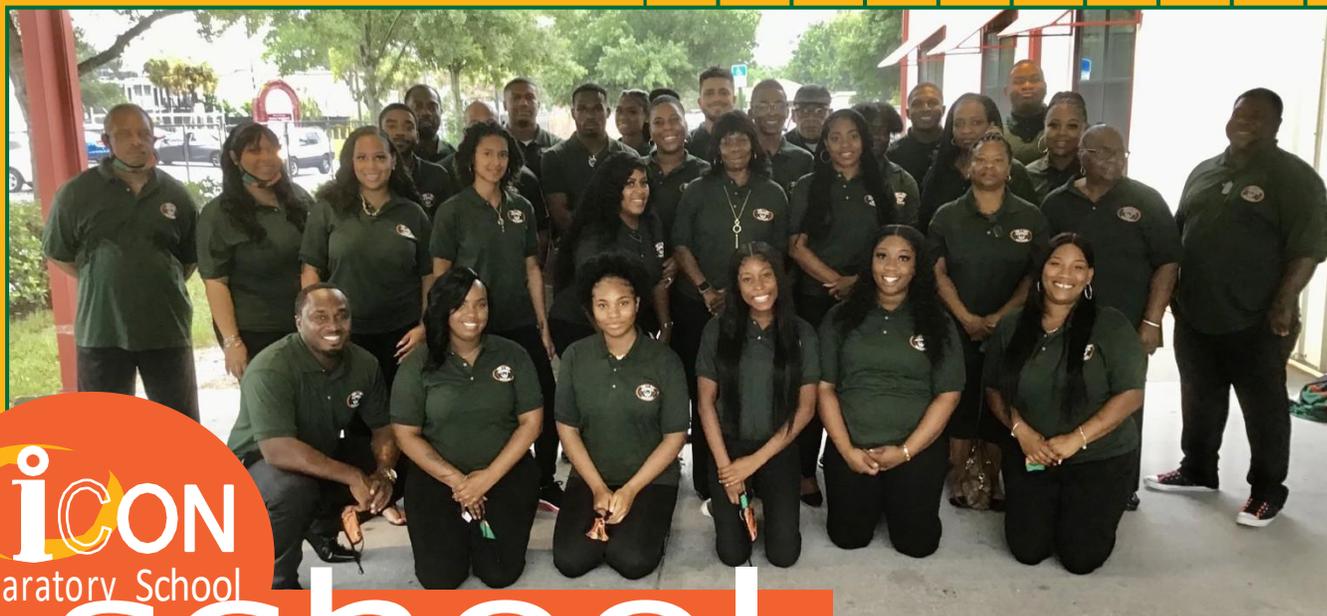


Academic Policies

Teaching Expectations

Grading



iCON
Preparatory School

School

HANDBOOK

2023-2024



WELCOME!

We are thrilled you have chosen to take part in the journey of Icon Preparatory School: Our mission is to operate schools of excellence in educationally under-served communities, continuously develop in our students the knowledge, skills, and character essential to thrive in college, enhance futures, and contribute to positively impact society.

This Policies & Procedures Manual is a reference guide for members of Icon Preparatory School. It provides general information regarding the policies and procedures of Icon Preparatory School and Icon Prep.

If you have any questions about anything in this Policies & Procedures Manual or any policy or procedure of Icon Preparatory School, please reach out to your principal. We look forward to working together to prove the possible: that demography does not define destiny.

Sincerely,
Dwayne Raiford, Ph.D.
Icon Preparatory School



About This Policies & Procedures Manual

This Policies & Procedures Manual is intended to help each member of Icon Prep understand policies and procedures at Icon Preparatory School. As a member of Icon Prep you are expected to read this Policies & Procedures Manual thoroughly and to know and abide by the policies outlined herein. Our goal for this Policies & Procedures Manual is to serve as a useful reference throughout your time at Icon Prep. This Policies & Procedures Manual cannot anticipate every situation or answer every question. Where appropriate and necessary, the principal and Icon Prep supervisors will explain additional procedures and policies. Icon Prep reserves the right to change, deviate from, eliminate, or revise the Policies & Procedures Manual, except for the at-will provisions, at any time, without notice, whenever Icon Prep determines that such action is warranted.

POLICIES & PROCEDURES MANUAL UPDATES

This Policies & Procedures Manual can be found in Alma Student Management System. Any updates or revisions to policies or procedures will be posted in the forms sections of the Alma Student Management System for your reference.

Mission

Icon Preparatory School is a college Preparatory private school that educates students in grades kindergarten through fifth grade. Our mission, to operate schools of excellence in educationally under-served communities, continuously develop in our students the knowledge, skills, and character essential to thrive in college, enhance futures, and contribute to positively impact society.

Vision

The pursuit of knowledge and success begins at Icon Preparatory School. We believe in creating a legacy where all scholars will have access to an equitable and high-quality education that leads to their matriculation to and through college. A deeply committed and highly motivated staff, in partnership with parents and community will encourage each scholar to achieve their full potential. The school will place a strong emphasis on academic and character excellence. Our goal is to empower our scholars to have humanity and be respectful, build strong relationships among their peers and family, reach their destiny-college and remain committed to their cause in life!

our c.r.e.e.d. and character strengths

Committed
Honest, positive, giving and kind.

Respectful
Action oriented, focused and
follow through on my promises.

Empowered
Self-Awareness, strong beliefs,
positive/accolades words.
"I Can. I Will."

Excellence
Integrity, doing your best,
responsible.

Determined
Bravery, perseverance, never
giving up even when it gets hard.

COMMITMENT TO EXCELLENCE

All teachers, scholars and parents are required to sign the "Commitment to Excellence" contracts on the following pages as part of their agreement to join Icon Preparatory School and the Icon Preparatory School Team and Family.

School/ Office Hours

The school office is open from 7:30 am – 3:30 pm., Monday through Friday when school is in session.

ACADEMIC POLICIES AND PROCEDURES

Homework

Meaningful homework should be given each night for scholars to practice what was learned in class, not to learn new material. Quality homework assignments are:

- Purposeful (homework should never be busy work!)
- Aligned to standards and connected to the day's lesson
- Challenging and rigorous
- Well-written (model attention to detail)
- Spiraled so scholars do not forget older material

We expect a lot out of our Scholars. Part of their commitment to Icon Preparatory School is to complete homework assignments on a nightly basis. Homework every night (and over the weekend) is imperative for our scholars' academic achievement. We do need to be considerate of the amount of time homework assignments will take to complete.

- Grade level teachers should communicate and coordinate accordingly so their levels of nightly homework do not become overbearing for our Scholars.
- Tests should be scheduled in a way so that multiple teachers are not administering tests on the same day.

Expectations of Scholars

Scholars are expected to complete all homework assignments on a given night. Completion and quality is the key! We want to foster a strong work ethic and a sense of responsibility within our Scholars.

Scholars are expected to complete all homework assignments on a given night. Completion and quality is the key! We want to foster a strong work ethic and a sense of responsibility within our Scholars. The purpose of homework is to give scholars a meaningful opportunity to practice the course material. To this end, it is understood and expected that scholars will not get all the answers correct since they are still learning the material. While we do not expect perfection, their homework should still be of high quality. Quality homework includes the following elements:

- Complete
 - All directions followed (directions should be to enhance learning, not to “trick” scholars.)
 - Proper Icon Prep heading
 - Neat
 - Appropriate punctuation and spelling (if the word is on the paper)
- Clear effort is exhibited (i.e. scholars are answering basic questions accurate-)

Grading & Report Cards

The school year is broken into three grading periods (trimesters). The quarters are long enough (approximately 12 weeks) to allow scholars multiple opportunities to demonstrate mastery of specific skills. Scholars will receive progress reports at the middle of each trimester to notify scholars and parents if they are in danger of failing any class. Scholars will then receive report cards with their grades in all classes at the end of each trimester.

The grading scale is as follows:

Grade	Explanation	Letter	Levels of Mastery
90-100	Scholars receiving an A consistently demonstrates in- depth knowledge of concepts, processes, and skills.	A	Exceeds Mastery
80-89	Scholars receiving a B often demonstrate in-depth knowledge of concepts, processes, and skills.	B	Meets Mastery
70-79	Scholars receiving a C demonstrate a developing understanding of concepts, processes, and skills.	C	Approaches Mastery
69 and Below	Scholars receiving an F demonstrate little or no understanding of major concepts, processes, and skills.	F	Below Mastery

Promotion Requirements

Promotion requirements are up to the discretion of the school. Below are the general guidelines.

Grades:

To be eligible for promotion, scholars in K- 5th grade must demonstrate:

- At least 70% mastery in English Language Arts and Mathematics.

In addition to the regular communications regarding scholars' academic progress, scholars who are failing to meet the promotion requirements will be formally notified at report card conferences and/or during a Student Success Team (SST) meeting.

Acceleration/Retention

Icon Preparatory School expects scholars to progress through each grade within one school year. To accomplish this, instruction should accommodate the varying interests and growth patterns of individual scholars and include strategies for addressing academic deficiencies when needed.

Scholars shall progress through grade levels by demonstrating growth and mastery in learning and meeting grade-level standards of expected student achievement.

When a student's academic mastery vastly exceeds grade-level standards, the principal or designee may recommend a student for acceleration into a higher section of a course (e.g. 4th grade Language Arts instead of 3rd grade Language Arts). The student's social and emotional growth shall be taken into consideration in deciding to accelerate a student.

When a student's academic mastery is vastly below grade-level standards, the principal or designee may recommend a student for retention into a content course section more appropriate for the student's level ((e.g. 2nd grade Language Arts instead of 3rd grade Language Arts).

As early as possible in the school year and in scholars' school tenure, the principal or designee shall identify

scholars who should be retained for an entire grade level and who are at risk of being retained in accordance with law and Board policy.

The following indicators shall be used when making retention decisions: the student's grades, overall classroom progress and performance, and other indicators of academic achievement such as Icon Prep placement assessments and portfolios of student work. Additional factors to be considered shall be attendance, physical, social, and emotional readiness for the next grade.

Scholars will not be retained more than 2 times during their Icon Prep tenure.

When a student is recommended for retention or is identified as being at risk for retention, the principal or designee shall ensure opportunities for instructional support to assist the student in overcoming his/her academic deficiencies. Such opportunities may include but are not limited to tutorial programs, after-school programs, summer and school programs.

Identification of Scholars

If a student is identified as performing below the minimum standard for promotion, the student shall be retained in his/her current grade level unless the school SST team including the principal determines that retention is not the appropriate intervention for the student's academic deficiencies. Scholars will not be retained for two consecutive years.

Parent Notification

When a student is identified as being at risk of retention, the principal or designee shall notify the student's parent/guardian at the earliest time possible.

Appeals Process

The principal's decision to promote or retain a student may be appealed consistent with Board policy. The burden shall be on the appealing party to show why the principal's decision should be overruled. To appeal a principal's decision, the appealing party shall submit a written request to the Executive Director or designee specifying the reasons why the school's decision should be overruled. The appeal must be initiated within 10 school days of the determination of retention or promotion. The principal shall be provided an opportunity to state orally and/or in writing the criteria on which his/her decision was based.

Within 30 days of receiving the request, the Executive Director or designee shall determine whether to overrule the principal's decision or not. Prior to making this determination, the executive director or designee may meet with the appealing party and the principal. If the principal or designee determines that the appealing party has overwhelmingly proven that the principal's decision should be overruled, he/she shall overrule the principal's decision.

