

Pathways TO SUCCESS Academic Campus

www.a2schools.org/pathways

2019-2020

Student & Parent Handbook

A Guide to Your Success

School Starts Tuesday, September 3



MAKING A DIFFERENCE



CHANGING LIVES



BUILDING COMMUNITIES

What is the Pathways to Success Academic Campus?

Pathways to Success is a public school in the Ann Arbor Public Schools designed to provide a unique and alternative experience to the traditional high school environment. Pathways staff creatively meets students and their families where they are, with all of their strengths and needs, by providing learning opportunities that are meant to surface and build upon students' unique purpose in school and beyond. This is achieved through instruction, programs and supports that makes learning accessible (i.e., responsive to while strengthening students' literacy), challenging, that takes place in and is useful in the real world, culturally relevant to students and their families, and centers healthy relationships and students' social-emotional development. In addition to a robust curriculum, Pathways houses and partners with Adult Education, offering programs in GED preparation, a High School Completion program, and Adult ESL classes.

Programming at Pathways is enacted according to the philosophy of Restorative Justice (RJ). Through RJ, learning is powered through trusting, mutually respectful and empathic relationships between all members of the school community. When conflict arises in these relationships, the principles of RJ guide the affected members of the community in addressing the harm and restoring the relationship. In the process, all members of the Pathways community learn how to listen and empathize with one another, learn to understand, navigate and resolve conflicts, and increasingly recognize the ways in which their actions matter to their fellow community members.

In these ways, Pathways serves the community as a 21st Century School, committed to student, family, and community growth in preparation for the careers of tomorrow. At Pathways, students are equipped with the skills to think critically, problem solve, and utilize resources to make positive contributions to society. In addition, our one-to-one technology program enables students to benefit from combining the best attributes of online education (e.g., increased offerings, significant differentiation and support, valid embedded assessments, etc.) with the best attributes of traditional brick-and-mortar schools that leverage the strengths of a strong, tightly knit community: caring teachers and staff on-site, intentional community building at every level, academic support and enrichment, and social-emotional development.

August 2019

Dear Parents and Guardians,

Welcome to the Pathways to Success Academic Campus, where opportunity and access meet. We are pleased to have your student join our learning community and look forward to an engaging year that launches our students towards their goals. Our staff is excited to welcome you to the 2019-2020 school year.



From project-based learning, to co-taught classrooms, career internships, or our one-to-one technology program, Pathways is a smaller learning community, and living for the present and future of the 21st century. With the support of community partners such as the University of Michigan Regional Alliance for Healthy Schools (RAHS Clinic), Washtenaw Community College, the Zingerman's Community of Businesses (ZCoB) and the Ann Arbor Rotary STRIVE Scholarship Foundation, we are able to provide our students with multiple paths to success. We believe that all of us – the school and the community – must work together in an extended family environment to ensure the growth, development, and success of our students. We believe it is a shared responsibility to guide our youth in strengthening their creative, intellectual, and leadership skills, as well as shaping their academic, social-emotional and physical development so that they may become valuable members of our community.

Parents and guardians, we need you! We need your continued support and your presence to reach our goals of 100% graduation and 100% college ready. With that in mind, we invite you to partner with us to become a member of the Pathways Academic Community (PAC). Whether you are a classroom volunteer, interested in joining our PTO, an entrepreneur, or member of one of our school communities, you are encouraged to get involved! At Pathways we truly believe that "it takes a village to raise a child."

Sincerely,
Shaenu Micou, Dean
micous@a2schools.org
(734) 997-1237

MISSION

The Pathways to Success campus is committed to the success of every student by providing a positive atmosphere for growth, and opportunity to develop academic and social skills for post-secondary success, and a personalized learning environment.

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2019-2020 PATHWAYS SCHOOL CALENDAR

Aug 23	Registration 9:00 a.m. – 2:00 p.m.
Sep 3	First Day for Students Full Day
Sep 9	ACT Testing
Sep 24	Capsule Night 6:30 p.m. – 8:30 p.m.
Sep 25	Early Release
Oct 2	Student Count Day Friday Schedule
Oct 16	Grade 11 PSAT/NMSQT Late Start Grades 9/10/12
Oct 23	Early Release
Nov 5	No School Election Day
Nov 22, 25-26	T1 Exams - Partial Days
Nov 27-29	No School Thanksgiving Break
Dec 2	School Resumes
Dec 23 - Jan 3	No School Winter Break
Jan 6	School Resumes
Jan 20	No School Martin Luther King Jr. Day
Feb 12	Student Count Day
Feb 25	Early Release
Mar 11-13	T2 Exams - Partial Days
Mar 30 - Apr 3	No School Spring Break
Apr 6	School Resumes
Apr 14	PSAT/SAT – Late Start Grades 9/10/12
Apr 15	PSAT/Workkeys Late Start Grades 9/10/12
May 5	No School Election Day
May 7	Early Release MS & HS Transition Day
May 19-20	Senior Exams
May 20	Early Release - All Students
May 22	Senior Cap & Gown Distributions
May 22	Senior Celebration & Senior Send-Off 9:00 a.m. – 11:00 a.m. Pathways Field Day 12:00 noon – 3:00 p.m.
May 25	No School Memorial Day
Jun 1	Graduation, 6:00 p.m.
Jun 10-12	T3 Exams - Partial Days
Jun 12	Last Day of School – Half Day

