

*Pathway
Community Day
School*



*Parent/Student
Handbook*

*Phone: 559-487-1201
Fax: 559-487-1204*

Administration

Mr. Nick Hustedde – Principal
Mrs. Jill Young – Guidance Instructional Advisor

Teachers

Mrs. Dina Heggen – Elementary
Ms. Angie Cabrera – Junior High
Mr. Art Trejo – High School
Ms. Joy Houlihan – High School
Mrs. Amy Hall – High School
Mr. Angel Arroyo – Special Education
Mrs. Sunny Dhillon – Instructional Coach
Mr. Adam Faria - Elementary PE (Wednesday)
Ms. Karen Ayala - Elementary PE (Friday)

Support Staff

Ms. Jennifer Klein – Principal’s Secretary
Mr. Fred Zepeda – Student Liaison
Mrs. Sarah Martinez – Special Education Instructional Aide
Ms. Rhonda Modica – Special Education Instructional Aide
Ms. Sonja Snedden – Instructional Aide
Ms. Silvia Beltran-Nava, Cook

Important Dates 2019-2020

August 14	School Begins
August 29	Back to School Night 5:30 pm
September 2	Holiday / No School
September 27	End of First Grading Period
October 14	Holiday / No School
November 8	End of Second Grading Period
November 11	Holiday / No School
November 25-29	Holiday – Thanksgiving Week
December 20	End Fall Semester
December 23 - January 10	Winter Break
January 13	School Resumes
January 20	Holiday / No School
February 10	Holiday / No School
February 17	Holiday / No School
February 28	End of First Grading Period
March 26	JR/SR Parent Info Night
April 6 – April 17	Spring Break
April 20	School Resumes
April 24	End of Second Grading Period
May 7	Open House – 5:30 pm
May 25	Holiday / No School
June 8	Graduation – 5:00 pm at PAC
June 11	Last Day of School

Pathway Community Day School

The Board of Central Unified School District created the Community Day School in 2006. The purpose of the Community Day School is to provide more intensive support for students experiencing challenges in the regular educational setting.

Pathway serves students who are expelled, referred by SARB, or referred by probation pursuant to Sections 300, 601, 602, and 654 of the Welfare and Institutions Code.

The Community Day School provides students with a smaller class setting better suited to meet individual needs. The curriculum is designed to provide for the wide differences in ages and academic abilities. Students between 6 and 18 years of age are eligible for enrollment.

Vision

The vision for the Pathway Community Day School is to provide exemplary education guided by a well-defined curriculum designed to address the collective and individual needs of Central Unified's at-risk youth.

Mission

The mission of the Pathway Community Day School is to provide a variety of alternative educational opportunities necessary for successful transition to students' desired school leading ultimately to graduation. Pathway School is a safe, disciplined and supportive environment where students develop the values of responsibility and respect for self and others, leading to productive citizenship and lifelong learning.

Beliefs

We believe that...

Every student can learn.

Every student can develop a positive self-concept.

Every student is capable of producing quality work.

Every student will flourish in a positive and safe learning environment.

There is a need to facilitate learning by drawing on a student's individual strengths and learning styles.

Pathway Community Day School Expected School Wide Learning

Results

Expected School wide Learning Results (ESLRs) are brief, narrative descriptions of what we expect every Community Day School student/graduate to know and be able to do upon exiting the program. These were developed with input from stakeholders including the community, school staff, students, and administrators. The ESLRs have been grouped according to four categories. Below are listed the ESLRs relating to each of these categories.

Effective Communicators who:

- *Read and comprehend information, including instruction, newspapers, a ballot, application forms for employment or college, and literary works.*
- *Listen and comprehend information and accurately report what was presented.*
- *Write for both informative and creative purposes, including letters, reports, and essays.*
- *Present a speech that demonstrates poise, command of language and clear communication.*
- *Use a computer to develop technological skills using documents, graphs, charts and graphics.*

Responsible, Self-Directed Individuals who:

- *Exhibit self-motivation and self-discipline along with accepting individual and group responsibility.*
- *Identify physical, mental and social health needs while utilizing resources that promote wellness.*
- *Develop knowledge of career opportunities, training and education needed to enter chosen fields.*
- *Demonstrate how to budget money and handle finances.*
- *Exhibit good study/work habits that include regular school attendance and effective time management to complete projects.*
- *Set appropriate and realistic educational, vocational and personal goals.*

Collaborative Workers who:

- *Exhibit a positive attitude.*
- *Adapt to change.*
- *Work effectively in groups in various roles.*
- *Use effective leadership and group skills while establishing and accomplishing significant roles.*
- *Manage interpersonal relationships in a positive manner within culturally and organizationally diverse settings.*

Effective Citizens who:

- *Exhibit good manners.*
- *Help other students (i.e. tutoring).*
- *Participate in documented community work like volunteering at a hospital or park.*
- *Understand how actions or lack of actions affect oneself, others, and the community.*
- *Demonstrate knowledge of diverse cultures that foster tolerance for individual differences.*
- *Demonstrate skills in resolving conflicts through positive, non-violent alternative actions.*
- *Make informed choices; being able to understand what the choices mean to oneself and one's community.*

Pathway Community Day School Goals

Assessment

1. *To assess students' educational needs and to provide programs which will best meet these needs.*

Academic

1. *To help students improve their academic skills*
2. *To provide courses which will fulfill grade level requirements and will facilitate the student's re-entry into main stream schools.*
3. *To provide students an opportunity to graduate and receive a diploma.*

Social

1. *To help students improve their self-esteem.*
2. *To empower students in developing self-discipline and accepting responsibility for their choices.*
3. *To improve students' social skills.*

Transition

1. *To assist students in their transition into appropriate programs upon leaving Pathway Community Day School.*

Transition Paths

A student who successfully completes the program may:

- A. Return to a regular school program and pursue a diploma.*
- B. Complete the required course of study and receive a diploma from Pathway Community Day School.*

Program Components

The following are components of the Pathway Community Day School program:

A. Classroom Instruction

Classroom instruction is based on State Standards. Instruction is delivered in a variety of approaches, from individual instruction to small and large groups.