The executive director or designee's determination may be appealed by submitting a written appeal to the Grievance Committee of the Board, within 15 school days. Within 30 days of receipt of a written appeal, the Executive Director and the Grievance Committee shall meet in closed session to decide the appeal. The Grievance Committee's decision may be made based on documentation prepared as part of the appeal process or, at the discretion of the Committee. The decision of the Grievance Committee shall be final.

If the decision of the Grievance Committee is unfavorable to the appealing party, he/she shall have the right to submit a written statement of objections, which shall become part of the student's record.

BLENDED LEARNING SPLIT CLASSROOM MODEL

In the split class blended learning model at Icon Preparatory School, the teacher provides direct instruction using the classroom curriculum with half the class in the front of the room, while the other half of the class works independently on their computers in the back of the room. Please see the pictures below for an example of potential classroom setups.

FRONT HALF OF THE CLASS



BACK HALF OF THE CLASS



Split Classroom Model Summary

In a split class blended learning model, the teacher can zero in on a topic that half the class may be struggling with while the other half works independently on their computers. It's important to note that while those students are working independently, the goal is to keep them highly engaged. This is where programs like Achieve 3000, Istation, Egenuity, IXL, and No Red Ink are used to ensure that these students are working on personalized curriculum that will captivate their attention while also pushing the needle on student achievement. Advantages of this blended learning model include lowering the student-to-teacher ratio and providing students with opportunity to work at their own pace and level. However, this split class model can be more difficult for teachers to adopt as they must prepare two different lessons as opposed to a whole-class instructional environment.

Lower School/Intermediate

Utilizing the Split Classroom Model, students are divided into two halves. The teacher works with the ½ the class providing direct instruction while the other ½ of the class is working independently on computer programs. After approximately 1 hour or half of the classroom block, the students will switch places. Students who were working on the computers will then receive direct instruction working with the teacher, while students who were working with the teacher switch to computers.

Sample Lower/Intermediate School Student ELA Schedule

1st Hour- Direct Instruction with the teacher (Sit in the front of the room).
2nd Hour- Independent Work Assignments (Sit in the back of the room).

Middle School

Utilizing the Split Classroom Model, students are divided into two halves and the teacher teaches the same lesson 2 days in a row. On "A Days (Mondays & Wednesdays)" the half of the class sitting in the front receives direct instruction while the back half of the class works independently. On "B Days (Tuesdays & Thursdays)" the students switch seats. The half of the class that sat in the back working independently on A day sit in the front of the room and receive direct instruction while the students who sat in the front and received direct instruction on A day work independently in the back. Fridays are used for re-teaching, assessments, MAP practice or whole class instruction. See a sample student ELA class schedule below.

Sample Middle School Student ELA Schedule

Monday (A Day) - Direct Instruction with the teacher (Sit in the front of the room).
Tuesday (B Day) - Independent Work Assignments (Sit in the back of the room).
Wednesday (A Day) - Direct Instruction with the teacher (Sit in the front of the room).
Thursday (B Day) - Direct Instruction with the teacher (Sit in the front of the room).
Friday - Whole Group Instruction.

DAILY READING COMPREHENSION RATIONALE

Rationale – More at bats will improve student performance.

According Richards (2016) practice is an effective way of improving reading scores on standardized tests. Teachers who use practice tests once per week or every two weeks help students become comfortable with the testing format. Testing of any kind can make some students nervous and cause them not to achieve to their fullest potential. Giving students practice tests can help relieve the “test jitters” and help students begin to recognize test patterns, where to look for answers and how to pace themselves so they are answering most questions rather than getting stuck on a few. Students who learn how to answer questions on standardized tests and think about testing differently are able to improve their reading test scores over time, according to an article in "Education World."

Benefits

- Minimal Planning is required from the teacher
- Many skills are covered. The book covers 30 weeks of instruction on: Theme, Evaluate Evidence, Character & Setting, Main Idea & Details, Visual Information, Authors Purpose, Prediction, Make Inferences, Cause & Effect, Compare & Contrast, Nonfiction Text Features, and Sequence. Strategies: Monitor Comprehension, Make Connections, Visualization, Organization, Determine Important Information, and Ask Questions.
- The students become more comfortable with test style questions
- The students practice strategies almost daily

Direct Instruction (Small Group)

Rationale

Research shows that readers benefit most from being taught explicit skills during intensive small group instruction. The small-group, differentiated reading model enables teachers to focus on specific skills needed by varied groups of children (Tyner, 2003). Differentiated small-group instruction is done by matching instruction to meet the needs of learners (Kosanovich, Ladinsky, Nelson, & Torgesen, 2007). In order to accommodate these needs, teachers plan reading centers for small groups that offer ample practice opportunities for children. Through small-group literacy lessons, teachers explicitly teach students what they need to know about reading, and keep them engaged and motivated through hands-on word-work activities that promote inquiry and critical thinking (Williams, Phillips-Birdsong, Hufnagel, Hungler, & Lundstrom, 2009).

Benefits

Whole-group lessons can often be too challenging for students with the least literacy knowledge—and too easy for students with the most literacy knowledge (Williams, et al., 2009). Therefore, the whole-group approach does not always meet students’ needs, even in kindergarten. The small-group approach, on the other hand, better enables teachers to meet the needs of each student.

Small-group instruction is more effective than whole-group instruction because teachers can:

- Differentiate instruction to meet each student’s needs.
- Better match instruction to each student’s level.
- Respond to children’s reading more effectively (Amendum, et al., 2009).

Teachers who provide much of their reading instruction in a small group format often cite that it is easier and more efficient for them and their students than a whole group format (Wasik, 2008). Having a small group enables teachers to recognize struggling readers and attend to their needs. In addition, children learned more and comprehended the story better when the reading was done in small groups.

Independent Assignments

Rationale

Richardson (2016) asserts that one of the most effective ways to improve students' test scores is by having them do more reading. This includes reading textbooks for information, reading fiction and answering online questions through programs like Accelerated Reader, reading in novel groups and reading independently with properly-leveled text.

Benefits

- Minimal Planning is required from the teacher.
- Many skills are covered.
- The students become more comfortable with test style questions.
- The students work on their weaknesses.
- Assignments are on student level.
- The research based programs utilized have shown strong results for our students.

THINGS TO THINK ABOUT	POSSIBLE SOLUTIONS
How will I motivate students and encourage them to do their best?	<ul style="list-style-type: none">• Grade the Assignments• Incorporate table performance competitions• Think of creative ways for students to respond (Illuminate, exit tix, white boards, etc....)• Trackers
How will I respond to students who demonstrate low levels of effort?	<ul style="list-style-type: none">• Lunch or after school detention• Lunch or afterschool tutorials• Peer tutorials
How will I respond to students who demonstrate low levels of effort?	<ul style="list-style-type: none">• Use proximity• Randomly search history
How will I ensure students are on task?	<ul style="list-style-type: none">• Use proximity• Randomly search history• Randomly review assignments
What will I do if students are continually talking and off task?	<ul style="list-style-type: none">• Utilize assigned seating• Have a separate desk that is off to the side

ICON PREP LANGUAGE ARTS CURRICULUM

For over 40 years, Evan-Moor Educational Publishers has been assisting teachers on their students' educational journey by providing learning resources for the classroom. Evan-Moor provides a variety of supplemental learning resources that develop and nurture students' hearts and minds, including classroom teaching resources, curriculum, a variety of workbooks, and activity books. Icon prep utilizes Evan-Moor Daily Reading Comprehension, Daily Phonics, and Daily Language review.

- Daily Reading Comprehension presents students with direct instruction and practice of the comprehension strategies and skills they need to become strong and successful readers. 150 original fiction and nonfiction passages with comprehension items help you engage students in reading, thinking about, and responding to a variety of texts.
- Daily Phonics provides explicit, systematic phonics instruction and practice. Daily Phonics, helps students in second grade—including students learning English—develop the phonics skills necessary to become proficient, on-grade-level readers.
- Daily Language Review follows the research-based model of frequent, focused practice to help students learn and retain skills.
- On days 1 through 4, half-page activities provide four language exercises:
 - Two sentence-editing exercises
 - Two items that practice a variety of language and vocabulary skills
 - On day 5, a full-page activity provides more extensive practice of a vocabulary strategy or skill, and gives students the opportunity to practice using the words in their own sentences.

Edgenuity Language Arts is utilized to provide engaging, age-appropriate literary and informational reading instruction. Students learn to read critically, analyze texts, and cite evidence to support ideas as they read essential parts of literary and informational texts. Vocabulary, grammar, and listening skills are sharpened through lessons that give students explicit modeling and ample practice. Students also engage in routine, responsive writing based on texts they have read. In extensive, process-based writing lessons, students write topical essays in narrative, informative, analytical, and argumentative formats. In this full-year course, students develop a mastery of reading, writing, and language arts skills.

Computer Based Language Arts Supplements

Achieve 3000

Achieve3000® is a supplemental online literacy program that provides nonfiction reading content to students in grades preK–12 and focuses on building phonemic awareness, phonics, fluency, reading comprehension, vocabulary, and writing skills. Achieve 3000 is comprised of a bank of over 20,000 AP newspaper articles that have been compiled over the past 6 years. These articles are taken from major news sources and then re-written for reading levels beginning in the 2nd grade and going all the way up to a college senior reading level! Everyone reads the SAME article content- just with different sentence structure and vocabulary tailored for YOUR reading level.

Istation

Istation Reading provides computer-based assessment and instruction in reading and writing for PreK-12 students. Students complete game-based lessons and activities led by animated characters while the program generates reports on their progress for teachers, parents and administrators. Schools can purchase individual student licenses for Istation Reading.

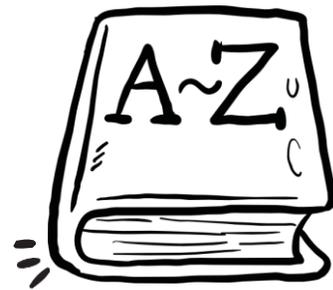
Istation Reading Overview

Istation (Imagination Station) Reading offers a suite of research-based assessment and instructional tools for targeted instruction and intervention that include:

- ISIP ER (Early Reading) and AR (Advanced Reading) - a game-like adaptive reading assessment
- Istation Reading - Reading curriculum for grades K-12
- Istation Reading en Español - Spanish reading curriculum for bilingual and dual immersion programs in grades K-3

The Istation Reading curriculum offers 400+ hours of instruction and correlates with Common Core and state Standards. The curriculum maintains an interdisciplinary focus incorporating science content and writing instruction into the program. Istation Reading assesses each student's ability in the following areas:

- Listening Comprehension
- Phonemic awareness
- Letter Knowledge
- Alphabetic Decoding
- Vocabulary
- Spelling
- Comprehension
- Fluency



Istation is available on web browsers, Apple devices and Chromebooks. Students can access Istation Home on personal devices.

NoRedInk

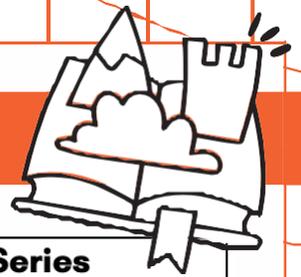
NoRedInk helps students practice and apply writing and grammar skills through a variety of interactive activities! NoRedInk's Grammar & Conventions activities have students work with engaging and often humorous sentences that incorporate their favorite characters, musicians, athletes, books, movies, sports teams, and celebrities.

