



Family/Scholar Handbook
2026-2027

PURPOSE, ACHIEVEMENT, TALENT, HEART

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Dear Scholars and Families,

We are so excited to welcome you to The PATH School (TPS). We are a tuition-free, non-sectarian, Innovation Network School serving scholars and their families in grades K-8 throughout the state of Indiana, and we are grateful that you've chosen us.

The policies and procedures in this Handbook are designed to help our school run efficiently and effectively. This information has been carefully prepared to acquaint you with the school's operational procedures as well as to help you become an integral part of The PATH School family. We want each of you to feel that you are a welcome part of our school community and that The PATH School is your school. Please read this Handbook carefully and completely.

We value school involvement and look forward to working with you and your scholar(s) throughout the school year. Your full participation, cooperation, and dedication make scholars and our school successful. Our goal is to help every scholar develop socially, emotionally and academically in order that s/he might achieve at the highest levels and develop his/her purpose and use his/her talents to impact his/her community.

The Parent/Scholar Handbook is updated annually. It is by no means to be interpreted as a complete list of rules for the school. It should, however, help you know your school and our expectations and help you navigate the school year successfully. We are looking forward to working with you and your scholar this year. If you still have questions after reading this Handbook, please do not hesitate to contact the school.

In Service,

Alicia Hervey
Founder and Executive Director

Vision, Mission and Beliefs

Vision

A world-class school where everyone belongs.

Mission

The mission of The PATH (Purpose, Achievement, Talent, Heart) School is to provide a purpose-driven, culturally responsive learning environment that challenges scholars academically while supporting their social and emotional growth in order to develop conscientious citizens who are prepared to transform their communities.

Our Beliefs

At The PATH School, we will strive toward our mission guided by our core beliefs.

- We believe all scholars can learn and thrive given the necessary support to do so.
- We believe curricular choices and instruction must be rigorous, relevant, representative, and engaging.
- We believe culturally responsive pedagogy leads to scholar success.
- We believe relationships and a strong community of trust are the cornerstones of safe, effective schools.
- We believe purpose-driven learning must undergird our curriculum and instructional practices.
- We believe consistently examining data, both academic and social/emotional, is a key lever that leads to school and scholar success.
- We believe authentic experiences prepare scholars to think beyond their current situation to begin thinking about the possibilities that lie ahead.

How to Contact Us

Executive Director: *Ms. Alicia Hervey*

Principal: *Mr. Christopher Anderson*

Grades K - 3 Assistant Principal: Ms. Lydia Glover

Grades 4 - 8 Assistant Principal: Ms. JaCinda DeVance

School Address: 653 N. Somerset, Indianapolis, Indiana, 46222

School Phone Number: 317-226-4267

School Website: www.thepathschool.org

Parent/Guardian email: parents@thepathschool.org

Main Office

The Main Office is open from 8:00 a.m. to 5:00 p.m. daily, and office staff can be reached via telephone at 317-226-4267. Voicemail will activate when no one is available to answer your call or if you call outside of normal business hours. During the school day, the telephone is available for scholar use for urgent or emergency matters. Scholars should not use personal cell phones during the school day and should come to the main office if they have an emergency and need to reach you. If you need to reach a teacher, the best times to call are before or after the scholars' school day. During the school day, you may be transferred to classrooms; however, depending on the class schedule, you may receive the teacher's voicemail.

Notice of Non-Discrimination

The PATH School does not discriminate on the basis of race, color, religion, national origin, sex, disability, age, or sexual orientation in its educational programs and activities. Inquiries regarding The PATH School compliance with Title IX, Section 504 or the Americans with Disabilities Act should be directed to the Principal, 653 N. Somerset Avenue, Indianapolis, IN 46222, (317- 226-4267) or to the Office for Civil Rights, US Department of Education, Washington, D.C.

Family/Guardian Expectations

At The PATH School, we understand that the success of every scholar depends on a strong relationship between their parents, guardians and families and the school. To that end, we hold a set of expectations for all families. Those expectations are included here.

1. Ensure your scholar is at school every day ON TIME.
2. Meet with your scholars' PATH team/teacher at least three times a year.
3. Require that your scholar completes 100% of his/her homework.
4. Hold your scholar accountable to our behavioral expectations.
5. Acknowledge your scholar for his/her accomplishments.
6. Support the school's instructional goals and behavioral expectations.
7. Respond to emails/texts and phone calls from The PATH School within 48 hours of receipt.

Making a Complaint

The PATH School strives to ensure our families are happy with the education their children are receiving. Although parent satisfaction is a top priority, we realize that there will be times when parents will want to voice a concern. Parents voicing concerns can only drive us to be a better school, and it is always our goal to come to a compromise. If a parent has a concern, we ask that they give each party a chance to resolve the matter. So, if the concern is with a teacher, start by talking with the teacher. If that does not solve the problem, you can talk to a school administrator. If the concern is not resolved through the administrator, you can contact the TPS Board of Directors at tpsboard@thepathschool.org.

Step 1: Familiarize yourself with the school's guidelines

Before reaching out with a concern, we encourage you to familiarize yourself with the school's policies, guidelines, and reference materials. Such items include, but are not limited to, Scholar & Family Handbook, scholar discipline policies related to your concern, dress code policies, and school-issued memoranda. Next, determine whether the school's actions related to your complaint fall within the school's policies.

Step 2: Share your concern with school staff.

Start by contacting the staff member connected to your concern. If the staff member is not able to resolve the situation in a way that satisfies you, contact school leadership and set a meeting to discuss the matter. It may sometimes be helpful to call or write with concerns and all necessary information. This gives the school leader time to investigate the situation further prior to meeting. Please allow up to 48 hours for the staff member to return with solutions to your concern. Concerns can be communicated by email, in writing, or by scheduling a meeting.

Step 3: Appeal to the school's Board of Directors.

If after contacting the school's leadership you are not satisfied with the outcome or decision pertaining to the concern, you may appeal to the school's Board of Directors. One board member will be assigned to handle the issue in collaboration with school leadership. Once the concern is received you will hear back from the board member within 72 hours or 3 days. Board appeals can take longer due to board member availability given they serve in a volunteer position. The board concern form can be found on the TPS website at www.thepathschool.org, or you may also submit a paper form in the front office and it will be scanned and sent to the board the same day it is received.

Step 4: Appeal to the school's charter authorizer

If after your appeal you are not satisfied with the Board of Directors' decision, and if your complaint involves a violation of either the school's policies or its charter, you may submit a formal complaint to the school's authorizer at the Indianapolis Mayor's Office. Please be prepared to provide a detailed assessment and any corresponding documentation outlining the complaint procedure you have followed with the school. For complaints and concerns regarding Mayor-sponsored charter schools, please contact the Office of Education Innovation at oei@indy.gov or (317) 327-3601. If you do not have email access please provide your concern in writing and the school can scan and send it the day it is received.

School Information

Enrollment

In order to enroll your scholar at The PATH School, please follow the following steps.

