is not limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including, but not limited to, electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person, or the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying. Cyberbullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

Please note that cyberbullying is a form of bullying (discussed above) and will not be tolerated. Harassing, dissing, denigrating, impersonating, hating, pranking, excluding, and cyber-stalking online are all examples of cyberbullying. Don't be mean and disrespectful. Don't send emails or post comments with the intent of scaring, hurting, or intimidating someone else. Engaging in these behaviors, or any online activities intended to harm (physically or emotionally) another person, will result in severe disciplinary action and loss of privileges. In some cases, cyberbullying can be a crime. Remember that your activities are monitored and retained.

Harassment - means any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a student or school employee that:

1. Places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property;
2. Has the effect of substantially interfering with a student's educational performance, opportunities, or benefits; or
3. Has the effect of substantially disrupting the orderly operation of a school.

Bullying and Harassment also encompasses:

1. Retaliation against a student or school employee by another student or school employee for asserting or alleging an act of bullying or harassment. Reporting an act of bullying or harassment that is not made in good faith is considered retaliation.

2. Perpetuation of conduct listed in the definition of bullying or harassment by an individual or group with intent to demean, dehumanize, embarrass, or cause emotional or physical harm to a student or school employee by:

- (a) Incitement or coercion,
- (b) Accessing or knowingly and willingly causing or providing access to data or computer software through a computer, computer system, or computer network within the scope of the district school system, or
- (c) Acting in a manner that has an effect substantially similar to the effect of bullying or harassment.

“Cyberstalking” as defined in s. 784.048(1)(d), F.S., means to engage in a course of conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at a specific person, causing substantial emotional distress to that person and serving no legitimate purpose.

Reporting an act of bullying/cyberbullying, or harassment: Any student, staff, volunteer, or parent/legal guardian who witnesses bullying, or has reliable information that a student has been the victim of cyberbullying/bullying, as defined above, shall report the incident to the Principal/Academic Director or designated representative immediately either in person, via email, or anonymously. Once the report has been received, the Principal/Academic Director or designated representative will begin an investigation.

Consequences: Students who engage in bullying during school, on school property, during and/or while in route to or from any school function in connection to or with any school sponsored activity or event, or by an electronic act that results in the disruption of the orderly operation of the school or educational environment are subject to disciplinary action, up to and including suspension or expulsion from the school.

Prevention: Pathlight Preparatory shall work to sustain a healthy, positive, and safe learning environment for all students. This requires the efforts of everyone in the school environment – Principal/Academic Director, teachers, staff, parents/legal guardians, and students.

3.00 Cheating and Plagiarism

Cheating/malpractice definition: Behaviors that result in or may result in a student gaining an unfair advantage over another student and includes the following:

- *Plagiarism:* the representation of the ideas or work of another person as the student’s own. Student who have questions regarding whether or not something constitutes plagiarism have a responsibility to consult with the teacher prior to submitting the work/assignment.
- *Collusion:* the supporting of malpractice by another student, as allowing one’s work to be copied or submitted for another.
- *Duplication of work:* the presentation of the same work for different assignments
- *Other:* includes but is not limited to:
 - Engaging in misconduct during an exam, test, quiz or other assessment situation
 - Falsifying any records, documentation
 - Copying, paraphrasing, reusing or submitting another’s work without acknowledging the source, including information from the Internet
 - Identical answers on passages on tests, reports, essays

4.00 Citizenship Policy

Pathlight Preparatory provides its students with a safe, supporting, challenging, and enthusiastic learning environment. Creating such an environment is the result of good citizenship. To help guarantee this environment exists, Pathlight Preparatory students are required to meet behavior expectations outlined above in this handbook. Adults are expected to respect the following Citizenship policies:

- As citizens within an academic community focused on providing students with a learning environment that is enthusiastic, supporting, challenging, and safe, Pathlight Preparatory employees, parents, and community members will demonstrate the concept of “Citizenship” in their dealings with all Pathlight Preparatory stakeholders, including students, parents, school employees, and visitors.
- Physical or verbal acts that are hostile, threatening, or harassing in any way will not be tolerated. Profanity and insults are not constructive and unacceptable
- Whether it is face-to-face or over the phone, through texts, blog posts, or emails, good Citizenship requires an attitude that is productive and strives for harmony.
- Destructive criticism is unacceptable.
- Employees and parents should report any behavior that falls below this standard of Citizenship using the grievance procedures outlined above. Our students deserve good role models.

5.00 Commitment to Character

Pathlight Preparatory has adopted a program that creates a safe learning environment for all students with the focus on the core traits of responsibility, honesty, respect, and self-motivation. Each month the school will focus on one specific trait that will mold our students in becoming better citizens of the world as they grow and become our future leaders.

6.00 Damage to School Property

Parents are responsible for the cost of replacing or repairing school property, including computer equipment, damaged by their child(ren). This includes classroom and library items, furniture, textbooks, playground equipment, P.E. equipment, and school buildings. Report cards will be held until all fees are paid.

Under no circumstances will the administration tolerate any type of student pranks on campus. This is applicable to all property, buildings, furnishings etc. of Pathlight Preparatory, as well as the property of faculty, staff and other students.

7.00 Discipline & Misconduct

Misconduct that may result in discipline (including suspension, reassignment or dismissal):

In General:

Students are expected to behave well at school and school-sponsored activities. Students may be disciplined if they do anything at school or at a school function (or attempt to do anything) that violates a school rule or may:

- Hurt, harass or threaten others
- Damage property
- Disrupt class or school
- Violate a criminal law
- Show disrespect of any kind towards another person: teacher, parent, staff, volunteer, visitor, or student

Specific Acts:

Listed below are some acts that fall within the above five types of misconduct. These acts are not the only acts that may result in discipline, including suspension, or dismissal (expulsion).

Some, but not all, of the acts that may result in discipline are:

1. Cheating (teacher shall also record a “zero” for each act of cheating), including plagiarism
2. Falsifying or altering records (i.e. forging a signature)
3. Improper use of computers or electronic devices
4. Threatening to hurt someone
5. Hitting someone
6. Using physical force against someone
7. Stealing
8. Fighting
9. Extortion
10. Blackmail
11. Misconduct
12. Arson
13. Vandalism
14. Interference with school personnel
15. Interference with the movement of another student
16. Cyberbullying/Bullying
17. Gambling
18. Trespassing
19. Defiance
20. Verbal abuse of another
21. Profanity
22. Failure to give correct name
23. Participation in disruptive demonstration
24. Leaving school grounds without permission
25. Sexual activity at school or at a school function
26. Sexual or other harassment
27. Making a false alarm (this includes pulling a fire alarm)
28. Possession of common objects that could hurt someone (such as self-defense chemical spray, nail files, silverware, screwdriver, etc.)
29. Possession of toy or replica gun or knife
30. Possession of drug paraphernalia
31. Possession of tobacco or alcohol
32. Possession of illegal narcotics
33. Possession of over-the-counter medications (if prescribed, these must be delivered to the front office with a doctor’s note)
34. Possession of prescription medications (if prescribed, these must be delivered to the front office with a doctor’s note)
35. Possession of hazardous material
36. The unauthorized use of electronic items such as, but not limited to, the following;
 - Cell phones (including the camera that may be part of the phone)
 - Tape player/recorder
 - Radio
 - Camera
 - Camcorder
 - Television
 - MP3 player or any upgraded one
 - Pager or beeper

37. Violation of a school rule
38. Other serious misconduct
39. An incident involving illegal substance at school or at a school event
40. Involvement in the making of a bomb threat or a bomb
41. Possession of a gun (real, toy, pellet, or BB) at school, or at a school function
42. Possession of any object brought to school that could be used against others with the intent to do harm even if for self-defense
43. Possession of any type or style of knife
44. A violent act resulting in an injury
45. Possession of brass knuckles at school or at a school function

8.00 Dress Code Policy

Pathlight Preparatory is a private school choice, which means parents of our students have made a careful and committed decision about where to send their child. Pathlight Preparatory holds that a higher standard of dress and grooming encourages greater respect for individuals, students, and themselves, thereby promoting a positive educational environment. The dress code policy will be carefully enforced. In order to promote an orderly and safe learning environment while preparing students for success in the world of work, dress guidelines have been established. Students are expected to give proper attention to personal cleanliness and to dress appropriately for school. This means that a student's dress, grooming, and appearance, including hairstyle, jewelry, and makeup shall be safe, appropriate and shall not disrupt or interfere with the educational process. Administrators will determine the appropriateness of student dress. Dress that is disruptive, distracting, revealing, or interferes with the educational process will not be acceptable.

