



Family Handbook

2021-2022

Revised July 27, 2021

Welcome to the 2021-2022 academic year for Pathways High. Whether you are a returning student, new student, or prospective student, we hope this guide will provide you with valuable information. If you have any questions, please reach out to us at 414-943-2891.

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WHO WE ARE

Pathways High School is a public charter high school located in Milwaukee, Wisconsin. Founded in 2017, Pathways High serves over 100 diverse students from across the metro Milwaukee region. At Pathways High, students are empowered to leverage individual strengths in pursuing unique pathways to success in college, career and life. Mastery of academic content and life skills (EMPOWER skills) is accomplished through student engagement in teacher and business partner co-designed projects (PBL) and extensive connections to the community via our IMPACT program.

Mission

Unleash all Learners Potential. NOW.

Vision

Pathways High graduates will be outstanding citizens, prepared to use their unique talents to positively impact local and global communities in college, career and beyond.

Core Beliefs

- All students are capable of learning.
- A culturally responsive paradigm reflecting racial, socioeconomic, geographic (urban/suburban) and cultural diversity among students and faculty will increase mutual respect and understanding.
- Teaching through a Project Based curriculum increases student engagement in and ownership for learning, provides development of proficiencies related to academic and 21st Century Learning Skills within a real world context.
- Strong relationships among all members of the Pathways High Community will create successful students.
- Building personalization based on interests and needs into the curriculum will create and support individual pathways to success.
- By offering a whole student Advisory curriculum and a 5th year of high school, the transition into college, career and post-secondary life will be more successful.

Core Values

- Trust, not compliance
- Interconnectedness
- Diverse by Design
- Excellence through purpose

Philosophy

Pathways High School is committed to excellence. We know that the positive impact we have on the lives of our students is only possible when the school and home community are working together to reflect the same values. We believe in having high expectations, both academic and behavioral, of our students, and we will work our hardest to ensure that students meet these standards. We know that you have selected Pathways High because you hold these same high standards for your child and are eager to work with us to maximize your child's success.

The Commitment to Excellence on the following page outlines the responsibilities of the school, the family/guardian, and the student over the course of the coming year. The Commitment is not intended to be an exhaustive list, but what we believe to be the essential elements for a successful Pathways High. It serves not only as a testament to the Commitment we all must make, but as an acceptance of that Commitment as well.

Charter Terminology

As a parent/guardian or student of Pathways High, it is important to have an understanding of some basic charter school terminology:

Authorizer - The authorizer is the local organization with whom the charter school has a contract. At Pathways High the authorizer is UW-Milwaukee.

Governance Board - Every charter school is required to have a governance board. The Pathways High board is made up of eleven members comprised of community and educational leaders. The governance council has bylaws that provide opportunities for the board to approve matters related to school business, the strategic plan and seeking fundraising opportunities.

Charter Contract - The charter contract details the mission and pedagogy of Pathways and will be available upon request.

Interdisciplinary Learning Collaborative (ILC) - Pathways High operates using an ILC model that is recognized by DPI. The ILC model dictates that we teach most of our content simultaneously through multiple subjects. This allows us to award credit when students study interrelated concepts (i.e., studying the history of mathematics might earn a student partial credit in both geometry and world history).

Enrollment Procedures

For the 2021-2022 school year, Pathways High will open 35 seats for incoming 9th-10th grades. Juniors are able to apply but need pre-approval.

- Should we have more than 45 applications by the end of day December 14, 2021, a random drawing will be held on December 15, 2021.
- Applications will be drawn at random and the first 45 will be sent acceptance letters. The remaining applications will be placed on a waiting list in the order they were drawn.

- Students applying as Juniors will need to meet with Pathways High leadership staff prior to applying for pre-approval. A copy of your current transcript will be needed.
- Should a lottery not be needed students will be accepted in the order they are received starting on February 1st. Junior applications will be pulled aside and approved only after meeting with a member of the leadership staff.

The Pathways High model is focused around the following three principles:

1. **Student Choice and Voice** - Students have choice in their course and seminar selections.
2. **Performance through Collaboration** - Collaboration with students and staff across multiple subjects at the same time creates an interdisciplinary experience.
3. **Student Ownership of Learning** - Students get credit for *completion* of learning benchmarks, not simply for time spent in the subject. To be successful, students must be engaged in their learning so that they are making *intentional* choices to learn.

Pathways High may be the right fit if...

- You are motivated and engaged in your learning.
- You are self-driven when necessary.
- You want to improve your skills in all academic areas.

Pathways High may not be the right fit if...

- You are simply looking for an *alternative to traditional school*.
- You do not enjoy engaging in class discussions about learning.
- You have difficulty collaborating with others combined with low motivation to improve this skill.

Registration applications are accepted on an ongoing basis. If applications exceed the school's enrollment number for a grade in a given year, we will hold a lottery drawing sometime in February. Priority enrollment is given to siblings.

Only registration applications that include all required information (i.e.: proof of residency; birth certificate for new students, immunization records (or signed opt out form), etc.) will be considered for admission.

If more applications are received than seats are available in a grade, PH will take the applications and will call if we have a seat open. Any remaining seats available will be assigned on a first come first served basis with a rolling admission throughout the year. Class size will be limited to approximately 120 students in 9th grade and limited to 100 students in each grade thereafter.

Non-Discrimination Policy

Pathways High does not discriminate on the basis of race, religion, creed, color, sexual identity, age, physical challenge, nation of origin, gender, disability, or any other characteristic in the administration of its educational programs, admission policies, financial aid policies, scholarship and loan policies, and athletic

or other school-related administered programs. Pathways High is an equal opportunity employer and complies with all federal and state laws regarding non-discrimination in its employment practices.

Complaint Procedure

If any person believes that Pathways High has engaged in discrimination, he/she may bring or send a written complaint to the following designated district employee Kim Taylor, Director Pathways High.

Upon receiving the written complaint, the designated employee shall immediately record the receipt of the written complaint. Within 45 days after receiving the written complaint, the designated employee shall provide the complainant with written acknowledgement of the receipt of the written complaint, including the date the complaint was received.

The designated employee shall then convene a committee responsible for coordinating an investigation of the circumstances of the alleged discrimination, reviewing the facts surrounding the alleged discrimination, and determining whether a violation occurred and deciding the action to be taken, if any. The designated employee will provide a written report of the committee's findings and resolution to the case to the complainant and the superintendent. The written report shall be provided to the complainant within 90 days of the designated employee's receipt of the written complaint, unless the complainant and designated employee otherwise agree in writing. The written determination issued by the committee shall include notice of the complainant's right to appeal the determination to the state superintendent and the procedures for making the appeal.

Appeals

If a complainant wishes to appeal the determination of the committee, he/she may appeal to the state superintendent within 30 days of the committee's decision. The complainant may also appeal directly to the state superintendent if the school district or its employees have failed to comply with the provisions under Wisconsin Statutes Section 118.13 or PI 9.04(2).

Attendance Policies and Procedures

Daily attendance is required for Pathways High students. Attendance at Pathways High takes on a different meaning than traditional, seat-time based schools. Because of the competency-based nature of the school, students must participate in collaborative seminars in order to receive sufficient credit towards graduation. Because credit is obtained through learning target mastery, missing seminars has an adverse effect on credit accumulation.

Report Absences

1. If a student is absent, the parent/guardian must report the absence to the school office by 8:00 am by calling 414-943-2891.
2. Not calling at all or calling for more than 24 hours later will result in the absence being considered truancy.
3. If a student leaves campus without a pre-excused absence and/or without signing out, s/he will be considered truant.

4. The determination as to whether an absence is acceptable (excused) or not acceptable (truant) will be made by the principal or his/her designee.

If a parent/guardian believes that his/her student should not have an unexcused absence or has erroneously been marked truant, the parent/guardian shall request a meeting with the building principal to discuss the absence(s) in question. The building principal shall investigate the absence and make a decision as to whether an absence is excused or unexcused. The building principal's decision shall be final.

Excused Absences

All students will be allowed 10 excused absences with prior written notification. Requests for absences are to be registered in advance with the principal/designee. Once 10 excused absences are reached, the absence will only be excused for one of the following reasons:

- Appointments with medical specialists. Verification of appointment must be produced.
- Illness; Doctor's excuse must be produced.
- Funeral
- Attendance at educational events as determined by administration

A student may also be exempted from school attendance by the school board with the written confirmed acceptance of the parent/guardian due to an attested diagnosis of a temporary social, mental, physical, or behavioral problem, for a period of time not to exceed 30 days. The student may be required to fulfill class obligations and the student or parent/guardian would be responsible for acquiring and bringing into the school all class assignments as required by the student's instructors. In the event that a licensed physician, psychologist or chiropractor practitioner presents written verification that the condition may exceed a 30-day period, the student may utilize homebound learning.

Unexcused Absences

Students with patterns of unexcused absences in excess of the Wisconsin statute limit of 7 unexcused absences total per semester. Second semester unexcused absences reset if the student hasn't already been withdrawn the first semester, the following steps will be taken each semester:

- 1st - 3rd offense - Student/advisor conference and phone call to Parent/Guardian
- 4th - 5th offense - Student/Dean of Students conference and phone call to Parent/Guardian
- 6th -7th offense - Student/Principal conference and phone call to Parent/Guardian
- 8th -9th offense - Parent/Guardian will be called to the school to meet with the principal in person to discuss the absences, develop a plan, and talk through the options available that will ensure child is prepared for graduation
- 10th offense -Parent/Guardian will be called to schedule a meeting to discuss how we can best ensure your child is receiving the education they are entitled to and discuss the multitude of options depending on the circumstances so we can develop a plan of action. Also, a written letter will be mailed home and emailed.

- 11th -12th offense - Student will be considered a habitual truant. School administration will call and send a letter home to alert the parent/guardian to the fact that your child has more than 10 absences to date. By law the next step is reporting the truancy to the truancy department.
- 13th offense - School administration will call and send a letter home to alert parent/guardian that your child has more than 12 absences to date and will be receiving a truancy letter from TABS, a truancy program for families and students with excessive absences.
- 15th+ offense - School administration will call and send a letter home which indicates that your child has been identified as a student of concern due to habitual absences and multiple interventions have been implemented to improve attendance. If the student misses any additional days of school we will move forward with a referral to the Milwaukee County District Attorney's office and a truancy ticket of no more than \$500 will be issued per Wisconsin State Statute 118.15. In addition, the school administration will file a written complaint with a relevant court or child services agency alleging the belief that the acts or omissions of the child are such that his/her family has service needs. Pathways High is required to submit an annual report to the WI Department of Public Instruction that reports habitual truants. Letter to be mailed informing family that student has been withdrawn from Pathways High.

