



Student Handbook
2017-2018

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INTRODUCTION

Mission

Through the implementation of a project based learning model and a commitment to the development of individual traits and skills, Pathways High School will provide diverse students with a learner focused, innovative structure for academic and holistic success.

School Overview

Pathways High is an regional charter (public) school, authorized by the University of Wisconsin Milwaukee. Pathways High was incorporated as a non-profit organization in the summer of 2016. Pathways High is a school of uncompromising academic and social expectations.

Enrollment Procedures

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, a random drawing will be held during February to determine acceptance. 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.

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.

PATHWAYS HIGH COMMITMENT TO EXCELLENCE

Parent/Guardian Commitment

I fully commit to Pathways High in the following ways:

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 to 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. I give permission to have my child's picture taken at school or school events and for it to appear in school booklets, brochures, videos, newspaper, social media or television.

Parent/Guardian Signature:

Student Commitment

I fully commit to Pathways High in the following ways:

1. Behave in a manner to protect the safety, interests, and 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 to 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.

Student Signature:

Staff Commitment

I fully commit to Pathways High in the following ways:

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.

Staff Signature:

2017-2018 SCHOOL CALENDAR



2017

July						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
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30	31					

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September						
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29	30	31				

November						
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December						
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31						

2018

January						
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28	29	30	31			

February						
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March						
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25	26	27	28	29	30	31

April						
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22	23	24	25	26	27	28
29	30					

May						
Su	Mo	Tu	We	Th	Fr	Sa
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20	21	22	23	24	25	26
27	28	29	30	31		

June						
Su	Mo	Tu	We	Th	Fr	Sa
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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

- PD/Staff Work Day
- No School
- Culture Lab
- IMPACT Weeks
- End of Quarter 1
- End of Quarter 2
- End of Quarter 3
- End of Quarter 4, last day of school

No School (Students & Staff)

- Sept. 4th
- Nov. 20-24th
- Dec. 25th-Jan. 5th
- Feb. 19th
- Mar. 30th-Apr. 6th
- May 28th

Culture Lab

- Aug. 28th-Sept. 15th

Staff Work Days (No Students)

- Aug. 1st-18th
- Sept. 18th, Oct. 9th and Jan. 15th

IMPACT Weeks

- Nov. 13th-17th
- Feb. 5th-9th
- April 16th-20th

ATTENDANCE POLICIES AND PROCEDURES

School Schedule

The following are the school hours for Pathways High. 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.

7:00 am-8:30 am	Flex Time*
8:30 am-3:30pm	Academic Hours
3:30 pm-6:30 pm	Flex Time*

*Each student is required to attend, at a minimum, 5 hours per week during flex time.

School Closing

If the Milwaukee Public Schools close due to bad weather, Pathways High is closed. Listen to the radio or television for the announcement of the closing of MPS. Please also check the school website and social media accounts.

In the event that weather conditions make travel to school hazardous and unsafe, but MPS does not close, it is recommended that parents/guardians use their discretion in bringing their child/ren to school.

If MPS cancels school due to weather conditions after our day has started, Pathways High will let parents know through a call and email. Pathways High will remain open until all students have left the building.

Attendance Policy

The project-based nature of Pathways High makes daily attendance extremely important. Significant absences, repeated absences or tardiness could lead to state mandated consequences outside of Pathways High control.

Appointments and other activities should be scheduled during non-school hours whenever possible. Likewise, Pathways High requests that families schedule vacations or special programs so as not to conflict with school. In particular, the final two (2) weeks of any semester are critical, as they culminate in the student exhibitions and presentations upon which faculty base their assessments.

In the event of a necessary absence, please call our school's main office to advise the school that your child will be absent. While this alone will not excuse the absence under this policy, the call allows the school the opportunity to track your student's attendance. Student absences will be verified.

Absences may be considered excused for the following reasons: illness, family emergency, funeral, legal matter, and religious holiday. If a student will be out of school for three (3) or more days due to illness, the student must provide a note from a doctor or nurse specifying the amount of time excused.

If a student is absent from school for ten (10) consecutive school days or more, and the student's parents or guardians have not contacted the school with an explanation for the absences, or otherwise expressing their intent to have their student attend the school, the student will be deemed to have voluntarily dropped from school enrollment. Such students may be referred back to the student's home district in accordance with district and county guidelines.

Reporting Absences

If a student is absent, the parent/guardian must report the absence to the school office by 9:00 a.m. by calling 414-943-2891.

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

Unexcused Absences – Consequences

- Five Absences in a Year: Parent/guardian will be notified by a letter about the seriousness of the issue.
- Eight Absences in a Year: Parent/guardian will be called to the school to meet with the principal to discuss the absences and develop an attendance plan.
- Eleven Absences in a Year: Parent/guardian will be called to the school to meet with the principal. At this point, the student is considered a truant and is at risk of not being promoted to the next grade. The principal reserves the right to retain any student who misses more than eleven days of school. In addition, a report may be filed with the District Attorney's office.
- Fourteen Absences in a Year: At this point, the student will be considered a habitual truant. School administration may 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 Department of Public Instruction that reports habitual truants.

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
- Receive a tardy slip/pass prior to proceeding to their classroom

Students who are deemed chronically tardy or chronically absent may not be permitted to receive credit for the course(s) in which they have been chronically tardy or absent, or may jeopardize their position and privileges associated with attending Pathways High. 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 8:35 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 8:15am to notify the school.