Edgenuity PathBlazer Reading

Pathblazer is web-based math and ELA curriculum designed around animated video lessons for students in K - 8 who are working below grade level. The program sets students on individual learning paths through both built-in and external diagnostics. Schools and districts can purchase the product via individual licenses, annual site licenses or a perpetual unlimited site license with volume-based discounts available for larger sites. As of August 2015, over 50,000 students, teachers and school leaders are using Pathblazer in over 1,000 schools.

Students begin by taking an initial diagnostic to determine their specific skill and concept gaps. Teachers can also incorporate students' results STAR, MAP and Scantron Performance Series assessments. Students are then assigned a personalized learning path that aligns to their highest level of performance. Students engage in scaffolded lessons designed around engaging videos, animation and audio. As students get questions wrong, they review the misunderstood concepts through a different medium than they were originally presented. Teachers receive real-time data on student progress and comprehension that they can use to inform instructional decisions.

BOOK STUDYLIST



Grade Level	Group	Book Series
3	Ready Freddy	Lower School 2
3-5	A Series of Unfortunate Events	Lower School 3
3-6	Percy Jackson and the Olympians	Intermediate 1
3-6	The Chronicles of Narnia	Intermediate 2
3-7	Diary of A Wimpy Kid	Intermediate 3
3-7	Diary of A Wimpy Kid (Higher Series)	Intermediate 4
6-8	The Hunger Games	Middle 1
6-8	The Uglies	Middle 2
3-12 (Interest 9-12)	Maze Runner	Middle 3
3-12 (Interest 9-12)	Divergent	Middle 4

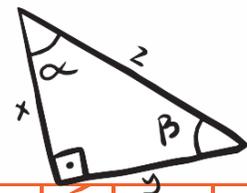
ICON PREP MATHEMATICS CURRICULUM

Saxon Math

Saxon takes an incremental (little by little) approach to math, introducing a new skill or principle each day, then reviewing these concepts and skills day after day for weeks. This approach helps build students' confidence in their ability to "do" math successfully. Students who have used this program receive consistently high scores on standardized math tests.

The early elementary program includes and requires a lot of manipulative activities; indeed, it cannot be done without the appropriate manipulatives. It also includes lots of teacher's help in the form of instructions concerning exactly what to say and what to do. Saxon Publishers does not provide the necessary manipulatives for its early elementary program. Sonlight Curriculum, Ltd., as a service to our customers, has put together manipulative kits that include all the necessary manipulatives.

Saxon Math prides itself on its ability to help marginal students acquire relatively high scores in standardized tests. It is extremely strong in the areas of arithmetic computation and mathematical principles (i.e., the "distributive principle," "commutative principle," etc.).





TRANSPORTATION PROCEDURES

and Policies





SCHOOL BUS



POLICY FOR SCHOLARS AT ICON PREP

1. No eating, drinking, chewing gum are allowed on the bus.
2. No singing, stomping, or clapping allowed on the bus.
3. No toys allowed on the bus.

4. Cellphones are not allowed on the bus.

If the driver sees the phone it will be given to Principal Higgins.

5. Kids must stay seated at all times while on the bus.
6. Kids must sit in the seat that the driver assigns them.
7. Any food or drinks that scholars bring for lunch should be in a lunch box or tied in a bag.
8. Absolutely no play fighting or hitting of any type will be tolerated on the bus.
9. The driver is in full charge of the bus and the pupils riding.

Bus Rules

1. No eating, drinking, chewing gum are allowed on the bus.
2. No singing, stomping, or clapping allowed on the bus.
3. No toys allowed on the bus.
4. Cellphones are not allowed on the bus.
5. Kids must stay seated at all times while on the bus.
6. Kids must sit in the seat that the driver assigns them.
7. If a parent is having a problem with a driver please do not approach the driver for any reason. Please contact Mr. Triplett at 813-967-8300 ext 2.
8. Please make sure that scholars are at the bus stop at least 5 minutes ahead of the scheduled time.
9. Please make sure that kids are standing at the bus stop so that the driver can see them. If they are sitting in a car the driver might not see the child and pass the stop. Please make sure that scholars are at the bus stop so that the driver can see them.
10. Cell phones are not allowed on the bus. If the driver sees the phone it will be given to Principal Higgins.
11. Any food or drinks that scholars bring for lunch should be in a lunch box or tied in a bag. Scholars will not be allowed to bring food on the bus any other way. The driver can not hold the food.
12. Absolutely no play fighting or hitting of any type will be tolerated on the bus.
13. The driver is in full charge of the bus and the pupils riding.
14. All of the above listed rules are for the safety of each scholar as well as the drivers. Please stay safe



STUDENT PROCEDURES

and Policies



CODE OF CONDUCT

Rights and Responsibilities

- We all have the right to be safe: physically, emotionally, intellectually, and spiritually. Under this right we all have the right to be free from physical harm and from the fear of physical harm on school property.
- We have the responsibility to be aware of building security, addressing all forms of intimidation and violence in positive ways. We will not tolerate: threats, fights, and intimidation.
- We all have the right to our emotions. We have the responsibility to express our emotions in an appropriate and constructive manner. We will not tolerate: verbal abuse, inappropriate public display of affection, distasteful language, loud, disruptive laughter, shouting in the school building.
- We all have the right to our opinions, ideas, and learning perspectives. We have the responsibility to be honest, express ourselves as clearly as possible, and actively listen to others' viewpoints. We will not tolerate: verbal harassment, and/or ridicule.
- We all have the right to a school environment free of all forms of discrimination and harassment. We have the responsibility of monitoring our own actions as well as reporting instances of discrimination and harassment perpetrated against others. This includes harassment through social media outlets. We will not tolerate: conduct that belittles or shows hostility toward an individual.
- We all have the right to a challenging learning climate that will allow us to realize our academic potential. We have the responsibility to come to each class on time with the proper materials and to be prepared mentally and attitudinally to learn each day. We have the responsibility to protect each person's right to this learning climate. We have the responsibility to make healthy choices. We will not tolerate: tardiness, lack of preparation for class, continual absences, and academic expectations that are not met.
- We all have the right to a clean and aesthetic school environment. We have the personal responsibility to contribute to the cleanliness and beauty of the physical school plant. We will not tolerate: spitting, littering, & defacing school property.
- We all have the right to be free of unnecessary distractions in the learning environment and around campus. We will not tolerate the unauthorized use of cell phones, earbuds, headphones, personal electronic devices or chrome books playing media that others can hear.

Disclaimer

The policies outlined in this handbook represent a framework. This list is not exhaustive and should not be considered comprehensive of all Icon Preparatory School policies. Statements in this handbook are subject to amendment by the school administration with due notice. Any challenge or appeal to any Icon Prep academic or disciplinary action or relating to the rules, regulations, procedures or principles covered in this handbook may only be made with the school administration of Icon Prep. This includes any decision relating to a student's enrollment at Icon Prep or the termination of that enrollment.

Purpose

The Icon Preparatory School Code of Conduct is set forth to communicate clear standards and expectations for behavior. The Code of Conduct may not highlight all discipline infractions and outcomes, but it serves as a guide for students, parents, faculty, and administration. School disciplinary policies apply to all Icon Prep students whenever they are involved in a school-sponsored activity that is on or off campus. This also includes the times during transportation to and from these activities.

Conduct that occurs on or off school grounds, which can be considered as detrimental to the reputation of the school, Icon Preparatory School can result in consequences up to and including expulsion. The Administration reserves the right to rule on unusual cases in an individual and discretionary way. Icon Prep students involved in illegal activities outside the school may also incur disciplinary action by the school administration. If students are involved in illegal matters at school or any school-sponsored activities, the administration may be obligated to notify the legal authorities. The school retains the right to amend the Code of Conduct for just cause at any time.

Statement of Agreement

Failure to read the material contained herein does not excuse the student from observing the information and/or regulations stated. The Principal retains the right to amend the Parent and Student Handbook if necessary. If this occurs, parents/guardians will receive written notice.

Student Acknowledgment

I have read the Code of Conduct for the _____ school year. I understand the rules and will cooperate with the school in this regard. Additionally, I hereby consent to the use of my image, likeness, name, schoolwork, and/or work product, in whole or in part, in all media worldwide at any time now or in the future for purposes of advertising and promoting Icon Preparatory School without additional compensation. I release Icon Preparatory School from any liability or claims arising out of the use of my image, likeness, name, schoolwork, and/or work product, and I hereby waive any right that I may have to review or approve the form and use of any such materials.

Student Signature: _____ **Printed** _____ **Date:** ____/____/____

Parent/Guardian Acknowledgment

I am the legal parent or guardian of the above signed student. I have reviewed a copy of the Parent & Student Handbook. I understand the policies and agree to comply. Understanding that our relationship is contractual in nature, we also agree to and accept the school's policies. We understand that the School in its sole discretion may expel a student or not accept a student for enrollment. Additionally, I hereby give my permission and grant all rights necessary on behalf of myself and my daughter/son/dependent for Icon Preparatory School to take the above named student on field trips during the school day (8:00am -4:00pm) within the immediate community and/or city of Tampa. Any field trips taken before or after school hours will require a special permission slip. The student has my permission to be transported by school bus, school staff, or other transportation that the school has approved.

Parent/Guardian Signature: _____ **Printed** _____ **Date:** ____/____/____



My Promise – Scholar's Commitment

- We will strive to embody our CREED values in all that we do.
- I will arrive at school every day by 8:00 am (7:30 am breakfast time) (Monday-Friday).
- I will remain at Icon until 2:00 pm every day, if requested, I will stay after school for tutorial help or whenever an Icon staff member request
- I will come to school for Saturday community events and mandatory tutorials if requested
- I will not take shortcuts. I will always give 100% every day.
- I will always work, think, and behave in the best way I know, and I will do whatever it takes for my fellow teammates and me to learn.
- I will complete all my homework every night. I will make sure my homework is of the best quality and that my parent/guardian signs my homework agenda.
- I will take charge of my own learning by following the Icon principle of SLANT: Sitting up straight, Listening to teammates and teachers, Asking and answering questions, Nodding my head to show I am following along, and Tracking the speaker.
- If I make a mistake, I will always tell the truth to staff and accept responsibility for my actions. I will always behave to protect the safety, interests, and rights of all individuals in the classroom. This means that I will always listen to the administration, teachers, teammates and my parents.
- I will follow the Icon dress code (uniform shirt, t-shirt, all grades wear “designated values t-shirt” Khaki slacks, girls may wear khaki jumper, khaki skirt or slacks, black or brown belt,
- I will wear tennis shoes of any kind or color, brown or black dress shoes on designated days. I will wear a brown or black belt (no sequin, or designs).
- I will not wear make-up of any kind; I will not have any designs or lines of any kind in my hair. I will not have any hair color in my hair.
- I will always use appropriate tone and body language when speaking with someone at Icon.
- If I have the privilege of being provided transportation to and from school the expectation is the same as it is at school. I can lose the privilege of riding the bus if I do not honor the Icon CREED.
- I will turn my cell phone off when I arrive at school and put it in my backpack. Cell Phones should remain in a backpack for the remainder of the day. Cell phones are not allowed in classrooms, restrooms, not allowed outside during school hours, and not allowed in the cafeteria.
- I will honor the CREED values of Commitment, Respect, Empower, Excellence and Determination
- I will embody the character traits of bravery, kindness, positive accolades, integrity, etc. I will be an Icon Preparatory Scholar.