Indeed, Pathlight Preparatory recognizes that the dress and grooming of students are significant factors in the successful administration of our school. Furthermore, it is recognized as an educational responsibility of Pathlight Preparatory that students are made aware that appropriate dress, appearance, and hygiene are conducive to their personal well-being (respect) and the well-being of others (respect). Generally, common sense and good taste should prevail in matters of dress. Because of safety and other concerns in some of our specialized programs, a specific type of dress code must be established and enforced. Apparel that disrupts educational activities and processes of the school will result in the removal of the student from the regular school environment, until acceptable apparel can be secured. Students who report to school out of dress code will have parents called to come to the school to bring the proper attire. Students and parents are expected to honor these guidelines.

Please note that Pathlight Preparatory understands and fully supports students' right to self-expression. But, Pathlight Preparatory also has an obligation to create a culture and learning environment where all members of our school community are comfortable and not offended by inappropriate dress. The dress code is designed to provide appropriate guidelines so that all students may dress in a manner that is respectful of themselves and our community.

Dress Code Policy

The dress code policy shall be fully enforced for each academy school day (Monday through Thursday), with Friday designated for dress casual, or spirit wear attire.

MONDAYS THRU THURSDAYS

This dress code policy has been established with the approval of Administration and Academic Instructors (Mondays thru Thursdays).

The goal of Pathlight Preparatory (Mondays thru Thursdays) dress code is that students present themselves in a clean and neat manner as a representation of Pathlight Preparatory. While we recognize the uniqueness of each student and seek to develop individuality, it is also important for each student to understand the concept of appropriate dress for particular situations.

Student Dress Code and Special Circumstances:

Certainly, some classroom activities and curriculum may require specific dress guidelines (e.g., physical education). Any such changes will be explained by administration and Specialized Area Instructors. Administrators, coaches, and sponsors may suspend portions of the dress code and allow students to wear other appropriate attire at special activities. Such activities may be related to: field days, theme days, field trips, physical education, cheerleading, casual Fridays, band, etc.

Unless a special dress code exception is indicated, students are required to adhere to the dress code below. In all cases clothing must be in good repair, properly fitted (no clothing that is too tight or too loose), be void of unnecessarily, obvious logos, and not contain images/writing that others may find offensive.

General Uniform Attire:

- Solid Color shirts.
- Pants must be appropriate length and fit, solid color, free of rips, stains, and tears.
- All clothing must be clean, neat, hemmed, and size appropriate.

Girls:

- Hair must be neatly combed, out of the face, of a natural color, and styled in a conventional manner.
- Tops must be solid color shirts. Tops must have sleeves and be long enough that, with arms raised above the head, no midriff shows. Students must be able to button shirts to the collarbone without material pulling or stretching. No undergarments should be visible at any time, including tank tops, camisoles, brassieres, underwear, or compression shorts.
- Bottoms must be capri pants, peasant skirts, cargo pants or walking shorts. All bottoms must be of solid color (e.g. khaki, blue, black), but may not be white. Peasant skirts may be of a pattern. Bottoms should not be too loose or too tight in fit, and the pocket-size should not be exaggerated. Bottoms that are prohibited include spandex/stretch leggings, dresses, skirts (bar peasant skirts), jeggings, blue denim, cotton jersey material (yoga pants), or athletic material.
- Shoes must be dress shoes, casual dress shoes and athletic shoes only. For safety concerns, open-toed shoes, clogs, Crocs, and “slippers” are unacceptable.
- Hats are not allowed during the school day.
- Visible body piercings and inappropriate tattoos are unacceptable. Students will be required to cover inappropriate piercings or inappropriate tattoos with a neutral color band-aid, during the academic day.

Boys:

- Hair must be neatly combed, out of the face, of a natural color, and styled in a conventional manner. Hair must be above the collar. Facial hair is prohibited.
- Tops must be solid color shirts. The list of tops that are not dress code appropriate includes T-shirts, Henley shirts and denim shirts. Students must be able to button shirts to the collarbone without material pulling or stretching. Tops must be tucked at all times.
- Bottoms must be cargo pants, cargo shorts or walking shorts. All bottoms must be of solid color (e.g. khaki, blue, black), but may not be white. Bottoms should not be too loose or too tight in fit, and the pocket-size should not be exaggerated. Bottoms that are prohibited include spandex/stretch leggings, jeggings, blue denim, cotton jersey material, or athletic material. All boys are expected to wear belts.
- Shoes must be dress shoes, casual dress shoes or athletic shoes. For safety concerns, open-toed shoes, clogs, Crocs, and “slippers” are unacceptable.
- Hats are not allowed during the school day.
- Visible body piercings and tattoos are unacceptable. Students will be required to cover inappropriate piercings or tattoos with a neutral color band-aid during the academic day.

Requirements for student dress on Monday thru Thursday are listed below:

The following regulations shall be observed in order to foster a proper attitude toward dress and grooming by each member of our school campus community:

I. Grooming/Hair/Appearance:

- Cleanliness of person and attire is required.
- Hair must be neat and clean.
- Unnatural hair colors are not acceptable during the academic school week (Mondays thru Thursdays). These include jet black, burgundy, pink, purple, blue, green, silver, orange, etc.

II. Overall Clothing:

- Clothing must be appropriate size, with the waist of the garment worn at the student's waist.
- Clothing not properly buttoned, zipped, fastened, or with inappropriate holes or tears will NOT be permitted.
- Slits, splits, cuts, and holes in uniform clothing will NOT be permitted.
- Oversized uniform clothing that causes sagging pants, skirts, shorts, or skorts will NOT be permitted.

A. Non- Shirts:

- Tank tops, halter tops, tube tops or other top garments defined as revealing and inappropriate, scooped out at the neck and shoulder, and/or showing excessive amounts of skin area are types of inappropriate dress. Any selected apparel must cover all undergarments.

B. Non -Pants:

- "Baggy" uniform pants or sloppy (inappropriate) dress will NOT be permitted.
- Uniform pants worn low on the hips so that undergarments or bare skin is exposed will NOT be permitted.
- Leggings/Jeggings without a dress, skirt, or shorts will NOT be permitted.
- Lounging pants will NOT be permitted.

C. Non - Footwear:

- Appropriate footwear(shoes) are to be worn at all times. Strapless sandals, high heels, or flip flops will NOT be permitted. May be allowed by Administration, only on designated dress-down days, such as casual Fridays.
- Heelies or footwear with wheels will NOT be permitted.
- Cleats will NOT be permitted.
- Safe and appropriate footwear must be worn at all times.
- Bedroom slippers will NOT be permitted.

D. Hats - Headgear:

- Hats, caps, do-rags, and other headgear must be removed when in classrooms, school offices and the surrounding designated educational areas.
- Hats or other head coverings may be worn during outside Athletic/Personal Fitness activities, but may not be worn during any portion of the regular school day without permission from School Administration.
- Headbands may only be worn if holding hair back and may not be worn across the forehead.
- Hats, bandannas, head covers, sweatbands, sun visors, and sunglasses may be worn, unless prior arrangements are made with Administration for medical or religious reasons.
- Sweatbands are not allowed to be visible on school grounds during the regular school hours, unless permitted for personal fitness and conditioning and/or athletic training.

E. Jewelry - Accessories:

- All jewelry shall be free of the following: profanity, violent images, wording, or suggestion; sexually suggestive phrases or images; gang-related symbols; alcohol, tobacco, drugs, or advertisements for such products
- Jewelry or accessories that advertise, glorify or symbolize any illegal substance, alcohol, drugs, tobacco, or illegal acts NOT permitted.
- Jewelry or accessories that contain vulgar, derogatory, violent, or suggestive diagrams, pictures, words, or slogans will NOT be permitted.
- Jewelry or accessories with gang insignia or symbols NOT permitted.
- Wallet Chains that exceed six inches will NOT be permitted
- Heavy chains worn as jewelry or belts and free-swinging chains will NOT be permitted
- Spiked jewelry and accessories will NOT be permitted

F. Sunglasses:

- Sunglasses may not be worn inside school, unless a parent provides a doctor's note to the school.