BELL SCHEDULES

REGULAR SCHEDULE: Monday, Wednesday, Thursday			
PERIOD	TIME	DURATION	PASSING
1 st	7:45 am – 8:57 am	72 minutes	5
2 nd	9:02 am – 10:14 am	72 minutes	5
3 rd	10:19 am – 11:31 am	72 minutes	0
LUNCH	11:31 am – 12:01 pm	30 minutes	9
4 th	12:10 pm – 1:22 pm	72 minutes	5
5 th	1:27 pm – 2:39 pm	72 minutes	5
6 th	2:44 pm – 3:56 pm	72 minutes	

MENTOR SCHEDULE: Tuesday, Friday			
PERIOD	TIME	DURATION	PASSING
1 st	7:45 am – 8:47 am	62 minutes	5
2 nd	8:52 am – 9:54 am	62 minutes	5
3 rd	9:59 am – 11:01 am	62 minutes	5
MENTOR	11:06 am – 11:53 am	47 minutes	0
LUNCH	11:53 am – 12:23 pm	30 minutes	9
4 th	12:32 pm – 1:34 pm	62 minutes	5
5 th	1:39 pm – 2:41 pm	62 minutes	5
6 th	2:46 pm – 3:48 pm	62 minutes	

EARLY RELEASE DAY SCHEDULE			
PERIOD	TIME	DURATION	PASSING
1 st	7:45 am – 8:28 am	43 minutes	5
2 nd	8:33 am – 9:16 am	43 minutes	5
3 rd	9:21 am – 10:04 am	43 minutes	0
LUNCH	10:04 am – 10:39 am	35 minutes	5
4 th	10:44 am – 11:27 am	43 minutes	5
5 th	11:32 am – 12:06 pm	34 minutes	

REGISTRATION

Friday	August 23	9:00 am – 2:00 pm	
NOTE: All Students must attend registration during their designated time		Last Name	
		A-K	9-11 am
		L-Z	12-2pm



The Pathways Team

The Pathways faculty and staff are credentialed, skilled, dedicated, and motivated administrators, teachers, and staff members. As a team, Pathways faculty and staff work to empower students and their families by providing effective, inspiring, data-driven instruction.

ADMINISTRATION, COUNSELING AND SUPPORT

Staff Name	Title	Email Address
Shaenu Micou	Dean	micous@a2schools.org
Samuel Stern	Assistant Dean	sterns@a2schools.org
Kristal Jaaskelainen	Instructional Coach, English	jaaskela@a2schools.org
Kathleen Ardan	Community Assistant	ardan@a2schools.org
Courtney Ford	Community Assistant	fordc@a2schools.org
Crystal Kinard	Community Assistant	kinardc@a2schools.org
Marissa Bailey-Johnson	Counselor	baileyjohnsonm@a2schools.org
LaRae Brannon	Counselor	brannonl@a2schools.org
TBA	Restorative Coach	
TBA	Social Worker	
Gina Lewis	Administrative Assistant	lewis@a2schools.org
LaTonya Mayfield	Administrative Assistant	mayfiel1@a2schools.org

Office Hours

Our office is open from 7:30 AM to 4:00 PM Monday through Friday. After school hours, there will be an answering machine for parents/guardians who must leave messages about a student or for staff. We will make every effort to return your call in a timely fashion.



STRONG TEACHERS

Pathways is proud to have a very strong team made up of a growing group of professionals, including:

- State-Certified Teachers, with endorsements in content areas
- Graduation Coaches
- Academic Mentors
- Special Educators
- Adult Educators
- Operational Support Staff

Pathways to Success Academic Campus Core Values

The Pathways to Success campus is committed to the success of every student by providing a positive atmosphere for growth, an opportunity to develop academic and social skills for post-secondary success, and a personalized learning environment.

These Core Values will aid in my journey to become the best me I can be.

Professionalism

- On time
- Prepared
- Produces quality work
- Shows self-control

Commitment

- Strives for personal excellence
- Seeks academic success
- Develops a Growth Mindset
- Supports others to achieve goals

Character

- Shows dedication to personal achievement
- Works hard, is determined, and doesn't quit
- Focuses on mental toughness
- Cultivates personal courage and seeks inner strength

Empowerment

- Takes action to control life direction
- Takes responsibility for personal choices
- Reflective about personal choices and consequences
- Seeks to become a confident adult with rights and responsibilities

Citizenship

- Collaborates and assumes good intentions from others
- Is honest and kind
- Shows respect and values differences

SCHOOL PROGRAMS AND SERVICES

The Core Academic Program (CAP) is a program designed to help students needing or preferring a smaller, intimate academic environment that may be unavailable at larger, comprehensive high schools. Through multiple pathways and flexible learning opportunities such as online coursework, traditional direct instruction models, project-based learning, community internships, split enrollment opportunities with the comprehensive high schools and dual enrollment opportunities with Washtenaw Community College, students can design an academic program that aligns with their future endeavors. Pathways Academic Campus meets all The State of Michigan graduation requirements while also providing a unique setting for success. The main goal of the Core Academic Program is to build skills in the area(s) of mathematics, reading, and writing in order to strengthen individual student's academic weakness and make positive gains. Programming is provided when a student's mathematics and/or reading/writing are determined to be below specific academic performance.

Pathways is designed to provide choices for students through distinctive class offerings in the core academic and elective areas. By design and intention, the Pathways Campus offers small class sizes, unique teacher-student interactions, business partnerships, business internships, and day and evening options. Upon entrance into the program, every student and parent/guardian will be required to sign a contract agreeing to the requirements of the program. If for some reason a selected family chooses not to take advantage of the program offerings they are able to opt out of these services by sending an email to the principal. However, this is not recommended since students identified show signs of needing additional academic support.