Wisconsin statutes define "truancy" as "any absence of part or all of one or more days from school during which the school attendance officer, principal or teacher has not been notified of the legal cause of such absence by the parent or guardian of the absent pupil, and also means intermittent attendance carried on for the purpose of defeating the intent of s. 111" Wis. Stat. §118.16(1)(c). For attendance purposes, the District considers "part of a school day" to mean any time during the school day that the student is absent from his/her assigned location.

A "habitual truant" is "a pupil who is absent from school without an acceptable excuse for part or all of 5 or more days on which school is held during a school semester." Wis. Stat. §118.16(1)(a).

It is the responsibility of the parent to provide reasons for their child's absence. It is the responsibility of the school attendance officer to determine whether the absence is acceptable (excused) or not acceptable (truant). Students and/or parents who violate Wisconsin Statutes may be referred to the Milwaukee County Social Services and to the court system of Milwaukee County.

Tardiness

If your student will be late for school, an advance call from a parent/guardian is preferred. Students who arrive late to school or are returning from an appointment must check in with the school's front desk.

Students who are deemed chronically tardy or chronically absent may not be able to receive credit for the course(s) in which they have been chronically tardy or absent. Students and their parents/guardians will have an opportunity to meet with school administration to discuss potential consequences to address chronic tardiness and/or absenteeism.

Definition of Tardiness

Students arriving after 8:15 am (as measured by the school's main office clock) are marked tardy. If a student will be arriving late with a doctor's excuse or because of a family emergency, the parent must call the office before 8:00 am to notify the school.

Consequences for Tardiness:

First 5 tardies are free- no excuse necessary

- 6th-7th Tardy: Student/Advisor conference.
- 8th-10th Tardy: Student/Advisor conference to develop "On Time" plan and call home to parent/guardian.
- 11th-13th Tardy: Student/Advisor conference to discuss "On Time" plan and personal call home to parent/guardian.
- 15th+: Parent /guardian must come to the school for a conference. The administrator, teacher, parent/guardian and student will develop a contract outlining steps that will be taken to improve that child's promptness to school.
- 20th+ Tardy: School administration may file a written complaint with a relevant court or child services agency alleging the belief that the habitual tardiness of the child is such that his/her family has service needs.

Consent to Leave Campus

While we encourage families to schedule appointments before or after school, we understand that sometimes missing school cannot be avoided. However, students cannot leave campus during the school day without written consent from their parents or guardians. This includes students 18 years of age and older. An early dismissal notification, which includes a note, phone call and/or email from a parent/guardian, is required for students to leave school before the end of the day. If your student needs to be excused early, please provide the office with advance notice before the appointment, either by a call or a note. A parent/guardian must give consent verbal or written for a student to leave the school campus earlier than 1:15 pm on Mondays and 3:35 pm on any other school days.

Late Arrival and Early Release

Students that are a junior or senior have the opportunity to apply for late arrival and/or early release based on their current mastery credits/standards and attendance. Students need to apply and provide documentation of reasoning for the request.

Students may qualify to have up to two blocks of early release or one period of late arrival and one period of early release if they meet the following criteria:

1. A student must be classified as a current junior or senior.
2. A student must have at least 60% of their standards for graduation for juniors and 80% for seniors.

3. A student must be in good academic standing with standards (must have an average of Proficient or higher in 75% of subject area pathways) and attendance (90%).
4. A student must provide documentation/reason for applying for late arrival and/or early release.
5. If the student is involved in an internship, paid or unpaid, the proper documentation must be filled out by the student, parent, and internship company/business along with a meeting with their internship advisor at PH to create a plan to gain credit and standards through this internship.

Once a student qualifies for late arrival and/or early release, the parent/guardian must meet with administration and provide consent to the program's terms and conditions. During this meeting a **contract** will need to be signed by the parent/guardian before the late arrival or early release begins. Administration has the right to deny or revoke a late arrival and/or early release at any time.

Illness During School Hours

If a child is sick (feverish, pink-eye or has flu-like symptoms) in the morning, the school expects him/her to stay home for the day. We do not have a nurse on site. If a child becomes ill or injured during the school day and is not well enough to stay in class, the parent/guardian will be called to pick the child up. We do not have the capacity to watch over and care for ill children. It is necessary to have updated emergency contact numbers on file in the school office in case no one can be contacted at home. If a child needs to take medicine while at school, a consent form must be filled out in the main office. All medications are kept in the office and dispensed from there except for inhalers, which will be kept in the classroom. Pathways High reserves the right to request a doctor's excuse before your student may return to school under any.

School Closing and Snow Days Make-up

Due to Pathways High being a regional charter school, administration will take this into consideration when closing school. Listen to the radio or television for the announcement of our closing. Please also check the school website and social media accounts.

School Schedule

Pathways High academic day starts at 8:15 am and ends at 1:15pm on Mondays and 3:35pm on any other school days. Students must be on time and present for all of their classes. Students must remain on campus during these hours unless on an approved field trip or participating in a school-sponsored internship, externship program, dual enrollment courses on a college campus or community service project. The typical schedule during school hours consists of seminars. Individual schedules vary from student to student and are subject to change when necessary.

Students are welcome in the building starting at 7:30am to work quietly in the main space. Students may also stay after school to work on projects, participate in sports or clubs until 4:45 except for Mondays. Tuesday through Thursday at 4:45, students that have not been picked up will go to the Neighborhood House. Students who are at the school to work on projects must sign up at least 1 day in advance to stay after for their chosen program.

Early Release and Staff Professional Development

Pathways High will be having an early release day every Monday at 1:15 for staff meetings. It is important for all staff to have a common planning time to discuss as a team student needs and cross curricular seminars.

One Monday a month (often the 3rd Monday) is dedicated for staff to work on professional development. During these Mondays staff will:

- Work with experts across the nation that specialize in high quality project based learning.
- Trauma informed care training.
- Restorative justice practices.
- Meetings with industry professionals to introduce real world problems into seminars.
- Work to create an environment that provides the right conditions for project based learning to happen.
- Instructional coaching as needed.

CAMPUS POLICIES

Student Visitors

Pathways High recognizes that there are certain events, such as dances and guest days, where Pathways High students may want to invite non-Pathways High students as guests. In such cases, non-students or students from other schools must complete a guest form and submit it to the principal for prior approval. Visitors permitted in these circumstances will be expected to abide by Pathways High policies and guidelines.

School dances are held throughout the year. High school students may bring one (1) guest to most high school dances provided that:

The guest is enrolled in a high school or is still under the age of 21;

- A completed guest form is submitted to the principal at least three (3) school days prior to the dance and approved by the principal;
- The Pathways High student must stay with his/her guest throughout the event and accept responsibility for the actions of their guests; and
- Pathways High policies, procedures and rules are observed by both the guest and the student.

Closed Campus Policy

Despite the open feeling on our campus, Pathways High is a closed campus in order to provide a safe and secure school.

Visiting Classes

Pathways High always welcomes and encourages visitors, both from within and outside of our school community, to our school. However, in order to assure the safety and well-being of all students and staff, all visitors – including parents and guardians – are required to sign-in with the receptionist at the main entrance, show identification and wear a visitor's badge. During the beginning of the school year, it is critical for students to transition into their new setting, and parental/guardian presence in the classroom can sometimes slow this process. As such, we ask that parents/guardians be sensitive to this and limit their time in the classroom during the first few weeks of the year. When observing in the classroom, parents/guardians are asked not to disrupt the education of their child or other children or to attempt to conduct individual conversations with the teacher during instructional time. Parents/guardians who are disruptive to the educational process will be asked to leave. Please have cell phones off while in the hallways and classrooms.

Transportation

Parents/guardians will be required to arrange transportation to and from school for their child/ren. Carpooling is encouraged.

Student Drivers and Parking

Driving to school is considered a privilege. Students who drive their own vehicles to and from school must comply with the below rules. Failure to follow these rules may result in an immediate disciplinary meeting and/or action. Parking spots will be assigned on a first come first serve basis. All students wishing to part in the school lot must provide the information below and be issued a car permit that should be displayed in their front window. Students should park in numbered spots only. Pathways High is not responsible for damage to cars parked in the lot or on the street.

Students who drive to and from school will be asked to provide the following information to the school:

- Name of student and signature
- Student's Driver's License number
- Parent and/or Guardian name and signature
- Car make and model and license plate number of each vehicle the student may be driving

Student Passengers

Students who drive to and from school may not drive other Pathways High students in their vehicle during the school day unless:

- In accordance with applicable law, students are eligible to drive other students.
- In advance, parents and guardians have submitted a written and signed parental/guardian permission form (available at the school front desk), signed by the parents/guardians of the driver student and all students who may be passengers, and,

- Students conduct themselves in accordance with the law and Pathways High policies.

Automobiles and Other Vehicles

The following additional rules apply to automobiles and other vehicles that are driven by students to school:

- Students may not sit in vehicles or gather in the parking areas before school, during school hours, or after school.
- When students enter and start their vehicles at the end of the school day, they must depart immediately.
- Students must observe all traffic rules and speed limits.

School Fees

Pathways High collects student fees to ensure that we are able to offer our students and families a wide variety of technology and activity options. Below are the fees for the 2020-21 school year:

- Student fees: \$75.00 per year (Transcripts will be held until fees are paid.)
- Athletic fees are separate from student fees.
- Sponsor a Student: \$75.00 (covers another student who does not have the financial capability to pay fees)

Code of Conduct and Related Policies

The Goal of the Code of Conduct is to Promote a Culture of TIDE: Trust, Interconnectedness, Diverse by Design and Establishing a Culture of Excellence.

TIDE will be the result of positive, collaborative relationships among students, faculty, staff, parents/guardians and community partners. All stipulations of the Code of Conduct and related policies are aligned to the successful development of this culture at Pathways High.