I, the undersigned, have read the entire Commitment to Excellence Form. I have read, and I understand the school's mission, vision and values. I understand the importance of Icon's CREED that I am making to the learning environment at Icon Preparatory. I will do my very best to follow through on all the promises I am making by signing this form. "I am just an Icon living".

Scholar Sign: _____ **Parent Sign:** _____

School Representative: _____ **Date:** _____



Parent/Guardian Commitment

We fully commit to Icon Preparatory School ("Icon Prep") in the following ways:

- We will make sure our child arrives at Icon Prep everyday no later than 7:30 a.m. (Monday – Friday) Breakfast is served from 7:00 am -7:45 am.
- We will make sure our child arrives by 8:00 am daily. Mon-Fri school hours 8:00 am -2:00 pm.
- We will plan for our child to remain at Icon Prep on mandatory tutorial days.
- We will plan for our child to come to Icon Prep on appropriate Saturdays at 9:00 am and remain until 12:00 noon on mandatory tutorial days.
- We will make sure to pick up our child on time: Monday – Friday at 2:00 pm if they do not ride the school bus and appropriate Saturdays at 12:00 pm.
- If our child needs to stay for detention more than 6 times consecutively, I will attend a Student Success Team meeting to design goals to support my child's success.
- We will do all we can to support our child and the commitment he/she has made to attend Icon Prep.
- We will partner with the teachers and staff of Icon Prep to help our child excel in school, both academically and behaviorally.
- We will always help our child in the best way we know how, and we will do whatever it takes for him/her to learn.
- We will review our child's homework every night, and sign his/her agenda.
- We will read carefully and sign (if necessary) all the papers the school sends home to us.
- We will always make ourselves available to our children and the school and address any concerns they may have. We will meet regularly with teachers to discuss our child's progress.
- If our child is going to miss school, we will call by 7:30 am the morning of the absence
- We will allow our child to go on Icon Prep field lessons.
- We will make sure our child follows the Icon Prep dress code (uniform shirt, khaki slacks/shorts, skirts, brown or black belt, tennis shoes).
- We understand that our child needs to respect the rights and interests of everyone at Icon Prep regardless of race, color, gender, handicap, age, religion, disability, lifestyle, sexual orientation, gender identity/expression, or national or ethnic origin to help promote a safe learning environment.
- If my child has the privilege of being provided transportation to and from school the expectation is the same as it is at school. I will reinforce the bus expectations, so my child will not lose the privilege of riding the bus.
- We will reinforce the cell phone policy and have our child turn off cell phones when he/she arrives at school and put it in their backpack. Cell phones are not allowed in classrooms, restrooms, not allowed outside during school hours, and not allowed in the cafeteria.
- We will call the office if we need to get a message to our child, we will not call their cell phone during school hours.
- We will always act in a professional manner when speaking with all people in our school community: Icon Prep staff members, fellow parents, and scholars (i.e. use of profanity, shouting, threatening or demeaning language of any kind) is unacceptable.
- We will help our child Prepare for high school, college and life by supporting him/her and encouraging him/her to adhere to his/her commitment to excellence.
- We are responsible for our child's behavior, as well as our own.

Failure to adhere to these commitments may lead to a parent conference and other actions.

X _____
Parent/Guardian

X _____
Date

X _____
Parent/Guardian

X _____
Date

General Progression of Consequences

Naturally, the severity of consequences will increase as infractions accumulate. Please note that any single incident or accumulation of incidents can result in the highest level of disciplinary action.

Demerits → Detention → In-School Detention → Suspension → Behavior Contract → Expulsion

We believe that it is the shared responsibility of the student, parents, faculty, and administration to work together to create an opportunity for the students to grow as individuals. However, it is recognized that students may, at times, make choices that do not align with the core values of the school. The platform for working to modify behaviors that do not align with the school's core values aims to be one that takes advantage of the positive relationships that are developed between the students, parents, faculty, and administration. For this process to be successful, it requires open and honest communication between all individuals. Furthermore, it is essential that there is a mutual trust that both the school and family are working for the students' best interests.

Classroom Management and Supervision

Icon Prep believes that the best way for the students to be successful in meeting the behavioral expectations of the school is to have clearly stated expectations that are fairly and consistently enforced in every classroom and throughout the school. Supervision is coordinated and provided for students throughout the school to both ensure the safety of the students as well as give students the best opportunity to make good choices that align with the core values of the school.

For the good of each individual and the community, all faculty and staff have the responsibility to recognize and reward a student for exemplary behavior and to discipline a student when necessary. Disciplinary action will be taken when a student commits an infraction deemed inappropriate by a faculty or staff member.

Teachers, students, and parents are required to monitor the discipline summary regularly on Kickboard. Incidents can be viewed in real time.

Uniform Policy

As a private college preparatory school, the mandatory uniform program at Icon Prep establishes an environment of respect and focus on academics. It serves as a means of consistency in student dress while keeping costs of students' clothing to a minimum. It also reduces the problem of competitive dressing. Students are expected to be in full uniform, as outlined in the uniform policy, at all times during the school day. Teachers will perform uniform checks at the beginning of each class period, notify a student if they are out of dress code, & document it on Kickboard.

The administration reserves the right to send home any student if his/her dress is not within the regulations or is deemed inappropriate. In these situations, the school will attempt to provide an alternative for the student. However, this cannot be guaranteed. Parents will be notified if a student needs to be sent home. Students must come to school dressed in their uniform and remain in their uniform unless told otherwise. Shirts should be pressed and wrinkle-free. Shirt tails must be worn inside the uniform slacks at all times during the day. No part of the uniform should be faded, and slacks must be hemmed.

MAJOR OFFENSES

OFFENSE	NOTES & EXAMPLES
<p>II. Horseplay/ Inappropriate Contact</p>	<p>Ex: Pushing, play fighting, public display of affection (PDA). Parents are notified for PDA.</p> <p>1st Offense: Verbal Warning, Teacher Detention or ISS 2nd Offense: Written Warning, Teacher Detention or ISS 3rd Offense: ISS, OSS 4th Offense: OSS (Behavior Contract)</p>
<p>III. No Hall Pass/ Loitering in Hall/Skipping Class</p>	<p>Pass is required in the hall between 8:00 and 3:45 PM. After 3:45 Students should be in a supervised area.</p> <p>1st Offense: Verbal Warning, Teacher Detention or ISS 2nd Offense: Written Warning, Teacher Detention or ISS 3rd Offense: ISS, OSS 4th Offense: OSS (Behavior Contract)</p>
<p>II Y. Excessive Disruption</p>	<p>Shouting, throwing, taunting that excessively disrupts learning.</p> <p>1st Offense: Verbal Warning, Teacher Detention or ISS. 2nd Offense: Written Warning, Teacher Detention or ISS. 3rd Offense: ISS, OSS 4th Offense: OSS (Behavior Contract)</p>
<p>VI. Icon Prep School Bus</p>	<p>Inappropriate behavior, failure to follow driver or chaperone instructions, throwing items out of the window, talking or yelling out of the window, loud music, shaking/rocking vehicle, standing up, crawling under seat, extreme horse play.</p>

MAJOR OFFENSES (CONTINUED)

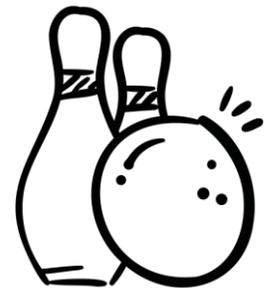
OFFENSE	NOTES & EXAMPLES
VI. Icon Prep School Bus (Continued)	<p>1st Offense: Written Warning-Driver Detention.</p> <p>2nd Offense: 2nd Written Warning, conference with leadership- 2nd Driver Detention</p> <p>3rd Offense: Bus Suspension</p> <p>4th Offense: Bus Suspension (Behavior Contract)</p>
VII. Throwing Food in Cafeteria	<p>Student will also be required to clean cafeteria.</p> <p>1st Offense: Verbal Warning, Teacher Detention or ISS.</p> <p>2nd Offense: Written Warning, Teacher Detention or ISS.</p> <p>3rd Offense: ISS, OSS 4th Offense: OSS (Behavior Contract)</p>
IX. Gross Disrespect of Faculty/Staff	<p>Use of profanity, threats, intimidation, gross insubordination.</p> <p>1st Offense: Verbal Warning, Teacher Detention or ISS</p> <p>2nd Offense: Written Warning, Teacher Detention or ISS</p> <p>3rd Offense: ISS, OSS</p> <p>4th Offense: OSS (Behavior Contract)</p>
X. Damage to School Property	<p>Student will be responsible for cost of cleaning, replacement or repair.</p> <p>1st Offense: Verbal Warning, Teacher Detention or ISS</p> <p>2nd Offense: Written Warning, Teacher Detention or ISS</p> <p>3rd Offense: ISS, OSS</p> <p>4th Offense: OSS (Behavior Contract)</p>

MAJOR OFFENSES (CONTINUED)

OFFENSE	NOTES & EXAMPLES
XI. Bullying/Harassment	<p>Repeated taunting, intimidation, threatening. Includes cyberbullying.</p> <p>1st Offense: Verbal Warning, Teacher Detention or ISS 2nd Offense: Written Warning, Teacher Detention or ISS 3rd Offense: ISS, OSS 4th Offense: OSS (Behavior Contract)</p>
XI. Bullying/Harassment	<p>Verbal or Physical.</p> <p>1st Offense: ISS (Fighting on the bus 1st offense OSS) 2nd Offense: OSS 3rd Offense: OSS (Behavior Contract)</p>

EXTRA-CURRICULAR PARTICIPATION

Students are required to maintain a \$12 paycheck average for the 2 weeks prior to an special event to participate. Additionally, if a student is suspended out of school 2 weeks prior to a special event they may not participate. Students who are not meeting expectations throughout the school day may be pulled from extra-curricular practices for after school detention and tutorials.



DETENTION SCHEDULE & THRESHOLDS

Excessive demerits and detentions will be evaluated by the Leadership Team to determine the appropriate consequences. A conference will occur when a student is in danger of reaching excessive demerits.

DISCIPLINARY PROBATION / BEHAVIOR CONTRACT

When a student consistently demonstrates behavior that threatens the culture of peace and excellence at Icon Prep, the student may be placed on Disciplinary Probation and receive a Behavior Contract.

Examples of cause for Disciplinary Probation include, but are not limited to, the following:

- Repeatedly earning exceptionally low paychecks.
- Multiple offenses of the same behavior
- 2 or more out of school suspensions for any behavior
- Physical Altercation
- Any situation that puts the students, faculty, staff, and school community in a dangerous or unsafe environment

Students who are on Disciplinary Probation will meet with the Leadership Team to discuss their status.

Parents will also be informed of the student's status. The Leadership team will review the student's behavior record to determine if the student should be removed from participation in athletics or extra-curricular activities. If it is determined that a student should be removed from participation in athletics or extra-curricular activities, that student's status will be added to the behavior contract, with the accompanying reason indicated.

Students on Disciplinary Probation can have eligibility restored by: Going one month without Major Disciplinary issues and/or maintaining a paycheck above \$12.00.