Dress Code Policy

FRIDAYS ONLY – DRESS DOWN FRIDAYS

This dress code has been established with the approval of Administration and Specialized-Area Instructors (Fridays ONLY)

Student Dress Code and Special Circumstances:

Certainly, some classroom activities and curriculum may require specific dress guidelines (e.g., physical education). Any such changes will be explained by administration and Specialized Area Instructors. Administrators, coaches, and sponsors may suspend portions of the dress code and allow students to wear other appropriate attire at special activities. Such activities may be related to: field days, theme days, field trips, physical education, cheerleading, casual Fridays, band, etc.

Requirements for student dress are listed below:

The following regulations shall be observed in order to foster a proper attitude toward dress and grooming by each member of our school campus community:

I. Grooming/Hair:

- Cleanliness of person and attire is required.
- Hair must be neat and clean.
- All clothing must be clean, neat, hemmed, and size appropriate.

II. Overall Clothing:

- All clothing shall be free of the following: profanity, violent images, wording, or suggestion; sexually suggestive phrases or images; gang-related symbols; alcohol, tobacco, drugs, or advertisements for such products
- Dress that is neat, modest and casual is the minimum requirement at all times in all public and school areas.
- Use of offensive, obscene, and/or abusive words or symbols on clothing will NOT be permitted. This includes the use of emblems, insignias, badges, or other symbols or lewd or vulgar words where the effect is offensive to a reasonable person or otherwise causes disruption or interference with the orderly operations of our school community. The supervising administrator shall determine if the particular mode of dress results in disruptions or interference.
- Clothing that is provocative (revealing) or contains obscene messages or messages that are contrary to the mission of Pathlight Preparatory will NOT be permitted.
- Clothing must be appropriate size, with the waist of the garment worn at the student's waist.
- Clothing not properly buttoned, zipped, fastened, or with inappropriate holes or tears will NOT be permitted.
- Slits, splits, cuts, and holes in clothing shall not exceed 5 inches above the top of the knee
- Oversized clothing that causes sagging pants, skirts, shorts, or skorts will NOT be permitted.
- Clothing that advertise, glorify or symbolize any illegal substance, alcohol, drugs, tobacco, or illegal acts will NOT be permitted.
- Clothing that contain vulgar, derogatory, violent, or suggestive diagrams, pictures, words, or slogans will NOT be permitted.
- Clothing with gang insignia or symbols will NOT be permitted.
- Sheer or transparent clothing will NOT be permitted.
- Spiked clothing will NOT be permitted.
- Clothing that exposes undergarments will NOT be permitted.
- Trench coats will NOT be permitted.
- Pajamas will NOT be permitted

A. Shirts:

- Tank tops, halter tops, tube tops or other top garments defined as revealing and inappropriate, scooped out at the neck and shoulder, and/or showing excessive amounts of skin area are types of inappropriate dress are NOT permitted. Any selected apparel MUST cover all undergarments.
- Any selected shirts and blouses MUST cover midriff, back, and sides. Dress shirts MUST be tucked in the pants. Polo shirts may be worn outside the pants. Colored bras, boxers, and t-shirts MUST not be visible. All shirts, tops, and dresses shall have sleeves and cover the shoulders.
- Revealing, immodest necklines, strapless tops or any top with shoulder straps less than three or more inches from the lower part of the collarbone (the width of a 3 x 5 inch index card) will NOT be permitted.
- Tops that are cut so short that bare skin in the midriff area is exposed will NOT permitted.
- Tops with large arm holes such as tank tops, basketball jerseys, muscle shirts, mesh shirts, athletic undershirts, and cut out shirts (these types of shirts may be worn over a shirt with sleeves) will NOT be permitted.

B. Pants:

- "Baggy" pants or sloppy (inappropriate) dress will NOT be permitted.
- Pants worn low on the hips so that undergarments or bare skin is exposed will NOT be permitted.
- Leggings/Jeggins without a dress, skirt, or shorts will NOT be permitted.
- Lounging pants will NOT be permitted.

C. Dresses- Shorts-Skirts- Skorts:

- Shorts shorts, tight (spandex) shorts and running/gym shorts will NOT be permitted.
- Shorts or skorts shorter than five inches (the length of an index card) above the knee cap when standing will NOT be permitted.
- Dresses and skirts shorter than three inches above the knee cap when standing will NOT be permitted.
- Shorts or skorts worn low on the hips so that undergarments or bare skin is exposed will NOT be permitted.

D. Sweatpants/Warm-Up Pants:

- Any type of warm-up pants or spandex band will NOT be permitted during instructional time, unless permitted for personal fitness and conditioning, athletic training, and Administrative permission.

E. Footwear:

- Appropriate footwear (shoes) is to be worn at all times. Strapless sandals, high heels, cleats, slippers, or flip flops will NOT be permitted. May be allowed by Administration, only on designated dress-down days, such as casual Fridays.
- Heelies or footwear with wheels will NOT be permitted.
- Safe and appropriate footwear MUST be worn at all times.
- Bedroom slippers will NOT be permitted.

F. Hats - Headgear:

- Hats, caps, do-rags, and other headgear MUST be removed when in classrooms, school offices and the surrounding designated educational areas.
- Hats or other head coverings may be worn during outside Athletic/Personal Fitness activities, but MUST not be worn during any portion of the regular school day without permission from Administration.
- Headbands may only be worn if holding hair back and may NOT be worn across the forehead.
- Hats, bandannas, head covers, sweatbands, sun visors, and sunglasses may be worn, unless prior arrangements are made with Administration for medical or religious reasons.
- Sweatbands are not allowed to be visible on school grounds during the regular school hours, unless permitted for personal fitness and conditioning and/or athletic training.

G. Jewelry - Accessories:

- All jewelry shall be free of the following: profanity, violent images, wording, or suggestion; sexually suggestive phrases or images; gang-related symbols; alcohol, tobacco, drugs, or advertisements for such products
- Jewelry or accessories that advertise, glorify, or symbolize any illegal substance, alcohol, drugs, tobacco, or illegal acts will NOT be permitted.
- Jewelry or accessories that contain vulgar, derogatory, violent, or suggestive diagrams, pictures, words, or slogans will NOT be permitted.
- Jewelry or accessories with gang insignia or symbols will NOT be permitted.
- Wallet chains that exceed six inches will NOT be permitted.
- Heavy chains worn as jewelry or belts and free swinging chains will NOT be permitted.
- Spiked jewelry and accessories will NOT be permitted.

H. Sunglasses:

- Sunglasses may not be worn inside school, unless a parent provides a doctor's note to the school.

ENFORCEMENT OF SCHOOL POLICIES:

Dress Code Violation Consequences

To keep and establish a professional academic atmosphere where students focus, learn, and lead, consequences will be administered to students who violate our uniform/dress code policy. Students' uniforms will be carefully monitored daily by teachers, advisors, and administrators.

Our dress code policy will be strictly enforced with NO exceptions.

- When a student is in violation of the uniform policy, a parent or guardian will be contacted and must bring the proper uniform items to school. If we are unable to contact a parent or guardian, student will be asked to return to his or her regularly scheduled course.
- After one (1) uniform violation, a parent or guardian will receive a call from the Principal/Academic Director.
- After two (2) uniform violations, a parent or guardian must come in for a conference with the Principal/Academic Director. Students must report to Saturday detention. Date and time will be decided, during the conference.
- After three (3) uniform violations, the student will be withdrawn (expelled) from the school.

Please Note:

Any distracting or prohibited items, such as hats or excessive jewelry, will be confiscated by a teacher or administrator and returned to the student at the end of the day. Based on degree and frequency of infractions, the school may determine to keep the confiscated item until a parent/guardian picks it up.

9.00 Expulsion

Any student whose conduct or attitude in or out of school shows him/her to be in opposition to the basic principles and purposes of the school will be dismissed or asked to withdraw. A student may be expelled from school for a major infraction, and/or repeated minor infractions or poor academic performance.