1. Go to www.enrollindy.org and create an account.
2. After you have registered on www.enrollindy.org, come to The PATH School, 653 N. Somerset Avenue, Indianapolis, IN 46222, and bring the following items.
 - a. Child's shot records
 - b. Child's birth certificate
 - c. Proof of residency (e.g. electric bill, gas bill or lease)
 - d. Parent's/Guardian's identification (ID) or passport

School Colors

Green and gold

Hours for scholars

- 8:30 AM to 4:15 PM, Monday through Friday
- Scholars arriving for breakfast may enter the building at 8:30 AM
- Scholars are tardy after 8:45 AM
- Dismissal will begin at 4:15 PM

Important Dates

First Day of School	August 3, 2026
Labor Day	September 07, 2026

End of Quarter 1	October 9, 2026
Fall Break (No School)	October 12-16, 2026
Scholar-led conferences	October 22-23, 2026
Thanksgiving break	November 25-27, 2026
End of Quarter 2	December 18, 2026
Winter break	December 21 - January 4, 2027
Staff PD Day (No School)	January 4, 2027
Scholar Led Conferences (No School)	January 14-15, 2027
Dr. Martin Luther King Jr. Day	January 18, 2027
SEL Break (No School)	February 15-16, 2027
End of Quarter 3	March 5, 2027
Scholar-led conferences	March 25 - 26, 2027
Spring Break	March 29 - April 2, 2027
Last day of school	May 28, 2027

Breakfast and Lunch

Breakfast and lunch are served daily. Scholars who choose to bring their lunch to school may do so. These lunches should not require heating or refrigeration. Lunch must be able to be kept in the scholar's classroom.

Scholars have the option of bringing their own lunch from home and purchasing a carton of milk and other food items in the school cafeteria. Scholars are not allowed to bring carbonated beverages to consume during lunch. Furthermore, scholars may NOT bring snacks, including but not limited to, Takis, Hot Cheetos, candy, etc. Also, meals from fast food restaurants are not to be brought into the cafeteria. Scholars are also

expected to practice good table manners and be responsible for the cleanliness of their place at the table.

Parents interested in having lunch with their scholar(s) must make arrangements with the classroom teacher at least 48 hours prior to having lunch with their scholar. The parent must also let the teacher know if he/she will bring in food for the scholar or will eat what is being served in our cafeteria.

Inclement Weather

In case of inclement weather, The PATH School will inform local television and radio stations. There will also be posts on our social media platforms, Facebook and Instagram.

Safe Learning Environment

The PATH School believes that all scholars have a right to a safe and healthy school environment. Schools and communities have a duty to promote respect, acceptance, and tolerance.

Each year, we revise our school safety plan. This includes fire exits, tornado locations, plans for lock down, and plans for evacuation. We hold practice drills as prescribed by law on a monthly basis. We also have identified local businesses for safe refuge if needed. If a parent would like further information about our school safety plan, he/she can inquire in the main office.

Visiting the School

For the safety and security of both staff and scholars, visitors will not be allowed during breakfast or lunch. Visitors are welcome for organized school events, scheduled conferences, class parties that require additional volunteers, or other principal approved activities. ALL VISITORS MUST REPORT TO THE OFFICE TO CHECK IN AND OBTAIN A PASS BEFORE VISITING ANY PART OF THE SCHOOL. Visitor name tags, provided at the office, are to be worn by all visitors in the building. As visitors leave the building, they must stop by the office and sign out. This is a required safety procedure.

1. Background checks must be completed annually.
2. Conferences should be arranged in advance, and at a time when the teacher does not have children in the classroom or is not on duty elsewhere.
3. From time to time, your child may bring home notes or newsletters from school.

All of these are important to scholars as well as families.

Security System

Any individual entering our school must enter through the main doors, Door #1. There is a box mounted on the right pillar near the front door of the main entrance. Please press the button and state your name and the nature of your business to gain entrance. Once inside, please follow the visitor procedure.

School Check-In

Schools use a school check-in system to ensure the safety of all scholars and school personnel. You will be required to bring your state issued ID with you to enter the school.

Emergency Pick-up Procedures

Scholars who are picked up during a crisis situation must be signed out. Only those persons authorized on the emergency card will be allowed to pick up your child and s/he must have a state issued ID.

Drills

In case an emergency weather situation occurs while the children are at school, each teacher will provide proper instruction for each classroom. Emergency procedures are posted in each room. Practice drills are conducted regularly so that scholars will be familiar with procedures if needed. Each scholar is expected to follow instructions without delay or interference.

Fire Drill

Fire drills are necessary for the safety of the children, teachers, and school staff. Teachers will explain which exit to use from their rooms. Children are instructed to walk, NOT RUN, and go quietly to the area designated by the teacher.

Tornado

A tornado alarm will be sounded when an alert is in effect. A plan for taking shelter has been developed for our school. The teachers will direct children to the designated shelter areas.

Severe Weather and Cancellation of School

When severe weather closes school before the day begins, local television stations are the first to be contacted and serve as the best source of information. When possible, announcements are made before 6:00 a.m. and the Head of School or designee may make a mass call to families' primary phone numbers to inform families of a school closing. Please do not call the school office for closing information. The School Messenger phone system depends on phone numbers in the school's database to deliver phone messages to your home and/or cell phone.

Current emergency information is critical for the school office and database. We need to be able to contact you in the case of an emergency, injury, or sickness. Should you move during the school year or your telephone number change, it is essential that you notify the school office immediately.

Custody Orders/No Contact Orders

It is your responsibility as a parent or guardian to provide the school with any updated information concerning custody of your child. We must have the necessary information or changes signed by the judge. We will keep that information on file. We cannot use information that concerns custody of a child from an attorney or another party. If a situation changes we must receive in writing an agreement by both parties. We can, however, accept that document unless it is in strict violation of the court order. *Example: Father picks the child up on Mondays from school but needs to change it to Tuesday. We do not need a judge's signature for change as long as both parties have agreed to the change in writing. For example, if the mother says the father cannot have contact with the child and the court order designates joint custody, then we are obligated to follow the court order. Both parents always have access to the child's teacher and any educational information unless the judge has stated otherwise.* Our philosophy is that having both parents involved in their child's education is in the best interest of the child. If a parent does not live nearby, the parent can provide the school with self-addressed stamped envelopes and we will mail the specific information the parent would like to receive. Custody situations can become uncomfortable for children. Please help us avoid a situation for your child. Remember to provide us with the most current documents and we will follow them. If parents make an agreeable change, please do not call in but provide a note signed by both parties. If you have given us a copy of your order, we still have it on file. A copy of a no contact order should also be on file in the school office.

Surveillance Cameras

Surveillance cameras are used on school buses and in and around school buildings. It is the desire of The

PATH School's School Board to provide a safe and secure environment for scholars on buses and in our school. To this end, the School Board authorizes the use of audio-video systems on buses and in schools. All tapes created as a result of such monitoring are the property of The PATH School and access is restricted. Tapes will be maintained for a reasonable period of time and then may be recorded over. Tapes may be viewed only at prescribed locations and upon authority granted by the Executive Director. Information obtained as a result of such monitoring may be used to initiate and/or support disciplinary action and to improve safety.

Early Dismissal

A note is required for early dismissal from school. Scholars should turn in early dismissal notes to their teachers upon arrival in their classrooms. Teachers will send those notes to the main office to ensure all children receive a pass prior to dismissal.