Essential Agreement

All Pathways High students, parents/guardians, staff and community partners are expected to respect others and support teaching and learning. This includes how we talk and interact with one another and how we respect each other's property, personal space and right to learn.

Teachers and administrators will demonstrate trust in their discipline policies by making sure to follow a protocol that ensures all stories are heard and all involved parties have a chance to share and reflect any incident that may occur. Students will be trusted to engage in dialogue with one another to work out problems and come to solutions.

Interconnectedness will be fostered through restorative justice circles where all parties involved will have a chance to reflect upon incidents that occurred and collaborate to find solutions that make things right. Students who have committed infractions will be brought into the community to be supported and to make the community better rather than isolated from it.

Diverse by Design means we are intentionally bringing together young people and adults from wide-ranging communities with diverse socioeconomic, ethnic, racial, cultural, sexual, and social identity backgrounds in order to provide broader perspectives with which to formulate, view, and solve real world problems.

Excellence-Driven Culture will push teachers and administrators to constantly strive for more fair and supportive discipline practices that work to support and nurture students in appropriate ways. Additionally, the idea of excellence will be incorporated into making sure each student receives the most excellent and supportive discipline. Teachers and administrators will never make a discipline decision in isolation; rather, they will work together to come up with the best plan.

Bullying/Hazing Policies

The school prohibits bullying and/or hazing. Bullying/hazing have a harmful social, physical, psychological and academic impact on bullies, victims and bystanders. The school district consistently and vigorously addresses bullying so that there is no disruption to the learning environment and learning process. This rule shall not be interpreted to prohibit a reasonable and civil exchange of opinions or debate, which is protected by state or federal law.

Bullying is defined as the repeated intimidation of others by the real or threatened infliction of physical, verbal, written, electronically transmitted, or emotional abuse, or through attacks on the property of another. It may include, but is not limited to, action such as verbal taunts, spreading rumors, name-calling and put downs, extortion of money or possessions, and exclusion from peer groups within the school. The behavior may be motivated by an actual or perceived distinguishing characteristic, such as, but not limited to: age; national origin; race; ethnicity; religion; gender; gender identity; sexual orientation; physical attributes; physical or mental ability or disability; and social, economic or family status.

Hazing is defined as any intentional, knowing or reckless act meant to induce physical pain, embarrassment, humiliation, deprivation of rights, or that creates physical or mental discomfort, or that results in property damage or theft, and is directed against a student for the purpose of being initiated into, affiliating with, holding office in (collectively called "initiation activities"), or maintaining membership in any organization, club or athletic team sponsored or supported by the district and whose membership is totally or predominantly other students from the district. Hazing is prohibited and applies to any and all student-sponsored and adult-sponsored activities that have not been approved by the district.

Students who engage in any act of bullying/hazing at school, at a school function, or in connection to any activity sponsored by Pathways High are subject to disciplinary action in accordance with district rules and regulations.

Students and employees shall be informed annually of this prohibition. The district will provide instruction intended to give students knowledge of effective means by which they may recognize, avoid, prevent and halt physically or psychologically intrusive or abusive situations that may be harmful to them.

Any student who feels that he or she is the victim of bullying or hazing should contact a trusted adult at Pathways High. The district shall maintain the confidentiality of the report and any related pupil records to the extent required by law. All school staff members and school officials who observe or become aware of acts of bullying/hazing are required to report these acts to the building principal or the Dean of Culture.

Any other person, including a student who is either a victim of bullying or is aware of the bullying/hazing or any other concerned individual is encouraged to report the conduct to a trusted adult at Pathways High or the Principal.

Reports of bullying may be made verbally or in writing and may be made confidentially. All such reports, whether verbal or in writing, will be taken seriously and a clear account of the incident is to be documented. A written record of the report, including all pertinent details, will be made by the recipient of the report.

Students and others are prohibited from retaliating against those who report incidents of bullying or hazing or who assist in an investigation. Students and others who retaliate shall be subject to discipline. Employees who participate in, allow, or knowingly fail to enforce this rule will be subject to disciplinary action. Furthermore, as may be required by law, law enforcement officials shall be notified of bullying or hazing incidents.

Cyberbullying

Cyberbullying will not be tolerated. Harassing, denigrating, impersonating, outing, and cyberstalking are all examples of cyberbullying. Don't be mean. Don't send emails or post comments with the intent of scaring, hurting, or intimidating someone else. Engaging in these behaviors, or any online activities intended to harm (physically or emotionally) another person will result in disciplinary action. In some cases, cyberbullying can be a crime. Remember that your activities online at school are monitored and retained.

Vandalism

All students and Staff are urged to treat their possessions, other people's possessions and all school property with care and respect. No one is to injure, destroy, deface or trespass on school property. A clean environment is important to all; vandalism is not accepted. Students (and Parents/Guardians) will be responsible for restoring any damage they caused.

People with any information about damage done to the building or its contents should report it to the principal or designee.

Drugs, Alcohol, and Tobacco

Drugs, alcohol, tobacco product, illegal drugs in any form or smoking materials (including, but not limited to, all forms of e-cigarettes, vaporizer pens, vaporizers, e-hookahs, etc) are prohibited in the school, on the campus, and at off-campus school functions. Likewise, students are prohibited from being under the influence of drugs, alcohol and from smoking while at school, on campus and at off-campus school functions, including internships and dual enrollment opportunities.

Students have the right to attend school in an environment that is free from the non-medical use of alcohol, drugs and mood-altering substances. A mood altering substance includes any substance that is transferred, used, or intended to be used inappropriately for the purpose of altering perception, behavior or any physiological or psychological process. No student shall use, transfer, manufacture, sell, give away, dispense, possess, distribute or be under the influence of alcoholic beverages, controlled substances, mood-altering substances or drug paraphernalia (as defined by state statute and/or municipal ordinances) on school premises or while engaged in or attending school-sponsored activities. Students who violate this policy shall be subject to disciplinary action in accordance with established procedures. This prohibition

does not apply to the authorized use of prescription and/or nonprescription drugs by a student with the permission of his parent/guardian and/or physician.

ALCOHOL AND OTHER DRUG USE POLICY VIOLATION ENFORCEMENT PROCEDURES

In all cases, students in violation of the School's Alcohol and Other Drug Use Policy will be referred to the Dean of Culture or principal. Use/Possession Any person who is involved in the use of, transfer, manufacture, sale, give away, dispense, possess, distribute or be under the influence of alcoholic beverages, controlled substances, mood-altering substances or drug paraphernalia on school premises or while engaged in or attending school-sponsored activities is in violation of school policy and disciplinary action will be taken. This action **could** include the following:

- 1) Parental notification/conference
- 2) Student conference
- 3) Referral to law enforcement (charges may be as a result of this referral) and emergency medical assistance if necessary.
- 4) Suspension for up to five (5) school days AND
- 5) Petitioning the Board for consideration of expulsion.

Sale/Transfer Any student who is involved in the sale of or intent to sell, the transfer of or the purchase of alcohol, controlled substances, mood-altering substances, look-alike drugs or drug paraphernalia (as defined by state statutes) is in violation of school policy and disciplinary action will be taken. This action **could** include the following:

- 1) Parental notification/conference
- 2) Student conferences
- 3) Referral to law enforcement (charges may be filed as a result of this referral)
- 4) Suspension from school for up to five (5) school days AND
- 5) Petitioning the Board for consideration of expulsion.

Drugs, alcohol, tobacco product, illegal drugs in any form or smoking materials (including, but not limited to, all forms of e-cigarettes, vaporizer pens, vaporizers, e-hookahs, etc) are prohibited in the school, on the campus, and at off-campus school functions. Likewise, students are prohibited from being under the influence of drugs, alcohol and from smoking while at school, on campus and at off-campus school functions, including internships and dual enrollment opportunities.

Vaping or "E-CIGARETTES"

Student use and possession of vaping products, including, but not limited to, noncombustible products that may or may not contain nicotine, that employ a mechanical heating element, battery, electronic circuit, or other mechanism, regardless of shape or size, that can be used to produce a vapor in a solution or other form, including "pods" are prohibited on Pathways High School property at all times and while students are under the supervision of the school authority. Police citations may be issued for each offense to student violators. All vaping products are subject to confiscation and disposal. Students found to be in possession of

vaping products will be referred to the principal. Students found to have vaping devices or paraphernalia in their vehicle while on school property or at school sponsored events are subject to suspension or revocation of their parking privileges. Students who are in possession of vaping products while at school or while under the supervision of the school authority will serve, at a minimum, an in-school suspension. Additional instances of possession may result in out of school suspension, referral to law enforcement, and revocation of parking. Vaping devices that indicate the presence of THC or other prohibited substances will be addressed via the manner of alcohol policy.

Lockers

The school, for the convenience of the student, provides a locker. The school is NOT responsible for lost or stolen property. To prevent locker theft follow these suggestions: do not give your combination to anyone, even your best friends; do not store valuables or cash in your locker; do not present the first two numbers of your combination; always spin your lock after closing; and always keep your locker locked. Locker repair or combination change forms are available at the office. You are responsible for the contents of the locker you are assigned if a locker check occurs. Any damage to lockers, accidental or otherwise, is to be reported to the office immediately. Fines may be issued at the end of the school year for damage created by markers, stickers, pens, etc. - both inside and outside the locker.

Search of Student Belongings

A school administrator may search a student if there are reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school. The search measures adopted must be reasonably related to the objectives of the search and not excessively intrusive in light of the student's age, sex and the nature of the infraction.

School lockers are the property of the Pathways High provided for the convenience of students. School authorities may periodically inspect lockers without notice, without student consent and without a search warrant. School authorities may conduct an individual locker search based on reasonable suspicion that the locker contains illegal or unauthorized materials or materials used in an illegal manner. This search may include the personal belongings of the students contained in the locker when there are reasonable grounds to believe that the search will provide evidence that the student has violated or is violating school rules or the law. If a locker search, which is conducted pursuant to this policy, yields illegal or contraband items, legal authorities will be contacted.