When initiating Disciplinary Probation, the Leadership Team will meet with the student and his/her parent or guardian to establish a written behavior contract outlining behavioral expectations. The conditions of probation may include counseling and/or community service. Both the student and his/her parent or guardian will be required to sign this agreement. The aim of Disciplinary Probation, as with all other consequences, is to correct misbehavior so that the student may be returned to good standing.

Failure to comply with the terms of Disciplinary Probation can result in a referral for expulsion. Any student reaching disciplinary probation twice during his/her enrollment may be expelled.

Lost and Found

Lost personal items such as clothes, books, etc., should be brought to the cafeteria. Valuables should be turned in to the main office. Students who have lost anything should check with the Principal or the main office. Lost items will be held for one month. Any unclaimed items will be recycled or given to charity. Icon Preparatory School is not responsible for any stolen, lost or damaged property.

Process for a Parent, Guardian, Caregiver, Volunteer, and Visitor:

Our school wants to work in partnership with our families. If anyone has a current complaint, criticism, or concern it is expected the following steps be followed in the first instance:

1. Speak to the appropriate school personnel involved (e.g. classroom teacher) first and try to resolve the concern with mutual respect and clear communication. Where/if possible make an appointment with the relevant person.

Follow the chain of command.

2. If for some reason this is not possible, then make an appointment to see an administrator or other designated leadership personnel.

3. The Administrator (or designee) should attempt to mediate and find resolution in the presence of both parties.

Parent's Role

We ask parents to set rules, times, and limits so that you or your child:

- Gets enough sleep
- Arrives at school on time
- Is dressed in accordance with the uniform policy
- Actively participates in school activities
- Is accountable for any damage to school books or property due to carelessness or neglect on the part of the student
- Sends notification to the school with a written note when the student has been absent or tardy
- Sends notification to the school office of any changes of address, important phone numbers or email addresses
- Informs the school of any special situation regarding the student's well-being, safety, and health
- Completes and returns to school any requested information promptly
- Reads school notes, emails, and newsletters and to show interest in the student's total education
- Supports the religious and educational goals of the school
- Supports and cooperates with the discipline policy of the school
- Treats teachers and school staff with respect and courtesy in discussing student issues.

As a Parent, Guardian, Caregiver, Volunteer, and/or Visitor, we ask that you:

- Support in words and actions the philosophy of Icon Prep
- Work in trust with the school for the common goal of achieving what is best for all
- Support your child in all educational endeavors by giving praise and showing interest in school activities
- Help your child to discover that it is more the process that is experienced, rather than the end-product that makes it all worthwhile
- Model flexibility – encourage healthy problem solving
- Respect the decisions made by the administration, even if you disagree with them.
- Help your child to understand that 'giving of your very best' is what matters rather than always comparing yourself against the capabilities or achievements of others
- Listen to your child but remember that a different version of the event may be interpreted by others
- Understand the importance of a healthy parent/teacher/child relationship and communicate any concerns to your school in a constructive and appropriate manner
- Validate that both parents and teachers work together for the benefit of the child
- Observe the school's policies, as outlined on the school webpage and/or the school's handbook and endeavor to support them in the home
- Cooperate where your child's behavior has overstepped accepted school standards, as outlined in the Student Code of Conduct and follow the specified protocol for communication with faculty/staff members
- Support the school in its efforts to maintain a positive teaching and learning environment
- Cast off gossip and hearsay by communicating with the school and always model good manners for your child
- Sustain a positive and co-operative attitude and interact positively with other parents and members of the school community
- Encourage community building with other parents in your year, level, and across the school
- Value the school community and its reputation especially when engaging with social media
- Do not smoke or use offensive language on school premises

Rights of a Parent, Guardian, Caregiver, Volunteer, and Visitor:

- To be treated with respect and courtesy by staff, students and other parents
- To be listened to, and clearly communicated with by the school, regarding your child's education and development
- To have confidentiality over sensitive issues respected by faculty/staff
- To be treated with professionalism and in a caring and polite manner
- To have a timely response to concerns raised, usually within 24-48 hours

Responsibilities of a Parent, Guardian, Caregiver, Volunteer, and Visitor:

- Value and advocate for your school and its reputation. Be mindful of the hurt and damage social media may cause to faculty/staff members and other parents
- Under no circumstances approach another child while in the care of the school to address, discuss or reprimand them because of actions towards your own child
- Respect the rights of faculty/staff members and other individuals
- Respect the reputation of teachers and be mindful of communications especially social media; e.g. tone of emails
- Follow the correct procedures to resolve a grievance or conflict, as outlined in the school's handbook
- Respect teachers' preparation time before, during, and after school. Make an appointment for long discussions at a mutually convenient time. If you wish to speak to a teacher, please do not expect a meeting unless prearranged
- To protect our children do not discuss any grievances or perceived failings in front of them regarding the school
- On excursions, helping in class or on campus, parents must follow the instructions and directions of the teacher. A parent may remind students of the rules but at no time issue consequences and should refer the student to the teacher if the behavior continues
- As valued members of the school community attend and participate appropriately in school liturgies or special events including athletics, concerts, academic and cultural events.

Icon Preparatory School Attendance Policy Defined

The educational program offered by Icon Preparatory School is predicated upon the presence of the student and requires continuity of instruction and classroom participation. Attendance shall be required of all students enrolled in the schools during the days and hours that the school is in session. School attendance shall be the responsibility of parents/legal guardians and students. Absences shall be reported to the school attendance office by the parent/legal guardian on the day the absence occurred.

In accordance with statute, the principal shall require a statement from the cause for an absence from the parent/legal guardian of each student of compulsory school age who has been absent from school or from class for any reason. The Principal reserves the right to verify such statements and to investigate the cause of each single absence

In addition, educators shall have the responsibility of encouraging regular attendance of students, maintaining accurate attendance records, and following reporting procedures prescribed by the Principal.

Provision shall be made for promoting school attendance through adjustment of personal problems, education of parents, and enforcement of the compulsory attendance laws and related child-welfare legislation.

1. **ATTENDANCE:** It is the responsibility of the parent, guardian, or other person having legal custody to ensure children attend and comply with the rules for the full term that school is in session.
2. **RECORDS OF ATTENDANCE:** It is the responsibility of the teacher, attendance office, and principal to keep a full and complete record of student attendance. Absences are recorded by the homeroom teacher if a student is present for the first period. If a student is late, the office manager will make the attendance status correction.
3. **REPORTING ABSENCES & UNEXCUSED ABSENCE PROCEDURES:** When a scholar is absent please call the main office at 813-967-8300 ext. 0 to inform the school of attendance. Make sure you bring a doctor's note, hospital note, court document, etc. to excuse the absence.

Make sure you get up on time and ready to get to school. We are a newly accredited school and need to make sure our scholars maintain a 90% attendance rate.

- 10 days Unexcused- Warning Letter
- 15 days Unexcused-Certified Letter in Mail
- 20 days Unexcused-Mandatory SARB meeting
- 25 day Unexcused- Possible Expulsion

Icon Prep will establish procedures to ensure good attendance. This shall include but not be limited to:

- A. An annual Attendance Improvement Plan
- B. Early school interventions regarding patterns on non-attendance
- C. School-wide incentives for good attendance

Icon Preparatory School Attendance Policy Defined (Continued)

If the absences are excused, all educational requirements for the course shall be met before a passing grade and/or credit is assigned. A student whose absence has been excused shall be permitted to make up the work missed provided that the student makes arrangements with teachers the next day of the student's return to school. It is the student's responsibility to make these arrangements. Students shall submit make up work within the deadlines set by the teachers. Students on school business shall be counted present and required to make up work missed.

The principal may grant extensions to the make-up time limit for extenuating circumstances. Regarding make-up of the work missed as a result of unexcused absences, the principal shall establish site-specific procedures that encourage both regular attendance and high academic achievement and shall review and modify these policies from time-to-time as required to maintain and improve their effectiveness.

The Principal considers the following factors to be reasonable excuses for time missed at school:

- A. Personal illness of the student: A student who has demonstrated a pattern of absences due to illness may be required to present medical verification to the principal.
- B. Court appearance of the student.
- C. Medical appointment of the student: A note from a health care provider may be required.
- D. An approved school activity Absences will be recorded but not reported.
- E. Emergencies that are acceptable to the principal.
- F. Other absences as approved by the principal.

A written request from the parent/legal guardian is submitted to the principal at least three days prior to the date of absence. The parent will be notified of the decision.

- G. Attendance at a center under Children and Families Services supervision.
- H. Accident resulting in injury to the student.
- I. Significant community events with prior permission of the principal

J. Observance of an established religious holiday.

K. Death of a close relative. For purposes of this policy, close relatives shall be defined as the father, mother, brother, sister, husband, wife, son, daughter (or in-law), stepfather, stepmother, stepbrother, stepsister, half-sister, half-brother, stepchild, uncle, aunt, niece, nephew, grandparents, grandchild, or members of his/her own household.

Absences not included in excused absences listed above shall be unexcused.

Unexcused absences shall not be grounds for suspension from school but may result in detention or ISS. Any student who fails to attend any regularly scheduled class and who has no excuse for absence should be referred to the Principal. Disciplinary action should include notification to parents or legal guardians. Chronic truancy or deliberate nonattendance in excess of 15 school days within a semester shall be sufficient grounds for withdrawal of students 16 years of age or older, who are subject to compulsory school attendance under F.S. 1003.21.

Icon Preparatory School Attendance Policy Defined (Continued)

The Principal shall develop administrative procedures that:

Require proper procedures are established so the student and parents are provided the opportunity to challenge the attendance record prior to notification.

The school session conforms to the requirements of the rules of the State Board. Attendance records are kept in accordance with the rules of the State Board.

Investigate the cause(s) of a habitual truant's behavior, and consider modification of the educational program to meet particular needs and interests.

Students whose absence has been excused have opportunity to make up work they missed and receive credit for the work if completed.

Such regulations should provide that a student's grade in any course is based on the performance in the instructional setting and is not reduced for reasons of conduct. If a student violates the attendance or other rules of the school, appropriate discipline should be imposed; the student's grades should be based upon what the student can demonstrate in the learning environment.

Whenever any student has a total of 15 days of unexcused absence from school during any semester, the student will be considered habitually absent. The Board of Director authorizes the Superintendent to inform the student and parents/legal guardians of the record of excessive absences as well as the school's intent to notify the Department of Highway Safety of Motor Vehicles (DHSMV) of the student's excessive absences.

Students may not be given excused absences to remain out of school for the purpose of working unless the job is an integral part of the student's instructional program

F.S. 1002.20, 1003.21, 1003.24, 1003.26, 1003.27

ADMISSIONS AND WAITING LIST POLICY

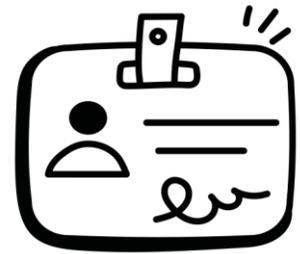
Admissions

As a service to the community, Icon Prep School educates many students and is committed to closing the achievement gap among both its scholars and more affluent peers. To make this possible, Icon Prep School focuses recruitment efforts on students who attend schools that have traditionally been under served. With a belief that a scholar's zip code doesn't define their destination, Icon Preparatory School believes in empowering students to reach their maximum potential both preparing them for life in college and beyond.