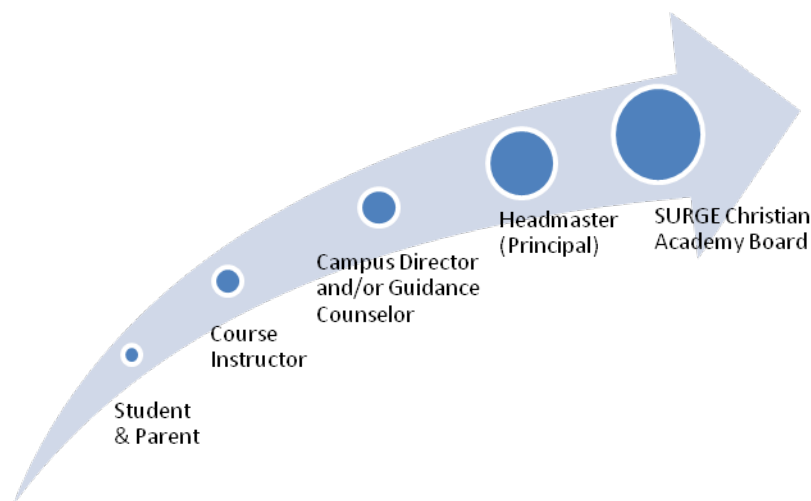
Expulsion will be recommended if a student's behavior is hindering (preventing) a conducive academic environment or conflicts with the philosophy, culture, and objectives of Pathlight Preparatory. Expulsion may also be recommended for unresolved academic or disciplinary probation. When expulsion is recommended, a date of withdrawal from the school will be set and the withdrawal procedure followed. The expulsion date may be immediate.

10.00 Grievance Policy

All Pathlight Preparatory complaints will be addressed in a timely and consistent fashion. Disagreements should be solved whenever possible among the people most closely involved while preserving positive relationships. Therefore, when parents have complaints or disagreements with any parties at Pathlight Preparatory, they should observe the following guidelines:

1. If the complaint involves a situation in the classroom, parents should seek to resolve the issue with the instructor in a manner that is not disruptive to the learning environment via email or a scheduled meeting.
2. If a resolution with the instructor is not possible, or if the complaint is with a school-wide policy or procedure, the parent should seek to resolve the issue with the School Campus Coordinator or guidance counselor via email or a scheduled meeting.
3. If resolution is not possible with any of the parties above, parents should address a complaint to the School Principal/Academic Director (Principal/Academic Director).
4. If resolution is not possible with any of the parties above, including the School Principal/Academic Director parents should address a complaint to the Pathlight Preparatory Governing Board.

- a. Complaints should be made in writing—email is preferable because of its speed. This allows all parties involved to work from a consistent body of information.
- b. The Pathlight Preparatory Governing Board, in general, will not address a complaint based on hearsay (second-hand conversation) or made on behalf of another parent or family.
- c. The Pathlight Preparatory Governing Board, in general, will not address a complaint if resolution with the appropriate individuals in Items #1 and #2 has not yet been attempted in good faith.
- d. The Pathlight Preparatory Governing Board reserves the right not to address a complaint that is made anonymously.
- e. The Pathlight Preparatory Governing Boarding general, will not address specific complaints about the performance of individual school employees in a public meeting. If such a complaint is brought at a public meeting, the Governing Board will take the complaint under advisement and will provide an appropriate response at a later time.
- f. The Pathlight Preparatory Governing Board reserves the right to notify individual school employees about complaints brought against them. Parents may request that they are not personally identified as the party bringing the complaint, but, a thorough investigation and complete resolution of the issue requires, in most cases, that all parties communicate with one another (See Citizenship Policy – Section 10).
- g. The Pathlight Preparatory Governing Board will respond to a complaint via a written letter or email. This will occur within 10 business days of receiving the complaint.



This Grievance Policy is not designed to supersede or supplant federal law and parent rights under The Individuals with Disabilities Education Improvement Act of 2004, the Family Educational Rights and Privacy Act (FERPA) as amended, 1996, or section 504 of the Americans with Disabilities Act.

11.00 Internet Policy

Pathlight Preparatory provides students with access to the Internet during school hours. Access to the Internet is provided for the purpose of educational research and learning.

Student Internet Usage Responsibilities:

When accessing the Internet with Pathlight Preparatory equipment at school or at home students and parents should know:

- Internet access should be for educational purposes while using Pathlight Preparatory equipment.
- Pathlight Preparatory will provide Internet blocking of inappropriate materials as able with a restricted Wi-Fi network and a content filter. The school will utilize and install filtering technology to help provide a safe digital environment for students both onsite and offsite from school. Unfortunately, Pathlight Preparatory is not able to guarantee perfect restrictions/filters for non-school Wi-Fi networks. Parents are strongly urged to monitor student technology usage and agree to be responsible for proper supervision of their children while away from school. Pathlight Preparatory is not responsible for inappropriate student use of technology or Wi-Fi services.

- Users are expected to respect that the web filter is a safety precaution, and should not try to circumvent it when browsing the Web. If a site is blocked and a user believes it shouldn't be, the user should alert a member of school faculty or administration.
- All activity over the school network or using Pathlight Preparatory equipment may be monitored and retained indefinitely.
- Students are expected to follow the same rules for good behavior and respectful conduct online as they are offline.
- Misuse of school resources or equipment can result in disciplinary action.
- Pathlight Preparatory makes a reasonable effort to ensure students' safety and security online while at school, but will not be held accountable for any harm or damages that result from use of school technologies.
- Users of the Pathlight Preparatory network or other technologies are expected to alert school faculty or administration immediately of any concerns for safety or security.
- Students are not permitted to connect to the Internet using a detected hot spot or 3/4G account while at school. We will be able to detect this on our network.
- Students should not plagiarize (or use as their own, without citing the original creator) content, including words or images from any electronic or print media. Users should not take credit for things they did not create themselves, or misrepresent themselves as an author or creator of the materials. Research conducted should be appropriately cited, giving credit to the original author.
- School network: Pathlight Preparatory makes no guarantee that its network will be up and running 100% of the time. In the infrequent case that the network is down, Pathlight Preparatory will not be responsible for lost or missing data.
- Home networks: Students may access Wi-Fi networks outside of school with parent permission, approval, and supervision. The school cannot provide any technical support in connecting a technology device to a non-Pathlight Preparatory network.
- Students are reminded that this Technology and Equipment Use Policy applies to activities at home and at school when a Pathlight Preparatory technology device is used.
- Parents are responsible for providing any content filtering or restrictions on their own networks and for monitoring usage at home.
- Students should always use the Internet, network resources, and online sites in a courteous and respectful manner. Users should also recognize that along with valuable content online there is also unverified, incorrect, or inappropriate content. Users should use trusted sources when conducting research via the Internet.
- Users should not post anything online that they would not want parents, teachers, or future colleges, or employers to see. Once something is online, it's out there—and can sometimes be shared and spread in ways you never intended.

Parent/Guardian Responsibilities:

We encourage you to talk to your child (children) about values and the standards that one should follow on the use of the Internet just as you do on the use of all media information sources such as television, cell phones, videos, movies, literature, and music.

Internet Security:

- Users are expected to take reasonable safeguards against the transmission of security threats over the school network. This includes not opening or distributing infected files or programs and not opening files or programs of unknown or untrusted origin.
- If you believe a computer or mobile device you are using might be infected with a virus, please alert a teacher, your Principal/Academic Director, or tech support. Do not attempt to remove the virus yourself or download any programs to help remove the virus.

Personal Safety:

- Users should never share personal information, including phone number, address, social-security number, birthday, or financial information, over the Internet without adult permission.
- Users should recognize that communicating over the Internet brings anonymity and associated risks, and should carefully safeguard the personal information of themselves and others.
- Users should never agree to meet someone they meet online in real life without parental permission.
- If you see a message, comment, image, or anything else online that makes you concerned for your personal safety, bring it to the attention of an adult (teacher or staff if you're at school; parent if you're using the device at home) immediately.