Weapons in School

The Board of Education prohibits students from possessing, storing, making, or using a weapon in any setting that is under the control and supervision of the school for the purpose of school activities approved and authorized by the school including, but not limited to, property leased, owned, or contracted for by the school, a school-sponsored event, or in a school vehicle. "Weapons" include, but are not limited to, the following:

1. Any device or instrumentality that (a) is designed as a weapon and capable of causing death or bodily harm, or (b) in the manner it is used or intended to be used, is calculated or likely to produce death or bodily harm. Such devices include, but are not limited to, martial arts instruments, instruments similar to martial

arts instruments, knuckles, and instruments similar to knuckles, razors, knives, chains or clubs, subject to the exceptions below.

2. Devices designed for other purposes, but used in a manner that could inflict bodily harm or intimidate others. Such devices include, but are not limited to, belts, combs, pencils, files, compasses, aerosol sprays, and scissors.
3. Any BB, paint-ball, pellet-firing, or any other air gun that expels a projectile through the force of air pressure, of any type whatsoever, whether loaded or unloaded.
4. Any electric weapon (i.e., device that is designed, redesigned, used or intended to be used, offensively or defensively, to immobilize or incapacitate persons by the use of electric current);
5. Look-alike weapons, including toy guns, water guns, replica non-guns, and air-soft guns firing nonmetallic projectiles, of any type whatsoever, whether loaded or unloaded.
6. Ammunition or explosives.

The principal will refer any student who violates this policy to the student's parents or guardians and may also make a referral to the criminal justice or juvenile delinquency system. The student may also be subject to disciplinary action, up to and including expulsion. Policy exceptions include: A. weapons under the control of law enforcement personnel; and B. theatrical props used in appropriate settings. The school will also comply with applicable reporting requirements under the Gun Free Schools Acts, 20 U.S.C. § 8921.

Cell Phones and Personal Devices

During school hours cell phones and similar personal devices should be put away and out of sight during seminars. When appropriate situations arise teachers have the authority to allow phones to be used.

- Cell phones and other electronic devices, including personal computers, will be allowed in the during passing periods and during lunch.
- Personal computers will not be allowed for use during class time except if a teacher gives permission to do so.
- Cell phones and other electronic devices are not allowed at any time in the locker rooms or restrooms.
- Cell phones and other electronic devices should not interfere with the teaching and learning process. Situations which interfere with teaching and learning may result in disciplinary actions.

Free Speech on Campus

The Supreme Court has referred to public schools as a "marketplace of ideas" where the protections of the First Amendment are particularly important. "The vigilant protection of constitutional freedoms is nowhere more vital than in the community of American schools." *Shelton v. Tucker*, 364 U.S. 479, 487 (1960).

At the same time, the law is clear that a student's right of free speech is not unfettered and that the free speech/press protection does not prevent a school from imposing certain restrictions and/or imparting discipline for certain forms of speech that may be considered disruptive to the community, in violation of school policies and/or considered unlawful harassment, discrimination, bullying, threats and/or intimidation.

In short, Pathways High reserves the right to place reasonable time, place and manner restrictions on speech where the faculty and/or administration determine that such a restriction is appropriate.

Examples of student speech that may be restricted include:

- Speech which creates or threatens danger, and/or unlawful acts
- Speech which threatens or presents a violation of Pathways High rules and standards of conduct
- Speech which creates or threatens a substantial disruption of the orderly operation of the school
- Speech which impinges on the rights of others
- Vulgar, lewd, obscene, and plainly offensive speech or conduct

Policy against Harassment

It is critical that all members of the Pathways High community respect each other's rights, individuality, and differences. Courtesy, tolerance and mutual respect provide the platform for sharing, learning, innovation, and personal development. Accordingly, it is the policy of Pathways High to prohibit harassment of any kind, including harassment based on gender, race, color, creed, religion, national origin, age, disability, sexual orientation or of a sexual nature.

Harassment Defined

Harassment refers to behavior that, among other things, is not welcome, is personally offensive, or undermines or weakens morale. Harassment includes any unwelcome, verbal, physical, visual, or electronic conduct that has the purpose and/or effect of creating or contributing to an intimidating, hostile, or offensive environment or that unreasonably interferes with the recipient's educational progress or personal security.

Any person who believes that s/he has been subject to harassment or who believes that they have observed the same should immediately inform the person engaging in the offensive conduct that the behavior is unwelcome and must stop. A student who believes that s/he has been subject to harassment or who believes that they have observed the same should advise the principal or designee.

Behavior constituting harassment as defined by this policy is subject to disciplinary action starting with Restorative Practices. In most cases, these practices will provide strategies to restore appropriate behaviors and trust to the parties involved.

In extreme cases, the possibility of suspension and expulsion proceedings may be required. Likewise, because a false report of harassment can have damaging effects on the reputations of innocent individuals, false accusations are also subject to the same form of disciplinary action.

Student Sexual Harassment Policy

Pathways High is committed to making the school free from sexual harassment. This means that Pathways High prohibits sexual harassment by someone from or in the educational setting. Pathways High prohibits sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race,

religion, creed, color, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation.

Sexual harassment refers to behavior that, among other things, is not welcome, is personally offensive, or undermines or weakens morale. Sexual harassment can include such actions as:

- Unwelcome sexual advances, or
- Requests for sexual favors, or
- Verbal, electronic, visual, or physical conduct of a sexual nature made by someone from or in the educational setting.

Pathways High prohibits conduct that has the purpose or effect of having a negative impact on the recipient's educational progress, academic performance, or personal security, or of creating or contributing to an intimidating, hostile, or offensive educational environment. Pathways High further prohibits sexual harassment in which a student's grades, benefits, services, honors, program or activities are dependent on submission to such conduct.

Pathways High will not condone or tolerate harassment of any type, including bullying, , or intimidation, by any employee, independent contractor or other person with which Pathways High does business, or any other individual, student, or volunteer. This policy applies to all employees, students, or volunteers and relationships, regardless of position or gender.

Students should report any sexual harassment to the principal. Students who violate this policy shall be subject to discipline, including the possibility of suspension or possible expulsion. Any employee who permits or engages in sexual harassment of a student may be subject to disciplinary action up to and including dismissal. Pathways High prohibits retaliation against any participant in the complaint process. Each complaint shall be investigated promptly and in a way that respects the privacy of all parties concerned and insofar as is possible. Pathways High will take appropriate corrective action, if warranted.

Disciplinary Consequences

The purpose of disciplinary action at Pathways High is to ensure that individual students, their parents/guardians, and the Pathways High community stay focused on growth and learning. Prompt resolution of the problem or issues is expected.

Initial forms of discipline may include any one, a combination, and/or all of the following, depending on the circumstances, and at the school administration's sole discretion:

- Verbal and/or written warning to the student
- A written commitment by the student to improve his/her behavior and/or performance
- A meeting with the principal or designee
- Parent/guardian notification
- Implementation of Restorative Justice Strategies described below.
- Loss of privileges or removal from extracurricular activities

- Academic Consequences
- Suspension
- Expulsion
- Denial of Readmission
- Other forms of discipline that the school may determine appropriate

Restorative Justice Practices

The discipline policy will operate under a philosophy largely informed by restorative justice. The goal of the restorative justice process is for the students to restore the harmed learning community and gain support from that learning community. The approach of Restorative Justice Practices and Positive Behavior Interventions and Supports published by the California Conference for Equality and Justice seeks to, “engage parents/guardians, students, teachers, school staff and administrators, enforce positive behavior, avoid labeling of students, uplift students’ strengths and establish a routine.” The tools employed to meet those aims will help “build positive campus communities, prevent conflict and replace punitive and isolationist discipline policies such as detention, suspension and expulsion” (PBIS 2013).

Restorative justice is meant to help students (a) restore the harmed learning community and (b) build the student’s assets so that they can enhance their ability to cope with difficult situations and overcome obstacles that will fall in their way. Highlights are students being held accountable, being supported by their teachers, taking on a leadership solution and building the skills to cope with future difficulties. If all involved parties agree to this plan, they will sign a contract that outlines the plan.

Professional Development Training as to the philosophy, strategies, development and implementation of Restorative Justice Practices will occur on an ongoing basis for the Pathways High faculty, board and students.

Upon the occurrence of an infraction, the discipline policy protocol will include, but is not limited to the following action items:

- Student, teacher and parent/guardian interviews; no decisions or assumptions will be made until an administrator has had the chance to understand what happened from all perspectives and hear the stories of all parties involved.
- Students involved will be asked to write letters recounting their experience with the infraction.
- Potentially, determination of a practice to be completed by the student(s) involved to correct the infraction that has been committed will be agreed upon. Returning of property, development of a poster or other display that characterizes appropriate manners to handle situations, community service within or beyond the school to ‘give back’ to the community, and other activities that would ‘restore justice’ to the injured party(ies) or community.
- If the infraction is serious enough to warrant a suspension or expulsion, students will be asked to write letters to administrators and teachers explaining their reflections and hopes on the situation, using the restorative framework:

- What happened? What were you thinking at the time? What have you thought about since? Who has been affected by what you did? In what way? Why do you want to remain at this school? How have you been trying to make things right? How can you take leadership to form a solution can make things right and how can we support you on that?
- A discipline hearing will be held to determine the student's eligibility for re-entrance into the school or expulsion. The student, their parents/guardians, their teachers and administrators will be invited to this hearing and asked to speak on their experience with the student as well as their perspective on the infraction and the consequences thereafter. A hearing will only be scheduled if at least one teacher who knows the student well or one of their parents/guardians is available to be present.
- Teachers and administrators will discuss the results of the discipline hearing and weigh the infraction with precedent-setting consequences that have been put in place for similar infractions. Teachers and administrators will either decide to (a) move to an expulsion hearing or (b) move to a restorative justice circle to support the student upon re-entrance into the school community.

The following offenses represent grounds for Restorative Justice Practices to be put into action. Pending the success or failure of those strategies, as delineated later in this policy, the principal or designee may decide to move forward with suspension or expulsion proceedings:

- Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object.
- Possession, use, offering, arranging and/or negotiating to sell or provide a knife, imitation firearm, other weapon, or item that could be construed and/or used as a weapon.
- Possession, use, being under the influence of, offering, arranging and/or negotiating to sell tobacco, alcohol, drugs, other controlled substances, or intoxicants of any kind, including, but not limited to over-the-counter medication and/or prescription drugs.
- Theft of property including, but not limited to attempting to steal and/or receive stolen property e) Physical assault including, but not limited to aiding or abetting in the same.
- Damage to school or private property including, but not limited to attempted or caused damage.
- Harassment; sexual or other.
- Threatening, harassing, bullying, and/or attempting to intimidate other members of the community including, but not limited to acts of "cyber-bullying."
- Obscenity/Profanity/Vulgarity including the commission of an obscene act and/or engagement in habitual profanity/vulgarity.
- Disruption and/or defiance including, but not limited to disruption of school activities and/or willful defiance of the authority of school personnel.
- Violations of Pathways High academic policies including, but not limited to plagiarism and/or cheating.