B. Edgenuity

Edgenuity is a web-based instruction program that is used for students to obtain credits in classes they may be behind in.

School Site Council

The purpose of the School Site Council (SSC) is to develop, implement, and evaluate the school program. The SSC meets on a regular basis to assess the effectiveness of the school and reviews current activities and programs.

Members of the SSC include the Principal, GIA, teachers, other school staff, parents and students. Parents and the community members are strongly encouraged to be a part of the SSC.

Health Class

The Central Unified School District offers a course of study on Sexual Health for 7th and 9th graders. This course topic addresses many of the health issues students face, or will face, in their lifetime.

This Sexual Health course is guided by several state laws including teaching that abstinence from sexual intercourse is the only 100% effective protection against unwanted teenage pregnancy, sexually transmitted diseases, and Acquired Immune Deficiency Syndrome (AIDS) when transmitted sexually. Sexual Health instruction content is recommended by Education Code 51933. We will be using ***Positive Prevention PLUS*** materials for this unit.

It is required that parents or guardians be notified prior to instruction. All written or audiovisual materials to be used in this instruction will be available for inspection by parent or guardian. We invite you to review these class materials in the **Pathway/Pershing Library**. Teachers and administrators will be able to answer any questions you may have.

Following the review of materials, if you have concerns regarding your child's participation in this unit, please feel free to contact the Principal at (559) 487-1201.

Graduation Requirements (E.C. Section 51225)

Students enrolled in the Pathway Community Day School shall receive a diploma of graduation once they have completed the course of study prescribed by the Central Unified School District. These requirements shall include:

<u><i>Requirements</i></u>	<u><i>Credits</i></u>
<i>English/Language Arts</i>	<i>40 credits</i>
<i>Science (Physical & Biological)</i>	<i>20 credits</i>
<i>Mathematics</i>	<i>20 credits</i>
<i>Math ICC</i>	<i>10 credits</i>
<i>World Geography</i>	<i>10 credits</i>
<i>U.S. History</i>	<i>10 credits</i>
<i>World History</i>	<i>10 credits</i>
<i>American Government</i>	<i>5 credits</i>
<i>Economics</i>	<i>5 credits</i>
<i>Fine Arts or Foreign Language</i>	<i>10 credits</i>
<i>Physical Education</i>	<i>30 credits</i>
<i>Electives</i>	<i>55 credits</i>
<i>Health</i>	<i>5 credits</i>
 	<hr/>
<i>Total</i>	<i>230 credits</i>

Attendance Policy

This policy is being established in accordance with Education Code Section 48260 to ensure that our students comply with the state's mandatory attendance laws. As a part of this policy, a School Attendance Review Board (S.A.R.B.) is being created. In cases where unexcused absences persist, this board will work with students and their families in seeking a resolution to the issues causing the poor attendance.

The following steps are being implemented in order to comply with state laws regarding school attendance:

- 1. School Attendance Coordinator identifies truant students. Any student who is absent without a valid excuse three (3) full days during the semester is considered truant.*
- 2. First Notification of Truancy is sent to the student's parents/guardians. The Attendance Coordinator will then meet with the parent(s)/guardian(s) and student to discuss and resolve the issues impacting school attendance.*
- 3. If after the meeting with the Attendance Coordinator, any additional days of unexcused absences will result in a second letter being sent to the parents/guardians. The student, parent(s)/guardian(s), Attendance Coordinator, along with other support personnel as appropriate, will meet to discuss the student's attendance issues and consider possible resolutions.*
- 4. If after the meeting, the student's attendance does not improve, a third letter is sent to the parent(s)/guardian(s) notifying them that the S.A.R.B. referral is being initiated. A S.A.R.B. meeting is scheduled. The S.A.R.B. committee will consist of the following members: Attendance Coordinator, Student Services, District Attorney Representative, School Resource Officer, Probation Officer, School Psychologist, School Nurse and Mental Health Coordinator.*
- 5. The S.A.R.B. meeting is held. The parent(s)/guardian(s) and S.A.R.B. discuss the problem and work together to develop solutions to help improve the student's attendance. The parent(s)/guardian(s) sign an Attendance Contract, agreeing that the student will attend school.*
- 6. If the contract is broken, the S.A.R.B. may refer the student to the District Attorney. It is important that such action be avoided because it can result in very serious and significant penalties for the parent or guardian including fines and/or criminal charges; penalties may also be imposed on the student.*

Search and Seizure

All students at Pathway Community Day School are subject to search and seizure and can be searched by a teacher, police officer, probation officer, or administrator **at any time without notice**. If a student is found to have any illegal drugs, alcohol, or weapons in his/her possession, he/she may be arrested, charged, and booked into the juvenile hall for further court proceedings. Board policy regarding the presence of at least two administrators of the same sex as the student will be adhered to.

Any item and/or apparel not appropriate for school will be confiscated. A parent/guardian is required to pick up the item or apparel from the school.

Pathway Community Day School Procedures

Please be aware of the procedures that are in effect at the Community Day School Site.

Following these procedures will lead to a successful experience at this Community Day School.

1. **Security Procedures:** Prior to entering the campus or classroom students are screened by a hand held metal detector. There may also be a physical search of pockets, shoes, socks, waistbands and any belonging that you bring to school.
2. **Please leave backpacks, purses and MONEY at home. There is no need for money at Pathway.**
3. **Please leave all electronic devices at home.** This includes cellular phones and all personal listening or gaming devices. Any student who brings an electronic device to school will have that device confiscated and a parent must pick it up. Students who bring electronics may risk a suspension.
4. **Please leave all ink pens and paper at home.** This includes ballpoint, gel, markers and highlighters. Pencils and paper will be provided in class.
5. **Please leave all food and drink items at home.** Food and drinks (including candy) are not allowed at Pathway.
6. **Dress code must be followed at all times.** Please complete your personal hygiene and grooming at home (all cosmetics and grooming aides including combs/brushes are to be left at home)
7. **Please practice good character** by using good manners, showing responsibility, demonstrating respect, fairness, trustworthiness and caring toward your fellow students and adult staff.
8. **Be productive in class.** Complete all written assignments on appropriate paper using standard penmanship. Complete personal correspondence (such as letter writing) at home.
9. **Plan to use the restroom before school, during break and at lunchtime.**
10. **Make transportation arrangements before arriving at school.** Emergency phone calls may be made with teacher or staff permission during breaks or after school.