12.00 Locker Use Procedures

Lockers—**if applicable**—are made available for students as a privilege—not a right—to use in storing school supplies and personal items necessary for use at school. Lockers are not to be used to store items that cause, or can reasonably be foreseen to cause, an interference with school purposes or educational functions. Nor should lockers be used in any way forbidden by state law or school rules. A student who uses a locker that is the property of the school is presumed to have no expectation of privacy in that locker or the locker's contents. The following rules and regulations shall be enforced throughout the school year:

- **Locks**—Locks will be permitted at the discretion of Administration. The school may retain access to student lockers by keeping a master list of combinations or retaining an extra key. Students may not use their own locks to prevent access to lockers by school officials. Any unauthorized locks may be removed without notice and destroyed. Students may not trade lockers or locks with other students. Failure to follow such requests will result in a student forfeiting his or her locker privileges for, perhaps, an entire school year.
- **Locker Use**—Lockers are to be used to store school supplies and personal items necessary for use at school. No material that violates the Student Code of Conduct is allowed in the locker. Students will be expected to keep their lockers in a clean and orderly manner. Failure to follow such a request will result in a student forfeiting his or her privilege in accessing a school locker for a designated amount of time up to the entire school year.
- **Locker Inspection**— Pursuant to Florida statutes, school lockers are the property of the school. At no time does the school relinquish its exclusive control of lockers that are provided for the convenience of students. The school retains the right to inspect lockers to ensure they are being maintained in accordance with these rules, or upon a reasonable suspicion that the locker contains items that may interfere with school purposes.
- **Law Enforcement Officials**—Administration may request the assistance of law enforcement officials to assist the school administrators in inspecting lockers or their contents for purposes of enforcing school policies only if such assistance is required. Inspection of the interior of lockers may be conducted by school officials for any reason and at any time, without notice, without student consent, and without a search warrant. The personal possessions of students within a school locker may be searched only when school officials have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school officials must provide notice of the search to students whose lockers were searched, unless disclosure would impede on ongoing investigation by police or school officials.

13.00 Public Notoriety

Students are expected to represent Pathlight Preparatory in a positive manner, even when they are not on school grounds or attending school functions. The administration will deal directly with any student who draws attention to Pathlight Preparatory in a negative manner. Negative actions, which cause notoriety, could result in a student's expulsion from the school.

14.00 Search and Seizure

Authorized school personnel may conduct a reasonable search of a student or his/her locker, and/or belongings when they have reasonable cause to believe that the student has an item in his/her possession which may constitute a criminal offense under the laws of this state, or other items prohibited by school rules. The personal possessions of students and/or a student's person may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law or school rules. The search will be reasonable in its scope and intrusiveness. The Administration of Pathlight Preparatory reserves the exclusive right to have Osceola County (Clearwater) Police Department do routine and random checks for illegal drugs anywhere on campus. Please note that these are safety precautions designed to give Pathlight Preparatory students a safe and healthy school in which to learn.

Students also understand and agree that Pathlight Preparatory shall have the right to monitor or examine any electronic device at the school or any Pathlight Preparatory activity. Additionally, Pathlight Preparatory may monitor or examine any postings on the Internet or other electronic medium which includes but is not limited to text messages and postings on personal web sites, social networking sites, for example "Facebook, Instagram", or other private or public domains. Such monitoring includes but is not limited to all verbiage, pictures, depictions, graphics and videos. Students understand and agree that they are responsible for and may be subject to disciplinary action for inappropriate material sent, posted, made available, shown to others or possessed by the student themselves.

15.00 Sportsmanship

Competitive team experiences contribute significantly to the development of respectful character, mutual support, and school spirit. Sportsmanship is an important part of this training. We expect our coaches, players, parents, and students to represent Pathlight Preparatory in a manner that is respectful of others on and off the field of play. We also encourage and endorse the enthusiastic support of parents and friends. In the process, we expect all to uphold the same high standards that we ask of our students. Opposing teams and their fans are to be treated as honored guests. Students who fail to meet these standards will face disciplinary action or be removed from athletic participation.

16.00 Course Assignment(s) Expectations

Missing Assignments:

1. After an absence, a student must arrange with the instructor time to complete missing assignments.
2. If an instructor assigns an assignment, examination, and/or research project, prior to the absence, the assignment, examination, and/or research project shall be completed at an agreed upon time by the instructor. The completion of all required course assignments, examinations, and research projects is mandatory.

Course Assignment Guidelines:

Pathlight Preparatory recognizes the importance to reinforce content already taught in the course collaborative discussions, to assist students to further develop independent work and study habits, to build self-discipline, to instill a sense of responsibility, to identify any area of difficulty for the student, and to involve parents/guardians in the learning process. We also believe in the importance for students to develop and foster positive social networks.

Our philosophy of course work assignments has always been that a student needs to perform in the "work-place", and be able to access immediate assistance at school, when rigorous assignments require some level of guidance. In order to provide students with a "real-world" experience, all students will be required to complete all assignments in school. Similar to any type of work environment, all "work related tasks" have to be completed in the work-place (school), in order to ensure quality and efficiency. Students may elect to complete assignments at home, but failure to submit any assignment on time (deadline) will result in a student remaining in school for an extended period of time, until assigned work has been completed to a level of acceptability (to an acceptable level). We have a "zero tolerance for mediocrity" policy. We strongly believe that that the first time we accept mediocrity is the last time we will see excellence.

Therefore, we respect and have empathy for our students, while expecting them to perform to the best of their abilities and never allow them settle for less, by providing them with “real” opportunities to succeed that are not hindered, by our own personal biases, limitations, or unbending practices due to our personal time limitations. Our instructional team, under the guidance of the administrator sets the expectations and passes them on in such a way that everyone – students and instructors - know the expectations are not arbitrary or debatable, but not punitive either.

17.00 Student Attendance

Pathlight Preparatory operates under the State of Florida Educational Code which states that school attendance is required. Consistent attendance is essential if a student is to successfully acquire the necessary skills, concepts, strategies, and content for his/her grade level.

Regular attendance and punctuality are very important habits that all students need to acquire. Attendance is important to learning because when a student is absent, they miss the strategies necessary to master skills being taught in class that are needed to be successful. Pathlight Preparatory places great emphasis on regular attendance and arriving to school on time. Pathlight Preparatory will NOT differentiate between excused and unexcused absences.

In addition to the school holidays and breaks that students are offered throughout the school year, students will be allotted a total of five (5) student personal days per academic grading period (quarter) OR a total of ten (10) student personal days per semester. Any unused student personal days may NOT be carried (rolled) over to subsequent semester. Parents and students are encouraged to use the student personal days to schedule important medical appointments and family activities or outings. Failure to adhere to the Pathlight Preparatory attendance policy will be subject to disciplinary action up to including course grade reduction and/or immediate student withdrawal (expulsion).

A. Absences:

Consequences:

1. A student accumulating more than five (5) absences per academic semester as a result of any other reason(s) will be subject to disciplinary action up to including course grade reduction and/or immediate student withdrawal (expulsion).

An excused absence shall only be granted with proper documentation if:

- A student is ill or injured (Original Physician’s Note or Report Required);
- Major illness in the immediate family (Original Physician’s Note or Report Required);
- Death in the immediate family of the student; and
- A major disaster as determined by the administration.

B. Early-Pick Ups:

Consequences:

1. Every two (2) early pick-ups during each semester will result in one (1) out of the five (5) student personal day off for that semester being used.
2. A student accumulating more than five (5) absences per academic semester as a result of early pick-ups or for any other reason(s) will be subject to disciplinary action up to including course grade reduction and/or immediate student withdrawal (expulsion).

An excused early pick-up shall only be granted with proper documentation if:

- A student is ill or injured (Original Physician’s Note or Report Required);
- Major illness in the immediate family (Original Physician’s Note or Report Required);
- Death in the immediate family of the student; and
- A major disaster as determined by the administration.

C. Lateness:

It is imperative that all students follow their individual course schedule, are in their designated classrooms, and prepared to begin learning. A student will be considered late, if a student does not follow his or her individualized course time schedule. Please keep in mind that a tardy student not only distracts from that student's learning, but from the learning of other students.

In General:

Consequences:

1. Every two (2) latenesses during each semester will result in one (1) out of the five (5) student personal day off for that semester being used.
2. A student accumulating more than five (5) absences per academic semester as a result of latenesses or for any other reason(s) will be subject to disciplinary action up to including course grade reduction and/or immediate student withdrawal (expulsion).

An excused lateness shall only be granted with proper documentation if:

- A student is ill or injured (Original Physician's Note or Report Required);
- Major illness in the immediate family (Original Physician's Note or Report Required);
- Death in the immediate family of the student; and
- A major disaster as determined by the administration.

18.00 Technology and Electronic Device Use Policy

Pathlight Preparatory believes that technology is necessary for our students to succeed in the 21st Century.

The following is the school's Technology and Electronic Device Use Policy to which all students and families must abide. Private electronic devices may be used during school hours at the discretion of the instructors and administration.

- Private Electronic Devices blatantly used during school hours or that are audible, although out of view, at the discretion of the instructor may be confiscated and sent to administration with disciplinary consequences.
- All contact between parent and students MUST be made through the administrative office for proper documentation of such contact. Electronic Devices that violate this policy will be confiscated and kept in the front office until a parent arrives to retrieve it directly from administration. Violating this policy may result in suspension because of the level of disruption it creates to the learning environment.