Consequences for Tardiness

- Four Tardies in a Quarter: Parent/guardian will be notified by a letter about the seriousness of the issue.
- Eight Tardies in a Quarter: Parent /guardian will be called to the school to meet with the principal to discuss the tardiness and develop an “On Time” plan together.
- Twelve Tardies in a Quarter: Parent /guardian must come to the school for a conference before the child is allowed back in class. 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 before the student is allowed back in class.
- More Than Twelve Tardies in a Quarter: 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.

Early Dismissal and 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 slip is required for students to leave school before the end of the day. If your student needs to be excused early, please provide the attendance office with advance notice before the appointment, either by a call or a note. Your student will be given an early dismissal slip to be excused from class. A parent/guardian must give consent verbally for a student to leave the school campus earlier than 3:30.

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 circumstance.

ACADEMIC POLICIES

Pathways High Academic Program

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. For more information about a particular program visit our website at: <http://www.pathwayshigh.org/> or refer to the Pathways High Scope and Sequence below.

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.

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.

Intellectual Property Statement

Students have the rights to intellectual property they have created, unless the property is also owned by others in the school, or if that creation arose out of, or in the course of, class-work, and/or if it was developed with funds and facilities administered by Pathways High.

Our Learning Philosophy

Mastery of academic content and life skills (defined as EMPOWER* skills) is the foundation of Pathways High's learning philosophy. We believe evidence of mastery is best measured by student work products, 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 content (Priority 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 student's mastery of a specific standard either inside or outside the classroom, not a student's grade level, determines when credit is given. Therefore, 9th

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

² <https://ori.hhs.gov/plagiarism-0>

grade students can demonstrate mastery and receive credit for 11th grade standards and vice versa. Everyone learns at different rates and standards mastery and credit attainment is a fluid continuum over a student's time at Pathways High.

Furthermore, at Pathways High we know that supporting our students' pursuit of 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.

***EMPOWER Skill Standards Defined**

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.

- **Evidence:** Student selects relevant data or documentation to prove mastery of personal or group goals.
- **Mindfulness:** Student develops an awareness of personal strengths and motivations to understand their effects.
- **Problem Solving:** Student demonstrates 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:** Student uses written and verbal communication to create consensus in high risk situations.
- **Exploring Perspective:** Student incorporates multiple points of view to support and develop work.
- **Refinement:** Student integrates critiques and peer reviews as part of improvement process.

****Priority Standards - Measures of "key learnings"**

Priority standards represent the "key learnings" that will prepare students for the next level of learning within a discipline. Teachers design their lessons to enable students to develop the skills and knowledge necessary to master the standards. Students are assessed based on their demonstration of each standard.

The Criteria used to identify the Priority Standards include:

- **Endurance:** Standards that provide students with knowledge and skills beyond a single test date.
- **Leverage:** Standards that provide knowledge and skills that will be valuable in multiple disciplines or content areas. For example, nonfiction writing prepares a student not only for writing but science, social studies, and more.
- **Readiness:** Standards that provide knowledge and skills for success in the next grade or level of instruction

Priority standards are reviewed and adjusted as needed on a yearly basis.

An example of a standard from English/Language Arts relating to key ideas and details is:

"Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text."

An example of a standard from Math relating to Quantities is:

"Define appropriate quantities for the purpose of descriptive modeling."

Student Work

Pathways High students' work falls into four main categories:

- 1) **Cross-disciplinary project work:** Students work collaboratively and individually to develop solutions to challenges that involve multiple disciplines including the arts and humanities, science, engineering, math, computer science and career and technical education disciplines. All project work, taught by a team of licensed staff members, has a predetermined set of learning targets mapped to academic and EMPOWER standards defined by the team of staff members in each of the disciplines.
- 2) **Industry IMPACT*:** IMPACT takes the form of 8-week class sessions covering one industry and culminating in an immersive, week long inter-session at an industry partner's location. The IMPACT class sessions provide a survey course on one of twelve broad industries. Students participate in three IMPACT sessions per year, completing all twelve after four years. Students also have the option of pursuing a fifth/IMPACT year guided and supported by Pathways High teachers and an industry mentor.
- 3) **Individual course curriculum:** In most cases, the individual courses support the students' project work. Examples of individual courses include math, economics, acquired languages, life skill training such as public speaking/interviewing and technology courses. Students are strongly encouraged to pursue general industry or specific company certifications, when available, after course completion. In cases where the individual courses are provided by our college and university partners, the students will have the opportunity to earn college credit for the courses, assuming specific college/university standards are met.
- 4) **Independent Study:** Students will have many opportunities to personalize their learning at Pathways High and some of these opportunities include independent study which takes the form of Genius projects, Flex time and independent study for college and/or high school credit.

* IMPACT Program Expanded:

IMPACT CLASS

Leading up to the IMPACT week, educators and industry partners introduce students to career cluster specific content. This class is designed to prepare for and enrich the week long experiences at our partners facilities so that students and businesses can delve deeper into the industry work at the workplace. Industry professionals will collaborate with educators in order for students to receive contextual information, sessions with subject matter experts, and/or industrial training before going to a business facility.

IMPACT WEEK

IMPACT week is a complete immersion in an industry workplace. Students should leave this week with a deep understanding of what the particular industry entails, the jobs it offers and the work they need to undertake in order to prepare for careers in the industry. Exposure to a multitude of actual industry based project work allows students to make educated decisions about their career, create meaningful networks with mentors in the workplace as well as provide businesses with a fresh perspective on industry practices. The final day of this week will entail a community service give back designed and implemented by the industry and students.