Pathway Community Day School
Student Dress Code

1. Students at Pathway will be required to wear solid black pants (no colored stitching/designs) and solid white shirts. The only exception to this will be level 4 students who will wear a solid black T-shirt. **Black Central High shorts/sweats with orange/black/white logo are acceptable. White Central High shirts with only orange and black design are acceptable (black with white/orange design only) ok if level 4).**
2. Shirts must have sleeves and be no longer than mid-thigh, no shorter than hip area and also have an appropriate neckline (i.e. no cleavage should be showing).
3. No see-through clothing. Undergarments must not be visible at any time.
4. No gang related logos, pictures or printing allowed on clothing, including shoes.
5. No cutoffs.
6. Pants may be one size larger than the student's waist. This will be measured by pinching the excess waist material between thumb and forefinger; anything over one inch is unacceptable. Top of pants must be around wearer's waist. Belts must be secured in belt loops. Leggings/yoga pants/tights are not an acceptable form of pants and shall not be worn at any time.
7. Only one set of clothing may be worn. This includes wearing shorts underneath clothing.
8. Only solid white or black belts may be worn. No studded belts are allowed.
9. Only standard belt buckles, or plain buckles (no letters, figures, etc.) are allowed.
10. Shorts must be solid black. Shorts must not be shorter than three (3) inches above the knee. Skirts and/or dresses are not to be worn at any time.
11. Outer garments such as coats, jackets, sweaters, or sweatshirts must be long sleeved and either solid white or solid black without a hood attached.
12. Head wear including HATS, do-rags, hard headbands, mesh nets, scarves, bandannas, and earmuffs are not allowed. Cloth/elastic type headbands are acceptable in solid black or white only. Only beanies are allowed.
13. Gloves or beanies must be either solid black or solid white and must not be worn in the classroom.
14. Shoes or buckled sandals must be worn at school. Flip flops, slippers, shower or beach shoes are not allowed. Only black, white, or combinations of these colors are allowed. Shoelaces must be solid black or solid white. No skulls, KSWISS or Coach brand allowed. Socks must be solid black or white.
15. No jewelry is to be worn at all. This includes, but is not limited to earrings, bracelets, watches, rings, religious jewelry etc. No facial or body piercing allowed.
16. Tattoos must be totally covered at all times.
17. No colored nail polish is allowed (including toes if wearing sandals). Clear polish is acceptable. Level 4's will be allowed to wear colored nail polish with the exception of red or blue.
18. Sunglasses must be black or white and are not to be worn in classrooms.
19. Hair style shall be clean and neatly groomed. Haircuts or hairstyles that draw undue attention to the wearer or detract from the educational process are not acceptable (i.e. unusual designs, colors, symbols, razor cuts, and the like.)
20. Backpacks or purses are not allowed.
21. Buttons, badges, and other insignias which so incite students as to create a clear and present danger or the commission of an unlawful action on school premises or the violation of lawful school regulations, or the substantial disruption of the orderly operation of the school are not allowed. (Calif. Ed. Code 48907)

****All students must be in dress code prior to entering the Pathway Gate.**

Dress Code Enforcement

Enforcement is the responsibility of all adults. We ask the Parents and Guardians to please check your child before they leave home.

Referrals will be made to Community Day School Administration for appropriate actions.

Violations of this policy may result in the following disciplinary actions:

First Violation – *A written warning will be issued. Student will lose 1 point. If possible, the parent will be asked to bring a change of clothing or loaners (if available) will be provided. A parent/guardian must pick up the confiscated clothing or item.*

Second Violation – *Home contact, student will lose 1 point. If possible, the parent will be asked to bring a change of clothing or loaners (if available) will be provided. A parent/guardian must pick up the confiscated clothing or item.*

Third Violation – *Student will have conference with admin, student will lose 1 point. Student will also serve break & lunch detention. If possible, the parent will be asked to bring a change of clothing or loaners (if available) will be provided. A parent/guardian must pick up the confiscated clothing or item.*

Fourth Violation – *Parent conference requested, P.O. notified (if appropriate). Student will lose 2 points. Student will spend one full day in the responsibility center. If possible, the parent will be asked to bring a change of clothing or loaners (if available) will be provided. A parent/guardian must pick up the confiscated clothing or item.*

Fifth Violation – *Home contact, P.O. notified (if appropriate), student will receive RC/TC all day and drop 1 level. If possible, the parent will be asked to bring a change of clothing or loaners (if available) will be provided. A parent/guardian must pick up the confiscated clothing or item.*

Sixth Violation – *Student will be suspended for 1 day and drop to level 0.*

- *If a student is out of dress code, the student may be required to wear designated school apparel (loaners) in order to stay in class.*

Positive Incentive Plan/Level

The Pathway staff strongly believes that the Positive Incentive Plan/Level System is one of the most important parts of a behavioral management system. The Positive Incentive Plan/Level System helps students to take responsibility for managing their behavior and provides increasing rewards and responsibilities for students as they progress to higher levels.

Learning about the positive character traits is an important and integral part of the Positive Incentive Plan/Level System. It is the hope of the school staff that through this plan, students will be empowered to be successful in school and learn how to be successful throughout their lives.

Behavioral Expectations

- *Be at school on time*
- *Be dressed appropriately*
- *Be productive during class time*
- *Behave appropriately with staff*
- *Behave appropriately with peers*
- *Use appropriate language (for example, no profanity or talk of drugs, gangs, etc.)*

Pathway Community Day School Incentive Plan

How do students move up or down a level?