- Violations of Pathways High Information Technology policies including, but not limited to transmitting computer viruses, using or attempting to use others' accounts, trespassing in another's portfolio, folders or files, and/or concealing or misrepresenting one's identity while using the IT system.
- Violations of Pathways High conduct policies as articulated throughout the Pathways High Parent/Student Handbook.

Any student whose conduct is not rectified during the Restorative Practices and/or Suspension actions, may be eligible for Expulsion.

Principal's Authority to Impose Suspensions and Expulsions

The principal has the authority to impose suspensions and expulsions. The principal or his/her designee will conduct an investigation of the circumstances presented, including consulting the student and affected parties. The principal will consider what intervention strategies have already been implemented, and whether additional alternative strategies should be implemented or whether to move towards suspension or expulsion.

Suspension

The principal has the discretion and may impose a suspension directly if s/he determines it is appropriate. If the principal determines that a student is to be suspended, the principal shall provide written notice to the student's parents and/or guardians of his/her determination in writing, including reasons for the suspension and the time period for the suspension. Academic make-up work and/or a parallel independent project(s) aligned to the goals of the in class project(s) will be required. Return to school may be contingent upon submission of said project(s) and/or a written essay addressing the issue at hand and stating how the student proposes to move forward. A Readmission Plan, to be developed by the student in conjunction with the principal, parent, student representative and a faculty member will be agreed upon, signed and monitored by a school faculty member designated by the principal.

Expulsion

If after implementing restorative practices strategies, the principal or designee determines that consideration of expulsion is warranted, the principal or designee shall impose a suspension pending an expulsion hearing. The principal or designee shall provide written notice to the student's parents and/or guardians of the suspension, the reasons for the suspension and the expulsion hearing, give notice of the expulsion hearing and provide information regarding the School's expulsion procedures. The principal or designee will hold an expulsion hearing where the principal or designee shall serve as the hearing officer. The student shall have the right to representation and the right to present evidence at the expulsion hearing. The principal or designee will consider evidence and/or testimony as appropriate and will render a decision that shall be in the best interests of the student and the School.

If the principal or designee determines that a student is to be expelled, the principal shall inform the student's parents and/or guardians of his/her determination in writing, including the reasons for expulsion. The principal or designee written notification to the parents/guardians shall also include information about the process rights in regard to the principal or designee's determination.

Right to appeal the Principal or Designee's Determination

Parents and/or guardians (or, if at least 18 years of age, the student) shall have ten (10) days from the principal or designee's written expulsion determination to submit a written request of appeal to the Pathways High School Board.

In response to the written request for an appeal, the President of Pathways High Board shall convene a committee consisting of one member of the Pathways High Board Education Committee, the President of the Pathways High School Board or designee, the principal or designee, one faculty representative, one student representative (optional). The committee members appointed will be knowledgeable about the School's basis for expulsion and the procedures regarding expulsion. The committee shall have the right to rescind or modify the expulsion. The committee shall convene a hearing on the appeal within ten (10) days of receipt of a timely written request for an appeal.

At the hearing on the appeal, the student shall have the right to counsel and the right to present evidence. The committee will consider evidence and/or testimony as appropriate and will render a written decision that shall be in the best interests of the student and the School. That decision shall be final.

Cases Not Covered By Specific Rules

It is understood that the rules contained in this handbook are not all inclusive. The administration and teachers may take such action as is necessary, and not forbidden by law, to ensure the discipline and orderly conduct of the school. Action may be taken with respect to any offense which interferes with the orderly conduct of the school, or which affects the health and welfare of students, individually or collectively, regardless of the existence or non-existence of a rule covering the action. School rules apply to all students regardless of age, and to all school activities on campus or at other locations.

SAFETY POLICIES

Emergency Procedures

Pathways High staff receive training in order to provide for the safety of students, staff and visitors during times of emergency. Emergency preparedness includes fire, tornado, and lockdown drills which happen at regular times during the school year.

All alarms are treated as real at Pathways High. In the event of an emergency drill, all staff, students and visitors are required to complete an orderly and safe evacuation of the classrooms and building. Staff and students will meet in pre-assigned areas, and will remain there until all students are accounted for and instructed to return to the building or move to a safer area.

Failure to follow emergency procedures or the willful attempt to compromise emergency preparedness at Pathways High is grounds for severe consequences, including possible suspension and expulsion.

In the case of a major emergency (such as a significant tornado or fire), parents/guardians and families should contact the main phone number for the school. During such an emergency, Pathways High staff will

be focused on ensuring that all students are safe and accounted for. Students and parents/guardians are asked to do their part by not having a student leave the premises without signing proper releases

Makerspace & Art Room

Students will only use the tools and materials provided by Pathways High in our Makerspace and Art room. Any specific tools not provided by Pathways High that a student wants to bring to school must be approved by the Principal prior to bringing tools to school. In order to use the Makerspace or Art room all students and adults must complete training and pass safety tests. Students will also need to sign a contract in order to use and work in these spaces.

Any student injury must be reported immediately to the Principal and an Injury Report completed within 24 hours. The teacher or administrator will contact the parents or guardians by the end of the school day.

STUDENT HEALTH AND WELLNESS POLICIES

Administration of Medication at School (Prescribed or Over-the-Counter)

Pathways High does not have a nurse on staff. The school's main office staff members will have first aid kits and will be your health center point of contact.

The primary responsibility for the administration of medication rests with the parent/guardian, student and medical professional. Medication will be administered during school hours only if determined by a physician to be necessary. Designated school personnel will keep records of medication administered at the school with the assistance of school personnel per the instructions of physicians, as applicable. All medication will be kept in a secure and appropriate storage location and administered per physician's instructions by designated staff.

Designated school personnel will return all personal, surplus medication to the parent/guardian upon completion of the regimen or prior to summer holidays.

In order for a student to be assisted by designated school personnel in taking prescription medication, including insulin shots, parents/guardians must provide Pathways High with: (1) a written and signed statement from a physician detailing the name of the medication, method, amount, and time schedule by which the medication is to be taken and (2) a written statement from the parent, foster parent, or guardian of the student indicating the desire that school assist the pupil with the administration of the medicine. These statements must be updated at least annually. Designated staff members will establish emergency procedures for specific medical conditions that require an immediate response (i.e. allergies, asthma, and diabetes), consistent with instructions from the parents/guardians/physicians.

Certain medications may be carried by students as noted below:

- Students in grades 9-12 may keep inhalers for asthma conditions, so long as prescribed by a doctor
- Certain over-the-counter medicines (i.e. Tylenol, Motrin, and supplements like glucose tablets) in their possession.

Students are prohibited from sharing any medications, whether prescribed or over-the-counter, with any other students. Pathways High will not be responsible for any adverse reactions to medications self-administered by students without the knowledge of staff, faculty or administration.

In order for a student to carry and self-administer prescription auto-injectable epinephrine (“EpiPen”), parents/guardians must provide Pathways High with: (1) a written and signed statement from a physician detailing the name of the medication, method, amount, circumstances during which the medication should be administered, a confirmation that the pupil is able to self-administer auto-injectable epinephrine, and (2) a written statement from the parent/guardian consenting to the self-administration, providing a release for designated school personnel to consult with a health care provider of the student regarding any questions that may arise with regard to the medication, and releasing Pathways High and school personnel from civil liability if the self-administering student suffers an adverse reaction as a result of self-administering medication. These statements must be updated at least annually.

Additionally, the designated school personnel who have volunteered may use EpiPens to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from an anaphylactic reaction. Pathways High will ensure it has the appropriate type of EpiPens on site (i.e., regular or junior) to meet the needs of its pupils. Pathways High will ensure staff properly store, maintain, and restock the EpiPens as needed. Pathways High will ensure any school personnel who volunteer are appropriately trained regarding the storage and emergency use of EpiPens based on the standards developed by the Superintendent of Public Instruction. Pathways High will distribute an annual notice to all staff describing the request for volunteers who will be trained to administer an EpiPen to a person if that person is suffering, or reasonably believed to be suffering from, anaphylaxis. The annual notice shall also describe the training the volunteer will receive.

Control of Communicable Diseases

Pathways High works to prevent and control communicable diseases in school-age children. When there is good reason to believe a student has a contagious or infectious disease, the parent/guardian will be contacted and the student sent home. The student may return to school when well and/or released by a physician. If there is reason to believe a student is suffering from a recognized contagious or infectious disease, the student will be excluded from school until school officials are satisfied that the student no longer has the contagious or infectious disease.

Immunization Requirements

State law requires that all students, kindergarten through grade 12, be immunized against certain diseases. At the time of the first day of attendance, the school is required to have proof that your child has received all currently due immunizations or that the parent/guardian completes the opt out form.

Food Policy

Students are allowed to bring water; fruit and vegetable juices and fruit-based drinks that contain at least 50% fruit juice; milk; soymilk; sports drinks. We ask that all drinks be in a sealed bottle or covered container for sanitary reasons. Food is not allowed in the classrooms or learning spaces unless permission is given by a staff member.

Meal Fees

Pathways High participates in the Free/Reduced Meal Program. All families must fill out a new federal free/reduced lunch form each fall. Each time there is a significant change in family income a new form should be filled out.

Families may choose to have their children eat breakfast at home and/or send a bag lunch. Families that do not qualify for free meals must pay for all school breakfasts and lunches in advance.

Please note that students must not have outstanding accounts in order to participate in events such as co-curricular activities (including athletic teams) and field trips.

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Fast Food Lunches & Ordering Food

Students do have the option to bring a cold lunch to school with them in the morning but there will be no ordering or delivering of food to school by or to students at any time.

COMMUNITY STANDARDS

Passes

All students are required to have adult permission and a pass when traveling from one location to another during class time hours. Students are encouraged to use the restroom during passing time but can always ask the instructor during an appropriate time during class.