IMPACT YEAR:

Industry mentors, educators, students and their families design an IMPACT year meant to delve deeper into career opportunities. College level classes or industry certifications can be paired with internships and apprenticeships in industry. Three Pathways High faculty members heavily support and guide these year long experiences culminating in a Capstone community project based on the year long experience.

Connections and networks open doors to limitless opportunities. The goal of IMPACT is to expose students to opportunities through direct interactions with partners in twelve industries including:

- Performing Arts
- Multimedia Arts
- Environmental Sciences
- People Services
- Life Sciences
- Manufacturing/Trades/Skilled Crafting
- Engineering
- Information Technology
- Social Issues
- Global Citizenship
- Entrepreneurship
- Business/.Finance

Standards Mastery and Student Accountability

At Pathways High, all student work is held to high standards. The evidence of standards' mastery is presented in live public exhibitions of students' work as well as on-line in students' web based portfolios, also viewable by the public. There is tremendous incentive to do one's best work when one must publicly stand by the work and be held accountable by many as opposed to a single teacher. Similarly, research abounds that the retention of learning is far greater when one actively wrestles with solving problems as opposed to being shown how to solve the problem, memorizing and then regurgitating the solution. Therefore, traditional written "tests" of learning are not common at Pathways High. As a public high school, we are required by the Department of Public Instruction (DPI) and UW-Milwaukee, our charter authorizer, to administer certain standardized tests, including MAP (Measures of Academic Progress) and ACT/Aspire. Please see the section on standardized testing for additional information.

Students must show evidence of understanding and application for each standard. Most project work and courses at Pathways High will include between 10 and 12 standards to be mastered across multiple disciplines. Evidence required will vary and will be identified by staff with student input. Evidence will be submitted in our Learning Management Software, Epiphany, and curated on online e-portfolios.

Student accountability of achieving standards is tracked via Epiphany. Parents will be able to login to [Epiphany Learning](#), at any time to check students progress.

Examples of possible evidence

Each project and course will require different types of evidence. Evidence required is at the discretion of the teacher.

Projects

The Pathways High schedule is designed for enable students to work collaboratively across disciplines - the arts, mathematics, sciences, technology and humanities. Much of the academic content is delivered via projects and IMPACT experiences. Each year is comprised of four, 8-week, industry driven and teacher co-designed, project sessions and 3 IMPACT sessions. The instructional day starts at 8:30am and concludes at 3:30pm

however the building remains available from 7:00am until 6:30pm in order for students to complete the required 5 flex time a week outside of the normal school day. Please see definition of flex time below.

Courses in math, science, social studies, and English are delivered in interdisciplinary projects. All courses have a predetermined set of learning targets tied to academic standards defined by a team of licensed staff members in each of the content areas. Additionally EMPOWER skills are targeted for development in every project. Pathways High does not teach courses in a traditional, year-long, single discipline format. Project design will be developed by industry experts with academic development provided by Pathways High staff.

Homework Policy

As a project based learning model it would be unusual for students to have significant homework beyond reading. However, 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. Sophomores will take the [ACT Aspire](#) test. Juniors will take the ACT test. For students who wish to prepare for the ACT test online courses will be available.

Course Grading and Completion

Personalized learning and project based learning environments allow room for mastery-based credit and grading. This is different from traditional systems of awarding credit and grade where students get credit for being in the class for a certain amount of days (regardless of the work performed).

At Pathways High, projects and IMPACT experiences are developed by teachers to allow students to access academic content that meets or exceeds state academic standards in authentic and relevant ways. At Pathways High, learning of academic content occurs on a continuum over all years spent at Pathways High. Each industry-driven project will present and support the mastery of Pathways High priority standards which best fit the project to provide the most authentic learning experience. Each project will include a particular set of state aligned standards selected by licensed educators and listed in Epiphany. The goal is to cover what is traditionally presented as one-course credit in each academic area per year without limiting the student or teacher to just that content. This allows students and educators flexibility to revisit content not fully understood or mastered the first time presented.

While at Pathways High, students will receive a grade of IP (in progress) until they have fully mastered a course or have graduated. Students graduating from Pathways High who have mastered 90% of the priority standards in a course will receive an A for that course. Those students who have mastered 80% of the priority standards in a course will receive a B. Those students who have mastered 70% in a course will receive a C. Students who are continuing their education with Pathways High may remain "in progress" until 90% or more of the course priority standards are determined to be mastered in a particular subject.

Should a student need to leave Pathways High earlier than graduation, grades and credit will be given at the discretion of the teachers using a modified sliding scale as noted for students graduating. For instance, if 75% of physics standards have been presented upon a student's departure, and 65% of the standards were mastered, a student would receive a course percentage of 86.6% which would be a B. Grades are only given at the semester and will be assigned .5 credits.

Leave at or before First Quarter	No grade will be issued and progress of mastery per a course will be provided to the new school of record.
Leave at Semester	A semester grade will be issued. If the student has met mastery of 90% of the priority standards presented they will receive an A. Those students completing 80% of the priority standards will receive a B. Those students completing 70% will receive a C. Students will receive .5 credit.
Leave at or before Third Quarter	Students will receive their first semester grade. No grade will be issued for the third quarter and progress of mastery for a course will be provided to the new school of record.
Leave after the year	If all priority standards have been presented in a course students will receive 1 credit and a grade will be given.

Graduation Requirements

Pathways High offers two types of diplomas: Basic and IMPACT.