- *To move from Zero to Level One, a student must earn 60% of the total points possible for the week (18 out of 30).*
- *To move from One to Level Two, a student must earn 70% of the total points possible for the week (21 out of 30)*
- *To move from Two to level Three, a student must earn 80% of the total points possible for the week (24 out of 30).*
- *To move from Three to Level Four, a student must earn 90% of the total points possible for the week (27 out of 30).*
- *When a student receives an off-campus suspension, a student will automatically drop to Level 0.*
 - *Students may move up or down only 1 level per week except as stated above.*
 - *Only verified doctor's appointments or family emergencies will not result in a loss of points for an absence.*
 - *Student behavior will be monitored by all staff. If a student has difficulty with a student or staff member, that staff member is responsible for contacting the homeroom teacher.*
 - *When a student has more than one teacher, the Points Binder will be brought by the staff (homeroom) to the other class and returned by staff (non-homeroom) to the homeroom teacher as soon as that class is over.*

How do students maintain their current level?

A student must earn the minimum number of points it took to reach the current level to maintain the current level

(Example: It takes 70% of the total points to reach Level Two and 70% of the total points to maintain Level Two). Otherwise, on the Monday of the following week, the student will drop one level. Point sheets are valid for one week only and are scored on a Monday through Friday schedule each week.

It is required that daily “Feedback Sessions” be held each day, the first 15 minutes of the school day, when possible. It should take about one minute per student to share the daily results, a little longer when the student has had a difficult day.

Teachers are encouraged to utilize other incentives that would interest the student in an effort to encourage more positive behavior.

Pathway Community Day School Positive Incentive Plan
Positive Behavior Support System
(Promotion/Same/Demotion Scale)

5 Day Week

27=4

24=3

21=2

18=1

<18=0

4 Day Week

21=4

18=3

15=2

12=1

<12=0

3 Day Week

15=4

12=3

9=2

6=1

<6=0

You must be a level four 80% of the time you are at Pathway Community Day School. You will NOT transition out without meeting level 4 and maintaining that level for 80% of the time.

** The clock starts four weeks after enrollment at Pathway (whether you are level 4 or not). Students must maintain level 4 80% of the balance of the time they are at Pathway.

Notice to Parents Regarding the Pathway CDS Intervention Program

Dear Parents,

The purpose of this letter is to inform you of the intervention program that is used at Pathway Community Day School.

Considering the premise that teachers have a right (and a legal obligation) to teach and students have a right to learn, this program was developed to insure these rights and at the same time present a step-by-step procedure for changing unacceptable behavior. It is our desire that students will conduct themselves in a manner conducive to learning. With this program, students will know where they stand at all times and parents will be kept informed regarding their child's actions and asked to work closely with their son or daughter to bring about appropriate behavior. Students will be advanced step by step (one referral at a time) for continued misbehavior and/or being truant from school. A pre-arranged set of intervention strategies are administered for each step.

On the following page are listed the rules and consequences. Please review these and if you have any questions, please don't hesitate to call me.

Sincerely,

*Nick Hustedde
Principal
Pathway Community Day School*

Pathway Community Day School Intervention Program

Student Responsibilities

- *Come to class on time, prepared to work and learn.*
- *Follow directions given by teachers and staff.*
- *Respect the rights and property of others.*

Consequences/Intervention Strategies

First Referral during any calendar week:

- Student given verbal/written notification of referral.*
- Disciplinary consequences may include loss of level points and privileges, campus beautification, lunch and/or after school detention, Student Responsibility Center, off-campus suspension.*
- Copy of referral sent to Probation when applicable.*
- Conference with Principal, or designee.*
- Parent notification by school secretary initially, later by staff administering the referral.*

Second Referral during any calendar week:

- Student given verbal/written notification of referral.*
- Disciplinary consequences may include loss of level points and privileges, suspension 1-3 days, and involvement of law enforcement/probation, if applicable.*
- Copy of referral sent to Probation when applicable.*
- Referral to psychologist for counseling.*
- Conference with Principal, or designee.*
- Parent notification by school secretary initially, later by Admin.*

Third Referral during any calendar week:

- Student given verbal/written notification of referral.*
- Disciplinary consequences may include loss of level points and privileges, suspension and involvement of law enforcement/probation, if applicable.*
- Referral to psychologist for counseling.*
- Copy of referral sent to Probation when applicable.*
- Student and Parent conference with Principal prior to starting class.*

Discipline Guidelines

The referral system is not intended to control day-to-day misbehavior. It is designed to document incidents of continuing disruptive behavior. Therefore each teacher is responsible to create a subsystem to address minor disruptions and teach and reinforce appropriate behavior. When the subsystem fails to bring about the desired behavior, then a referral may be necessary.

Discipline

I. Philosophy

Rules and regulations are established to maintain an atmosphere conducive to learning. Students who fail to comply with these rules and regulations will be counseled, reprimanded, suspended, and/or arrested as the laws are applied. Therefore, students should be aware of the possible consequences of this behavior.

II. Laws Regarding Discipline

The following are laws pertaining to school discipline:

- A. *The governing board of any school district shall prescribe rules not inconsistent with law of which rules prescribed by the State Board of Education, for the government and discipline of the schools under its jurisdiction. (Calif. Ed. Code 35291.5)*
- B. *All pupils shall comply with the regulations, pursue the required course of study, and submit to the authority of the teachers of the schools. (Calif. Ed. Code 48921)*

Note: Field trip or off-campus curricular activities are considered a part of the educational program. Participants/spectators carry responsibilities as representatives of their schools. All rules of student conduct apply.