Icon Prep School provides a Free Educational Success Consultation to all parents inquiring about enrolling their scholars at Icon Prep. Parents can request this by contacting the Office of Admissions/Registration, or by stopping by campus any day of the school week to meet with the registration department to discuss the educational needs of their family.

Admissions Requirements

Eligible applicants should submit all supporting documentation before the priority admission deadline of February 28th. Applicants who apply on time will be notified in April by both text message and a mailed welcome letter. If enrollment opportunities are still available after the priority deadline, applications will be accepted on a rolling basis until spots are filled. Once all admission spots are full, applicants may be placed on a waiting list. In order to be considered for admission to Icon Preparatory School, a student must meet the following criteria:



Application: Each applicant must submit a complete Application Form either online or to the front office. Incomplete applications will not be processed.

Age: Students must be 5 years old before September 1st to attend Icon Preparatory School as they must be 5 to participate in the scholarship programs.

Supporting Documentation: Includes student records: Report Cards, Birth Certificate, Up-to-Date Physical, Shot Records, and Test Scores.

Tuition and Fees

The total tuition and fees for any student in grades K-8th who wants to attend Icon Preparatory School is \$8,060.00 . ~~Scholarships are Available!~~

Applications are processed in the order they are received (including all supporting documentation) and scholarships are awarded with priority given to renewal families followed by new families with the greatest financial need. It is important that you submit all documentation as soon as possible.

Age Eligibility

Students entering kindergarten must be 5 on or before Sept. 1.

Students entering first grade must be 6 on or before Sept. 1.

Waiting List Policy and Procedures

At times there are more students that would like to enroll in a class than we can accommodate. Therefore, the following policy dictates who is placed on a waiting list and how those on a waiting list are transitioned to becoming accepted.

Returning Students

Returning students have top priority. A re-enrollment form will be sent home during February. Please keep in mind that Icon Prep School is an assumptive re-enrollment school. All students are assumed to be returning unless written notification such as a withdrawal form is submitted.

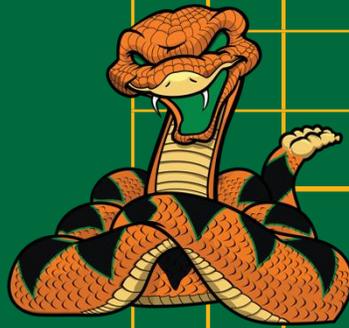
New Students

New students will be accepted as spots are available until all classroom seats are filled. Icon Prep School does limit classroom size. If a classroom is nearing capacity, Icon Prep will move all prospective students onto the waiting list until a seat becomes available. Once a seat does become available, then those prospective students will be selected on a first come first serve basis on the following criteria:

- Completion of a scholarship application.
- Submission of Required Documents: Scholarship Award Letter, Medical Documents such as birth certificate, physical, shot records, Student Records (from previous school).

Waiting List Procedures

The above criteria also guides the selection of students on the waiting list. While Icon Prep School is unable to predict when or if an opening may arise for a particular student's grade level, the Admissions Office will notify parents immediately by telephone upon an opening becoming available. If a family cannot be reached, or a family does not respond within 48 hours, the Admissions Office will contact the next eligible family on the waiting list. Therefore, it is imperative that the Admissions Office have up-to-date contact information on file. Parents may choose at any time to remove their family from the waiting list by contacting the Admissions Office.



COURSE LISTS

and **CHECKSHEETS**



IMAGINE EDGENUITY NATIONAL COURSE LIST 2022

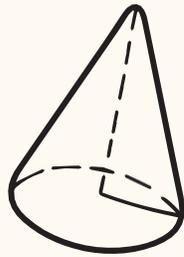
Core Curriculum and Electives

English Language Arts

- English Language Arts 6
- English Language Arts 7
- English Language Arts 8
- English Language Arts 9H
- English Language Arts 10 H
- English Language Arts 11 H
- English Language Arts 12 H
- Literacy & Comprehension I
- Literacy & Comprehension II
- Expository Reading and Writing
- Introduction to Communications & Speech
- Classic Novels & Author Studies**

Mathematics

- Mathematics 6
- Mathematics 7
- Mathematics 8
- Pre-Algebra
- Algebra I H
- Geometry H
- Algebra II H
- Precalculus
- Integrated Mathematics I
- Integrated Mathematics II
- Integrated Mathematics III
- Mathematical Models with Applications
- Financial Math
- Trigonometry*
- Statistics
- Concepts in Probability and Statistics



Science

- Life Science
- Earth Science
- Physical Science
- Biology H
- Chemistry H
- Physics H
- Environmental Science



Social Studies

- Middle School Ancient World History
- Middle School U.S. History
- Middle School Civics, Government, & Economics
- Middle School World Cultures & Geography
- Middle School Survey of World History
- Middle School Modern World History
- Survey of World History H
- Modern World History
- U.S. History I H
- U.S. History II H
- Survey of U.S. History H
- Civics and Citizenship*
- U.S. Government*H
- Economics (semester)*H
- Economics (full year)
- Human Geography

National Test Preparation

- ACCUPLACER® †
- ACT®
- ACT WorkKeys® †
- ASVAB® † (Math, Verbal, Science)
- GED® †
- HiSET® †
- PSAT® †
- SAT®

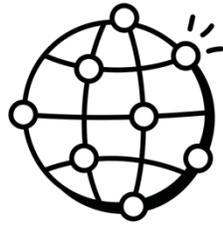


Core Curriculum and Electives

World Languages

MIDDLE SCHOOL

- Spanish 1
- Spanish 2
- French 1
- French 2
- German 1
- German 2
- Chinese 1
- Chinese 2
- Latin 1
- Latin 2



HIGH SCHOOL

- Spanish I
- Spanish II
- Spanish III
- French I
- French II
- French III
- German I
- German II
- Chinese I
- Chinese II
- Latin I
- Latin II

Advanced Placement®

All AP courses except Computer Science Principles, English Literature and Composition, Environmental Science, French, Human Geography, Psychology and Spanish require textbooks. Textbooks are not included and can be ordered from online booksellers.

- Biology†
- Calculus AB
- Computer Science Principles
- English Language & Composition
- English Literature & Composition
- Environmental Science†
- French Language & Culture
- Human Geography
- Psychology
- Spanish Language & Culture
- Statistics
- U.S. History
- U.S. Government & Politics*
- World History: Modern

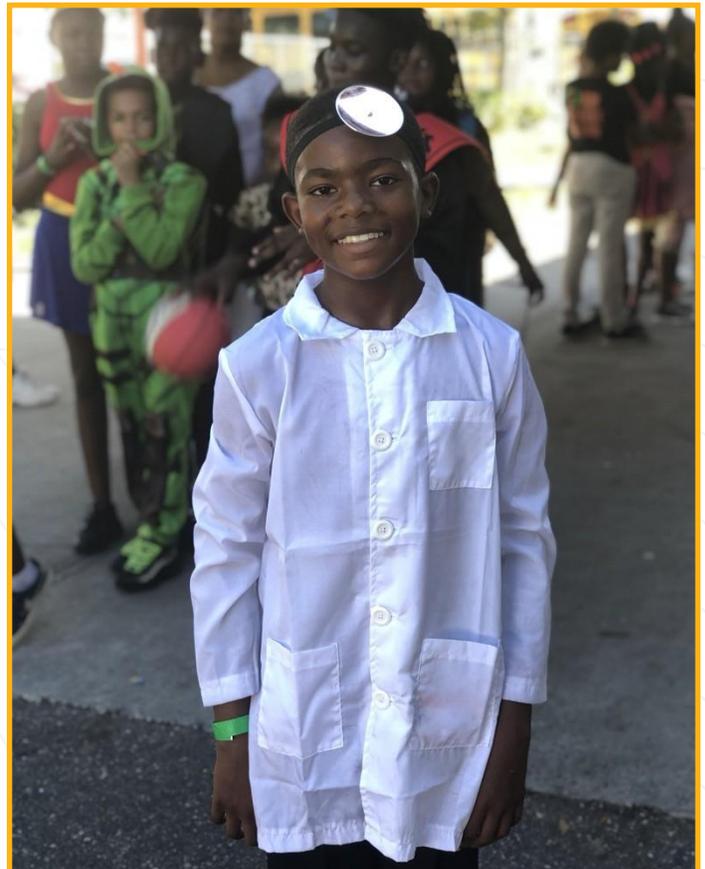
General Electives

MIDDLE SCHOOL

- Middle School Computer Science BTS
- Digital Literacy*
- Health Quest*
- Keyboarding and Applications*
- Online Learning and Digital Citizenship*

HIGH SCHOOL

- Art History I
- Introduction to Art
- Introduction to Computer Science
- Computer Science Principles
- Computer Applications: Microsoft Office® 2016
- Contemporary Health (semester)*
- Contemporary Health (full-year)
- Foundations of Personal Wellness
- Healthy Living (semester)*
- Healthy Living (full-year)
- Lifetime Fitness (semester)*
- Lifetime Fitness (full-year)
- Personal Finance*
- Psychology
- Sociology*
- Strategies for Academic Success*



Career and Technical Education

CTE Electives can be added to concurrent or site licenses for an additional cost.

CAREER READINESS

- Career Explorations I*
- Career Explorations II*
- Career Explorations III*
- Career Explorations
- Career Management*
- Career Planning and Development

CAREER CLUSTERS

AGRICULTURE, FOOD & NATURAL RESOURCES

- Agribusiness Systems*
- Animal Systems*
- Food Products and Processing Systems*
- Introduction to Agriculture, Food, and Natural Resources*
- Plant Systems*
- Power, Structural, and Technical Systems*

ARCHITECTURE & CONSTRUCTION

- Construction Careers*
- Introduction to Careers in Architecture & Construction*

ARTS, A/V TECHNOLOGY & COMMUNICATIONS

- Fundamentals of Digital Media*



BUSINESS MANAGEMENT & ADMINISTRATION

- Business Computer Information Systems
- Business Law*
- Introduction to Business
- Keyboarding and Applications*
- Microsoft® Office® Specialist
- Small Business Entrepreneurship
- Technology and Business

EDUCATION & TRAINING

- Introduction to Careers in Education & Training*
- Introduction to Human Growth and Development*
- Teaching and Training Careers*

FINANCE

- Banking Services Careers*
- Introduction to Careers in Finance*

GOVERNMENT & PUBLIC ADMINISTRATION

- Introduction to Careers in Government & Public Administration*

HEALTH SCIENCES

- Careers in Allied Health*
- Health, Safety and Ethics in the Health Environment*
- Health Science Concepts
- Introduction to Careers in the Health Sciences*
- Introduction to Health Science
- Medical Terminology
- Nursing Assistant†
- Nursing: Unlimited Possibilities and Unlimited Potential*†
- Pharmacy Technician†
- Physicians, Pharmacists, Dentists, Veterinarians & Other Doctors*
- Public Health: Discovering the Big Picture in Health Care*
- Therapeutics: The Art of Restoring & Maintaining Wellness*



HOSPITALITY & TOURISM

- Food Safety and Sanitation*
- Marketing and Sales for Tourism and Hospitality*
- Planning Meetings and Special Events*
- Sustainable Service Management for Hospitality & Tourism*
- Transportation and Tours for the Traveler*