SECTION IV: Essential Information (School Policies & Procedures)

1.00 Administration of General Medications

Pathlight Preparatory does not currently have a nurse on staff, so we do not dispense any medication to students, nor are students allowed to bring prescription/over-the-counter medications or etc. on campus. If a student has a medical condition that requires them to take medication daily, we recommend giving the student their medication before coming to school. A parent will be allowed to administer their child's medication at school, in a secure - designated area. In the event that a child is sick and requires further treatment, parents will be notified and asked to pick up their child from school, as well as bring a physician's note.

2.00 Athletics

All students participating in Pathlight Preparatory athletics are required to have, on file, proof of insurance and a current medical release (physical form - found on our website under Athletics, Forms and Resources) Student fees (if any) related to athletics must be paid before a student can compete in a sport.

3.00 Bring You Own Device (BYOD) Requirement

Pathlight Preparatory requires the use of technology (i.e. personal laptops, tablets and smartphones) in the classroom as a means of supplementing the curriculum and accessing course content. Course Instructors can decide the frequency and duration when mobile devices will be utilized in the classroom. Other devices, such as MP3 players and gaming devices are NOT allowed on Core-Academic Instructional Days (Monday thru Thursday).

The choice of operating system (or platform) is left to the students and/or their parents. Students must know how to operate their own devices and are responsible for keeping their own devices charged and ready for use in the classroom. Students are responsible for safe-guarding and protecting their own devices. Please note that Pathlight Preparatory is not responsible for the damage, loss, or theft of any electronic devices.

4.00 Carpool

Arrival and dismissal times are generally busy with a lot of vehicles and students moving in and about the parking lot areas. Please follow the directions offered by each school crossing guard.

All parents and student drivers are expected to follow the traffic flow patterns, directional signage on campus and the direction of crossing guard staff assigned to monitor and direct traffic in the parking lot during peak times

5.00 Change of Address, Telephone Number, and Email

It is very important for the school to have current information at all times. Any change of contact information, address, telephone number, and/or email should be immediately up-dated by the parent. Please request and complete our emergency contact form in order to up-date any necessary changes.

6.00 Child Abuse

Pathlight Preparatory personnel are mandated by Florida State law to report any observed or suspected instances of child abuse to the appropriate public authorities.

7.00 Child Custody

If legal custody stipulations apply to your child, it is required that copies of this information be provided to the appropriate school office in order to be enrolled and in attendance at Pathlight Preparatory. Additionally, we will need copies of any custody changes.

8.00 Classroom Observations and Visits

As an educational institution committed to providing our students with the best educational environment, we strive to minimize interruptions and distractions. In addition, the school is sensitive to the issue of security and supervision of classes. Parents and other interested persons are always welcome to observe in a classroom by contacting administration (Principal/Academic Director).

Parents and visitors are not permitted to go directly to a classroom to deliver lunches, messages, a forgotten assignment, an article of clothing or any other reason. Parents and visitors are required to drop off any deliveries at the school front office which will make arrangements for all deliveries to students.

9.00 Communication

Pathlight Preparatory is committed to keeping open lines of communication with its families. Pathlight Preparatory is constantly improving its digital capabilities, including communications with parents via its school website: <http://www.pathlightpreparatory.org>

It is a parent's responsibility to regularly check the school website and email for announcements from school administration or from instructors.

In addition, Parents are expected to regularly use <https://www.igradeplus.com> — Pathlight Preparatory online, interactive student grading system.

All students shall be directed to deliver all school communications to his or her parent. The parent should expect to assist their student in forming the good habit of delivering all papers and communications home and back to school on time as directed by the teacher. Students are accountable for delivering and returning all communications on the day they are given to them. New communication technologies will also be employed throughout the school year to provide communications between home and school.

Pathlight Preparatory communicates with parents in the following ways and requires parents to note their awareness with a signature:

1. Notes in sent from teachers or staff;
2. Injury or Accident Report forms;
3. Notes in device sent from teachers or staff;
4. Parent signatures on student's work when applicable;
5. Behavior forms that have been sent home;
6. Report Cards and Progress Reports; and
7. Parent conferences including, but not limited to phone, or in person.

10.00 Disaster and Lockdown Drills

Fire, Lock Down and tornado drills will be held regularly during the school year. Instructions will be given at the beginning of the school year, and instructions will also be posted in each room. Students should recognize the seriousness of the drills and refrain from disorderly behavior.

In case a disaster occurs during a regular school day, students will be released only to their parents or those listed under Pathlight Preparatory Emergency Contact Information. Photo identification will be required if someone is not known to school personnel.

It is impossible in a time of disaster to verify telephone requests or a parent's written consent given to a friend, neighbor, or relative to pick up a student. School personnel cannot undertake the responsibility of releasing students to any adults other than parents or those listed under Pathlight Preparatory Emergency Contact Information. Please have a planned procedure established. If you will be out of town, notify the office in writing stating who is authorized to act in your place. The fact that parents will know where their children are, that they are under supervision, and that precautions for their safety are being observed, should help to prevent panic and confusion.

Activation of the fire alarm will immediately notify the fire department. Careless or malicious initiation of a false alarm is an illegal action that could lead to serious injury in an attempt to evacuate the building. Deliberate offenses will be handled with the utmost severity. The student and his/her family will become financially responsible for fees resulting from a false alarm as well as subjection to possible disciplinary action, which may include expulsion.

11.00 Field Trips

Educational field trips are an important part of the student's school year. Each trip is an outgrowth of the instructional program designed to support and enrich the curriculum. Permission forms, with information about locations, cost, etc. are sent home for parents to read and sign prior to any field trip. Money will not be refunded after the field trip. Students who do not have a signed permission slip in on the designated deadline will not be permitted to attend the field trip. Due dates are very important and permission slips cannot be turned in late. Students on disciplinary probation or students who have violated fundamental discipline guidelines may lose the privilege to attend field trips. Dress for field trips will always be school dress uniform--unless stated otherwise by teachers and approved by administration.

All field trip drivers and chaperones must have completed the required school background screening form and be approved to attend the field trip. Any vehicle used to transport students under this policy shall be: 1) currently registered in the State of Florida, 2) insured for personal injury protection and property damage liability in at least the minimum amounts required by law, and 3) in good working order. All field trip drivers must have and provide a copy of a valid driver's license and insurance card. Prohibited vehicles for student transportation include convertibles and SUVs with a wheelbase of 10" or less (which per Federal Law will have a rollover warning label displayed). Students are required to wear seat belts at all times.

Instructors will assign students to each car and students may not switch cars. Please do not make any stops to or from a trip. If you volunteer to chaperone on a trip, please stay with the group of children assigned to you and do not leave until the designated time without approval. Students will not be dismissed to parents at the field trip venue unless approval is obtained. Due liability issues and the supervisory responsibilities of all chaperones, younger and older siblings cannot be brought on class field trips. Smoking or use of other tobacco products is not allowed on field trips or on school campus by adults. Chaperones must adhere to all rules and guidelines of the field trip venues.

12.00 Health/Immunization Policy

All students enrolled at Pathlight Preparatory are required to have up-to-date immunization records on file at the beginning of each school year and a Medical Authorization form must be completed on and updated. All new admissions will have immunizations up-to-date prior to attending the first day of school. The Office of Admissions will notify parents by e-mail in advance of immunizations needing to be updated.

Follow-up e-mails and phone calls will be made, if necessary. It is the parent's responsibility, not your child's responsibility, to deliver an updated immunization record to the admissions office. Students who are delinquent in obtaining their immunizations, ***after the first 30 days of school***, will not be allowed to attend classes.

Exemptions from immunizations are allowed for reasons of conscience in the state of Texas. You may elect to not immunize your child/children via the following ways -

- An affidavit, available from the Florida Department of Health, must be submitted to the Office of Admissions.
- Medical exemptions from obtaining immunizations are allowed. To claim an exemption for medical reasons, a student must have a statement signed by their physician who has examined the student and states that the vaccine requires is medically contraindicated or poses a significant risk to the health and well-being of the child or any member of the child's household.

Pathlight Preparatory adheres to Florida State Law which requires that immunizations be up to date. Any student participating in sports must have an annual physical and turn in a signed physical form. This form is located on the website and can be provide by administration upon request.

13.00 Lost and Stolen Items

Pathlight Preparatory discourages students from bringing personal and valuable items from school, for it is the school's policy to not be responsible for any damaged, lost, and stolen items.