- C. *Any governing board may enforce the provisions of California Education Code Section 35921 by suspending a pupil in any elementary or secondary school who refuses or neglects to obey any rules prescribed pursuant in that section. (Calif. Ed. Code 35291.5)*

This publication has been prepared and distributed to all concerned persons of these policies. (Calif. Ed. Code 35291.5)

III. Details

- A. *ATTENDANCE – The key to a student’s success is being in school and doing the assigned work. Attending school daily is the quickest way to return to your original school site. If you become ill at school, discuss the issue with your teacher.*
- B. *DRESS CODE – See page **11***
- C. *FOLLOW STAFF INSTRUCTIONS - Students must follow all posted and verbal instructions from staff, including:
 - 1. *Staying in seat unless given permission otherwise.*
 - 2. *Raise hand to get teacher’s attention.*
 - 3. *Work on assigned materials.**
- D. *SHOW RESPECT TO AUTHORITY – Always use Mr. or Mrs. when addressing the teacher and aide. A direct refusal to obey all instructions and orders of school personnel is disrespectful and considered as defiance of authority.*

- E. AVOID DISRUPTIVE CONDUCT, PROFANITY AND OBSCENE BEHAVIOR –
While in class, students are expected to work on assignments. Anyone who disturbs class interferes with the teacher’s right to teach and the students’ right to learn. The use of profanity and obscene behavior is considered disruptive to the educational process of the school.
- F. AVOID AGITATING OTHER STUDENTS – *Agitation is a serious offense, because it can lead to anger and possibly fights.*
- G. POSSESSION OF CONTRABAND – *The following items cannot be possessed on the campus:*
1. *Tobacco, cigarettes, lighters, matches*
 2. *Drugs and/or drug paraphernalia*
 3. *Music CD’s, radios, CD players, IPODS/MP3 players, pagers, electronic game devices (e.g. PSP) and cellular phones*
 4. *Weapons (real or toy)*
 5. *Money*
- H. THEFT – *Students are expected to respect the property of others and the school. Theft of property shows poor judgment and is interpreted as a violation of the law.*
- I. BOUNDARIES – *Students will be notified of school boundaries and are not to violate any rules in this area. Being out of the school areas during school hours is considered a violation.*
- J. DESTRUCTION OF PROPERTY – *Destroying or mutilating property or material belonging to the school, is not allowed. Do not write on school books, folders, furniture, or walls. Respect the school grounds by not littering.*
- K. PHYSICAL CONTACT/FIGHTING/ASSAULT – *Agitation, threatening acts, or physical contact is not allowed. Throwing any type of object is considered physical contact and possible assault.*
- L. PROGRESS REPORTS – *Progress reports are available on Fridays upon request by 10 am to the homeroom teacher. Parent portal is also available and will be updated by teachers weekly.*
- M. GANG/RACIAL ACTIVITY – *No gang activity of any type (Satanic, Racist, Occult, Black, Hispanic, White, Asian, etc.) will be permitted. This includes gestures, writing, talk or dress.*
- N. WEAPONS/INJURIOUS OBJECTS – *The possession of any object which might be used to inflict bodily injury to another person is forbidden. In addition to school penalties, such incidents will be reported to the Fresno Police Department.*
- O. OTHER CAMPUSES – *Pathway Community Day School students may not go to another school campus at any time as long as they are enrolled at a Community Day School. If a student chooses to trespass or loiter on another school campus or be within one block of that*

campus, and a complaint is made to Pathway Community Day School personnel, **the student can be immediately suspended and recommended for possible removal from the program.**

P. **LAW RELATING TO THREATENING SCHOOL EMPLOYEES**

Every person who, with intent to cause, attempts to cause, or causes any officer or employee of any public or private education institution or any public officer to do, or refrain from doing any act in the performance of his/her duties, by means of a threat, directly communicated to such person, to inflict an unlawful injury upon any person or property, and it reasonably appears to the recipient of the threat that such threat could be carried out is guilty of a public offence punishable as follows:

- (1) *Upon a first conviction, such person is punishable by a fine not exceeding ten thousand dollars (\$10,000), or by imprisonment in the state prison, or in a county jail not exceeding one year, or by both such fine and imprisonment.*
- (2) *If such person has been previously convicted of a violation of the section, such previous conviction shall be charged in the accusatory pleading and if such previous conviction is grounds to be true by the jury, upon a jury trial, or by the court, upon a court trial, or is admitted by the defendant, is punishable by imprisonment in the state prison.*

As used in this section, “directly communicated” includes, but is not limited to a communication to the recipient of the threat by telephone, telegraph, or letter. (P.C. Section 71)

Every parent, guardian, or other person who upbraids, insults, or abuses any teacher of the public schools, in the presence or hearing of a pupil, is guilty of a misdemeanor. (E.C. Section 44811)

Any parent, guardian, or other person who insults or abuses any teacher in the presence of other school personnel or pupils and at a place which is on school premises or public sidewalks, streets, or other public ways adjacent to school premises or at some other place if the teacher is required to be at such other place in connection with assigned school activities is guilty of a misdemeanor, and is punishable by a fine of not less than fifty dollars (\$50) nor exceeding five hundred dollars (5500). (E.C. 44812)

IV. DISCIPLINARY ACTIONS

It is critical for students of Pathway Community Day School to attend school every day, to be on time, and to conduct themselves in an appropriate manner while at school. Students must realize they are responsible for their attendance and behavior. Continued tardiness, absences, disruptions and/or any violation listed under Ed. Code Section 48900 may result in one or more of the following actions:

A. **TEACHER INTERVENTION** - *The teacher counsels the student and outlines further consequences of negative behavior. Assertive discipline strategies may be employed (name on board, check after name, etc.).*

B. **TIME OUT** - *at the teacher’s discretion, the student will be sent to the office or to another class. While in the office or other class, the student will sit quietly and complete assignments given to him. If he successfully completes this in the designated time, he may return to his regular classroom.*

C. INFORMAL CONFERENCE - A school official (teacher or administrator) will talk to the student regarding the student's behavior and suggest the improvements needed.

D. FORMAL CONFERENCE - A formal conference is held between the student, parents, and one or more school officials. During this conference, the student must agree to correct his behavior.