As students work in this program and make academic gains, the CAP teachers communicate on a consistent basis with the academic mentors and parents/guardians regarding the skills students are gaining and practicing. Demonstrating what they have learned and yet to learn allow teachers to provide targeted instruction to meet each individual's needs. The program uses a variety of tools to support the CAP teachers in instructing each student, such as Khan Academy, ALEKS – IXL Math, READ 180, Writing Center, and more. All students who participate in the program will be required to frequently participate in face-to-face tutoring sessions following school and online resource classes for daily instructional support. This program requires a dedicated commitment from families, and the work in this program is supplemental or secondary to coursework from scheduled courses.

The Dual Enrollment Program enables eligible students to be enrolled – concurrently – at Pathways to Success and Washtenaw Community College. The college credits students earn can be used to satisfy high school graduation requirements, along with earning credit towards a two or four-year degree. The colleges classes will take place on the campus of Washtenaw Community College or online. Students must maintain a minimum of a 2.5 grade point average to remain in the program. Fees for failed or dropped classes will be the responsibility of the parent(s) and/or guardian(s). Students must have taken the ACT, MME, SAT, or Compass and have one of the qualifying set of scores to be eligible. The ACT, MME, SAT, and Compass scores are designed to be indicators for college readiness and are indicative of whether or not a student is ready to take post-secondary courses and succeed without remediation.

The Options (Online Program) at Pathways allows students to enroll in online classes and work independently in an online setting to earn credits towards graduation requirements. The online classes are taught by highly qualified Pathways teachers using an approved curriculum. A Pathways teacher is assigned to mentor each student. The learning management system uses email and face-to-face facilitation.

The Child Care Program at the Pathways to Success Academic Campus offers a multicultural program for infants and toddlers 4 weeks to 3 years of age while parents are attending class at Pathways. Enrollment is open to any child that has a parent attending Pathways, provided that the center is able to meet the needs of the child. Pathways students will be given first priority regarding childcare openings. If additional space is available, then parents attending GED or ESL programs may apply for a childcare opening on a first come first serve basis. Our center capacity is 16 and if the center is full we will start a wait list and communicate when and if space becomes available.

The childcare facility is designed to provide a safe and nurturing environment for infants and toddlers. Infants and toddlers learn by doing and they acquire knowledge of their world through playful interaction with people and objects. Babies and toddlers are motivated to learn by their own desire to make sense of the world. Recognizing that there is a wide range of development, interests, and abilities among the children in the center, we provide experiences that reflect the differing needs and abilities of all children while respecting the children as individuals. Activities and experiences that contribute to the intellectual, social, emotional, creative, and physical development of each child are designed and provided in a child-centered setting.

The High School Completion Program is designed for students 18 years of age before September 1 of the current year in which they want to enroll, but who are not on track for graduation with their cohort year. This Fast Track for graduation reduces the graduation requirements to a minimum of 18 credits. Students will be expected to complete the minimum credits expected by The State of Michigan. They are as follows:

14 Core Academic Credits:

- 4 Credits (ELA)
- 4 Credits (Math)
- 3 Credits (Sci.)
- 3 Credits (Soc. Studies)
- 1 Credit (PE/Health)
- 1 Credit (Visual/Perf Arts)
- 2 Credits (World Lang.)

Special Education and 504 Services

Like any public school, Pathways is responsible for providing a free and appropriate education under the federal Individuals with Disabilities in Education Act (IDEA). Pathways is required to provide access to the curriculum for students in their least restrictive environment. For children with current Individualized Education Plans (IEP) or 504 Plans, the Special Education Teacher Consultant assists parents/guardians to access and coordinate services through the use of a Student Intervention and Support Service Team (SISS). Students who require special education services will be contacted by the Special Education Teacher Consultant regarding these services.



SCHOOL PROGRAMS AND SERVICES

In addition to scheduling services and evaluating students, another main function of the Student Support Services Team is to provide learning strategies to students in order for them to make progress toward annual goals. Pathways offers an Access Lab in which students can receive targeted, adapted instruction in small groups of their peers as planned with their teacher consultant and general education teacher. The team will also work together to develop a positive partnership with parents, students, community service providers, and general education teachers. If you suspect your child might qualify for specialized services, please contact the SISS Department Chair or the Dean.

The School Counseling Team at Pathways provides a variety of programs and services to help students achieve success in school and prepare all students and their families for the ever-changing world of the 21st century. This is accomplished through individual and small group counseling, consultation and collaboration with students and their families during academic scheduling and programming, post-secondary planning, conflict mediation, and crisis intervention.

The Mentors Program at Pathways creates an even smaller community within the school for students to build supportive relationships with staff and their peers. With the help of their staff mentor and their fellow mentor group members, students do the following in weekly Mentor periods:

- Create plans to stay on track to graduate
- Learn about personal learning styles and use this information to enhance self-advocacy
- Receive support for academic needs
- Strengthen their character
- Developing affective or “Soft Skills” for success now and beyond high school
- Set goals and make plans for life after high school

Parental Visitations

Parents and visitors are welcome to come to our school. All visitors, including parents, must sign in at the Welcome Center, receive proper authorization to be in the school, and sign out upon leaving. Visitors and parents may be asked by the staff to display their passes.

The Dean of Pathways may deny or withdraw access to the school to anyone if they are disruptive to the orderly operation of the school or commit an act likely to interfere with the peaceful conduct of school activities.