Children must be picked up in the office and signed out of school by the parent, guardian or other designated individual listed on the "Scholar Early Release Form". Photo identification is required of all persons signing a scholar out of school. **When possible, parents should avoid checking out scholars before regular dismissal.** After 3:30 PM, scholars will not be released early due to interruption to the dismissal process. Early pick-up for doctor appointments needs to happen prior to this time.

Teaching and Learning

The PATH School's learning model is accelerated, strengths-based and works to ensure that all of our work begins with scholars' strengths as the driver. With that in mind, The PATH School learning model for academic and social and emotional development uses **build, experience, collaboration, and reflection** as a guide for scholar engagement throughout the school day. Because we believe that all scholars enter our school with a set of assets, we begin our work by **building** on those assets. By accessing scholars' background knowledge and skills, we can **build** on that knowledge and those skills as scholars begin to **experience** the curriculum.

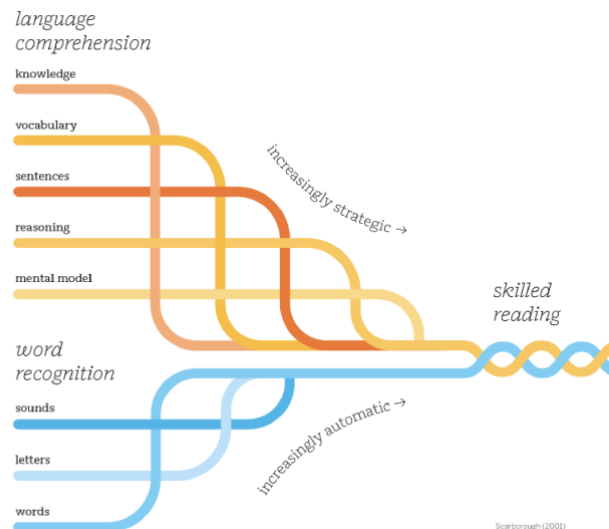
When scholars **experience** the curriculum, they are "doing". They are actively reading, writing, computing, experimenting, and/or participating. We also believe **collaboration** is critical to scholar success, particularly given that many of the scholars we serve are from collectivist cultures where "societies emphasize relationships, interdependence within a community, and cooperative learning." (Hammond, 2015) Because we believe in building on scholars' assets or strengths, consistently providing opportunities for **collaboration** is another way we do that.

Finally, we believe **reflection** provides scholars the opportunity to take ownership of their learning and their habits. By **reflecting**, scholars are able to process content and skills and make adjustments moving forward.

Literacy

The Science of Reading refers to the pedagogy and practices proven by extensive research to effectively teach children how to read. To easily understand the complex combination of skills that result in reading fluency, you need two main frameworks: The Simple View of Reading and Scarborough's Rope.

The Reading Rope



Language comprehension

- Vocabulary: breadth, precision, links, etc
- Background knowledge: facts, concepts, etc.
- Language structure: syntax, semantics, etc.
- Verbal reasoning: inference, metaphor, etc.
- Literacy knowledge: print concepts, genres, etc.

Word recognition

- Phonological awareness: syllables, phonemes, etc.
- Decoding: alphabetic principle, letter-sound correspondences.
- Sight recognition of familiar words.

The Simple View of Reading, formulated by Philip Gough and William Tunmer in 1986, is a scientific theory demonstrating that proficient reading requires two main components:

- Converting written words into speech (Decoding).
- Understanding that speech (Reading Comprehension).

Writing

The general aim of instruction focuses on our young writers learning to:

- Communicate effectively through writing with the intended audience in mind;
- View one's written craft as a means of continual revision and reflection; and
- Understand and apply words and language to effectively communicate in authentic contexts.
- Explore the craft moves of authors that are shared in mentor or read aloud text and apply in their own writing.

Word Study

The PATH School's word study philosophy teaches young learners to appreciate the beauty of our language through both explicit and implicit instruction. Word study is an essential component of strong literacy instruction throughout the day. It is an instructional approach to spelling, vocabulary, phonics and word

knowledge that provides scholars with opportunities to be curious about the various ways that words work by investigating and understanding the patterns in words. Knowledge of these patterns means that scholars do not need to learn to spell one word at a time. While correct spelling is a goal, it is not the only goal. The ultimate goal is to develop deep, internalized understandings that allow scholars to apply their knowledge of words without conscious effort to read, write, and spell. Transfer of word knowledge and learning is key. Though explicit instruction is necessary, word learning occurs throughout the entire day across multiple content areas.

Mathematics

The general aim of mathematics instruction is to develop the ability to perform number operations with skill and understanding. The program recognizes the individual differences in children, and provides learning situations to meet these individual differences. Emphasis in the mathematics program is placed on problem solving, reasoning skills, geometry, probability, and statistics, as well as the use of calculators and computers. Computational skills are important at all levels. Manipulatives are used to build basic (foundational) understandings that are vital to concept development.

Science

Through inquiry in science, The PATH School seeks to create an appreciation of the wonders of the world in which we live and an understanding of the methods and importance of science and the scientist in our culture. Science instruction should enable learners to apply what they learn. Science instruction should allow scholars to participate in hands-on and inquiry-based learning that supports what they learn in the content area.

Social Studies

Through inquiry in social studies, The PATH School strives for scholars to be involved in meaningful experiences that they will retain and apply throughout life to be a contributing member of society. Scholars will acquire the necessary knowledge, skills, and mindset to make informed decisions in a global environment while understanding others' perspectives. In social studies, scholars inquire about topics and intentionally use 21st century skills such as critical thinking, collaboration, creativity, and communication. Scholars make connections to their learning in relation to self, the world and their ability to make an impact. Scholars also use technology as a tool to access information and support their inquiries about past, present and future.

Music

All K-5 scholars participate in music, which involves playing instruments, learning to appreciate music from the past and present, interpreting written music, moving to music, creating new music, and improvising on the spot. All of these elements appear in Indiana State Standards. Music experiences foster an environment for making music tuneful, beautiful, enjoyable, and artful for all scholars, as well as providing experiences that develop an appreciation for music.

Art

The art program at The PATH School balances both creating art and responding to art. The PATH School understands that art is important to each child's development because it provides scholars with the ability to think, feel, and understand the world around them in different ways. It helps develop creative problem solving, inquiry, and communication by allowing scholars to express themselves and share different points of view. Through art, PATH School scholars will value visual arts, become more confident in and develop their own artistic ability, communicate in and through art, become creative problem solvers, understand and appreciate the history and culture of art, be able to critique art, and develop aesthetic awareness in the arts.

Physical Education

The physical education program is an integral part of the curriculum. It is a definite and functional medium of education that aims to develop the scholars' physical, social, emotional and mental capacities to the optimum. Well-planned programs by the physical education teacher provide instruction in activities and skills that develop coordination and enhance scholars' self-confidence and security while they develop a joy for lifetime fitness and an understanding of the health benefits of being physically active.