E. IN-SCHOOL ALTERNATIVE/SUSPENSION (TC) - The In-School Alternative/Suspension (RC) program provides a substitute to suspensions that would normally require disassociation from the school. Students suspended from the regular learning program are permitted to remain in a structured academic environment, yet are isolated from the other students.

F. SUSPENSION FROM SCHOOL - A teacher may suspend a student for the remainder of the day of the incident and the following day. The Principal or Designee may suspend a student up to five days; Parents are to be notified in writing of the suspension either the same day or by mail. A formal conference is required for re-entry to school.

G. RETURN TO COURT - A student who is on probation may be returned to court for continued infractions involving school and/or probation rules.

H. ASSIGNMENT TO WORK PROGRAM - The Probation Officer may assign a student to work program for unexcused absences, inappropriate behavior, attitude, and/or school work. The length of time assigned will be determined by the severity of the situation.

I. DROPPED FROM PROGRAM - The student is dropped from the program when all above methods have been used, and the student still refuses to cooperate and benefit from the program. The student will be referred to another appropriate program such as the County Community Day School, Charter School, etc. as per Central Unified Student Services.

INFORMATION REGARDING SUSPENSION

General Information

1. (E.C. 48900) No pupil shall be suspended or expelled for any of the acts enumerated unless the act is related to school activity or school attendance. A pupil may be suspended for acts which are enumerated in prior section and related to school activity or attendance which occur at any time, including, but not limited to, any of the following:

- a. While on the school grounds.*
- b. While going to or coming from school, including while on bus*
- c. During, or while going to, or coming from a school sponsored activity.*

2. Disciplinary action will be taken if a student's behavior is disruptive to the instructional process or causes a danger to persons or property.

3. Students and parents have a right to appeal disciplinary action taken against a student. A meeting must be requested with the administrator/designee prior to any further appeal. (E.C. 48914).

During Suspension

1. Student is expected to be under the supervision of a parent during school hours when serving suspension days at home (7:00 a.m. - 4:30 p.m.). Student shall not appear on or about any school during the period of suspension, unless coming to the office on official business with the parent/guardian and by prior arrangement with a certified employee.

2. Specific consequences and restrictions, concerning a suspension that enters in to an off session period, will be determined by an administrator.

3. Violation of suspension rules may result in a minimum consequence of a warning and a maximum consequence of a referral to the appropriate law enforcement agency.

4. The responsibility of obtaining and doing class work lies with the student. The teacher may require the student to complete any assignments/activities and tests missed during the suspension; however, the teacher is not required to provide homework. (E.C. 48913).

Report of Suspension

All Community Schools are required to keep on file all suspensions that occur during the year.

Responsibility Center (TC) – Alternative to Suspension

Purpose of TC

The TC program provides a substitute to suspensions that would normally require disassociation from the school. Students suspended from the regular learning program are permitted to remain in a structured academic environment, yet are isolated from the other students.

TC Objectives:

- 1. To reduce the number of out-of-school suspensions by providing an alternative program. This does not rule out the possibility of out-of-school suspension if the situation warrants.*
- 2. To provide individualized counseling for the student in the TC program.*
- 3. To provide a setting within the school in which the student may continue his/her academic work.*
- 4. To assist the faculty in working with students with inappropriate behavior.*

TC Operation Procedures

- 1. The teacher will use appropriate classroom management strategies to intervene with student behavior.*
- 2. The teacher will complete a TC referral, along with the proper Discipline Referral Form, when above (number 1) is not successful.*
- 3. The teacher will refer the student to Administration.*
- 4. The Principal or GIA will counsel the student, who will also complete the Behavior Correction Worksheet.*
- 5. The Principal or GIA will refer the student to the school psychologist for further counseling (if applicable).*
- 6. The Principal or GIA will determine the course of action to be taken.*
- 7. The Principal or GIA will implement the TC Contract, when appropriate.*

Responsibilities of the TC Supervisor:

- 1. Be familiar with and follow all school policies, including dress code.*
- 2. Keep appropriate paperwork associated with the In-School Alternative/Suspension program.*
- 3. Monitor and supervise each student's work very closely.*
- 4. Be readily available to contact each student's classroom teacher.*
- 5. Be able to contact each student's parent/guardian when necessary to apprise them of the situation and/or to have them pick up their child from school.*
- 6. Report violations of procedures by students to the Principal.*

Responsibilities of the Student in TC

- 1. The student will behave in an appropriate manner while in the TC.*
- 2. The student will work on his/her classroom work in a cubicle assigned to them.*
- 3. The student will cooperate thoroughly with the TC supervisor at all times. Talking, disruptions, or failure to work will not be tolerated.*
- 4. The student will remain with the TC supervisor at all times. The student will not socialize with other students at any time during his/her suspension.*
- 5. The student will complete the Behavior Correction worksheet.*
- 6. The student may be suspended off campus from school if he/she fails to follow the TC policies and procedures. This will result in further disciplinary consequences.*

SAMPLE

BEHAVIOR CORRECTION WORKSHEET

1. *What behavior(s) resulted in your being sent to the RC classroom?*

2. *What part of Hornet Respect did you violate?*

3. *What other action could you have done that would have had better results?*

4. *What will happen if this inappropriate behavior continues?*

5. *Are you on probation? _____ Yes _____ No*
If yes, what can/will your probation officer do if you get sent home?

Student Signature: _____ *Date:* _____

Staff Signature: _____ *Date:* _____

Parent Contact: ___ Yes ___ No *If yes, parent name* _____

Action Taken: ___ Return To Class ___ Return To TC

BUS SAFETY RULES

The bus should be considered an extension of the school. The driver is in charge and is responsible for operating the bus in a safe manner. For everyone's safety, students must follow the directions of the driver at all time.

- *Observe the same conduct as in the classroom*
- *Remain seated when bus is in motion*
- *Keep arms and head inside the bus*
- *Avoid loud and unnecessary noises*
- *Refrain from eating on the bus*
- *Be courteous, don't use profanity*
- *Refrain from boisterous conduct*
- *Do not smoke*
- *No eating or drinking on the bus*
- *Keep the bus clean*
- *Do not be destructive*
- *Bus drivers authorized to assign seats*
- *No yelling or screaming at any time while on bus.*
- *Cross street in front of the bus (when directed by the driver)*

These rules are for your protection and your cooperation will be appreciated. Any violation may result in suspension of bus riding privileges.