HUMAN SERVICES

- Family and Community Services*
- Introduction to Consumer Services*
- Introduction to Human Services*
- Personal Care Services*

INFORMATION TECHNOLOGY

- Computer Science Principles
- Fundamentals of Computer Systems*
- Fundamentals of Programming & Software Development*
- Introduction to Coding*
- Introduction to Computer Science
- Introduction to Information Technology
- Introduction to Information Technology Support & Services*
- Introduction to Network Systems*
- Network System Design*
- New Applications: Web Development in the 21st Century*
- Software Development Tools*

LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY

- Corrections: Policies and Procedures*
- Fire & Emergency Services*
- Forensics: Using Science to Solve a Mystery*
- Introduction to Law, Public Safety, Corrections, & Security*
- Law Enforcement Field Services*
- Legal Services*
- Security and Protective Services*



MARKETING

- Careers in Marketing Research*

SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS (STEM)

- Engineering and Design*
- Engineering and Product Development*
- Introduction to STEM*
- Science and Mathematics in the Real World*
- Scientific Discovery and Development*
- Scientific Research*
- STEM and Problem Solving*

TRANSPORTATION, DISTRIBUTION & LOGISTICS

- Careers in Logistics Planning and Management Services*
- Introduction to Careers in Transportation, Distribution, & Logistics*

Social Emotional Learning

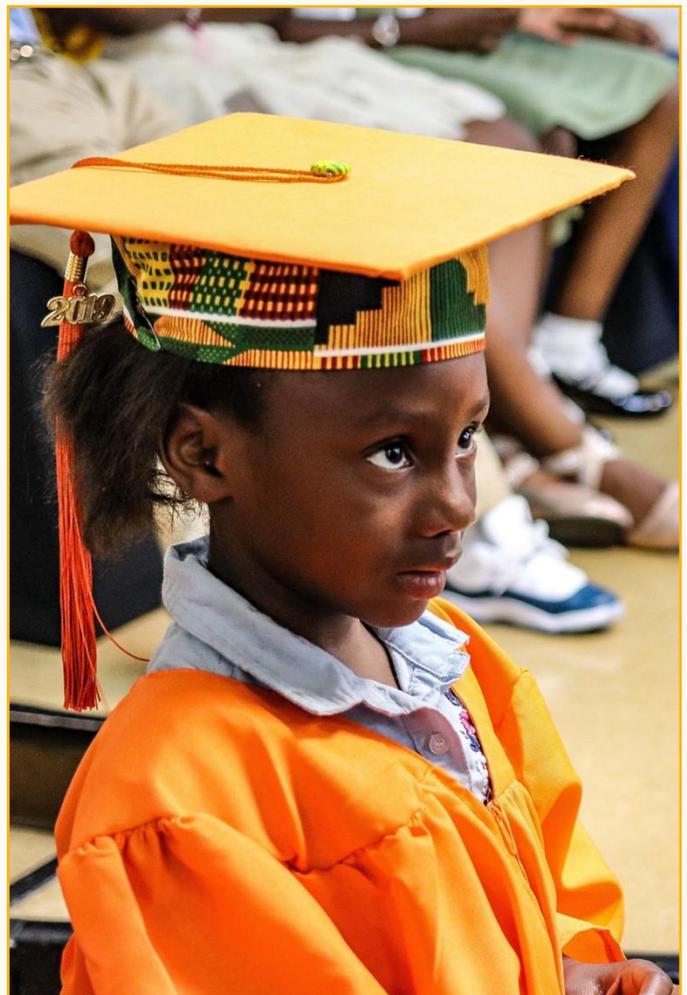
Purpose Prep 6-12 and Look Deeper: Race run on the Edgenuity LMS and are available at an additional cost. Purpose Prep K-5 is also available on a separate platform.

PURPOSE PREP

- Character & Leadership Development
- Climate & Culture Transformation
- College & Career Readiness
- Mental Health & Wellness
- Personal Development
- Restorative Practices and Principles
- Social & Emotional Success
- Unlock Your Purpose
- Trauma-Informed Living

POINT MADE LEARNING

- Look Deeper: Race



Subscription-based Electives

Career and elective courses by eDynamic Learning

Edgenuity offers a suite of eDynamic Learning electives on a subscription basis, allowing students to pursue a large range of interests in language arts, creative arts, STEM, and CTE.

These electives are priced separately by enrollment.

MIDDLE SCHOOL ELECTIVES

- Middle School 2D Studio Art 1A*
- Middle School 2D Studio Art 1B*
- Middle School Coding 1A*
- Middle School Coding 1B*
- Middle School Digital Art & Design 1A*
- Middle School Digital Art & Design 1B*
- Middle School Exploring Music 1A*
- Middle School Exploring Music 1B*
- Middle School Game Design 1A*
- Middle School Game Design 1B*
- Middle School Journalism 1A*
- Middle School Journalism 1B*
- Middle School Photography 1A*
- Middle School Photography 1B*

HIGH SCHOOL ELECTIVES

- African-American History*
- American Sign Language 1A*
- American Sign Language 1B*
- American Sign Language 2A*
- American Sign Language 2B*
- American Sign Language 3A*
- American Sign Language 3B*
- Anthropology I*
- Anthropology II*
- Archaeology*
- Creative Writing*
- Gothic Literature*
- History of the Holocaust*
- Introduction to Women's Studies*
- Lord of the Rings*
- Mythology & Folklore*
- Philosophy*
- Social Problems I*
- Social Problems II*
- Theater, Cinema, Film Production 1A*
- Theater, Cinema, Film Production 1B*
- World Religions*

AGRICULTURE, FOOD, AND NATURAL RESOURCES

- Agriscience 1*
- Agriscience 2A*
- Agriscience 2B*
- Forestry & Natural Resources*
- Principles of Agriculture, Food, and Natural Resources*
- Veterinary Science*

ARTS, AUDIO/VIDEO TECHNOLOGY, AND COMMUNICATIONS

- Animation 1A*
- Animation 1B*
- Digital Photography 1A*
- Digital Photography 1B*
- Digital Photography II*
- Social Media*
- Journalism 1A*
- Journalism 1B*
- Music Appreciation*
- Public Speaking 1A*
- Public Speaking 1B*

BUSINESS, MANAGEMENT, & ADMINISTRATION

- International Business*

EDUCATION & TRAINING

- Early Childhood Education 1A*
- Early Childhood Education 1B*
- Real World Parenting*

ENERGY

- Renewable Technologies 1A*
- Renewable Technologies 1B*

HOSPITALITY & TOURISM

- Culinary Arts 1A*
- Culinary Arts 1B*
- Culinary Arts 2*
- Hospitality & Tourism 1*
- Hospitality & Tourism 2A*
- Hospitality & Tourism 2B*
- Restaurant Management*

HUMAN SERVICES

- Cosmetology 1+*
- Cosmetology 2+*
- Cosmetology 3A
- Cosmetology 3B*
- Fashion Design*
- Interior Design*
- Nutrition & Wellness*
- Peer Counseling*

INFORMATION TECHNOLOGY

- Cybersecurity 1A*
- Cybersecurity 1B*
- Game Design 1A*
- Game Design 1B*

LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY

- Careers in Criminal Justice 1A*
- Careers in Criminal Justice 1B*
- Criminology*
- Military Careers*
- Law & Order*
- National Security*
- Principles of Public Service*

MANUFACTURING

- Introduction to Manufacturing*

MARKETING

- Advertising and Sales Promotion*
- Sports & Entertainment Marketing*

SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS

- Astronomy 1A*
- Astronomy 1B*
- Biotechnology 1A*
- Biotechnology 1B*
- Concepts of Engineering & Technology*
- Forensic Science I*
- Forensic Science II*
- Forensics: Science of Crime A*
- Forensics: Science of Crime B*
- Great Minds in Science*
- Marine Science 1A*
- Marine Science 1B*

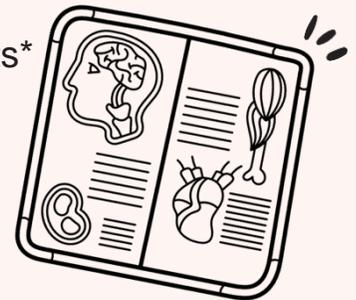


Subscription-based Electives

Instructional Services Electives

Offered with Edgenuity teachers only. All electives can be taught through a district teacher or a highly qualified Edgenuity instructor. However, the following electives are offered only through Edgenuity's Instructional Services to help schools further expand their course offerings with Edgenuity's instructors.

- Adaptive PE*
- Advanced PE 1 & 2
- Anatomy*
- Comprehensive PE*
- Concepts in Fitness*
- Credit Recovery PE 1 & 2
- Drugs & Alcohol*
- Exercise Science*
- Family & Consumer Sciences*
- Family Living & Healthy Relationships*
- First Aid & Safety*
- Fitness Fundamentals 1 & 2
- Flexibility Training*
- Group Sports*
- Health & Personal Wellness*
- Health Careers*
- HOPE 1 & 2
- Individual Sports*
- Intro to Coaching*
- Life Skills*
- Middle School Fitness Basics 1 & 2
- Middle School Intro to Group Sports 1 & 2
- Middle School Health*
- Middle School Intro to Individual Sports 1 & 2
- Middle School Life Skills*
- Personal Health and Fitness*
- Personal Training*
- Personal Training Concepts*
- Physiology*
- Running*
- Sports Officiating*
- Strength Training*
- Walking Fitness*



* One-semester course

** Supplemental modules (can be used alongside other courses)

† These courses are not available via Instructional Services.

BTS Coming Back to School 2022

Other courses are subject to teacher availability.

H Also available for honors

Notes

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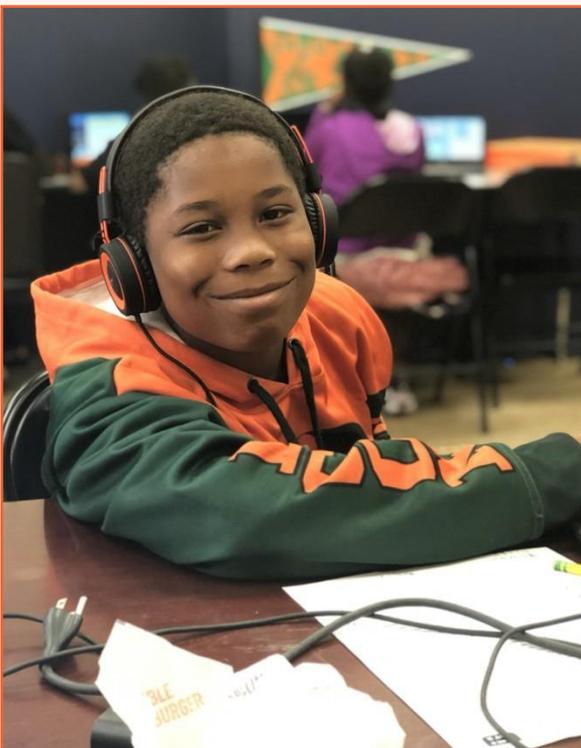
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ASVAB® (Armed Services Vocational Aptitude Battery) is a registered trademark of the United States Military Entrance Processing Command.

GED® is a registered trademark of the American Council on Education.

HiSET® is a registered trademark of Educational Testing Service (ETS).

TASC® is a registered trademark of CTB.