Kindergarten

The PATH School is committed to providing high-quality early learning opportunities for all scholars through its full-day kindergarten program. Kindergarten offers developmentally appropriate learning experiences that scholars need in order to develop the key concepts and skills necessary for future success. It is based on Indiana Academic Standards for kindergarten and incorporates a variety of developmentally appropriate instructional approaches. A full-day kindergarten schedule provides teachers and scholars with time to devote to small-group and individual activities focusing on academic and social-emotional skill development.

High Ability Program

The PATH School defines a high ability scholar as one who "performs at, or shows the potential for performing at, an outstanding level of accomplishment in at least one domain when compared to other scholars of the same age, experience, or environment; and is characterized by exceptional gifts, talents, motivation, or interests" (Indiana Code 20-36-1-3). The PATH School believes many scholars are capable of achieving academically at high levels. Therefore, The PATH School acts to identify and challenge all capable scholars through enriched and accelerated curricula. Scholars may be identified as having high ability in Math, English/language arts, or both. At the elementary level, identified scholars are served through in-class differentiation and/or flexible grouping practices. High ability scholars may also have a High Ability elective class. High ability scholars are challenged by rigorous curricula, while their affective needs are met in a stimulating and supportive environment.

Special Services

In addition to regular instruction in grades kindergarten through eighth grade, The PATH School offers the following educational services to its scholars:

- Psychological Evaluation
- Mental Health Services
- Physical Education
- Art
- Music
- Spanish
- Technology
- Before/After School programming
- Speech, Language and Hearing
- Multi-Tiered Systems of Support
- Multi-Categorical Special Education Services

Textbooks

All books are property of The PATH School. Scholars must take proper care of all textbooks. Parents/Guardians will be responsible for any lost or damaged books. An invoice for replacing the textbook

will be issued to the parent, and he/she should remit payment within 30 days. If the parent is unable to pay within 30 days, a payment plan will be arranged or the school will help seek family assistance.

Progress Reports and Report Cards

At The PATH School, we report scholar progress using **standards-based grading**. Standards-based grading (SBG) is an intentional way for teachers to track their scholars' progress and achievements while focusing on helping scholars learn and reach their highest potential. Standards-based grading is **based** on scholars' demonstration of mastery or understanding of various lessons and skills.

Grading scale

4	Exceeds Expectation	The scholar has exceeded mastery of the assessed standards and can teach others the standard.
3	Meets Expectations	The scholar has demonstrated mastery of the assessed standard.
2	Developing	The scholar has not demonstrated mastery of the assessed standard but is making progress toward doing so.
1	Not yet	The scholar is in the beginning stages of the assessed standard and has not yet begun making progress toward mastery.

Scholar-led conferences

Scholar-led conferences will be held approximately two weeks following the end of the grading period. At these conferences, scholars will share their portfolios/work with their families, including their report cards. During these conferences, families will learn how scholars are progressing on standards as well as how they have performed on formative assessments, including but not limited to i-Ready.

Teachers will also send bi-weekly progress reports to parents/guardians keeping them informed of behavior, effort, and any missing assignments. Teachers will also send all test results to parents.

Homework

Because we believe in the power of practice, The PATH School will assign homework in grades K-3 weekly. Scholars will receive homework on Fridays, and that homework is due on Thursdays of the following week.

In middle school, scholars will receive homework daily. The homework will be returned each day and homework help will be held during recess daily to ensure everyone gets practice even if they don't have time at home.

Testing

There will be specialized tests administered periodically throughout the school year. These include, but are not limited to, diagnostic assessments in reading and math, as well as the state's assessments, IRead given to 3rd grade scholars and I-LEARN, given to all 3rd through 8th grade scholars.

Retention Philosophy & Guidance (Being "Held Back" or "Repeating a Grade")

When a child is not demonstrating adequate progress in meeting grade-level academic, social, behavioral or emotional benchmarks, the school will provide support to address this. The PATH School generally does NOT

support retaining scholars (also known as being “held back” or “repeating a grade”) at any grade level, including preschool and kindergarten. This is because the negative consequences of retention often outweigh any positive outcomes. Research has shown that retaining scholars does not lead to long-term academic success and can have lasting negative consequences including:

- Lower self-esteem
- Negative attitude towards school
- Decreased likelihood of high school graduation

There are several alternatives to retention that DO lead to positive, long-term outcomes for scholars. If a child is not meeting grade-level expectations, an educational support team will be formed. This team will review options with the family and work together to create an action plan to meet the child’s unique needs. Based on the nature of the situation, and in some select circumstances, the school may recommend retaining a child in the same grade.

The following considerations (as appropriate) will be made prior to a retention decision. Furthermore, the scholar’s PATH team will meet with the scholar’s family to ensure as much support as possible has been attempted.

1. ILEARN Scores
2. IREAD Scores
3. DIBELS Scores
4. Curriculum assessments
5. Teacher-made assessments
6. Individual scholar needs
7. Teacher input
8. Scholar motivation
9. Prior Retention
10. Parent Input
11. PATH team input

Third Grade Retention Policy (Indiana Law, Senate Bill 1)

Overview

Beginning with the 2024-2025 school year, due to changes in legislation (Senate Bill 1) from the state of Indiana, The PATH School is implementing third-grade retention policies to ensure all scholars achieve necessary reading proficiency. The goal of this policy is to ensure that every scholar possesses the essential reading skills necessary for long term success by the end of third grade. The PATH School will adhere to the following policies in order to comply with this law:

Parent Notification

- Assessment Results: Families will be notified of their child's performance on diagnostic and state-mandated reading assessments.
- Interventions: TPS will keep families informed of any interventions or remedial actions provided to support their child's reading development.

Retention and Remediation

- Mandatory Retention: Third-grade scholars who do not pass the state board of education's reading assessment (IREAD-3) will be required to repeat the grade the following school year.
- Remediation: Scholars who are retained will receive focused remediation to help improve their reading

skills in order to reach grade-level proficiency.

Progress Monitoring

- The PATH School will regularly monitor and report the progress of scholars who are not performing on grade-level on diagnostic assessments and who do not pass the state's reading assessment to ensure they are making necessary improvements.

Exceptions and Appeals

- Retention Exceptions: Some exceptions to the third-grade retention requirement are available for students who meet specific criteria, e.g. scholars who do not pass the assessment but have an Individualized Education Plan (IEP); scholars who do not pass the assessment but have lived in the United States less than 2 years.
- Appeal Process: Parents or guardians have the right to appeal their child's retention by following the procedure established by The PATH School's governing body.

Kindergarten Notification

- The Indiana Department of Education (IDOE) will inform families or guardians of kindergarten scholars about the retention requirements to help them prepare for future expectations.

Instructional Requirements

- All scholars from kindergarten through grade 8 will receive reading instruction aligned with the Science of Reading (above) to support their literacy development from an early age.

Lost and found

Parents/guardians should write the first and last name on the child(ren)'s belongings with permanent ink. Unclaimed items will be kept in a designated area near door #1. All unclaimed items will be donated or disposed of at the end of each quarter.

Personal Items

The PATH School is not responsible for damage or loss to any personal items. Scholars are not to bring toys to school. If they bring a cell phone, it must remain off and in their backpack throughout the day. Please do not allow your child to bring any other electronics to school. Any issues that arise because a child brings personal items to school will be the parent's/guardian's responsibility and not the school's. Furthermore, the school is not responsible for loss or damage to items parents send in backpacks, including but not limited to, cellular phones.