NOTICE TO PARENTS/GUARDIANS CONCERNING THEIR LEGAL RIGHTS AND OBLIGATIONS TO SPECIFIED PROGRAMS AND ACTIVITIES

Pursuant to Education Code Section 48980, each school district must notify parents and guardians of their legal rights and obligations relating to specified programs or activities at the beginning of the first semester or quarter of the regular school term. The following outline summarizes those programs and activities.

A. IMMUNIZATION FOR COMMUNICABLE DISEASE. In the event the school district should participate in an immunization program for the purposes of prevention and control of communicable diseases, you child will not participate unless you have provided specific written consent (E.C. 49403).

B. ADMINISTERING MEDICATION AT SCHOOL. Upon written request from the parent and written instructions from the physician, a child may be administered medication at school by a school employee (E.C. 49423),

C. EXEMPTION FROM PHYSICAL EXAMINATIONS. Upon receipt of a written request, the parent can exempt a child from all physical examinations. However, the child may be sent home if there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease (E.C. 49451).

D. MEDICAL AND HOSPITAL SERVICES FOR PUPILS. A school district may provide medical or hospital services, or accident or liability insurance policies, for student injuries occurring while in or on the property of the district. No student shall be compelled to accept such s service without his/her consent, or a minor xv without the consent o f h is/her parent or guardian (E.C.49472).

E. SEX EDUCATION OR FAMILY LIFE EDUCATION COURSES. The s school may not require pupils to attend any class in which human reproductive organs and their functions and processes are described, illustrated or discussed. Whenever such classes are offered, the District must (a) notify parents in advance in writing, (b) provide opportunity prior to the class for parents to inspect all written and audio-visual materials to be used and (c) provide opportunity for each parent to request in writing that his/her child be excused from the class. Parental rights for notice, materials inspection and opportunity to request pupil non-participation in units of instruction in venereal disease education are essentially the same as for sex education courses (E.C. 51820). This Section does not apply to descriptions or illustrations of human reproductive organs, which may appear in any science, hygiene or health textbook (E.C. 51550).

F. EXCUSE FROM INSTRUCTION ON RELIGIOUS (MORAL) GROUNDS -Whenever any part of the instruction in health, family life education or sex education conflicts with the beliefs of the parent or guardian of any pupil, the pupil on written request, shall be excused from the part of the training which conflicts with such religious training and beliefs (E.C. 51240)

G. PUPILS' RIGHTS TO REFRAIN FROM THE HARMFUL OR DESTRUCTIVE USE OF ANIMALS. A pupil's moral objection to dissection or otherwise harming or destroying animals must be substantiated by a note from the pupil's parent or guardian.

Each teacher whose instruction utilizes live or dead animals must also notify pupils of their right to refrain from such activity. (E.C. 32255 et seq.).

H. FINGERPRINT PROGRAM. The governing board of any school district may offer a Fingerprint Program for all children enrolled in Kindergarten or newly enrolled in that District. Each parent or guardian shall be informed of the school fingerprinting program when he or she first enrolls the child in the public schools. At that time, the parent or guardian shall declare, in writing, whether or not he/she consents to the program. If the parent or guardian does consent, he/she shall pay the applicable fee (E.C. 32390).

I. ABSENCES EXCUSED FOR JUSTIFIABLE REASONS. A student shall be excused from school for justifiable personal reasons, including, but not limited to, an appearance in court, observance of a holiday or ceremony of his/her religion, attendance at religious retreats or an employment conference, when the pupil's absence has been requested in writing by the parent or guardian and approved by the principal or designated representative (E.C. 48205).

J. ABSENCE FOR RELIGIOUS PURPOSES. A pupil, with the written consent of a parent or guardian, may be excused from school in order to participate in religious exercises for four or fewer days per month, provided the pupil attends school at least the minimum day for his grade (E.C. 46014).

K. PUPILS WITH TEMPORARY DISABILITIES INDIVIDUAL INSTRUCTION. Students with temporary disabilities, who cannot attend regular day classes, may receive individual instruction provided by the District. Parents or guardians of pupils within this category shall be given notice regarding the availability of such individualized instruction (E.C. 48206.3)

L. PUPILS WITH TEMPORARY DISABILITIES RESIDENCY REQUIREMENTS. A pupil with a temporary disability, who is in a hospital or other health facility, excluding a state hospital, which is outside of the school district in which the parent or guardian resides, shall have complied with the residency requirements for school attendance in the school district in which the hospital is located. It is the primary responsibility of the parent or guardian of the pupil with the temporary disability to notify the school district of the pupil's presence in a qualifying hospital (E.C. 48207, 48208).

M. SPECIAL EDUCATION FOR HANDICAPPED PUPILS -Any handicapped pupil for whom a special education placement is unavailable or inappropriate may receive services in a private nonsectarian school. Contact the school principal for information (E.C. 560000020 et seq.).

N. DISTRICT RULES REGARDING STUDENT DISCIPLINE. The governing board of each school district maintaining grades one through twelve shall notify the parents or guardians of the availability or rules regarding student discipline (E.C. 35291).

O. DUFFY-MOSCONE FAMILY NUTRITION EDUCATION AND SERVICES ACT. Eligible students may receive meal supplementation while attending school (E.C.49510 et seq.).