Computer-Based Mathematics Supplements

Imagine Edgenuity Courseware

Whether a student needs more rigorous coursework to accelerate learning or the opportunity to recover credits, Imagine Edgenuity® can help them meet their personal academic goals. A robust suite of core, electives, and honors courses can be completed for initial credit and credit recovery.

Imagine Edgenuity is designed to adapt to the changing classroom requirements and can be implemented in any in-person, blended, or virtual learning model.

- Courses shaped by industry experts, research, and educators.
- Effective and engaging instructional model.
- Robust classroom tools and reporting integrated at point of use.

IXL

Launched in 2007, IXL Math is a comprehensive pre-K through 12th grade math program. More than 4,000 topics cover foundational skills such as counting, addition and multiplication, as well as more rigorous subjects such as algebra, geometry, precalculus and calculus.

IXL provides class and individual reports with item analysis, usage, and trouble spots that allow parents and teachers to get the specific information they need to differentiate instruction for their kids. The standard Trouble Spot report is very useful for quickly identifying where students are having a hard time and which students need extra help. IXL offers a 45-minute Real-Time Diagnostic adaptive assessment tool. Results from this data and from skill practice provide a personalized Recommendations Wall for each student, listing future skills to practice.

Edgenuity Pathblazer Mathematics

Pathblazer is web-based math and ELA curriculum designed around animated video lessons for students in K - 8 who are working below grade level. The program sets students on individual learning paths through both built-in and external diagnostics. Schools and districts can purchase the product via individual licenses, annual site licenses or a perpetual unlimited site license with volume-based discounts available for larger sites. As of August 2015, over 50,000 students, teachers and school leaders are using Pathblazer in over 1,000 schools.

Students begin by taking an initial diagnostic to determine their specific skill and concept gaps. Teachers can also incorporate students' results STAR, MAP and Scantron Performance Series assessments. Students are then assigned a personalized learning path that aligns to their highest level of performance. Students engage in scaffolded lessons designed around engaging videos, animation and audio. As students get questions wrong, they review the misunderstood concepts through a different medium than they were originally presented. Teachers receive real-time data on student progress and comprehension that they can use to inform instructional decisions.



ICON PREP COURSE PROGRESSION



	Social Studies	Science	Math	English
Grade 10	FL-2100310-United States History	FL-2003320-Physical Science Honors	FL-1207310-Liberal Arts Mathematics 2	FL-1001350-English Honors 2
Grade 9	FL-2109310-World History	FL-2001320-Earth/Space Science Honors	FL-1207300-Liberal Arts Mathematics 1	FL-1001320-English Honors 1
Grade 8	FL-2100010-M/J United States History	FL-2003010-M/J Physical Science	FL-1205070-M/J Grade 8 Pre-Algebra	M/J Language Arts
Grade 7	FL-2106010-M/J Civics	FL-2001010-M/J Earth/Space Science	FL-1205040-M/J Grade 7 Mathematics	M/J Language Arts
Grade 6	FL-2109010-M/J World History	FL-2000010-M/J Life Science	FL-1205010-M/J Grade 6 Mathematics	M/J Language Arts



Reflection Questions

What electives are you interested in the most?

How can your electives prepare you for your future career? Or for college?

Icon Preparatory School High School Course Progression

Traditional 24-Credit High School Track Recommendation with Associates of Arts Degree

Student Name: _____ Date: ____ / ____ / ____

College Group: _____ (Prospective) Graduation: (M/Y) ____ / ____

9th Grade

English 1	Grade
Liberal Arts 1	
Earth Space Science Honors	
World History	
Physical Education (P.E.)	
<i>Summer</i>	
Life Management Skills	
U.S. Government	

10th Grade

English 2	Grade
Liberal Arts 2	
Physical Science Honors	
United States History	
Career Research and Decision Making	
<i>Summer</i>	
Elective (Fill In)	
Elective (Fill In)	

11th Grade Dual Enrollment

Fall	Grade
ENG 121 - Academic Writing I	
MAT 131 - College Mathematics	
ENG 122 - Academic Writing II	
COM 140 - Basic Computer Skills	
Spanish 1 (H.S.)	
<i>Spring</i>	
ECO 110HA - Economics for Life	
SOC 110HM - Building a Multiracial Society	
SCI 110SC - Evaluating the Predictions of Global Warming	
SCI 115SC - Is Evolution True? Your Inner Fish	
<i>Spring</i>	
FAS 110CL - Living the Theatre: Dramatic Skills for all Disciplines	
PHI 210RS - Thinking and Doing Ethics	

12th Grade Dual Enrollment

Fall	Grade
REL 123 - Christian Spiritual Vision	
MAT 141 - Finite Mathematics	
College Elective	
College Elective	
Spanish 2 (H.S.)	
<i>Spring</i>	
College Elective	
<i>Spring</i>	
College Elective	
College Elective	



High School Graduation Course Audit

Traditional 24-Credit High School Track Recommendation with Associates of Arts Degree

Student Name: _____ Date: ____/____/____

College Group: _____ Graduation: (M/Y) ____/____

Subject Area	Graduation Requirements of Three-Year, 18-Credit College Preparatory Program	Courses Complete
English	4 credits, with major concentration in composition, reading for information, and literature	<input type="checkbox"/> English 1 <input type="checkbox"/> English 2 <input type="checkbox"/> ENG 121 <input type="checkbox"/> ENG 122 <input type="checkbox"/>
Mathematics	4 credits, one of which must be Algebra 1 or its equivalent and one of which must be Geometry or its equivalent	<input type="checkbox"/> Algebra 1 Geometry <input type="checkbox"/> College Mathematics <input type="checkbox"/> College Algebra <input type="checkbox"/> <input type="checkbox"/>
Science	3 credits in science, two of which must have a laboratory component and one of which must be Biology 1 or an equivalent course or a series of courses	<input type="checkbox"/> Earth Space Science <input type="checkbox"/> Biology <input type="checkbox"/> SCI 110 (Global Warming)
Social Studies	1 credit World History 1 credit United States History .5 credit United States Government .5 credit Economics	<input type="checkbox"/> World History <input type="checkbox"/> HTY 121 (U.S. History) <input type="checkbox"/> POL 223 (U.S. Government) <input type="checkbox"/> ECO 110 (Economics) <input type="checkbox"/>
Foreign Language	2 credits in the same language or demonstrated proficiency in a second language	<input type="checkbox"/> Spanish 1 <input type="checkbox"/> Spanish 2
Fine Arts or Performing Arts, Speech, Debate, or Practical Arts	Not Required	Not Required
Physical Education	Not Required	Not Required

Electives	2 Credits	<input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
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HIGH SCHOOL GRADUATION COURSE AUDIT

Acceleration Programs and Advanced Coursework

Studies show that students who complete a solid academic program in high school, including advanced courses, are more likely to be successful in college. Students in all graduation programs are encouraged to take advantage of advanced course offerings and acceleration programs, such as dual enrollment, early admission, the Advanced Placement (AP) Program, IB, the AICE, and Industry Certification. These programs may not be available in all school districts or high schools. For information, contact a school counselor.

Three-Year, 18-Credit College Preparatory Program

The requirements of this program are designed to prepare students for entering a postsecondary institution of education. This accelerated graduation program requires fewer credits and focuses more on academic courses. Students must earn at least 6 of the 18 required credits in specified rigorous-level courses. The credits required by this program must satisfy the minimum standards for admission into Florida's state universities which include two credits in the same foreign language.

Dual Enrollment and Early Admission

These programs allow eligible high school students to enroll in postsecondary courses. They earn credit toward high school graduation and, at the same time, earn credit toward a college degree or technical certificate. All 28 Florida colleges and some of the state universities participate in dual enrollment. Students are permitted to take dual enrollment courses on a part-time basis during school hours, after school, or during the summer term. Dual enrollment students do not have to pay registration, matriculation, or laboratory fees. In addition, textbooks for dual enrollment are provided to students free of charge. Dual enrollment courses will be weighted the same as courses taught through other acceleration mechanisms. Students should be aware that grades received through dual enrollment at Florida colleges and universities become part of the permanent postsecondary record. State universities will not admit a student who has less than a 2.0 GPA on a 4.0 scale.

GPA Requirements

Cumulative weighted GPA of 3.0 on a 4.0 scale in required courses and a weighted or unweighted grade that earns at least 2.0 points or its equivalent in each of the 18 required credits.



ICON PREP HONORS POINTS

~~Kindergarten-12th Grade~~

Weighted grades are number or letter grades that are assigned a numerical advantage when calculating a grade point average, or GPA. In some schools, primarily public high schools, weighted-grade systems give students a numerical advantage for grades earned in higher-level courses or more challenging learning experiences, such as honors courses, Advanced Placement courses, or International Baccalaureate courses. In many cases, the terms quality points or honor points may be used in reference to the additional weight given to weighted grades. In the case of students who have completed courses considered to be more challenging than regular courses, the general purpose of a weighted grade is to give these students a numerical advantage when determining relative academic performance and related honors such as honor roll or class rank.

Icon Preparatory School incorporates honor points for students in the K-7th grade level that are placed in advanced courses. Advanced courses are classes that are 1 year or more above the students current grade level. The honor points are added to the final grade on a 100 point grading scale. For example: If a Kindergarten student is placed in a primarily 2nd grade class that utilizes a 2nd grade curriculum and receives a grade of 80, the student will receive 10 honors points making the grade a 90.

The fundamental rationale for weighting grades is that the practice provides an incentive for students to challenge themselves academically. By assigning greater value to grades earned in more challenging courses, weighted grades remove a potential disincentive posed by tougher courses—i.e., students worrying that a lower grade in a tougher course might adversely affect their GPA or class rank. In addition to providing incentives to students, advocates, weighted grades deservedly reward students who take tougher courses, recognize higher levels of academic accomplishment, and provide a more fair or balanced system of grading in schools with multiple academic tracks.

~~Grade Point Average (GPA)~~

Grade Point Average is calculated by dividing the quality points by the credits attempted for all courses not forgiven. A quality point is the numerical value assigned to the letter grade.

~~Weighted GPA:~~

The cumulative, weighted average of grade points earned in all high school courses earned. This GPA is used to determine class ranking. Additional honors points are given for honors and dual enrollment courses.

~~Honors Courses to Receive Quality Points:~~

All courses, which are clearly labeled as "honors", and/or "advanced", and/or "gifted", consistent with State Frameworks and/or Icon Prep guidelines and coded as such in Icon Prep's Student Information System, shall carry 1/2 additional quality point per full credit. Academic foreign languages above the second year are included in this category. An additional quality point may not be earned in honors class if the grade received is below a C.

Dual Enrollment Courses to Receive Quality Points (F.S. 1007.271)

Effective for dual enrollment courses, all college level courses and career certificate dual enrollment courses completed with a grade of C or better shall receive one additional quality point. College level courses are defined by approved articulation agreements between Icon Preparatory School and area colleges and universities. Career Certificate dual enrollment courses are defined as a course sequence that leads to a career certificate and shall not be used to enroll students in isolated career courses. Credit earned shall be recorded in the student's academic record using the course number and title used by the postsecondary institution.

Grade	Numerical	Quality Points	Quality Points Honors Courses	Quality Points Dual Enrollment
A	90-100	4.0	4.5	5.0
B	80-89	3.0	3.5	4.0
C	70-79	2.0	2.5	3.0
D	60-69	1.0	1.0	1.0
F	0-59	0	0	0