Permission for Field Trips/Learning Excursions

Field trips at The PATH School are curriculum-driven and beneficial to the accomplishment of The PATH School's educational objectives for a particular grade. These trips can serve to deepen and enhance material already studied and can also serve to introduce a unit and inspire scholars to study. Field trips help build community among scholars and teachers, provide for interaction across age divisions, and create lasting memories.

Field Trip, Parent Notice

A Field Trip Release form is signed when a field trip is planned. This allows the school to transport a child and have them participate. If a parent opts for their child to not participate in a field trip, the scholar will not be penalized academically for nonparticipation, but he or she is not exempt from school. The teacher and/or the administration will provide an alternative assignment and/or supervised study time.

Field Trip, Transportation

Transportation for scholars, teachers and official chaperones for all school-sponsored field trips is provided by professional transportation companies contracted with The PATH School. Any additional adults attending the field trip must have a completed background check on file for the school year.

Field trip, Conduct

Before departing, teachers summarize for scholars the field trip rules of conduct. These expectations are also communicated to adult supervisors. In the event of misbehavior, normal procedures for discipline are followed. A scholar may not be permitted to go on a field trip if the scholar exhibits behavior that places him or her at risk, e.g., failure to listen to or follow instructions of teachers or chaperones. If a scholar exhibits behavior that places himself or herself at risk, e.g., failure to listen to or follow instructions of teachers or chaperones, a parent or guardian may be required to attend at their own expense to supervise his or her child during the field trip. If a parent is unable to attend, the scholar may be asked to not participate. Any serious discipline issue during the field trip that places a scholar or others at risk will be addressed by the teacher. In certain cases a parent may be required to pick up their child immediately from the field trip. Consequences for certain behaviors as defined in The Family/Scholar Handbook which lead to suspension or expulsion will be applied the school day or days immediately following the field trip.

Field Trip, Official Chaperones

Classroom teachers are the principal authority on the field trip. Parents serving as official chaperones are expected to execute the teacher's instructions regarding supervision. It is the teacher's responsibility to delegate supervision in a way that ensures the safety of the children at all times. Teachers assign chaperones to oversee various group activities and float between the groups lending aid and offering direction as needed. Chaperones are directed by the teacher and are answerable to the teacher.

Parents of scholars attending field trips have opportunities to serve as chaperones with a completed and clear background check on file prior to the trip. Only parents or those adults acting as guardians are eligible to serve as chaperones. Chaperones are expected to be on hand for the entire field trip and are responsible for assigned scholars for the duration of a field trip and are transported with the scholars. Chaperones' responsibility begins when the class leaves the classroom and ends when the class returns to the school. Chaperones are not to use cell phones or other electronic devices while supervising scholars. It is important for adult supervisors to not lose sight of their charges especially during outdoor trips and in public places. Field trip costs are covered for adults acting as chaperones on field trips. Chaperones are selected by the sponsor on a first-come, first-served rotating basis, and must have a completed and clear background check on file with the school. Chaperones are not permitted to bring guests or siblings on field trips as this can cause distractions for teachers and scholars. Chaperones are treated with the respect and obedience that is required of PATH School scholars towards faculty and staff members. Chaperones are reminded to be considerate of the privacy of other families by not posting photos of any child other than their own on social media sites without permission from that child's parent.

Change of Address or Telephone Number

In order for the school to handle emergencies, maintain communication, and maintain current records, please notify the main office of any change of address or telephone number affecting both home and/or work.

Human Services

The PATH School proudly offers school counseling and school social work services to scholars. School counselors and school social workers support scholars by providing support for positive growth and development of the whole child. The American School Counselor Association (ASCA) National Model and Indiana Department of Education Social Emotional Learning Competencies are in place which encourage many methods of interacting with scholars. These interactions include classroom lessons, small group, or individual meetings to support the academic, social, and emotional needs of all scholars.

Scholars are referred to the counselor or social worker through self-referral, teacher referral, parent referral, or administrative referral. Counselors and social workers are also available for supporting the needs of families, staff, the school and the community. School counselors and social workers are dedicated to promoting equity and inclusion so all scholars and family voices can be heard and represented. School counselors and school social workers are bound by the laws of confidentiality. This means that scholars have a right to privacy with the information they share as defined by law, ethics, and school rules. School counselors and school social workers are obligated to breach confidentiality if a scholar poses an imminent danger to self or others or if information regarding child abuse or neglect is disclosed.

Attendance

Regular attendance is critical for the academic growth and development of all scholars. In many cases, irregular attendance is the major reason for poor performance academically; therefore, all scholars are urged to make appointments and complete personal errands outside of school hours. Pursuant to IC 20-33-2-3.2, “attend” means to be physically present: (1) in a school; or (2) at another location where the school’s educational program, in which a person is enrolled, is being conducted; during regular school hours on a day in which the educational program, in which the person is enrolled, is being offered.”

Reasons for which scholars may be excused include, but are not limited to:

1. illness verified by a note from a parent/guardian or physician;
2. illness in the scholar’s immediate family;
3. death in the immediate family;
4. quarantine for contagious disease;
5. Military Connection Family (e.g. absences related to deployment and return)
6. religious reasons or
7. other parent requests approved by administration.

Each scholar who is absent must immediately, upon return to school, make arrangements with his/her teacher(s) to make up for missed work. Scholars who are absent from school for reasons not permitted by Indiana State Law (Failure to Ensure Law— I.C. 20-33-8 Required Attendance), parents/guardians shall be held accountable. Scholars MUST bring a note to school after each absence explaining the reason for the absence or tardiness.

Unexcused absences

All absences other than those listed above are considered unexcused. **A written excuse from the parent/guardian is required each time a child is absent.** The note MUST explain the reason for the absence or tardiness. When possible, parents should send a doctor’s statement to school with the scholar following his/her absence. Class attendance is relevant for your child to achieve academic success. An accumulation of unexcused absences can result in a conference with the principal or social worker, losing the semester, or retention at the

current grade level. **The school is also required to begin legal proceedings in accordance with the Indiana School Attendance Mandatory Laws for scholars with excessive absences.** This could result in charges against the child and his parents or report of neglect to the Department of Child Services (DCS).

IC 20-20-8-8 defines habitual truancy to include scholars absent ten (10) days or more from school within a school year without being excused or without being absent under a parental request filed with the school. Chronic absenteeism includes scholars being absent from school for ten percent (10 percent) or more of a school year for any reason.

Excessive scholar Tardiness, Extended Absences, and Truancy

Any scholar having 10 or more unexcused absences, or 20 total absences, excused or unexcused combined at any time during the school year risks being retained. According to Indiana State Law, a scholar is considered truant after 10 unexcused absences. The PATH School follows state reporting procedures for truancy. Habitual Absence Under IC 20-33-2-25, the "Superintendent or an attendance officer having jurisdiction shall report a child who is habitually absent from school in violation of this chapter to an intake officer of the juvenile court or the department of child services. The intake officer or the department of child services shall proceed in accord with IC 31-30 through IC 31-40.

Tardiness

Please remember that loss of instructional time ties directly to how a scholar performs academically. Tardiness leads to loss of instruction. Scholars must be seated in their class by 8:45 a.m.