Donations

Donations to makerspaces, library, snacks, and student and parent/guardian resources rooms do not require prior approval. Wish lists can be found on our website. Donations to a specific classroom must be submitted to the principal for approval.

Dress Code

The purpose of the Pathways High dress code is to foster a professional, safe and respectful environment at school. The dress code is in effect from the time students arrive at school until they leave. Note that students must be in dress code before school begins if they enter the building before the official start of school. The dress code applies to field trips, site visits, academic internships, and other school-related activities, unless the supervising adult informs the students otherwise. We encourage and recommend students dress appropriately and professionally when in professional situations. The dress code applies equally to students and staff.

Tops

- Students must wear a short or long-sleeve shirt or sweater.
- Shirts must have straps or sleeves and no tube tops are allowed. Exposed mid-sections are not acceptable (there should be only 1 inch or less between your shirt and bottoms).
- Sweaters and jackets of an appropriate size and length may be worn over, but not in place of, an appropriate shirt.

Bottoms

- Appropriate school attire includes long pants, shorts, skirts, or dresses. No undergarments below the waist may be shown.
- Skirts and shorts must be of acceptable length (to the base of your palm or wrist).

Other clothing guidelines

- Text that promote violence, alcohol, tobacco or drugs is prohibited along with items that are sexually explicit.
- Flip flops, slippers, and open toed shoes are not allowed in any of our makerspaces.
- Exposed midsections are not allowed over 1 inch (between your shirt and bottoms).
- All undergarments must be worn.
- Head coverings and hats are allowed. Ears and eyes must be visible unless the head covering is for religious reasons.
- Sweatshirts may be worn but all hoods must stay down inside the building.
- All outdoor coats must be removed in the building and stowed away in lockers or appropriate areas in the school.
- Backpacks and bags are allowed to be used during the daytime as long as they are able to fit inside of a locker.
- Appropriate attire must be worn while in the Makerspace. Makerspace dress and safety will be addressed separately and a separate agreement will need to be signed.
- Appropriate attire must be worn for internships, IMPACT experiences, and/or offsite learning. Students are expected to abide by the rules of the workplace.

Consequences for Dress Code Violations

Students may be asked to change their clothes, select a different item from the Student Resource Center or asked to leave school.

Photographing and/or Videotaping Students

In the course of a school year, groups of students are occasionally videotaped and/or photographed in classroom situations, during exhibitions, on field trips, for teacher training, etc. The resulting photo and/or videotape may be used in a variety of ways: to promote the school district, individual school, or specific programs to the community; to instruct students or staff members; or to orient new parents, staff, and

students. The final product could also take a variety of forms: photo displays, slide presentations, newspaper articles, pamphlets, or video programs. Pursuant to the Family Educational Right and Privacy Act and State Statute 118.125(1)(d), any parent, guardian or eligible student (18 years of age or older) may inform the district of his/her desire that his//her child not be photographed or videotaped.

Public Complaints About School Personnel

It is our philosophy that complaints can best be resolved if the individuals most closely connected with a problem work to resolve it. Therefore, any complaint must be directed initially to the individual(s) responsible for the activity or situation which instigated the complaint. If a complaint cannot be resolved at this first level established procedures will be followed.

Due process will be extended both to the complainant and to the person(s) to whom the complaint is directed.

1. All complaints must first be directed to the person(s) responsible for the activity or situation which instigated the complaint.
2. If a complaint cannot be satisfactorily resolved through the use of step 1, a mediator can assist in resolving the complaint.
3. If a complaint cannot be satisfactorily resolved through the use of step 1 and 2, the complaint must be put into written form and submitted to the Director, Principal or the person(s) to whom the complaint was originally directed.
4. The Director, Principal, or the person(s) to whom the complaint was originally directed will arrange necessary consultations to ascertain facts of the complaint and will make every reasonable effort to resolve the matter promptly.
5. Should the complainant still feel the matter has not been satisfactorily resolved, it will be considered by the Board President
 - a. Before your complaint will be heard by the full School Board, you must meet with the Board President.
 - b. The Board is the final step in the process.

Work Permits

We will be issuing work permits for students in the front office. Students will need \$10, ID, letter of hire, letter of permission from parents, and a social security card.

Volunteering

We love to have parent/guardian volunteers help out in the school! Anyone who interacts with students other than their own children need to complete a background check per state law. Please contact the Administrative Assistant at 414-943-2891 for the form. If you are interested in volunteering to chaperone an upcoming field trip, please contact your child's teacher.

Parent/Guardian-Teacher Conferences

Parent/Guardian-Teacher conferences are a crucial component of our educational program. There will be 4 parent communication dates during the school year. Two of these communication nights will be progress report pick up and the other two will be student-led conferences with your child's advisory teacher. These student-led conferences are intended to get students excited about their learning by reviewing the standards they've completed with you. We want our students to celebrate their achievements, gain support for their needs, and facilitate formal discussion of their learning. Parents/guardians are expected to attend exhibitions and conferences during the year and at other times as requested by teachers or the principal.

School Calendar

| August 2021 | | | | | | |
|-------------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

| September 2021 | | | | | | |
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| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

| October 2021 | | | | | | |
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| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

| November 2021 | | | | | | |
|---------------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
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| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

| December 2021 | | | | | | |
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| 26 | 27 | 28 | 29 | 30 | 31 | |

| January 2022 | | | | | | |
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| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |

| February 2022 | | | | | | |
|---------------|----|----|----|----|----|----|
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| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | | | | | |

| March 2022 | | | | | | |
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| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

| April 2022 | | | | | | |
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| May 2022 | | | | | | |
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| June 2022 | | | | | | |
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| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

2021-2022 School Year
 M: 8:15-1:15
 Tu-F: 8:15-3:35



| STAFF ONLY | |
|---|--|
| <ul style="list-style-type: none"> WORK DAYS/PD: AUG 16TH - AUG 27TH STAFF PD: SEPT 20TH, OCT 18TH, NOV. 8TH, DEC 6TH, JAN 17TH, FEB 14TH, MARCH 14TH, APRIL 4TH, MAY 23RD, JUNE 13TH - 14TH RECORD DAYS: NOV 29TH, MARCH 14TH, JUNE 10TH | |
| TRIMESTER START & ENDS | |
| <ul style="list-style-type: none"> T1: SEPT 7TH - NOV 23RD T2: DEC 7TH - MARCH 4TH T3: MARCH 21ST- JUNE 3RD | |

| SCHOOL CLOSED | |
|---|--|
| <ul style="list-style-type: none"> SEPT 6TH OCT 15TH OCT 25TH NOV 24TH - 26TH DEC 22ND - DEC 31ST FEB 11TH FEB 21ST MARCH 7TH - 11TH APRIL 15TH & 18TH MAY 30TH | |

| IMPORTANT DATES | |
|---|--|
| <ul style="list-style-type: none"> AUG 30TH: NEW STUDENTS ONLY - EARLY RELEASE AUG 31ST: FIRST DAY FOR ALL STUDENTS DEC 20TH: EXHIBITION NIGHT APRIL 7TH: EXHIBITION NIGHT JUNE 2ND: GRADUATION JUNE 8TH: EXHIBITION NIGHT JUNE 9TH: LAST DAY FOR STUDENTS STUDENT LED CONFERENCES: OCT 20TH & FEB 9TH | |

| TENTATIVE TEST DATES | |
|--|--|
| <ul style="list-style-type: none"> SEPT 22ND & 23RD: MAPS FOR 9TH AND 10TH GRADES MAR 22ND: ACT WITH WRITING, JUNIORS ONLY MAR 23RD-24TH: ACT MAKEUP APRIL 12TH: FORWARD TESTING FOR 10TH GRADE APRIL 20TH - 21ST: ASPIRE TESTING FOR 9TH AND 10TH GRADES MAY 18TH - 19TH: MAPS FOR 9TH AND 10TH GRADES | |

ACADEMIC POLICIES

Pathways High offers a unique, project-based academic program. The mission of Pathways High is to provide students with rigorous and relevant academic and workplace skills, preparing its graduates for postsecondary success and productive citizenship. Pathways High school embodies the design principles of personalization, adult world connection, common intellectual mission, and teacher as designer.

Philosophy

Mastery of academic content and life skills (defined as Future Readiness skills) are at the foundation of Pathways High's learning philosophy. We believe mastery is best measured by student projects, not standardized tests. Furthermore, we believe traditional school's approach of assigning standards to specific grade levels (eg. 9, 10, 11, 12th grades) is arbitrary.

At Pathways High all academic standards and EMPOWER skill standards are mapped to student work and credit is given to students whenever credit is due. In other words, only demonstration of a student's mastery of a specific target either inside or outside the classroom, not a student's grade level, determines when credit is given. Therefore, 9th grade students can demonstrate mastery and receive credit for 11th grade standards and vice versa. Everyone learns at different rates and standard mastery and credit attainment is a fluid continuum over a student's time at Pathways High.

Lastly, at Pathways High we know that supporting our students' pursuit of an individual's passions can lead students to achieve mastery beyond the typical high school level for specific disciplines. Our personalized approach to learning enables all students to pursue unique pathways to success in postsecondary education, career and life.

Code of Academic Integrity

Pathways High students, united in a spirit of mutual trust and fellowship, mindful of the values of a true education and the challenges posed by the world, agree to accept the responsibilities for honorable behavior in all academic activities, to assist one another in maintaining and promoting personal integrity, and to follow the principles and procedures in this Code of Academic Integrity.¹

Violations of the Code of Academic Integrity may take several forms. Plagiarism and cheating are two examples of violations of the Code of Academic Integrity. Plagiarism is typically described as duplication of another's work without full acknowledgement of the debt to the original source, however, it also includes any of the following:²

- Direct duplication by copying (or allowing to be copied) another's work, whether from a book, article, Web site, another student's assignment, etc.;
- Duplication in any manner of another's work during an exam;
- Paraphrasing of another's work closely, with minor changes but with the essential meaning, form and/or progression of ideas maintained;
- Piecing together sections of the work of others into a new whole;
- Submitting one's own work which has already been submitted for assessment purposes in another subject; and/or,
- Producing assignments in conjunction with other people (e.g. another student, tutor), which should be your own independent work.