A Basic diploma will prepare students for multiple postsecondary pathways including, but not limited to 2-year and 4-year college degree programs. Students pursuing the Basic diploma will be well equipped with the academic and EMPOWER skills necessary for success in college and beyond. Basic diploma students will also be exposed to a number of career and technical education courses and are eligible to take dual enrollment college courses beginning in their senior year at Pathways High. During their senior year they will also complete a community service project of their choosing and prepare a post high school plan.

Pathways High believes strongly that an additional year will provide the time and transition support needed by many students to bridge their entrance into postsecondary education and careers. IMPACT diploma students have the opportunity to design a fifth/IMPACT year. Various opportunities will be available for our IMPACT year students including, but not limited to, apprenticeships, internships, certification programs and college/university coursework. During the IMPACT year students spend the majority of their time outside of Pathways High both working in an industry/career of interest as well as pursuing coursework required for careers in the industry of interest. Industry mentors initially introduced to students during the IMPACT classes and immersion weeks will be a valuable resource when students are planning their fifth year. At the conclusion of the fifth year students will present a capstone project which includes a give back to the local, national or global community.

Pathways High Graduation Requirements

IMPACT Diploma 48 credits	Basic Diploma 35 credits
4 IMPACT Class & Week Credits	4 IMPACT Class & Week Credits
3 Genius Project (<i>Genius Projects are student designed passion projects that are tied to power standards and guided by their adviser.</i>)	.5 Genius Project (<i>Genius Projects are student designed passion projects that are tied to power standards and guided by their adviser.</i>)
4 Flex Time	4 Flex Time
2 Dual Enrollment Elective Courses <ul style="list-style-type: none"> • Starting in Sophomore year. • 4 semester long courses of choice. 	1 Dual Enrollment Elective Courses <ul style="list-style-type: none"> • Starting in Senior year. • 2 semester long courses of choice.
1 IMPACT Diploma Courses (<i>IMPACT Plan & Career Explore</i>)	1 Basic Diploma Courses (<i>1 LAUNCH</i>)
9.5 IMPACT Capstone Project (<i>Dual Enrollment Credit, Community Service Project, Internships or Apprenticeships, Travel abroad with purpose.</i>)	1 Community Service Project
4.5 CTE Credits (<i>Engineering & Technology, Agriculture, Food & Natural Resources, Family & Consumer Sciences, Website & Game Design and Basic Coding, Public Speaking/Debate Interviewing, Marketing, Management & Entrepreneurship</i>)	6.5 CTE Credits (<i>Engineering & Technology, Agriculture, Food & Natural Resources, Family & Consumer Sciences, Health Sciences, Computer Coding, Business & IT, Government & Politics, Website & Game Design and Basic Coding, Public Speaking/Debate Interviewing, Marketing, Management & Entrepreneurship</i>)
4 English/Language Arts (<i>1 credit is in IMPACT year</i>)	4 English/Language Arts (<i>1 credit is in LAUNCH class</i>)
5 Social Studies (<i>includes Micro/Macro Economics</i>)	5 Social Studies (<i>includes Micro/Macro Economics</i>)
4 Science (<i>Physics, Biology, Chemistry, Freshwater & Geographic Information Systems (GIS)</i>)	4 Science (<i>Physics, Biology, Chemistry, Freshwater & Geographic Information Systems (GIS)</i>)
4 Math (<i>includes Statistics</i>)	4 Math (<i>includes Statistics</i>)
3 Language	3 Language

Subject Scope and Sequence

Each subject area at Pathways High has a separate Scope and Sequence. Material will be taught through interdisciplinary projects and the power standards will vary depending on the scope of the project planned.

Mathematics

Mathematics will be taught during both the project time as well as during an additional mathematics class. The mathematics course allows students to work at their own pace completing the ALEKS curriculum with small group and individual instruction. In addition to completing the ALEKS course, students must provide evidence taken directly from project work.

Curriculum Courses

- Algebra 1 *
- Geometry *
- Algebra 2 *
- Pre-Calculus**
- Practical Mathematics***
- Interdisciplinary Statistical Analysis and Applications

* minimal required sequence for most 4-year universities

**students have the option to take this course on ALEKS with teacher guidance, but not required

***everyday use of math in project work

Mathematics Course Descriptions

Algebra 1: Algebra I courses include the study of properties and operations of the real number system; evaluating rational algebraic expressions; solving and graphing first degree equations and inequalities; translating word problems into equations; operations with and factoring of polynomials; and solving simple quadratic equations.

Geometry: Geometry courses, emphasizing an abstract, formal approach to the study of geometry, typically include topics such as properties of plane and solid figures; deductive methods of reasoning and use of logic; geometry as an axiomatic system including the study of postulates, theorems, and formal proofs; concepts of congruence, similarity, parallelism, perpendicularity, and proportion; and rules of angle measurement in triangles.

Algebra 2: Algebra II course topics typically include field properties and theorems; set theory; operations with rational and irrational expressions; factoring of rational expressions; in-depth study of linear equations and inequalities; quadratic equations; solving systems of linear and quadratic equations; graphing of constant, linear, and quadratic equations; properties of higher degree equations; and operations with rational and irrational exponents.

Pre-Calculus (Not Required): Pre-Calculus courses combine the study of Trigonometry, Elementary Functions, Analytic Geometry, and Math Analysis topics as preparation for calculus. Topics typically include the study of complex numbers; polynomial, logarithmic, exponential, rational, right trigonometric, and circular functions, and their relations, inverses and graphs; trigonometric identities and equations; solutions of right and oblique triangles; vectors; the polar coordinate system; conic sections; Boolean algebra and symbolic logic; mathematical induction; matrix algebra; sequences and series; and limits and continuity.