Scholar Dress Code

Scholars will wear a school polo shirt or sweatshirt with the TPS logo and solid khaki-color or black pants/skirts. All clothing should be kept in good condition. This means clothing is expected to be clean and free of stains, and excessive rip and tears.

All PATH School uniforms are available for purchase at <https://eliteembroidery.biz>

Pants/Skirts

- Scholars must wear black or khaki pants, skirts, or shorts that are a solid color.
- Pants and skirts must be at least as long as 2 inches above the knee.

Shirts

- Scholars must wear a TPS shirt that includes the school logo.
- Scholars may wear a PATH School sweatshirt.

Socks/Tights

- Scholars may wear any choice socks or tights as long as there is no content considered offensive or promoting illegal substances.

Shoes

- Scholars should always wear tennis shoes or have tennis shoes to change into
- Scholars may wear any closed-toe shoes
- Closed or strapped heels are acceptable

Sweatshirts/Sweater/Jackets

- There are TPS logo sweatshirts available for purchase from <https://eliteembroidery.biz> . TPS sweatshirts will be the only permitted attire. Store bought items in a similar color may **not** be a replacement for a

school sweatshirt.

- Scholars may wear a black (only) jacket **without a hood**. This jacket must be unzipped in order that the uniform shirt is visible.

Restricted Attire

The following clothing is not permitted during school hours and/or school events:

- Coats may not be worn during the school day
- Sagging pants
- Clothing considered too tight
- Hats, hoods or hoodies
- Oversized clothing
- Overalls or coveralls
- Leggings
- Ultra tight dresses or shirts
- Tank or spaghetti-strap shirts
- Sunglasses
- Pajama shirts or pants
- Flip-flops/slippers/open toes sandals/bare feet
- Clothing or jewelry containing offensive, lewd, vulgar, or obscene words, logos, or pictures
- Clothing or jewelry containing hate-filled language, slogans, or pictures
- Visible undergarments
- Clothing that is worn in a way that may be deemed as gang affiliated
- Detachable gold teeth, grills or fangs
- Bonnets

School leadership reserves the right to determine if clothing is deemed inappropriate or disruptive to the school environment.

Use of Technology, including the internet

The purpose of school-provided technology and internet access is to facilitate communication in support of research and education. To remain eligible as users, scholars' use must be in support of and consistent with the educational objectives of The PATH School. Access is a privilege, not a right. Access entails responsibility.

Scholars utilizing school-provided technology and internet must first have a signed permission slip and must be supervised by The PATH School's professional staff. Scholars utilizing school-provided internet are responsible for good behavior online just as they are in a classroom or other area of the school. The same general rules for behavior and communications apply.

The following uses of school-provided Internet access are not permitted:

- to access, upload, download, or distribute pornographic, obscene, or sexually explicit material;
- to transmit obscene, abusive, sexually explicit, or threatening language;
- to violate any local, state, or federal statute;
- to vandalize, damage, or disable the property of another individual or organization;
- to access another individual's materials, information, or files without permission; and,
- to violate copyright or otherwise use the intellectual property of another individual or

organization without permission.

Any violation of School policy and rules may result in loss of school-provided access to the internet. Additional disciplinary action may be determined at the building level in keeping with existing procedures and practices regarding inappropriate language or behavior. When and where applicable, law enforcement agencies may be involved.

The PATH School makes no warranties of any kind, neither expressed nor implied, for the Internet access it is providing. The school will not be responsible for any damages users suffer, including--but not limited to--loss of data resulting from delays or interruptions in service. The school will not be responsible for the accuracy, nature, or quality of information stored on school hard drives or servers; nor for the accuracy, nature, or quality of information gathered through school-provided Internet access. The School will not be responsible for personal property used to access School computers or networks or for School-provided Internet access. The School will not be responsible for unauthorized financial obligations resulting from School-provided access to the Internet.

TPS Cell Phone Policy

The one that takes effect on July 1 mandated by the state:

Indiana Bell-to-Bell Law (SEA 78) In accordance with Indiana's Bell-to-Bell Law (Senate Enrolled Act 78), effective July 1, 2026, students are prohibited from using personal wireless communication devices during the school day. Students must keep devices powered off and inaccessible from the first morning bell until the final dismissal bell.

- **Restricted Devices:**
 - This policy applies to cell phones, smartphones, smartwatches, wireless earbuds, headphones, tablets, gaming devices, and other personal electronic communication devices.

Policy Details

1. *Prohibited Devices:*
 - a. Scholars are prohibited from using or possessing cellphones, gaming devices, or any wireless devices during the school day, including during instructional, transition, and recreational periods.
2. *Storage and Use:*
 - a. During class time, all electronic devices must be turned off and stored out of sight, such as in lockers, backpacks, or designated storage areas.
 - b. Devices should not be visible or accessible during the instructional school day unless expressly permitted by a teacher.
3. *Enforcement:*
 - a. Administration, teachers, and staff are responsible for enforcing this policy.
 - b. Devices found in use without authorization will be confiscated and returned only to a parent or guardian.

- c. Persistent violations may result in progressive disciplinary actions.
- 4. *Educational Impact:*
 - a. The policy aims to reduce distractions, enhance scholar focus, and foster in-person interaction among scholars.
 - b. It supports a positive learning environment where technology use is purposeful and aligned with educational goals.
- 5. *Implementation:*
 - a. The policy will be implemented starting August 05, 2024, and during the first week of school, teachers will educate scholars on the policy expectations.
 - b. The policy will be communicated to parents/guardians through the scholar handbook, a letter sent home detailing the policy, and various communication channels.
- 6. *Review and Updates:*
 - a. The policy will be reviewed annually to ensure alignment with educational objectives and compliance with state regulations.
- 7. *Family Support and Cooperation*
 - a. Family cooperation and partnership are crucial to ensuring the success of this policy. We can create a cohesive learning environment that promotes scholar engagement and academic achievement by working together. We encourage parents/guardians to support and reinforce the school's efforts to minimize distractions and maximize scholar focus during school hours. Together, we can foster a positive and enriching educational experience for all scholars at The PATH School.
- 8. *Resources:*
 - a. The PATH School will provide the necessary resources and support to implement and enforce this policy effectively.
 - b. Staff training on policy implementation and scholar engagement strategies will be conducted regularly.
- 9. *Exceptions:*
 - a. Devices may be used in emergencies or to manage health care needs (with permission from administration).
 - b. Scholars with disabilities or as part of an Individualized Education Program (IEP) may use technology as necessary, provided that formal documentation from a physician is provided.
- 10. *Conclusion:*
 - a. By adhering to this policy, The PATH School aims to create a focused and supportive learning environment where scholars can thrive academically and socially.
 - b. This policy is effective beginning August 05, 2024, and will be enforced uniformly across all grades and classrooms.