NOTICE TO PARENTS AND GUARDIANS COMPLAINT RIGHTS

Parents/Guardians:

Education Code Section 35186 requires that the following notice be posted in your child's classroom:

- 1. There should be sufficient textbooks and instructional materials. That means each student, including English learners, must have a textbook or instructional material, or both, to use in class and to take home to complete required homework assignments.*
- 2. School facilities must be clean, safe, and maintained in good repair.*
- 3. To file a complaint regarding the above matters, complaint forms can be obtained at the school site or the Central Unified School District Office, 4605 N. Polk, Fresno, CA 93722.*

Pathway/Pershing Joint School Site Council School-Parent Compact

The school distributes to parents of Title I, Part A students, a school-parent compact (Compact). The Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. The Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. The Compact addresses the following legally required items, as well as other items suggested by parents of Title I, Part A students:

- The school's responsibility to provide high-quality curriculum and instruction (ESSA Section 1116[d][1]).
- The ways parents will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

This Compact was adopted by the Pershing/Pathway School Site Council on May 9, 2019 and will be in effect for the period one year.

The school will distribute the Compact to all parents of students participating in the Title I, Part A program on, or before October 30, 2019

**Pershing Continuation High School/Pathway Community Day School
School-Level Parental Involvement Policy
2019**

Pathway/Pershing Schools has developed a written Parental Involvement Policy with input from Pathway and Pershing parents, pursuant to ESSA Section 1116(c). Parental input was solicited through surveys, parent events including back-to-school night and School Site Council meetings. The school's Parental Involvement Policy is distributed to all parents through the school's first day enrollment packet that is given to all parents during student orientations. The policy is updated annually to meet the changing needs of parents and the school pursuant to ESSA Section 1116(b)(1).

Involvement of Parents in the School Program

Pathway/Pershing Schools conduct the following:

Convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116(c)(1).

- Each Fall, an Annual Parent Meeting is held during our Back to School Night.
- Parents and students are recruited to participate in our School Site Council(SSC).

Flexible number of Meetings

The school offers a flexible number of meetings for Title I, Part A parents, pursuant to ESSA Section 1116(c)(2).

- Meetings are held before, during and after school to meet the needs of parents and guardians that work, attend school or are home-makers. Days are chosen by both administration and SSC members that are most convenient to meet the busy schedules of the members.

Planning, Review and Improvement

The school involves parents of students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy pursuant to ESSA Section 1116(c)(3):

- Planning, review and improvement of the school's Title I programs is conducted through SSC meetings. Parents and guardians are regularly encouraged to participate in the School's Site Council.
- Flyers are sent home with students announcing our School's Site Council meetings.
- Messages are sent directly to parents via text, phone or email using Parent Square.

Timely Information

Ways in which the school provides parents of students with timely information about school programs include:

- Due to continuous enrollment throughout the year, a weekly orientation is held with new students and their parents where information about programs is shared.

- Administration provides parents and guardians with the opportunity to learn about the program during our Back to School Night.
- Parent Square messages and flyers are sent home through-out the school year.
- Parents and guardians are encouraged to participate in our School's Site Council.

Explanation of Curriculum:

The school provides parents of students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet pursuant to ESSA Section 1116(c)(4)(B):

- Staff reviews their course outlines, classroom expectations and curriculum with parent and guardians during Back to School Night.
- Administration meets with students and parents during student orientation to explain the importance and value of the state tests and local benchmarks.

Opportunities for Regular Meetings:

The school provides parents of students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children pursuant to ESSA Section 1116(c)(4)(C):

- The school staff encourages parents and guardians to participate in their student(s) education. Daily phone calls are made to parents and guardians regarding student absences. Staff flex their schedules according to parent needs to encourage meetings at school
- For parents with transportation issues, Administration will do a home visit for parents needing a face to face meeting.

Building Capacity for Partnership

The school engages parents in meaningful interactions by supporting a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children, pursuant to ESSA Section 1116(e)(1):

- Administration meets with parents during orientation to discuss curriculum, school-wide expectation and the important of assessments.
- Upon request or need, administration meets with parents to discuss their student's academic status and goals.
- Letters are mailed to inform parents/guardians on their child's individual student assessment results and the methods available for the monitoring of student progress.
- Parent Portal is available to parents and students 24/7, allowing up-to-date information on student grades.

Materials and Training

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement pursuant to ESSA Section 1116(e)(2):

1. Through phone calls and emails, the staff provide parents/guardians with techniques and strategies that they may use to improve their children's academic success and help their children in learning at home. Upon request or need, on-site training opportunities are also provided.
2. Students are allowed to take a chromebook home, and Parents and students are offered trainings provided by the district at various times during the year.

Value of Parent Contributions

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and how to work with parents as equal partners pursuant to ESSA Section 1116(e)(3):

- Staff and parents are encouraged to participate in the School Site Council.
- Meetings are held with administration, staff and parents to discuss strategies that will assist their students become more successful in school and to review the important roles that each play in our students' education.

Parent Involvement

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children pursuant to ESSA Section 1116(e)(4):

- Administration and teachers encourage parents/guardians to serve as volunteers in the schools, attend student activities and school meetings, and participate in site councils, LCAP input meetings, advisory councils and other activities in which they may undertake advisory and advocacy roles.

Understandable Language

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand pursuant to ESSA Section 1116(e)(5):

- Documentation is provided in both English and Spanish and other languages upon request.
- Bilingual staff are able to provide translation in Spanish.

Activities

The school provides support for parental involvement activities requested by Title I, Part A parents pursuant to ESSA Section 1116(e)(14):

- Teacher meetings, administrative meetings and School Site Council meetings provide parents/guardians opportunities for regular meetings to formulate suggestions, share experiences with other parents and participate as appropriate in decisions relating to the education of their children.
- Parents are regularly invited to award assemblies, athletic events and other activities that give them a reason to visit the school.

Accessibility

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language parents understand pursuant to ESSA Section 1116(f):

- The school provides interpreters and translations, when necessary or upon request, in order to encourage the participation of parents/guardians with cultural, language, or other barriers which may inhibit such participation.
- Communication is sent home in English and Spanish.
- The school is fully accessible to parents and students with disabilities.

This policy was adopted by the Pershing/Pathway School Site Council on May 9, 2019 and will be in effect for the period one year.

The school will distribute the Compact to all parents of students participating in the Title I, Part A program on, or before October 30, 2019