Parents and visitors should make advance arrangements to meet with staff or with students to avoid interrupting instructional time. For the safety of all students, it is required that parents/visitors only meet with their child or the student with whom they have documented authorization from a parent or legal guardian.

PATHWAYS TO SUCCESS LOCAL SCHOOL RULES PHILOSOPHY

The Board of Education authorizes the establishment of “Local School Rules” to help ensure a safe, constructive, and productive learning environment. These rules exist to help us protect students, staff, visitors, and school property as well as personal property. These Local School Rules are not all-inclusive but are expected to provide general guidelines for student behavior. The rules are consistent with Ann Arbor Board of Education policies and state laws, and we expect everyone at Pathways to follow them.

An important goal for all high school students is to learn to be members of a community. Rules established for behavior in and around the school are much like the laws and rules that govern our homes, our communities, and our workplaces. Students are ultimately expected to monitor their own behavior and that’s why we live by the principles of Restorative Justice (RJ). When conflict arises in the Pathways community and/or the expectations of the community are undermined, we use a restorative protocol to (1) allow affected members of the community to step away and process the situation, (2) identify the underlying problem, and (3) work with other affected members of the community to establish next steps to address the harm and restore the community. Through this process, all members of the Pathways community learn how to listen and empathize with one another, learn to understand, navigate and resolve conflicts, and increasingly recognize the ways in which their actions matter to fellow community members. The *AAPS Rights and Responsibilities* allows for individual schools to establish local rules of conduct and identifies important rules of conduct and the range of administrative responses to violations of the rules.

All students should learn and understand our rules of conduct, discuss these rules with their families, and, ultimately, abide by them. Disciplinary measures are taken when a student violates School rules. Community Assistants and other staff members will assist with student discipline. We have a range of options to employ when it becomes necessary to discipline a student. Students may be lectured, counseled and warned, or verbally corrected. Administrators may assign detention or special school service before, during, or after school. Students may be placed on disciplinary contracts. More serious infractions may lead to short or long term out-of-school suspension, or expulsion. Depending upon circumstances, students may receive multiple consequences. Administrative actions are taken within the guidelines of *AAPS Rights and Responsibilities*. Sometimes a student will be asked to go home in order to correct a problem and then return to school as soon as the correction is made.



SCHOOL POLICIES, PROCEDURES AND EXPECTATIONS

Transportation

Bus Privileges

District rules apply for students from the time they leave home until the time they return home. In addition, there are specific rules that apply in order to ride the bus. Remember, **riding the bus is a privilege NOT a right**. Bus rules are detailed below:

1. Always remain seated when the bus is in motion.
2. Be courteous; no yelling; no profanity.
3. Do not eat or drink on the bus.
4. Keep the bus clean.
5. Cooperate with the bus driver.
6. Do not smoke.
7. Do not be destructive.
8. Keep head, hands and feet in the bus.
9. Driver is authorized to assign seats.

Students who do not comply WILL lose bus-riding privileges either temporarily or permanently.

Driving Privileges

Students must receive a parking pass from the Office of the Dean to drive to and from school. They must show a Michigan Driver's License, proof of insurance, and car registration, and comply with the regulations listed below:

1. Students are not permitted to pick up or transport other students unless we have a written note of permission from both students' parents or guardians in advance.
2. Students must be on time for school.
3. Students are not to go to the parking area or their cars unless special permission is granted during school hours.

Lunch

Pathways is a closed campus, which means students may not leave the school during lunchtime. Lunch is provided on campus.

Visiting Other Schools

Students are not permitted to go to other schools during school hours unless they have prior permission from a specific person at that school (counselor or principal) or are participating on a school team or club and are there for a scheduled activity such as a game or practice. Visits to other schools often create distractions and disruptions for the receiving school.

Athletics, Clubs, and Dances

Students in good academic standing are eligible to try out and participate in sports at their district home attending school. Students may participate in after school activities or clubs with one of the three comprehensive high schools (Huron, Pioneer, Skyline) with the understanding that the commitment to academics precedes any extracurricular activity (i.e. if a student has to stay after school for a teacher, they may miss a sport or club activity). Students may also attend school dances or proms at other schools with permission from the Pathways Dean.

Medications

Students must comply with district medication policies. Medications and over-the-counter drugs such as aspirin and Tylenol, must be checked in (with the proper paper work) with an administrative assistant. Medication will be secured and distributed according to written doctor's orders. Some medications may be carried/self-administered with proper approval.

ATTENDANCE AND TARDY POLICIES AND PROCEDURES

Students are expected to be in class, on time, and prepared to participate in the learning process every day. Regular attendance and punctuality are essential if students are to make use of the educational opportunities available to them.

EXCUSED ABSENCES

To excuse a student's absence, the parent/guardian must call the school **by 8:00 a.m. at 997-1237** with an acceptable reason:

1. Personal illness
2. Illness of an immediate family member
3. Death of a family member or close friend (parents/guardians/siblings, grandparents, in-laws, aunts, uncles and cousins)
4. Family emergencies
5. Suspension from school
6. Approved school-sponsored or school-related activity
7. Emergency childcare
8. Exceptional or unexpected transportation difficulties
9. Observance of a religious holiday
10. Other situations beyond the student's control, as approved by the Dean

EXCUSED ABSENCE PROCEDURE

When calling in an absence, please be prepared to leave the following information:

1. Student's name
2. I.D. Number
3. Grade Level
4. Date(s) and time(s) of absence
5. Reason for absence
6. Your name and relationship to the student

UNEXCUSED ABSENCES

Unexcused absences are those absences where the student fails to attend class and the parent/guardian has not notified the school in accordance with the required attendance procedures.