Illegal Substances

The PATH School supports universal drug prevention education for all scholars. We acknowledge that responding to scholars' use of chemical substances requires both correction and consequences. It is a violation of Indiana discipline code to possess, use and/or distribute controlled substances, alcohol,

marijuana, stimulants, depressants, hallucinogens, inhalants, look-alike drugs, or to possess or provide to any person items for storage, processes, delivery or consumption. Examples include (but are not limited to): pipes, rolling papers, clips, e-cigarettes, or any other inhaling device. The penalties of suspension, expulsion, and referral and notification of law enforcement will be applied at school, within 1000 feet of the school property, as per Indiana Code 35-48.4-4 and at school-related functions and activities.

Drug Testing

To ensure an alcohol and drug free community, The PATH School reserves the right to conduct random and reasonable suspicion drug testing on scholars. Random drug testing applies to those scholars who participate in non-credit, extra-curricular activities, sports, or other events sponsored or hosted by The PATH School. Reasonable suspicion drug testing applies to all scholars who attend The PATH School.

Should reasonable suspicion exist that a scholar is in possession and/or under the influence of alcohol, marijuana, or any other illegal substance barred by the school, The PATH School reserves the right to require the scholar to submit to a drug screen. Reasonable suspicion may be based on a scholar's behavior (combined with his/her physical appearance, mannerisms, odor, etc.), possession of illegal substance, and/or information from a teacher, parent, guardian, law enforcement official, other adult, or another scholar. All reports of any potential use of illegal substances will be investigated by The PATH School's administration prior to a drug test being administered. All staff will receive training to recognize the signs of illegal substance use.

Drug tests will be conducted by a health services professional or a member of The PATH School's administration and may involve a screen of a scholar's breath, saliva, or urine. Parents and/or legal guardians will be notified prior to a test being administered and will also receive the results of the drug screen. A scholar's refusal to submit to a drug test, or a parent or legal guardian's refusal for the scholar to submit to a drug test, may result in the school's administration proceeding with disciplinary measures as if the test showed a positive result. Should a scholar attempt to alter the results of a drug test, the administration will treat the test as showing a positive result. In the case of a positive drug test, appropriate steps will be implemented relative to each scholar's unique situation, up to and including expulsion.

All drug test results are considered confidential, but the results may be discussed with the scholar's advisor or other school personnel if deemed necessary by the school's administration.

Right to Privacy of Records

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of scholar education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the scholar when he or she reaches the age of 18 or attends a school beyond the high school level. Scholars to whom the rights have transferred are "eligible scholars."

- Parents or eligible scholars have the right to inspect and review the scholar's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible scholars to review the records. Schools may charge a fee for copies.

- Parents or eligible scholars have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible scholar then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible scholar has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible scholar in order to release any information from a scholar's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a scholar is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a scholar;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a scholar's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible scholars about directory information and allow parents and eligible scholars a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible scholars annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, scholar handbook, or newspaper article) is left to the discretion of each school.

Withdrawal

If, for any reason, a scholar must withdraw from school, the parent(s) and/or guardian(s) should inform the school office at least two days before the last day of attendance. School records will be forwarded when the new school requests them. Scholars who are not at least 18 years of age must have a custodial parent/guardian officially withdraw them. Parents have 48 hours to have scholars enrolled in another school or be reported to the appropriate child protection authorities.

Personal Property

The school is not responsible for damage or loss to any personal items. Scholars are not to bring toys to school. If they bring a cell phone, it must be turned off and locked up by the teacher during the day. Please do not allow your child to bring other electronics to school. Any issues because a child brings this type of item to school will be the parent's responsibility and not the school.

Lost and found

Parents/guardians should write the name and last name on child(ren)'s belongings with permanent ink. Unclaimed items are kept in the office. All unclaimed items are donated or disposed of at the end of each school year.

Vaccines

All children are required to have a vaccination record the day before enrollment. **Indiana law states that a child cannot be allowed to attend school until a written record of the required immunizations has been presented.**

Medicine

A form of prescription and over-the-counter medication will be provided to children who need to take medication at school. Medications cannot be administered to scholars without a signed document in the file. **BY THE LAW OF INDIANA, NO SCHOLAR CAN TRANSFER MEDICATIONS TO OR FROM SCHOOL. THIS IS THE RESPONSIBILITY OF PARENTS/GUARDIANS.** The forms can be obtained in the school office. Also, please work to ensure that medications are replenished in a timely manner if your child takes medication on a regular basis. Change in medication or lack of frequency can have a negative effect on a child's learning.

Head Lice Policy

It is the policy of The PATH School that if a case of head lice is reported and found, that person will be excluded from school for treatment. That child's siblings and classmates will also be checked. If other persons are found to have lice, they will also be excluded from school for treatment and their sibling and classmates checked. Full school screening will be conducted as felt necessary by the principal and school nurse. Spot screening will also be conducted as necessary. Excluded scholars will be admitted after evidence of treatment. This evidence includes clean hair and scalp and removal of all live lice.

Bed Bug Policy

It is the policy of The PATH School that if a bed bug is found on a scholar's clothing or other belongings, the child's parent or guardian should be notified. The scholar will not be sent home. However, the child will be offered a fresh change of clothes, shoes, and backpack on a daily basis until the problem is resolved. The infested clothing, shoes, and backpack should be heat treated in the school's dryer and rotated to the scholar daily. The school health professional and/or human services personnel should manage the case including re-inspecting belongings, desk, classroom, etc. until the problem is resolved.

Family Engagement

At The PATH School we believe family engagement is **the process used to build genuine relationships with families.** We believe relationships with families support overall family well-being and children's healthy development. When families are engaged, partnerships are created that have a common focus— helping children grow and thrive. To that end, The PATH School has a Family Engagement team that assists families in meeting the needs of their children.

Volunteering

At The PATH School all parents are encouraged to give 10 hours of service to benefit their child and the school program. This can take many forms. Parents can earn hours by helping their child complete their learning log all year, volunteering in the school, attending after school programs, attending parent conferences, donations, or helping prepare materials for teachers. These are only a few of the ways parents can complete their 10 hours. Parental volunteer hours should be kept on file with the Family and Community Engagement Specialist (FaCES).

Policy Against Sex Discrimination, Title IX

Title IX is a federal law that prohibits gender-based discrimination. The PATH School also has a specific policy that prohibits gender-based discrimination. Title IX protections apply to staff and scholars in our school

community. Regulations issued by the federal government detail what qualifies as harassment or discrimination and how schools must respond. Gender based discrimination behaviors could include sexual misconduct, dating abuse or violence, and gender identity harassment. To inform our scholars, families and staff of The PATH School policy, administrative guidelines, and available resources are provided here.

General Reporting Statement & Title IX Coordinator

Complaints or reports alleging sexual assault, sexual harassment, dating violence, stalking, or gender discrimination, including sexual orientation or gender identity, involving a PATH School scholar, employee, or person affiliated with The PATH School should be immediately reported to the Title IX Coordinator at [Jbaul@thepathschool.org](mailto:jbaul@thepathschool.org).

Complaints or reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. The Title IX Coordinator for The PATH School is Jae'Sha Baul, jbaul@thepathschool.org, 317-226-4267.

Make a Report

The goal at The PATH School is to make reporting sexual misconduct, dating violence, stalking, or retaliation as easy and comfortable as possible.