Practical Mathematics: Includes mathematical skills that students utilize as part of an interdisciplinary project including Genius Projects

Interdisciplinary Statistical Analysis and Applications: This course provides students with an introduction to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The course is organized around four broad conceptual themes: one and two variable data analysis, regression, experimental design, and statistical inference.

Science

Core Courses

(Courses are listed in intended sequential order. Projects may include multiple course standards.)

- Physics
- Chemistry
- Biology
- Freshwater*
- Geographic Information Systems (GIS)*
- Unified Science**
- CTE Courses of Engineering, Food Science and Agriculture***

*Seniors Only

**use of other sciences in project work

***one science (Physics, Chemistry and Biology) and one CTE will be presented per year

Science Course Descriptions

Physics: The course covers the fundamental laws and principles of the physical world and their practical applications. Students will work to develop problem-solving skills and the math necessary to carry out scientific calculations. Topics of study may include but are not limited to: measurement, motion, forces, energy, waves, and electricity.

Chemistry: This course covers the composition, structure, properties and change of matter. Students will work to develop the problem-solving skills and mathematical skills necessary to carry out scientific calculations. Topics of study may include but are not limited to: properties & states of matter, energy, mixtures & compounds, atomic models, the mole, chemical bonding, nomenclature, chemical reactions, stoichiometry and solution chemistry.

Biology: In this course students will gain an understanding of the fundamental concepts of life and life processes. Also, this course connects life science with agricultural applications, enabling students to gain a broad understanding of a variety of agricultural areas, develop an awareness of agriculture career opportunities and participate in occupationally relevant experiences.

Freshwater Science: The students will be introduced to fundamentals applied to water technology and contribute to experiments using a variety of advanced equipment for materials characterization.. Through this,

students will become familiar with modern methods of materials characterization similar to those encountered in industrial testing facilities and government.

Geographical Information Systems (GIS): Students will be introduced to GIS, a software and hardware system that helps scientists capture, store, manipulate and display spatial or geographic information. Both manually and digitally collected information can be integrated into the system for analysis. Information sources can range from satellite images and maps to manually collected environmental readings on variables such as water depth or chemistry. Researchers can combine different types of data layers to ask questions that would be difficult or impossible to address through standard cartographic approaches. GIS technology is capable of producing a wide range of visual outputs, including maps, drawings, animations, and numerous other cartographic products.

Unified Science: Unified Science combines more than one branch of science into a cohesive study or may integrate science with another discipline in independent project work. This could include Astronomy & Meteorology, Paleontology, Ecology, Anatomy & Physiology, Marine Biology, Environmental Science and Geology.

Engineering: Students apply technology and skills to solve engineering design problems and create innovative designs. Students research, develop, test, and analyze engineering designs using criteria such as design effectiveness, public safety, human factors and ethics.

Food Science: Students will be introduced to the world of food science and technology, the production and marketing of food and the behavior of food substances. Students will use the scientific method to explore the chemical makeup of food and the biology of human nutrition.

Agriculture: Students will be given an introduction to urban and rural agriculture, veterinary science, biotechnology/biofuels, landscape and design, urban gardening/horticulture, aquaponics, hydroponics, greenhouse techniques and botany.

Humanities

Students will explore the world from various perspectives throughout history. The sequence of the topics covered will be aligned to our four large interdisciplinary projects and be personalized to meet the students where they are in the 3 year Social Studies continuum. Both Macro and Micro Economics will be covered during senior year.

Core Courses

- Social Studies
- Microeconomics
- Macroeconomics

Social Studies

Students will explore the history of human society from a number of past centuries. Topics will explore political, economic, social, religious, military, scientific and cultural developments for both the World and specifically the US. An analysis of significant events of the 19th, 20th and 21st Centuries will ask students to examine and understand the importance of the emergence of the United States as a world power, and track the political, social, and economic changes.

Humanities will examine and evoke student responses to human creative efforts and the world in particular historical periods and in particular cultures. Course content includes exploration, analysis, synthesis, and various responses to cultural traditions, including viewing, listening, speaking, reading, writing, performing, and creating.

Social Science will provide students with an introduction to the various disciplines in the social sciences, including anthropology, geography, political science, psychology, and sociology. These will emphasize the methodologies of the social sciences and the differences among the various disciplines.

Economics (Seniors only)

Microeconomics: The emphasis on this semester course is on decision-making. The course equips each student with the ability to become a better decision maker regarding economic events and problems so they will become a more informed citizen. The students will study the foundations of economic analysis, demand and supply mechanics, competitive and noncompetitive markets, the role of profit, labor economics, money and banking economics, income distribution and poverty, government spending and taxing decisions, investing, measuring economic performance of our nation, inflation, unemployment, debts and deficits, and international economics.

Macroeconomics: Whereas microeconomics focuses on how individuals' decisions impact the economy, macroeconomics focuses on analyzing the economy as a whole unit. Students will gain a thorough understanding of the components and principles governing national economies over the course of a semester.. The emphasis in macroeconomics is on measuring key indicators of national economic performance, such as unemployment, inflation, and gross domestic product, and analyzing solutions to national economic problems by applying monetary and fiscal policy. Students will explore and analyze the methods the government uses to improve our economy.

English/Language Arts

Core Courses

- English/Language Arts
- Writing*
- Launch Project**
- IMPACT Year**

*Writing is a non credit weekly workshop. Students participate for 4 years.