LATE ARRIVAL OR TARDY (EXCUSED AND UNEXCUSED)

- a) Students have a responsibility to arrive on time.
- b) An excused tardy is when a student arrives to class after a scheduled bell with an acceptable written excused pass from a teacher and/or support staff member.
- c) An unexcused tardy occurs when a student arrives after the bell rings without an acceptable excuse. The accumulation of 5 tardies equals 1 unexcused absence.

MAKE-UP WORK

Teachers must allow students to make up work due to excused absences. Students are expected to take the initiative in asking teachers for make-up work.

- a) Students have the right to receive make-up work and credit for work that is missed due to excused absences.
- b) Students shall be granted two (2) days to complete and turn in make-up work for every one (1) day of excused absence.

ADDITIONAL NOTES

- An absence will not be excused until the parent/guardian has notified the school within the required timeframe as to the reason and length of time the student will not be attending.
- Students have the responsibility to notify and make the appropriate arrangements with his/her teachers due to any absences.
- Teachers should identify and closely monitor students with a history of absenteeism.

Parent/Guardian must call 997-1237 by 8:00 a.m. to excuse a student's absence.

GENERAL RULES OF CONDUCT

These general rules of conduct are created to help maintain an orderly environment. Violations of these rules will be dealt with in accordance with *AAPS Rights and Responsibilities*.

PERSONAL BEHAVIOR

1. Reasonable Requests – Students are expected to comply with reasonable requests from any staff member. Students must give their name and/or show their ID card when requested. Your compliance to the reasonable request rule is essential to the “good order” and safety of the school. Non-compliance of the reasonable request rule will result in referral to designated staff members such as, classroom teacher, counselor, or administrators.

2. Academic Dishonesty – Submitting or attempting to obtain data or answers dishonestly; taking credit for oneself and not giving credit to the source for written and oral expression authored and/or prepared by another, cheating on exams, etc. A violation may result in academic sanctions, in addition to other discipline.

3. Technology – Students are prohibited from using district technology resources and equipment for personal or private business, product advertisement, political lobbying, or making any financial commitments on the Internet. Students shall not tamper with computers or network components in a way that will make them either temporarily or permanently inoperable.

A. Inappropriate/unauthorized use of the internet (web) and electronic mail. Students shall not access, view, receive or send communications that are disruptive, obscene, pornographic, profane, vulgar, harassing, threatening or otherwise prohibited by law. Students shall not send messages with explicit or implied threats to do personal harm or destroy property. Students shall not knowingly receive or send a computer file or computer program that may harm the computing environment or its resources, e.g., a program containing a virus. Students shall not provide any personal information via the internet nor shall they join or participate in a “chat” or “instant messaging” or other electronic communication on the Internet. Use of electronic mail is only supported for staff and selected class projects. Student shall not use district computer resources or equipment to access the various free e-mail accounts via the internet or engage in “hacking” and other unlawful activities.

B. Inappropriate and/or illegal use of software. Students shall not copy software without the permission of the publisher. Illegal installation of copyrighted software for use on district computers is prohibited.

Students shall not use district technology to obtain illegal copies of software, printed materials or other materials to which they do not have ownership.

C. Inappropriate Use of Password(s). Students shall not try to gain access to other passwords or use passwords that belong to another person. Students shall maintain the privacy of passwords and are prohibited from publishing or discussing passwords.

D. Unauthorized access to files. Computer files are considered to be personal property. Students shall not attempt to “hack” or otherwise alter programs or files that they do not own. Students shall not access or modify other accounts, data files and/or passwords without authorization.

4. Forgery and Falsification of Documents – Students are prohibited from signing another person's name to any document, without permission, with intent to defraud, alter or falsify documents.

5. Dress Code – Students must dress in a manner that does not interfere or adversely affect the learning environment. Adherence to the guidelines for appropriate attire outlined in this document is expected. School personnel reserve the right to evaluate the appropriateness of student dress during school hours as well as during school events and activities. Students may be asked to change clothes when in violation of these guidelines. Clothing which serves to advertise controlled substances is prohibited. Students in violation of the guidelines for appropriate attire may receive disciplinary action.

6. Cellular Phones and Photographic Devices – School personnel reserve the right to confiscate cell phones when they interfere with instruction. Photos and videos may not be taken at school without proper authorization. If asked to do so by a staff member, students must surrender their cell phone and/or camera. Confiscated phones and cameras will be taken to the Dean's Office for disposition. Failure to respond to a reasonable request may lead to serious consequences under the *AAPS Rights and Responsibilities*. AAPS will assume no responsibility for loss of/damage to these items.

7. Electronic Devices – Students are prohibited from carrying noise makers, laser pointers, or other such devices in school. Personal radios, CD players, and personal electronic entertainment devices are not allowed in the classroom during the school day. The use of music and video electronics such as MP3's, iPods, or other such technologies at school create a special kind of disruption often leading to property destruction, theft, and inappropriate, unpleasant disputes. To avoid possible trouble, personal electronics devices should be left at home. Parents/guardians are urged to assist the school with this issue. *Important Note:* Failure to respond to and comply with reasonable requests to surrender such electronic devices will lead to disciplinary action.

8. Other Equipment – Students should only bring to school what is necessary for their schoolwork. Items confiscated by staff members may be kept until parents/guardians can pick them up or held until the end of a given time period. Contraband will not be returned. Items such as water guns, water balloons, or similar items are prohibited on school property and buses. Skateboards and roller skates/blades are not to be brought into the school building. Inappropriate items will be confiscated. AAPS will assume no responsibility for loss of/damage to these items.