Student's medication **MUST** be kept locked up in the school office. The office staff will follow appropriate procedures for dispensing all medication. School personnel do not normally dispense medication. The student dispenses the medication with office staff supervision. However, if a child is required to take any type of medication at school, it must be authorized by a physician and parent. Medication must be in the original container. Parents must submit the form and medication to the office. Teachers are not to dispense any other medications, including any over the counter remedies such as cough drops or aspirin.

Students may not carry medications in their book bags or on their persons. They may not keep medications in their lockers. All medications for students shall be held and delivered to students by designated school personnel. Students will then dispense medications to themselves.

- School personnel may administer medication(s) only to those students who have an official authorization form on file at the school. The Administration of Medication form shall provide for both the physician's and parent's signatures for administration of over-the counter medications in original/new sealed container including dietary or herbal supplements or only the parent's or guardian's signature for administration of prescription medications and shall indicate the kind of medication, dosage and time to be given at school and any special instructions. A new authorization form shall be required each school year.
- Approval for self-administration of medication(s) (Inhaler, Epi-pen, Insulin) shall be written by the physician under special instructions on the Administration of Medication Form available from the Principal/Academic Director.
- It is the parent's responsibility to pick up all unused medication as soon as possible. Any medication remaining at the end of the school year shall be destroyed.

14.00 Lunch Options and Procedures

A student attending Pathlight Preparatory will have two available lunch options:

First Option:

A student can pack his or her own lunch.

Parents are welcome to have lunch with their student and may bring an outside lunch for their child only (to be eaten during their designated lunch time). Parents may not bring food for other students, unless permission is granted by the student's parent or legal guardian. A student may have an opportunity to go to lunch off site.

Second Option:

A student can purchase a hot or cold lunch from a Pathlight Preparatory approved catering provider (vendor). A weekly or monthly lunch calendar will be provided at the school.

A student allowed to select this option is one who has not previously abused or lost privileges due to:

- more than two cumulative tardies per quarter, returning from lunch to school;
- misconduct violations while off campus; and/or
- other school disciplinary infractions

15.00 Online Course Content

Online Course Content is one of a variety of teacher-directed instructional materials used at Pathlight Preparatory.

16.00 Report Cards - Progress Reports - Grading

Report Cards are completed by administration four times per year and are provided to the student or guardian who must sign and returned, unless otherwise noted by administration. A student's course progress and grades can be viewed online on a regular basis online throughout the academic year by logging into an iGrade Plus personal student and/or parent account.

Online Gradebook Website: <https://www.igradeplus.com>

17.00 School Closing in an Emergency

Pathlight Preparatory will do all that it can to protect the health and safety of its students. Residents in Florida know the dangers of inclement weather especially during the hurricane season. While very infrequent, there may be times when our school may have to close to protect our students and be reopened as emergency shelters for the community. Local television and radio media inform the public when school closings occur.

In emergency situations, Pathlight Preparatory will close when surrounding Private Schools and Osceola County Schools issues a school closure.

In emergency situations where schools are closed, Pathlight Preparatory will send out emails to families, post current information on its website, and make phone calls to families notifying them of the closure.

The following media outlets, among others, will also provide up-to-date information to the public in the event a school closing occurs or if the student day must be shortened due to emergency conditions:

- WFLA-Ch. 8
- Bay News-Ch. 9
- WTSP-Ch. 10
- WTVT-Ch. 13
- WFTS-Ch. 28
- WUSF 89.7 radio














18.00 Student Drop Off /Pick-Up Procedures

Parents/Guardians are expected to provide transportation for their children back and forth from school. Students should NOT arrive before 8:00 a.m. for school. Students arriving prior to 8:00 a.m. will NOT be under the direct supervision of any administrator and/or instructor. Pathlight Preparatory believes all students have a right to a safe environment and we strive to ensure that by not allowing any student to be unattended on campus.

All students are expected to be promptly picked up by a parent and/or legal guardian, and not roaming around the school campus. Pathlight Preparatory may be forced to consider a child as "Abandoned" when the parent responsible for the child's welfare rejects parental obligations, leaving the child at school after the school day, and has not told the child or the school that the parent will be late. In such cases, Pathlight Preparatory may call the appropriate officials.






19.00 School Supplies

Pathlight Preparatory uses a common supply list. The following items are required in order to prepare your child for a successful academic school year. Students/Parents will be notified throughout the year, if there is an added need for school projects, student shortages, etc... If you have trouble obtaining these supplies, please notify school administrator.



-  Backpack
-  # 2 Pencils
-  Colored Pencils (Optional)
-  Hand Held Pencil Sharpener
-  Erase Pens (Optional)
-  Pens: red, blue, black
-  Highlighter
-  12 inch ruler
-  Calculator
-  Protractor, Student Compass, and Graph Paper
-  Merriam-Webster Dictionary AND Roget's or Merriam-Webster Thesaurus
-  Pocket Folders
-  Six (6) Single-Subject Spiral Notebooks: 50 – 75 pages per notebook (College Ruled) OR asingle

Five (5) to Six (6) Subject Wire-bound Notebook (College Ruled) OR Electronic Folders-Documents - Recommendations in order to assist students who experience organizational challenges:

1. Red - English/Language Arts
2. Black - Mathematics
3. Yellow - Science
4. Green – Social Studies
5. Blue – World Languages
6. Purple (or any other color) - Electives and/or Personal Daily Journal

-  Sticky Notes
-  Loose Leaf Ruled 3 Hole Filler Paper AND Graph Paper (Math Grids)
-  Tabbed Subject Dividers
-  Wire Bound Weekly Planner (Optional)
-  3-Ring Binder (3 inches) (Optional)

Please note that the binder shall be used to keep all six (6) spiral notebooks together.

-  USB Flash Drives (for creating, organizing, storing, and sharing files) instead of binders and/or spiral notebooks.
-  A Personal – Portable Electronic Device with Earphones (Headphones) that can access online content, assist a student to collaborate, communicate and create. The device should also, assist a student to examine, organize, and research, as well as satisfy with the FLVS *Global* (BRAINHONEY) System Requirements:

20.00 School Visitor Policy

Pathlight Preparatory welcomes and encourages visits to school by parents, other adult residents of the community, interested educators, and representatives of the news media. These visits must be confirmed and approved in advance in order to preserve the ongoing educational programs at each school and to prevent any disruptive intrusions at the school and on the campus. In order for the educational program to continue undisturbed when visitors are present and to prevent the intrusion of disruptive persons into the schools or into the student's learning environment, it is necessary to institute procedures regarding visitors. All visitors must sign in at the main administration building of the school and present a photo I.D. before being granted access. Each guest will be required to sign in, indicate the purpose of the visit, wear a name badge, and sign out when they are leaving school grounds. The Principal/Academic Director or his/her designee has the authority to prohibit the entry of any person to a school or a student's learning environment or to expel any person when there is reason to believe the presence of such person would disrupt the orderly and efficient operation of the school. If such an individual refuses to leave the school grounds or creates a disturbance, the Principal/Academic Director or his/her designee is authorized to issue a trespass warning and/or and thereafter request from the local law enforcement agency whatever assistance is required to remove the individual.

21.00 Standardized Testing – SAT10 and PSAT

The SAT – 10 (Stanford Achievement Test – 10th Edition) is administered during the first week of June to all students in grades 6- 12. Students are automatically enrolled in the assessment process and there is no fee for the testing. SAT - 10 is a test written by Pearson Assessment (Educational) Services. Score reports will be returned by mid-July.

The PSAT is administered in October to all students in grades 9-11. Students are automatically enrolled in the testing and there is no fee. PSAT is a College Governing Board test and is the practice test for the Scholastic Aptitude Test (SAT), college entrance examination. The junior year PSAT is the qualifying exam for the National Merit Scholarship Competition. Scores will be returned by January. Score reports contain an individual online access code to the student's answers. Students are encouraged to use the access code to identify their weaknesses and to practice and prepare for the SAT.

22.00 Student Progression Guidelines:

Our instructors will challenge each student with motivating, engaging instruction in a safe learning environment. The curriculum is based on the content and performance strategies that will nurture high academic standards along with the love of learning. Our philosophy is to encourage critical thinking skills that will prepare our students to become productive, contributing citizens in our multicultural society. In reality, we know that students are individuals and they learn at different levels. In order for a student to be promoted, the teacher and administration will look at these criteria:

- Course grades,
- Report card grades,
- Teacher recommendation and observations, and
- Standardized Assessments.