**See [Non Traditional Courses](#)

English/Language Arts Course Outline

English/Language Arts courses will build upon student's prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing and usually include the four aspects of language use: reading, writing, speaking, and listening. A balanced focus on composition and literature will be at the foundation of all projects.

Literature offers the opportunity for students to study and reflect upon the themes presented in the body of literature being presented. Students will learn about the alternate aims and audiences of written compositions by writing persuasive, critical, and creative multi-paragraph essays and compositions. Through the study of various genres of literature, students can improve their reading rate and comprehension and develop the skills to determine the author's intent and theme and to recognize the techniques used by the author to deliver his or her message. Students will improve their critical-thinking skills as they determine the underlying assumptions and values within the reading selection and as they understand how the work reflects society's problems and culture.

Students will have a writing workshop outside of the designated ELA/Humanities time slot. This 1.5 hour time allows students the opportunity to build upon previous writing skills. Reinforcing the logic and critical-thinking skills that accompany good writing—which emphasize word choice, usage, and writing mechanics—provide continued and advanced instruction in writing for a variety of purposes and audiences.

Non Traditional Courses

Flex Time

Outside of the normal 8:30am-3:30pm day students log 5 hours of time. This time may be used to complete projects, research or pursue other interests they can defend to an advisor. Students will align their own Priority Standards to the academic work that is being completed during these times. Students will log their additional hours in our learning management system, Epiphany, and will be responsible for time management as well as reporting progress to their advisors in the program.

Launch

This course is for students pursuing a basic diploma. Students will plan out a course of action to pursue certifications, post-secondary credentials or experiences that will prepare the student for the path in which he or she pursues. English Priority Standards will be tied to the expectations outlined in this course by the teacher of record.

Community Service

It is important that all students give back to the community on either a local or global project. As part of each IMPACT week experience students will learn the various ways they can make can give back. Each IMPACT week culminates with a Pathways High community service experience.

Basic diploma students, during their senior year, will plan a semester long community service project. This is intended to be the pinnacle of their academic career with Pathways High. It is important that students find a cause they are passionate about and their advisers will work with them to create a plan.

PROPEL

All students new to Pathways High will participate in our PROPEL course. This course ties in with the IMPACT experiences during their first year. The course will cover Public Speaking, Debate, Interviewing, Computer Coding, Website Design and Game Design. This suite of six courses sets a foundation of necessary skills for students during their time at Pathways High and beyond.

- **Public Speaking, Debate & Interview:** Public Speaking students will gain experience with the principles and application of effective communication for diverse audiences in a variety of settings in preparation for postsecondary education and the workplace. Topics may include, but are not limited to, the following: informational, persuasive, demonstrative and impromptu speeches, group dynamics, podcasting, presentation technology, job interviews, and interpersonal communication skills.
- **Web Design:** Will introduce students to concepts and design techniques for constructing professional looking Web pages. Students will use a combination of HTML programming, web page design, graphic manipulation, and audio-visual editing software, to create Web Pages. Students will also explore the topic of mobile applications. They will be responsible for the research, design, problem solving, and coding required to create a personal website, a digital portfolio, which will be updated during their time at Pathways High.
- **Game Design:** Students will learn the basics of computer programming and game development. Major emphasis will be placed on logical reasoning, elementary programming techniques, basics of game development, and problem solving skills. Students will design and write several computer programs

incorporating the following computer programming topics: memory usage, decision structures, looping, object design, and the interaction of objects.

- **Coding:** Coding will introduce the fundamental concepts of computer science, computational thinking and problem solving. An introduction to coding using programs such as Scratch, HTML, CSS, Javascript and Python will be presented. Students will use their coding skills to create animations, stories, games, apps, webpages, and videos

IMPACT Year

In the 4th year of study, students and advisors work collaboratively to design the IMPACT year as a supported launch to adulthood. Students identify how they plan to make an impact on the world, and with the aid of Pathways High staff, create goals for growth and change, processes necessary to be successful, and how to reflect on experiences. Students will work with Pathways High to come up with a clear course of action for students to take ownership of their transition into adulthood and experiences after their Pathways High education. IMPACT YEARS are intended to be highly personalized. Students are required to design a Capstone project for this year meant to showcase critical thinking skills, ability to identify, plan for and explore challenging problems, EMPOWER SKILLS outside of the school and connections to the community.

Genius Projects

In this course, students are challenged to explore the creation of a project that they desire to learn more about. Students spend several weeks researching the topic before they start creating a product that will be shared with the class/school/world. Deadlines are limited and creativity is encouraged. Throughout the process the teacher facilitates the student projects to ensure that they are on task and to provide feedback and encouragement to student learners.

Marketing, Management and Entrepreneurship

Students will learn a variety of business topics so that they have an understanding of entrepreneurship, marketing, management, ethics, international business, basic economics, business law, business finance, and more. Technology will be used throughout the course to adequately prepare students for careers in the business world.

Physical Education and Health

Physical Education is offered as a series of seminars and workshops with a focus on wellness and lifelong physical activity and education. Some of our PE activities are offered on the weekends, during flex time, or in the summer. There are also opportunities for Crossfit and healthy movement throughout the day. (and as a club for additional credit).

Foreign Language

Foreign language courses are offered at Pathways High and currently include a variety of options as well as opportunities for independent study and dual enrollment options through our college partner programs.

Mentorship and Coaching

All students in Pathways High have a mentor as an advisor. The advisor guides them through their basic diploma or IMPACT diploma experience. Parents are strongly encouraged to connect with their child's advisor early and often. This mentor has the greatest influence over schedule and course goals for the student.