¹ <https://honorcode.nd.edu/the-honor-code/>

² <https://ori.hhs.gov/plagiarism-0>

Cheating results in a loss of integrity on the part of the individual committing the act and on the educational process that is undermined by the act of cheating. It is a violation of the Code of Academic Integrity for any student to attempt to gain or gain an unfair advantage over another student by unfair or dishonest means. If a student is unclear about an assignment, the methodology for the same or the permissible bounds of assistance for completing your work please speak to your teacher(s) and ask for clarification.

Consequences for not following the academic code of conduct may result in restoring one's integrity by appearing before a body of peers to determine consequences, developing a plan of action to ensure future success with the Code of Academic Integrity, submitting work again to ensure compliance with the Code of Academic Integrity and/or other restorative justice practices determined by the administration of the school.

Homework Policy

If students do not manage their time effectively they may have work that needs to be done outside of school hours in order to meet project deadlines.

Testing Policy

Students will be taking [MAP](#) testing twice a year to measure growth throughout the academic year as required by UW-Milwaukee, our chartering authority. The department of instruction requires Sophomores participate in the state standardized test. Freshmen and sophomores will take the [ACT Aspire](#) test and just sophomores take the Forward test. Juniors will take the ACT test. For students who wish to prepare for the ACT test, online courses will be available.

Dual Enrollment

Students that are in 12th grade or higher may take classes at MATC or UWM if they are in good academic standing but classes will be at the discretion of administration if the student doesn't meet requirements. To sign up for a dual enrollment course through Pathways High and a local college students and parents must agree to the requirements below. The following policies are in place:

- Pathways High will pay for a total of 6 credits total for seniors and up to 12 credits during their IMPACT year.
- Any courses over 3 credits are subject to approval by the Pathways High administration as well as multiple courses taken at a time during senior year.
- Any non-entry level courses must be approved by the administration.
- All students are responsible for providing their own transportation to and from the college or university.
- There are no banking unused classes.
- Pathways High will not pay for summer classes.
- Pathways High will cover the costs of book rental or purchase; however all books remain the property of PH after the course is completed.
- Students can earn up to 6 high school credits with a C or above in their college course.
 - Of these 6 credits students can earn a maximum of 2 Credits that can be applied towards graduation in a specific Pathways High content area. The remaining 4 can be applied as electives towards graduation.

There are two parent/student Dual Enrollment meetings a year. The first is held in October and the other is in February. Pathways High student eligibility requirements for the Dual Enrollment are as follows:

- Attend one of the Dual Enrollment meetings prior to enrollment
- On track for standard completion of current grade level
- Student's standards need to have an average of Proficient and/or Mastery in each course/pathway and subject area in Headrush
- Consistent attendance-90%
- Good behavioral standing
- [Signed Dual Enrollment Contract returned](#)
- Completion of at least one semester at Pathways High prior to applying
- All tools and course materials other than books must be purchased by the student or family
- Students are not allowed to drop the course without approval from Pathways High Administration
- **If a student drops the course the family is responsible for paying for the course**
- Students need to show weekly progress, assignments and/or attendance to Pathways High through weekly check-ins
- Students should seek assistance from the college tutoring, college instructors and other services at the university if they are struggling as well as reach out to the Pathways High staff.

*Administration reserves the right to approve or deny students regardless of progress towards above criteria and this will be communicated by administration.

Students need to maintain the eligibility requirements above through the Trimester prior to the course to remain in the class. Any students not eligible will be dropped from the course prior to the first day.

Dual Enrollment Eligibility According to Institutions Rules

UW-Milwaukee eligibility:

- Students must have a 3.5 GPA equivalent in their desired area of study and/or overall GPA. Students who are near this requirement may still be admitted, but must receive departmental approval.
- Students must be on track to meet UWM's [general admission requirements](#) in regards to course completion.
- UW-Milwaukee will only be accepting Juniors and Seniors into the program.

MATC eligibility:

- Youth Options is a program that allows qualified high school students to take college-level courses at MATC.
- [Here](#) are some common MATC classes students take.

Special Education Procedures

Enrollment

Pathways High strives to serve all students who wish to attend our School. Parents should contact the SPED Director to learn more about Pathways' programs and services so they can determine if Pathways is able to meet the student's unique needs.

In determining whether Pathways is able to meet a student's needs, Pathways will review information and documentation obtained from the family and/or other entities, such as the resident school district or private service providers. Pathways will review information such as a student's current IEP or Section 504 plan, most recent evaluation report, and transcripts. To the extent applicable, Pathways will use the DPI's Model

Independent Charter School Special Education Policies and Procedures as a guide and reference tool and Pathways' Section 504 Handbook as appropriate.

Identification of Need

Parents will be required to disclose and provide any current IEPs, Section 504 Plans, or other special education support plans as part of the enrollment/admissions process. Students currently attending Pathways High can also be referred for a special education evaluation by any teacher, if there is a reasonable belief that the student has a disability. At any time, a parent may refer their student for a special education evaluation through the Special Education Director or through their resident public school district.

Individual Education Program

A student who is referred for special education services will receive a special education evaluation. If, upon completion of the evaluation, it is determined that the student is eligible under the IDEA, an Individual Education Plan (IEP) will be developed. Pathways High will meet with the family to review and discuss the provisions of the IEP, what services are available at Pathways High, and whether Pathways High can appropriately meet the student's needs.

The IEP is designed to ensure that eligible students receive a free appropriate public education and specialized instruction to address students' unique needs. The student will be reevaluated no more than once a year unless the child's parents and Pathways High agree otherwise, and at least once every three years unless the child's parent and Pathways High agree that a reevaluation is unnecessary.

Please contact Pathways High Director if you have any questions.

DELIVERY OF INSTRUCTION AND CREDIT ATTAINMENT

SEMINARS

The Pathways High curriculum is a competency based curriculum. Our curriculum does not teach courses in a traditional, year-long, single discipline format. Instead, courses are delivered in real-world context with interdisciplinary units of study called seminars. Students select seminars based on interest and areas of academic/credit need with the help of an advisor. Seminars run 7-9 weeks in length and cover academic skills, academic content, EMPOWER skills, and incorporate application of skills through projects/final products and IMPACT experiences. Students earn the majority of their skills and credit in seminars through standards/competencies and completion of artifacts that show their understanding and ability. **Curriculum maps** for each content area are also available for families and students to view.

EARNING CREDIT FOR GRADUATION

Pathways High uses a competency based model to award credit for all credit areas. Our model requires that students complete a series of predetermined standards/competencies for each credit area. In order to receive credit in any credit area, students need to have an average score of proficient or mastery in the credit area. The achievement of standards/competencies will be scored in MyLC, our learning management system. Students and parents can see scores and artifacts submitted in MyLC and credit earned in each credit area through MyLC.

LEARNING MANAGEMENT SOFTWARE: Headrush

All students are expected to use Headrush daily to access seminar resources, syllabi, add evidence of learning and to monitor their progress. Parents will receive regular email updates of student progress through Headrush.

Students will use Headrush to upload digital evidence and artifacts of their learning for seminars and required courses. Students will use Headrush to create portfolios of artifacts toward each standard throughout the time working on any subject area and Mastery Credit area. Once a student reaches proficient (P) or mastery (M), the standard will get a final marking and that standard will be complete. If a student has not reached proficient or mastery they will be marked in progress (IP) on their evidence in Headrush and will be expected to continue submitting evidence toward that standard. All evidence turned in to Headrush will be scored but a final score will not be put in unless the student achieved proficient or mastery level. Final scores will create positive progress on goals and graduations progress. If a student did not turn in assigned work for a task it will be marked opportunity not taken (NT) on the evidence. Students can, and are encouraged to improve and work to achieve mastery after proficient has been scored. To earn credit in a subject area students must reach Proficient or Mastery in each Mastery Credit area. These areas will be highlighted on their mastery transcripts and artifacts to show mastery will be submitted to the Mastery Credit for post secondary institutions, scholarship reviewers and jobs can open and review.

Scoring and Definitions

A competency based approach in grading allows students to grow over 4 years. Students are not expected to reach proficient or mastery when exposed once or twice to a standard/competency. Students will likely start at In Progress, progress to Proficient and then Progress to Mastery over 4 years. A 9th grader may have attempted a high number of standards but are in Progress on many. This is normal in this system. This allows students to try, fail, take risks and grow so they are competent in the skill by the time they graduate.

| Level of Mastery | Description |
|-------------------------------|--|
| Opportunity Not Taken (NT) | Students have been exposed to the standard, but didn't complete any work to show their level of understanding. A final score will not be marked but the task will be marked NT for record keeping. |
| In Progress (IP) | Students have attempted the standard but lack the skill or understanding that would be expected for post secondary success. They show understanding at a surface level. |
| Proficient (P) | Students show understanding and/or skill defined in the standard at a high school level with support and direction of a teacher. They show understanding at a deep level. |

| | |
|-------------------------|---|
| Mastered (M) | Students can apply the understanding and/or skill defined in the standard at a high school level without support or direction of a teacher. Students could apply this understanding and/or skill in a post secondary setting on their own. They show understanding at a transfer level. |
|-------------------------|---|

GRADUATION REQUIREMENTS

Pathways High Diploma Requirements and Recommended Academic Standing

Students need to earn 26 foundational [Mastery Credits](#), which align with the [Mastery Credit Area Standards](#) in order to receive a diploma from Pathways High. It is highly recommended that students work towards advanced mastery credit in 2-6 mastery credit areas to show the student's strengths and achievements, which is recommended for scholarships and 4 year college entry. The following table indicates the number of Proficient or Mastered standards/credits recommended yearly for graduation after 4 years and/or IMPACT year. Students may earn additional credits through credit recovery if needed.

| Mastery Credit Areas | Required Credits | Total |
|--|-------------------------|--|
| STEM Math | 3 | 15 possible standards *minimum requirement IM1 & IM2 |
| STEM Science | 3 | 24 possible standards |
| Civic Engagement | 4 | 26 Standards |
| Communication Arts | 5 | 30 Standards |
| Design Thinking | 3 | 14 Standards |
| Future Readiness | 3 | 38 Standards |
| Electives | 5 | Students may earn additional standards for elective credits in the areas of Entrepreneurship, World Language, etc. |
| Advanced Mastery Credits (Optional) | 4 for IMPACT Year | 4-6 Credits Recommended for College entry and Scholarship |

IMPACT Year

Pathways High believes strongly that an additional year will provide the time and transitional support needed by many students to bridge their entrance into postsecondary education and careers. IMPACT year students have the opportunity to design a fifth/IMPACT year. Students will work with Pathways High faculty to come up with a clear course of action and goals for students to take ownership of their transition into adulthood. The IMPACT Year is intended to be highly personalized. Most students would spend a significant amount of time off campus in different experiences. Various opportunities will be available for our IMPACT year students including, but not limited to:

- Career Internship
- Up to 2 Dual Enrollment courses per semester
- Apprenticeship
- Continued seminar work at Pathways high with supported academic goals for mastery credit areas, furthering EMPOWER skills, and portfolio building in preparation for college, career and scholarships.