9. Language and Gestures – Students shall not verbally, in writing, electronically, with photographs or drawings, direct profanity or insulting, obscene gestures toward any other person.

10. Gambling – Participation in non-school district sanctioned games of skill or chance for money and/or other items of value is prohibited.

11. Inappropriate Public Display of Affection – Consensual kissing, hugging, fondling or touching another person in public that goes beyond acceptable casual contact and which creates, or has the potential to create, a disturbance in the school setting or at a school activity is not permitted.

12. Behavior Expectations – All students are expected to exhibit the same behavior for off-campus or after school activities as is expected during the school day. This includes both spectators and participants.

GENERAL RULES OF CONDUCT (continued)

13. Cameras and Recording Devices – Devices which take photographs, video or audio recordings are not permitted on campus without prior approval. The video, audio and photographic features to cellular phones are not to be used at school. *Please note: recording students and/or staff without permission is prohibited.* Some example violations are, but not limited to: recording altercations between students, posting of inappropriate pictures, or recording others without their knowledge. Violations will result in disciplinary action. AAPS will assume no responsibility for loss of/damage to these items.

14. Money – Excessive amounts of money should not be brought to school. If it is determined that a student has an excessive amount of money, parents/guardians may be contacted. Any amount of money should be managed wisely and kept secure at all times. Parents/guardians are urged to assist the school with this issue by not allowing their child to bring excessive amounts of money to school. Pathways will assume NO responsibility for the retrieval of money lost or stolen.

OTHER BEHAVIOR

1. After School – Students are expected to leave the school campus following the completion of the school day.

2. Disruptive Behavior – Inappropriate behavior that disturbs the regular or normal functions of the school.

3. Behavior Away from Pathways – Students are held to the same rules and regulations when they are attending school functions away from Pathways as those in effect on campus.

4. Lunchroom Conduct – Pathways is a closed campus. Disruptive behavior, loud conversations, scuffling, play fighting and other forms of horseplay will not be tolerated. In addition, any student found in violation of these rules such as: running to a disturbance or inciting a disturbance is subject to being assigned to a temporary location for lunch during a specified time period or receiving other actions designated by an administrator based on AAPS *Rights and Responsibilities*, i.e. a special assignment, community service, or suspension.

STUDENT INTERVENTIONS

Achievement Team

The Achievement Team meets regularly to discuss student academic, behavioral, substance abuse, and/or emotional concerns. The team generates ideas to help students be more successful at school. Typically, each meeting includes parents/guardians, teachers, a school psychologist, a school social worker, a representative of the special education department, counselors, and a school principal or dean. Intervention plans are designed to include classroom and school accommodations as well as student and parent/guardian responsibilities. The team may recommend a referral for Special Education or Section 504 assessments as well as other referrals to appropriate resources in the school or in the community. Parents/guardians or staff members may request an Achievement Team problem-solving session about a student through their counselor.

Section 504 Plans

Section 504 of the Americans with Disabilities Act (ADA) permits students to receive accommodations in the completion of their schoolwork. A student's 504 plan must begin anew when a student enrolls in a new district. Parents/guardians of students who are new to Ann Arbor Public Schools/Pathways must initiate a new Achievement Team process by contacting the student's counselor. 504 plans for students currently attending an AAPS middle school will transfer to Pathways for immediate implementation.

Special Education Services

Students with a current special education certification who are new to Pathways should contact the student's counselor for further direction. An Individualized Education Plan (IEP) carries over from one school to the next—for at least thirty days—but the school and the Special Education Department must be made aware of the plan.

Counselors

Counselors are available throughout the school year to work with students both at school and outside of school. Our school counselors are dedicated to assisting and helping all of the students at Pathways. This is their job, and students should feel comfortable seeking help from our counselors.

Truancy Office

Attendance at school is mandatory, and parents/guardians may be held legally accountable for their students' attendance. The Ann Arbor Public Schools monitors truancy issues to assist students and their families with significant attendance concerns. Regular, focused attendance at school has been shown over and over by researchers to be closely connected to student success. We at Pathways work with students, parents/guardians, community advocates, and the various government and private agencies to help students do the right thing, come to school, and be successful.

Administrative Action

Often it is necessary for students to be removed from school temporarily for health, safety, disciplinary, or other reasons. Having a student go home does not mean that they have done anything wrong, but it still may be in a student's best interest to do so at the time. Sending a student home is a last resort, and the administration will work closely with students and their families to avoid this situation.

NON-DISCRIMINATION POLICY 5010

No student shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any educational program or activity available in any school on the basis of race, color, sex, religion, creed, political belief, age, national origin, immigration status, linguistic and language differences, sexual orientation, gender, gender identity, gender expression, socio-economic status, height, weight, marital or familial status, disability or veteran status. The superintendent or designee will handle inquiries regarding this non-discrimination policy.

STUDENT INTERVENTIONS (continued)

Personal Curriculum Alternative

Generally, to earn a high school diploma, a student must satisfy the requirements of Michigan's Merit Curriculum. The District may modify these requirements, however, by developing a personal curriculum for a student. All students are entitled to a personal curriculum. A parent/guardian of a student who has completed 9th grade (or the student is at least 18 years old or emancipated), or a student's teacher or counselor may request a personal curriculum by contacting the student's counselor.