While students are working on their course of study and through IMPACT experiences, the mentor serves in a "learning-coach" role, with the primary emphasis on helping the student to successfully complete EMPOWER

standards and academic course requirements. Typically the learning coach is assigned to each student based on student needs and staff availability. Students in some areas of focus are able to choose a mentor for their Capstone work (typically 11th and 12th grades).

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 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. There are a limited number of parking spots available for students. These spots will be given to

students on a lottery basis. Street parking is typically available nearby the school. Pathways High is not responsible for damage to cars parked in the lot or on the street.

Student Driver Information

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

- 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
- Automobile Insurance Policy Number and expiration date

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, and,
- 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 2017-2018 school year:

- Chromebook: \$40.00 per year
- Sports: \$50.00 per sport
- Materials: \$50.00 per year
- Insurance: \$25.00 per year (covers all non-negligent accidents to Chromebooks and other tools on school grounds. If insurance is not purchased, families are responsible for the replacement cost of technology or tool)
- Calculator Rental (for ACT): \$15.00 per year
- Sponsor a Student: \$165.00 (covers another student who does not have the financial capability to pay fees for sports and activities)

Families that demonstrate financial need based on free and reduced lunch qualification may be waived from paying fees or pay a reduced amount.

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 the 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.

Health Screening

Pathways High contracts with nurses to provide hearing and vision screenings as required by state law. You may contact the school at the time of the health screening if you would prefer that your child be excluded. Screenings are offered in 10th grade.

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; soy milk; sports drinks. Energy drinks are not allowed. Healthy food options will be available for snacks.

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.

Fast Food Lunches

We discourage the bringing of fast food to students for lunch. If this does occur on an emergency or special occasion, please choose healthier options such as sub-sandwiches.

SAFETY POLICIES

Emergency Procedures

Pathways High staff receives 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.

Internet Safety Policy

It is the policy of Pathways High to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act ("CIPA") [Pub. L. No. 106-554 and 47 USC 254(h)].³

Access to Inappropriate Material

To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information.

Specifically, as required by the CIPA, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Subject to staff supervision, technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the Pathways High online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

Specifically, as required by the CIPA, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

³ http://e-ratecentral.com/CIPA/Childrens_Internet_Protection_Act.pdf

Education, Supervision and Monitoring

It shall be the responsibility of all members of the Pathways High staff to educate, supervise and monitor appropriate usage of the online computer network and access to the Internet in accordance with this policy, the CIPA, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act.

Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of Pathways High IT Administrators or designated representatives.

The Pathways High IT Administrators or designated representatives will provide age-appropriate training for students who use the Pathways High Internet facilities. The training provided will be designed to promote the Pathways High commitment to:

1. The standards and acceptable use of Internet services as set forth in the Pathways High Internet Safety Policy;
2. Student safety with regard to:
 - a. safety on the Internet;
 - b. appropriate behavior while on online, on social networking Web sites, and in chat rooms;
 - c. and cyberbullying awareness and response.
3. Compliance with the E-rate requirements of the CIPA.

Makerspace

Students will only use the tools provided by Pathways High in our Makerspaces. 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 all students and adults must complete training and pass safety tests.

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

COMMUNITY STANDARDS AND CONDUCT POLICIES

Donations

Donations to makerspaces, library, and student and parent/guardian resources rooms do not require prior approval. Wish lists for these locations 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 to 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. The dress code applies equally to students and staff.

Tops

- Students must wear a short or long-sleeve shirt or sweater.

- Shirt straps must be two finger widths wide. Exposed mid-sections are not acceptable from the rib cage to mid thigh.
- 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).

Other clothing guidelines

- Text that promotes violence, alcohol, tobacco or drugs is prohibited along with items that are sexually explicit.
- Flips flops, open toed shoes, and slippers are not allowed
- Exposed midsections are not allowed
- Head coverings worn for religious reasons will be allowed.
- 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 for IMPACT weeks varies by workplace. Students are expected to abide by the rules of the workplace they are attending.

Consequences for Dress Code Violations

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

Computer, Electronic Mail, And Internet Usage Policy

We are pleased to offer Pathways High students access to certain elements of school computer equipment, computer network and systems, electronic mail service and user accounts, the Intranet and the Internet (collectively "PH IT"). PH IT is provided for students to conduct research and communicate with others.

Access to PH IT is given to students who agree to act in a considerate and responsible manner. Access is a privilege – not a right. Access entails responsibility. Students are expected to adhere to the following guidelines and policies applicable to the use of PH IT. Students who violate these policies may be subject to disciplinary action.

PH IT

PH IT is shared and available to the PH community. These resources may not be used in any way that disrupts or interferes with use by others.

Students must respect all copyrights and licenses to software and other on-line information, and may not upload, download, or copy software or other material through PH IT.

The following are some of the actions that are not permitted, and violations may result in a loss of access as well as other disciplinary or legal action, including expulsion:

- Damage, vandalism or theft of equipment, systems or networks
- Use of the computer equipment, networks and systems for unlawful purposes, commercial purposes or personal gain

- Violations of copyright law
- Plagiarism
- Theft, piracy, improper downloading or modification of software
- Transmitting computer viruses
- Sending or retrieving information that violates school policies and/or applicable laws (e.g., sending and/or retrieving information that is pornographic, vulgar, racist, sexist, abusive, harassing, offensive or attacking)
- Any attempt to guess passwords, use another's password, break into other accounts, or gain unauthorized access to administrator accounts
- Trespassing in another's portfolio, folders, work or files
- Concealing or misrepresenting one's identity while using the system
- Intentionally wasting limited resources
- Any use which is unlawful under applicable State or Federal law
- Any use which PH determines is objectionable in its sole discretion

Communication using PH IT

Students are responsible for their own behavior on PH IT just as they are everywhere in the school environment. Communications on PH IT are often public in nature. General school rules for behavior and communications apply.