Students that meet the requirements for graduation after their senior year at Pathways High School, but wish to return for our 5th year option as an IMPACT student will receive an IMPACT Promotion certificate after successful completion of their fourth year. After completion of their IMPACT Year, students will receive their high school diploma, marking their official graduation from high school.

IMPACT Diploma Requirements

- Completion of a supported 5th year with Pathways
- All Pathways High School Diploma requirements must be met
- An additional 4 mastery credits must be completed for a total of 30 Credits completed
- Completion of either the Innovation Project or Career Based Internship as part of the additional mastery credits earned

Artifacts

In addition to completing standards in each credit area, students need to create a portfolio of artifacts that show proficiency or mastery in each Mastery Credit area. Mastery Credits are skills that are essential for success outside high school in each credit area. Students strive to highlight as many mastery level artifacts as they can to show a portfolio or resume of their strengths and skills for college, internships, scholarships and possible employers through their mastery transcript.

Mastery Transcript

The mastery transcript shows more than a traditional transcript. The Mastery Transcript highlights [mastery credit areas](#) that align with future ready skills in each subject area. A traditional transcript flattens the students achievements into a single score. The Mastery Transcript highlights student strengths and paints a picture of the learning and achievements during their high school years. The achievements and skills will be highlighted on the official Mastery Transcript with student created artifacts. The transcript will also list courses and seminars that align with the work completed so colleges see a full picture of learning. For example a student's Mastery Transcript will list Foundational Mastery Credits such as Formal Written Expression, Literature Analysis, and Creative Written Expression for Communication Arts credit areas. This information paired with the artifacts in highlighted credit areas will help students tell their personal story and

show equivalent to traditional courses taken. The Mastery Transcript does not use traditional letter grades, class rank, or GPA as this scoring/ranking does not provide a comprehensive picture of a student's capabilities, skills, and strengths.

Transcription for Students Leaving Pathways High Before Graduation

Students who choose to leave Pathways High before graduation will receive a transcript that aligns all standards completed to courses. Please see the Mastery Credit Standards for specific courses. If the Mastery Credit is incomplete the credit will be given based on the percentage complete and based on the topics covered to best align to a course name. Students will receive the average score achieved in the Mastery Credit area. Scores will be listed as In Progress, Proficient or Mastery on a transfer transcript.

CONNECTIONS TO PATHWAYS HIGH MISSION

EMPOWER Skills

At Pathways High, we believe that EMPOWER skill mastery leads to the development of exceptional adults. We define exceptional adults as collaborative problem solvers, innovative thinkers, stewards of natural resources, thoughtful risk-takers and engaged citizens who give back to their communities. EMPOWER skills are intertwined in seminars, advisory, cohorts, internships, community projects and other aspects of the school. There is also a future readiness mastery credit area that aligns with these skills and defined standards in an EMPOWER credit area required for graduation.

- **Empathy:** Students can use empathy to advocate for equitable treatment of all people, to understand others perspectives and design projects with other people in mind.
- **Mindfulness:** Students develop an awareness of personal strengths and motivations to understand their effects.
- **Problem Solving:** Students demonstrate the ability to use critical thinking to form, evaluate, and implement solutions.
- **Ownership:** Student accepts full or shared responsibility for the success or failure of work.
- **Working Together:** Students use written and verbal communication to create consensus in high risk situations.
- **Exploring Perspective:** Students incorporate multiple points of view to support and develop work.
- **Refinement:** Students integrate critiques and peer reviews as part of the improvement process.

IMPACT Experiences

IMPACT experiences are an extension of seminars and learning at Pathways High. We consider IMPACT experiences, real world connections, to be a necessary component of the education program. IMPACT experiences can take on many forms and are mandatory. Visiting experts may come into a seminar to teach, coach, lead or organize seminar learning, off campus learning may take place creating "class time" outside the walls of the building or the time the seminar meets. IMPACT experiences are not field trips or

extras, but part of the required learning to earn credit. Students can not opt out of a learning experience when provided.

ADVISORY

The Advisory program provides students an opportunity to form connections at Pathways High through a one on one academic advisor. Advisors serve in a “learning-coach” role, with the primary emphasis on helping students navigate our academic program, credit attainment and organizational skills. The advisor has influence over students' seminar schedule and will help the student with course goals and seminar selection. Students are expected to eventually monitor their own transcripts and course progress, however advisors will assist students with the process. Parents are strongly encouraged to connect with their child's advisor early and often. The advisory should be the first place a student or parent goes with a question, concern or help needed.

CORE GROUPS

All Pathways high students will be in a CORE group each year. This time focuses on building the organization skills, academic skills, design thinking skills, and EMPOWER skills needed to be successful in interdisciplinary seminars as well as college and career planning. CORE groups will also focus on community building. Students will be placed in a CORE group based on their grade level. While students will be in the same CORE group throughout the year, their instructors will rotate. 9th, 10th, and 11th graders will rotate between the Comm Arts, STEM, and Design Thinking & Oral Fluency CORE Groups, while Seniors are with the same group of instructors throughout the year.

- **Communication Arts CORE:** The Communication Arts CORE group will focus on the essential skills in formal writing and inquiry research, providing students focused, universal, but leveled tools that can be translated in writing and research throughout all seminars.
- **STEM CORE:** The STEM CORE group will focus on the Foundational Scientific Processes and Data interpretation, as well as Math Modeling skills. This will give students the opportunity to leverage data and research throughout their other seminars.
- **Design Thinking and Oral Fluency CORE:** The Design Thinking and Oral Fluency CORE will focus on building student's technical skills in producing high quality craftsmanship in their visual products. Also, it will support students in developing their skills in communicating and presenting themselves and their work to others.
- **Senior CORE:** The Senior CORE will continue to support students in their academic skills and EMPOWER skills but will have a large focus on exploring career and post secondary options. This cohort will support students with ACT preparation, going on job shadows, finding and beginning internships, investigating scholarships, understanding the FASFA and planning for an IMPACT year if they are interested. Students will also create their Mastery Transcript by picking, refining and creating artifacts and aligning them to mastery credit areas to create a story that shows them as a learner, their skills and achievements. Students may engage in large scale independent projects in support of their mastery transcript artifacts. Students enrolled in an IMPACT year will also be placed in this cohort but may only be there one day a week for needed support and coaching.

Please refer to the addendums below for updates and Tech Policy:

[PH Tech Policy](#)

PATHWAYS HIGH COMMITMENT TO EXCELLENCE

Parent/Guardian Commitment

1. Make the school a safe and comfortable environment by supporting the school as it enforces the school's code of conduct, as outlined in the handbook.
2. Ensure that my child arrives at school by 8:25 a.m. and attends school regularly. I have read and agree with the school's policy regarding tardiness and absences.
3. Communicate regularly with my child's teachers regarding my child's academic and behavioral performance and attend a minimum of two public exhibitions, and any specifically requested conferences.
4. Give information on all registration forms that is true and understand that false information may result in my child being dismissed from Pathways High.
5. Commit my child to attending Pathways High events outside of school as announced.
6. Keep current with the invoices sent home each week.

I have read and understand the policies and expectations as stated in the handbook.

Student Commitment

1. Behave in a manner to protect the safety, interests, and the rights of all individuals in the classroom. This also means that I will always listen to all my Pathways High teammates and give everyone my respect.
2. Do everything in my power to arrive at school on time.
3. Make myself available to parents/guardians, teachers, and any concerns they might have. If I make a mistake, this means I will tell the truth to my teachers and accept responsibility for my actions.
4. Work, think, and behave in the most proactive and best way I know how. I will do whatever it takes for all students to learn.
5. Take responsibility for my own behavior, and follow the teachers' directions.
6. Follow the dress code at school as well as dress in an appropriate fashion and behave in a business like manner when I am out in the community during IMPACT week.

I have read and understand the policies and expectations as stated in the handbook as well as the consequences for not adhering to them.

Staff /Administration Commitment

1. Make the school a safe and comfortable learning environment by ensuring that students understand how to professionally communicate with staff members and other students. If a student makes a mistake that goes against a policy of Pathways High, restorative justice practices will be put into practice.
2. Ensure that valuable learning time is utilized to promote personalized student growth so that the school can provide our students with an education that is academically rigorous, authentic and meets or exceeds the requirements of the Wisconsin State Standards.
3. Update parents/guardians regularly on the progress of students both academically and socially to promote high expectations.
4. Constantly monitor the strengths, weaknesses, and progress of our students, both academically and behaviorally by providing personalized academic support to our students on a regular basis.

I have read and understand the policies and expectations as stated in the handbook.



Parent/Guardian Signature

Student Signature

Administration Signature

PARENT/GUARDIAN/STUDENT ACKNOWLEDGEMENT FORM

I have read the Family Handbook. I agree to abide by these policies and all of the policies of Pathways High and understand that the policies are subjected to change. I have reviewed the mission and vision of Pathways High with the understanding that these values are rooted in the identity and philosophy of our school. I have reviewed the school calendar and noted special events. I understand the importance of consistent daily attendance, and I will use the calendar as a reference when planning appointments.

The Pathways High Family Handbook provides you with important information about the Pathways High community. It also serves as a reference for looking up critical policies and procedures that will affect you and your child during your time at Pathways High. These policies, procedures, and benefits as described in the handbook does not constitute a contract or implied contract with students or personnel. The Governing Board of Pathways High reserves the right to interpret, revise, amend, or withdraw them at its discretion and will communicate any changes to the Pathways High community in written form.

Student Signature

Date

Parent/Guardian Signature

Date