A group that includes the student, the student's parent/guardian, and a teacher, guidance counselor, or person acting in a counseling role, will consider the request. If the personal curriculum request is made by a student who is at least 18 or who is emancipated, or by a parent/guardian, the group will grant the request and will develop a personal curriculum for the student. For all other requests, the group will develop a personal curriculum if the group determines one is appropriate. For most students, the group that develops the personal curriculum may make only certain modifications to the Merit Curriculum.

For students with disabilities under the Individuals with Disabilities Education Act and for certain students transferring to the District from a nonpublic school or from out of state, the group may make additional

modifications. A personal curriculum must incorporate as much of the Michigan Merit Curriculum content expectations as is practicable for the student, must include measurable goals for the student to achieve while in high school, must include a method to evaluate whether the student met those goals, and must align with the student's educational development plan.

Before a personal curriculum becomes effective, school administration, the SISS Department, and the student's parent/guardian (or the student is at least 18 or emancipated) must agree to its terms.

Once effective, the student's parent/guardian (or the student if at least 18 or emancipated) must communicate with each of the student's teachers to monitor the student's progress on the personal curriculum goals.

A student who successfully satisfies their personal curriculum may earn a high school diploma even if the student does not otherwise satisfy all of the Michigan Merit Curriculum requirements. For more information on personal curricula, including what may and may not be modified, please visit the Michigan Department of Education's Personal Curriculum page at: http://www.michigan.gov/mde/0,1607,7-140-6530_30334_49879_---,00.html

SAFETY AND SECURITY

A safe and secure environment at school can exist when we live without physical or verbal harassment, without the influence of drugs, without loss or destruction of school or personal property, and without threats. The categories listed below include some of the more serious offenses because such offenses affect the safety and security of our environment. At Pathways, along with the administrators we have three (3) community assistants who help to maintain highest level of safety and security. Their duties include: monitoring of hallways and classroom conformity to rules and regulations for students as well as greeting our visitors and making sure new students understand the building layout so they can get to class and other events on time. Community Assistants refer all incidents to the administrators. Administrators will investigate reported incidents and discipline students pursuant to the AAPS *Rights and Responsibilities*.

1. Weapons — Any object, if used in an aggressive fashion, may be classified as a weapon. Michigan Law requires schools to expel students who bring dangerous weapons to school. Possession of any object manufactured as a weapon is strictly forbidden. Replicas of weapons are similarly prohibited.

2. Physical Violence (fighting, assault, physical intimidation, and threatening behavior) — No form of physical violence will be tolerated at Pathways. Administrators will investigate incidents of violence and assign disciplinary action appropriate to the severity of the incident.

3. Drug Use, Possession, and Sales — The use, possession, sale or attempted sale of illicit drugs, alcohol or other controlled substances are strictly prohibited at the Ann Arbor Public Schools. Violation of this policy will result in immediate disciplinary action according to AAPS *Rights and Responsibilities* and may also be reported to the Ann Arbor Police Department.

4. Harassment: Verbal, Personal, and Sexual — All reported incidents of harassment are investigated pursuant to Board of Education policies regarding harassment. Be reminded that harassment includes many behaviors like bullying, teasing, unwelcome comments, threats of any kind, and even unwanted attention. Victims

of harassment must report offenses to administrators, teachers, or other school staff for investigation and possible action. The Ann Arbor Police Department may be notified depending upon the severity of the incident. Further information about harassment and bullying is available in the AAPS *Rights and Responsibilities* handbook.

5. Theft and Destruction of Property — Vandalism, theft, and destruction of property, whether actual or attempted, will not be tolerated. Every effort will be made to identify and prosecute offenders. Writing, defacing, marking and/or painting on any part of any Pathways building, including lockers, desks, chairs and educational materials, is prohibited. Students are subject to a minimum \$50.00 maintenance fee in addition to repair, labor, and replacement costs. In addition to restitution costs, a further consequence for either stealing or vandalism can include a police referral. Students need to be especially careful not to deface textbooks. Graffiti of any kind is considered vandalism.

6. ID Cards — All students must have Pathways ID cards on their person during the day and at certain school sponsored activities to gain entry. Students will need ID cards for student entrance into the media center during school hours and for Chartwells, our school lunch provider. Students must show their ID cards when asked to do so by staff members. Lost student IDs may be replaced for a fee of \$5.

7. Pranks and all forms of hazing are prohibited at Pathways. Disruptive behavior in the cafeteria, or any disruptive behavior coinciding with the end of the school year is to be particularly avoided.

8. Attempted acts of questionable propriety or legality are of concern and are also strictly prohibited. For example, students attempting to take property without permission will receive consequences similar or equal to consequences they might have received if they had actually taken the property.

9. Disruptive Conduct includes any one or more of a large number of actions that tend to detract from the proper, business-like tone of the school. Disruptive conduct includes fooling around in the halls or in the rooms; loud talking or inappropriate laughing and shouting; throwing items, including small pieces of food or candy; jumping up to touch the ceilings or doors; horseplay of any type.

FINES AND OBLIGATIONS

District provided materials are expected to be returned to the school in satisfactory condition. These materials include such items as, textbooks, library books, calculators, band and orchestra instruments, and other tools loaned to students during the academic year. If school personnel determine materials to be in unsatisfactory condition upon its return, the school has the right to collect an amount equal to the replacement of the material.

Alternative arrangements can be made for the collection of replacement value of the item. Until collection is complete, this is considered an outstanding fine or obligation, which must be resolved before the end of the school year.

At NO TIME will a student be denied access to educational facilities or resources directly related to the free and appropriate public education of that student pending the resolution of outstanding fines or obligations.