23.00 Student Vehicle Registration

All students who drive to school and park their vehicle in the Pathlight Preparatory parking lot **MUST**:

- register their vehicle with the Registrar's Office by completing a Student Parking Permit and Vehicle Registration Application,
- display their parking permit face up on the driver's dash Governing Board,
- park only in designated student parking areas,
- provide proof of insurance, and
- provide a copy of a valid Florida Driver's License and Vehicle Tag information.

A permit tag will be issued by the Upper School Principal's Office once the application has been received, reviewed and approved. Students are responsible for keeping this information up-to-date by notifying the office of any changes in their license, insurance and/or vehicle within 5 working days of the change.

Both students who drive to school and their parents will be required to sign the:

Statement of Acknowledgement on the Application for Student Parking Permit and Vehicle Registration Application annually and which reads as follows:

“I understand that driving to school and parking in the campus parking lot is a privilege and not a right. I will properly register any and all vehicles I drive to school. I will drive safely and responsibly, and I will not violate any school guidelines concerning vehicle operation and/or parking. I also understand that school administration has the right to revoke and/or suspend my driving and/or parking privilege for failure to comply with the guidelines stated above. I further understand that I am parking on campus at my own risk and that Pathlight Preparatory assumes no responsibility for any damage to my vehicle due to theft, vandalism, accidental or malicious actions of others, acts of nature, etc....”

Driving and Parking on Campus:

- Speed limit is 10 mph.
- All students must park in their assigned student parking space. Cars must display the parking permit face up on the driver’s dash Governing Board.
- Reckless behavior and/or careless driving will not be tolerated on campus at any time.
- Students are not permitted to go to their cars during school hours without administrative approval.
- Cars will not be permitted to be moved between the time a student arrives on campus and the time that the student leaves campus for the day without administrative approval.
- Drivers will not transport other students during school hours or to school activities without administrative and parent knowledge or approval.
- Drivers will not permit another student to drive their vehicle while on school property.
- Students holding temporary permits or no permits are not allowed to be behind the wheel of a vehicle unless accompanied by their parent(s).
- Current driver’s license information and vehicle insurance information must be provided.
- Students must be courteous, attentive and compliant to any instruction, request or limits given them by the carpool monitors.
- Use of Third Party Security Enforcement: the school shall retain the right to utilize third party resources such as security guards, police departments, canine units, etc. to further establish a secure zone on the Pathlight Preparatory campus.

Additionally, writing, pictures, or symbols displayed on any vehicle, which promotes a philosophy contrary to the philosophy of Pathlight Preparatory is not permitted. Loud music is not permitted to be played in the vehicles while on school property or at school activities.

Violation of any of the above regulations may result in not being able to drive on school property for a specified period, or other disciplinary action.

Any student who drives without a valid driver’s license will have their keys confiscated, and contact will be made with the parents immediately. This violation will result in disciplinary action.

24.00 Student Withdrawal

To withdraw a student, the parent or guardian must notify the school office and complete a withdrawal form. Withdrawal forms are to be submitted to the Registrar’s Office.

The school follows checkout procedures. The student needs to turn in all textbooks and other school property to the school office. The withdrawal form will be processed internally at Pathlight Preparatory through the office, athletic department, and business office.

Fines will be assessed for lost or damage of any school property such as, (academic and/athletic) equipment, devices, and /or textbooks.

No records will be released until proper forms are completed and financial matters are resolved.

Students may be asked to withdraw from school if it is concluded that Pathlight Preparatory is unable to meet a student’s educational and behavioral needs.

PARENT – STUDENT HANDBOOK ACKNOWLEDGEMENT FORM

Statements of Cooperation

We at Pathlight Preparatory are dedicated to assisting our students in achieving their full potential by requiring and nurturing high academic and behavioral standards in a safe, supporting, challenging and enthusiastic environment fostered by a commitment and cooperative effort between the school, students, parents, and community. Accordingly, we ask that each parent and student carefully read and review (for younger students please review them) the Pathlight Preparatory Parent & Student Handbook (“Handbook”). The Handbook is posted online at www.pathlightpreparatory.org and is revised from time to time. Parents and Students are to acknowledge the following:

Student Responsibilities and Acknowledgements:

1. I understand the importance of abiding by the Pathlight Preparatory Codes of Student Conduct and agree to adhere to them as well as the other policies and procedures in the Pathlight Preparatory Parent & Student Handbook revised from time to time and available on-line on the school’s web site: www.pathlightpreparatory.org
2. I promise to work hard every day to achieve my personal best.
3. I will arrive at school each day prepared, ready to learn, and on time.
4. I will complete and turn in all class assignments and homework when due.
5. I will strive to honor my school and my family by exhibiting exemplary behavior at all times and in all places, as I understand that my behavior is a direct reflection me, my family, and the school.
6. I will always demonstrate proper courtesy when speaking to faculty, staff, and other students.
7. I will not use any personal electronic devices during the school day, including making or receiving phone calls, texting, or communicating with others (including family members). School phones are available if needed.
8. I will not disrespect other students, fight with them, or encourage other students to fight.
9. I will refrain from using inappropriate language.
10. I will not intimidate, harass, or threaten others.
11. I will exhibit the principles of good sportsmanship.
12. I will abide by all technology, equipment, and Internet usage policies and procedures.
13. I will adhere to the school uniform policy described in the Handbook.
14. I will deliver all announcements, messages, and reports to and from school.
15. I am responsible for taking care of all books, materials, and equipment loaned to me by the school. I will replace anything that is misused or lost, unless otherwise agreed.
16. I understand that the Handbook can be updated from time to time and that it is my responsibility and my parents’ responsibility to keep informed of changes by visiting the website. I understand that additional policies that are found in the Handbook and sent out via school or student newsletters must be adhered to. I agree to cooperate with all the established policies and procedures at Pathlight Preparatory.

Parental Responsibilities, Acknowledgements and Consents:

1. I will abide by and ensure that my child complies with the Handbook and the Pathlight Preparatory Codes of Student Conduct.
2. I will upload any changes on the emergency contact form (addresses, emails, telephone numbers, etc).
3. I will abide by and ensure that my child complies with all applicable technology, equipment, and usage guidelines, policies, and procedures.
4. I will ensure that my child arrives punctually at school daily. I understand that students must be in their seats by the start of class. Any student arriving after this time will be considered late.
5. I agree to contact the school office if my child is going to be absent. On the day the student returns to school, the student must bring a note from a parent or guardian explaining the reason for the absence.
6. I agree that it is my responsibility to update my online profile with any change of home address, phone numbers, and emergency contact information.
7. I agree to ensure that my child wears the proper uniform attire from the designated uniform vendor every day as stated in the uniform policy in the Handbook.
8. I agree to arrange for my child to have a daily, nutritious lunch. Lunch may be brought from home or purchased from the school.
9. I understand that Pathlight Preparatory holds the belief that parents play an integral role in their children’s educational and social lives and asks that a parent or guardian personally transport their child to and from school. Carpooling is permitted since it also positively contributes to the child’s socio-educational life.
10. I agree to read all information sent home from the school so that I will be informed of activities and academic opportunities provided by the school.
11. I give my permission to allow my child to be photographed or videotaped for use in school and classroom newsletters and news stories, school yearbook, news stories and/or promotional materials that relate to Pathlight Preparatory that may be displayed in print or via electronic means, such as on the school’s website via the Internet. Unless rescinded, this permission will remain in effect in subsequent years.

I acknowledge that the Handbook details the responsibilities of staff members, students, and parents or guardians. I understand that the Handbook can be updated from time to time and that it is my responsibility to keep myself informed of changes by visiting the website periodically. I understand that additional policies that are found in the Handbook and sent out via school or student newsletters must be adhered to.

I have read this handbook and agree to all of its terms and conditions:

The undersigned hereby consents the release to Pathlight Preparatory the following academic (educational) documents and/or records pertaining to the student identified above, including recommendations and other information as may be requested to support the student’s application to Pathlight Preparatory. **Please Note: that the signature of student is required if 18 years old or older or a signature of parent/legal guardian if the student is under 18 years of age.**

Signature of the Student:	Print Name:	Date: ____ / ____ / ____
Signature of Parent/Legal Guardian:	Print Name:	Date: ____ / ____ / ____