It is presumed that users will comply with school standards. Aside from the clarification of such standards, PH is not responsible for restricting, monitoring, or controlling the communications of individuals utilizing the network.

PH and Access/No Expectation of Privacy

PH IT and all user accounts are the property of Pathways High. As such, Pathways High reserves the right to monitor and access information on the system and in users' accounts. Network storage areas may be accessed by Pathways High to review files and communications, maintain system integrity, to ensure that users are using the system responsibly and to ensure there are no violations of school policies.

There is no right to privacy nor should any user of PH IT have any expectation of personal privacy in any matters stored in, created, received, or sent over PH IT. These are subject to review by the schools at any time, with or without notice, with or without cause and without the permission of any student or parent/guardian. Pathways High reserves the right to monitor access, retrieve, download, copy, listen to, or delete anything stored in, created, received or sent over school computer networks, computers, e-mail system or any other PH IT, without notice and without the permission of any user.

Moreover, to protect the integrity of the PH IT and the users thereof against unauthorized or improper use of these systems, Pathways High reserves the right, without notice, to limit or restrict any individual's use, and to inspect, copy, remove, or delete any unauthorized use of this technology upon authorization of the principal or his/her designee.

Internet

Access to e-mail and the Internet will enable students to explore thousands of libraries, databases, and bulletin boards while exchanging messages with Internet users throughout the world. Families are reminded, however, that Pathways High does not control the content of the Internet. Accordingly, Pathways High does not have control over the type of information accessible to students or the quality of the same, though Pathways High does use internet filters, as described in the Internet Safety Policy. Pathways High cannot completely limit

access to materials that a parent/guardian or family might consider inappropriate. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access other materials as well.

Pathways High believes that the benefits to students from access to the Internet, in the form of information resources and opportunities for collaboration, exceed any disadvantages. But ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information resources. To that end, Pathways High supports and respects each family's right to decide if their child should not have Internet access, and relies on the family to inform us of that choice. Ultimately, appropriate use of this resource is the responsibility of the user.

Headphones/Earbuds

Pathways High will require that all students bring headphones or earbuds for various course projects. If families prefer to purchase earbuds from Pathways High, they will be available for purchase for \$2.00.

PATHWAYS HIGH CODE OF CONDUCT

The Goal of This Code of Conduct is to Promote a Culture of TIDE: Trust, Interconnectedness, Developing the Whole Person 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.

Development of the whole person will occur through personalized leadership solutions that students will take ownership over. This solution will be a co-created intervention between teachers, administrators, parents/guardians and students who have committed infractions and will ask the student to create a plan to make things better and then be held accountable by adults to put it into action.

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.

Infractions to the Pathways High Code of Conduct

- **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, and smoking are prohibited in the school, on the campus, and at off-campus school functions including IMPACT experiences.
- **Personal electronics:** Cell phones and all similar electronic devices shall be used in appropriate situations during school hours. Students and faculty members will collaborate to structure an Acceptable Use Policy for all electronic devices, including student owned and school provided devices.

Cell phones may be brought to school, but must not be distracting to the learning environment. We expect professionalism in determining when cell phones are used, and teachers have the discretion to ask that cell phones be out of sight and off at certain points. If a cell phone becomes a distraction for students in the learning environment, the administration may come up with an alternative plan for the individual students. For instance, the cell phone may need to be stored in the locked front office cabinet, the principal's office, or another safe place during the school day. If students are using their phones inappropriately, actions may be taken by the administration to encourage professional use of the cell phone .

- **Computer games:** Pathways High provides technology and internet access for the educational benefit of members of the community. Playing computer games or video games on campus during school hours is allowed only under the direct supervision of a teacher.
- **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

Search of Student Belongings

Pathways High reserves the right to examine and/or search all student possessions when, in the judgment of Pathways High administrators and officials, there is reasonable suspicion that the student may be in possession

of alcohol, drugs, weapons, stolen goods, or any other materials that may be harmful or disruptive to the school community or in violation of any school policy, rule or law

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, discrimination, 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 the 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 disciplines 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 begin during Zero year and 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/guardian, 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’s 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 principals 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.

Family Involvement

Parental/guardian involvement in a child's educational life is critical to a child's success. We look forward to developing a strong positive partnership between you and Pathways High.

Volunteering

We love to have parent/guardian volunteers help out in the school! If you have time free during the school day and would like to help us with tutoring, copying, cutting, laminating, or any of the other tasks that it takes to make a school run smoothly, please contact Mrs. Raynier at 414-943-2891. 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. Parents/guardians are expected to attend Exhibitions and conferences during the year at other times as requested by teachers or the principal.

IMPACT Experiences

IMPACT experiences are an extension of the academic lesson. At Pathways High, we consider IMPACT experiences to be a necessary component of the education program. In order for students to participate in experiences outside of the building, we expect them to follow classroom and school rules regularly as well as maintain a positive attitude. We expect students to recognize the importance of building and maintaining a sterling reputation for themselves, the school, and the greater community of Milwaukee.

A parent/guardian may be asked to attend if their child's behavior is unacceptable. A business partner may ask that a student be sent back to school if their behavior is unacceptable.

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. 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 do 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_____

Parent/Guardian Signature_____