Materials include, but are not limited to:

- Textbooks
- Supplies and books from the media center
- Musical scores (sheet music)
- Musical instruments
- Reference publications
- Maps
- Films, filmstrips, tapes, slides, photos
- Computers and computer software and other electronic media
- Recorders, projectors, cameras
- Calculators
- Any district property that has been loaned to the student

Definition of “Satisfactory Condition” Textbooks or other materials that are returned in comparable condition to the time they were issued to the student, allowing for ordinary wear.

Who makes the decision on the condition of returned material? The Dean or designee who is responsible for issuing or collecting the material is responsible for making the determination on the condition of the material based on replacement costs and depreciation.

1. Procedure for issuing material:

- All issued materials will be inscribed with a unique identifier.
- The unique identifier, condition of material, date issued and name of student will be recorded.
- Student will sign and date receipt for material indicating agreement of the condition of the material.
- A copy of the document signed by the student will be sent to the parent/guardian.

2. Procedure for return of material/item:

- Students and parents/guardians are informed of the procedure to return the material.
- All materials should be returned to the issuing or designated staff member, if possible.
- The staff member receiving returned material will record condition of material.
- Student will sign and date receipt indicating return of material and a copy will be mailed home with the final report card.

3. Determining and resolving obligations:

If district material is returned and it is determined to be damaged, or beyond reasonable wear, fees will be assessed and student and parent/guardian notified in writing.

- Fees for unreturned books or other materials will be based on replacement cost and on depreciation or age of the item.
- The price list and depreciation schedule will be made available in the school's main office.

- The Dean is responsible for notifying the student and parent/guardian in writing that fees are owed.
- Parents/guardians should be informed that the final report card will be held for pick up from the school until the obligation is met or arrangements are made to meet the obligation.
- Outstanding obligations must be resolved by June 30 of the current school year.

4. Alternative arrangements to meet the obligation:

If materials are not returned or are returned in unsatisfactory condition, the dean may:

- Seek an agreement with the parent/guardian or student to reimburse incrementally over an agreed upon period of time.
- Accept a modified reimbursement due to hardship.
- Accept a reason given for non-return or non-payment involving hardship or other special circumstance.

5. Consequences of unresolved obligations:

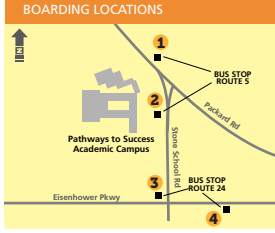
- Students will be prohibited from participating in non-educational, extra-curricular activities such as athletics, performing arts, etc.
- Parents/guardians of 12th grade students (seniors) with outstanding obligations will be notified in writing that their student is prohibited from participating in senior activities such as prom and graduation ceremonies unless the obligation is resolved prior to the time of the events.
- NO student shall miss instructional time nor will a student's grade be affected due to outstanding obligations.
- Unresolved obligations can be appealed to the appropriate level administrator.

Exceptional
ANN ARBOR PUBLIC SCHOOLS www.aapschools.org

Exceptional Pass eligibility is determined by the AAPS and not the Ann Arbor Area Transportation Authority. Please see your school's contact with any questions.

- Before you get on the bus, be ready to swipe your Exceptional Pass and show your student ID. If you do not have your bus pass with you, you will have to pay the regular student fare of \$0.75.
- Your bus pass may be deactivated if you give it to someone else.
- If you lose your pass or it is damaged visit the school's main office.
- The Exceptional Pass you receive will be valid Monday – Friday for the entire school year.

Public transportation is provided by the Ann Arbor Area Transportation Authority (TheRide). The information provided below shows routes and schedules for direct service to Pathways for morning and afternoon bell times.

Before School:			BOARDING LOCATIONS 
Route 5, Stop 1	To BTC / Ann Arbor		
	5C - Bus Leaves: Meijer / Carptr Rd. 6:53 am Bus Arrives: Pathways 7:10 am		
	5D - Bus Leaves: YTC 7:03 am Bus Arrives: Pathways 7:23 am		
	5C - Bus Leaves: Meijer / Carptr Rd. 7:10 am Bus Arrives: Pathways 7:27 am		
		To YTC / Ypsilanti	
Route 5, Stop 2		5C - Bus Leaves: BTC at 7:10 am Bus Arrives: Pathways at 7:21 am	
		5A - Bus Leaves: BTC at 7:18 am Bus Arrives: Pathways at 7:29 am	
Route 24, Stop 3	To BTC, Leaves WCC at 6:49 am Bus Arrives at 7:12 am		
Route 24, Stop 4		To WCC, Leaves BTC at 6:48 am, Bus Arrives at 7:13 am	
After School:			
Route 5, Stop 1	To BTC, from Pathways 5B - 3:56 pm* 5A - 4:02 pm*		
Route 5, Stop 2		To YTC 5C - 3:54 pm* 5B - 4:17 pm*	
Route 24, Stop 3	To BTC, from Pathways 4:14 pm 4:44 pm		
Route 24, Stop 4		To WCC, from Pathways 3:46 pm 4:16 pm	

If you use Ann Arbor or Ypsilanti local routes to connect to Route 5 or Route 24, please check out the August RideGuide or TheRide.org to plan your commute to school.

*Estimated time. It is recommended to be at your bus stop 5 minutes before bus estimated arrival time.



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Ann Arbor, Michigan 48104

734-997-1237
a2schools.org/pathways



MAKING A DIFFERENCE



CHANGING LIVES



BUILDING COMMUNITIES

ANN ARBOR PUBLIC SCHOOLS
LEAD. CARE. INSPIRE.