We have several options for scholars and/or guardians:

- You can report directly to the Title IX Coordinator, Jae'Sha Baul, at 317-226-4267 or jbaul@thepathschool.org
- You can tell a Principal, Assistant Principal, Human Service counselor or any other school employee, either verbally or in writing. All employees at The PATH School are "mandatory reporters," which means that all employees are required to report these instances to the Title IX Coordinator, and in some cases, the Department of Child Protective Services.

Prohibition Against Sexual Harassment

The policy against sex discrimination includes a prohibition against sexual harassment. Sexual harassment consists of sexual advances, sexual gestures, requests for sexual favors, or other verbal or physical conduct of a sexual nature that is unwelcome and that limits or denies, on the basis of sex, a scholar's ability to participate in or benefit from the education program.

This policy prohibits sexual harassment by an employee or agent of The PATH School, by another scholar, and by third parties who come in contact with scholars at school or at school-related activities. This policy also prohibits any employee from being in a locked room with a scholar.

Staff Members Transporting Scholars by Car

Please be aware that staff members are not allowed to transport scholars by car. Administrative, certified and classified staff members are prohibited from transporting any scholar by private vehicle. Any staff member found violating this policy assumes all legal/financial responsibility and liability for any incident that occurs. The staff member will face disciplinary action for insubordination and violation of Board Policy, up to and including termination.

Special Education

Special education is a continuum of services, not a place. It is an array of services and supports for scholars,

parents, and staff that provide scholars with disabilities access to the curriculum and learning experiences of the public school, including nonacademic and extracurricular activities, through an Individualized Education Program (IEP) that addresses the scholar's strengths and challenges.

Federal statute (P.L. 94-142 and 101-476), known as the Education for All Handicapped Children Act of 1975 and the Individuals with Disabilities Education Act, as well as the Indiana Administrative Code (511 | AC 7-31-1 et seq.) known as Article 7, guarantee all scholars with disabilities, three (3) years of age through the school year in which the scholar becomes twenty-two (22) years of age, a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE). In adherence to these state and federal laws, the TPS Exceptional Learners Guidebook for special education is intended to serve as a guide to those who work with scholars who may be eligible for special education services.

TPS believes that in all but rare cases, scholars with disabilities qualifying them for special education benefit the most from inclusionary practices. With our staffing model, classrooms will regularly receive support for small group targeted instruction, which will naturally lead to strong support for meeting the needs of scholars with IEPs. The flexibility in often having two adults in each classroom allows for IEP goals, interventions, and strategies to be easily met through inclusionary practices and evidence-based strategies such as co-teaching. Instead of being pulled out of the classroom during prime instructional time, scholar needs can be met within the general education setting.

A parent/guardian has the right to make a request to licensed personnel for an educational evaluation to determine special education eligibility. A referral is a written or verbal request. Immediately upon request to evaluate, a scholar and their parent/guardian are entitled to specific rights that are honored by TPS. These rights drive our procedures related to the referral, evaluation and eligibility determination of a scholar for special education services. If the parent initiates the request for evaluation, the SPED Team proceeds with the evaluation process unless there is clear evidence to generate a refusal. The SPED Team is required to respond to the parent within 10 Instructional days in writing. If the school initiates the request for evaluation, the process to obtain consent for evaluation begins, and the SPED Team determines what scholars will receive testing for with the school psychologist. For further information regarding Special Education policies, services, and protocols at TPS, please see the TPS Special Services Guidebook.

Multi-Tiered System of Supports (MTSS)

The PATH School uses a tiered approach to academics and behavior called Multi-Tiered System of Supports (Article 7, IDEA) to ensure all scholars achieve their highest potential. This structure provides the necessary instruction and support for all scholars to achieve their academic, social, emotional and behavior goals. The PATH School staff utilizes a variety of data sources in order to identify and assist scholars needing additional instruction and/or support. These data sources include, but are not limited to, grades, i-Ready and other standardized scores, attendance, and discipline reports.

The PATH School believes that children do well when they can. If a scholar is having difficulty academically or behaviorally, school personnel work to assist the scholar with skills that will help them improve the skills not yet mastered. As supplemental support becomes more intense, results are used to make decisions about the need for further research-based instruction and possible educational evaluation for special education services. The PATH School places an emphasis on early identification through universal screenings, supplemental support, and self-advocacy support for scholar learning.

Multilingual Learners

At TPS, Multilingual Learners will be identified through a Home Language Survey that is completed during kindergarten enrollment or enrollment new to the state. The previous spring's WIDA ACCESS assessment will be used to identify a scholar's level of English Language Proficiency. Scholars coming to Indiana from a non-WIDA Consortium state will be screened to determine their given level of English Language Proficiency. Once a level is determined, ML teachers will develop and execute appropriate Individualized Learning Plans (ILPs) with the assistance of parents/guardians to meet the scholar's needs. Parent Notification Letters will be sent to all ML families at the beginning of each school year, and families have the option to opt-out of services if desired. ILPs will be shared with the general education teachers and families. These plans list strategies, appropriate expectations, and testing accommodations for individual ML scholars. The ML teachers will determine supports that can be inclusively provided within the general education classroom and which supports require a pull-out setting for more effective delivery. TPS will ensure that communication with all stakeholders will be communicated to the extent of our ability in each home language via either onsite translators and interpreters or contracted language sources.

Bullying Prevention

The PATH School prohibits bullying, including cyberbullying through the use of data or computer software that is accessed through any computer, computer system, or computer network. We work to foster empathy and respect in all of our scholars and bullying behaviors are counter productive to this ideal. Bullying can create emotional distress and feelings of being unsafe on victims, witnesses, and the individual engaging in bullying behaviors. Scholars who commit any acts of bullying are subject to discipline including but not limited to suspension, expulsion, arrest, and/or prosecution.

Bullying is defined as "overt, unwanted, **repeated acts** or gestures, including verbal or written communications or images transmitted in any manner (including digitally or electronically), physical acts committed, aggression, or any other behaviors, that are committed by a scholar or group of scholars against another scholar with the intent to harass, ridicule, humiliate, intimidate, or harm the targeted scholar and create for the targeted scholar an objectively hostile school environment that:

1. Places the targeted scholar in reasonable fear of harm to the targeted scholar's person or property;
2. Has a substantially detrimental effect on the targeted scholar's physical or mental health;
3. Has the effect of substantially interfering with the targeted scholar's academic performance; or
4. Has the effect of substantially interfering with the targeted scholar's ability to participate in or benefit from the services, activities, and privileges provided by the school.

"Bullying" may not be interpreted to impose any burden or sanction on, or include in the definition of the term, the following:

1. Participating in a religious event.
2. Acting in an emergency involving the protection of a person or property from an imminent threat of serious bodily injury or substantial danger.
3. Participating in an activity consisting of the exercise of a scholar's rights protected under the First Amendment to the United States Constitution or Article I, Section 31 of the Constitution of the State of Indiana, or both.

4. Participating in an activity conducted by a nonprofit or governmental entity that provides recreation, education, training, or other care under the supervision of one (1) or more adults.
5. Participating in an activity undertaken at the prior written direction of the scholar's parent.
6. Engaging in interstate or international travel from a location outside Indiana to another location outside Indiana.

Rules against bullying may be applied regardless of the physical location in which the bullying behavior occurred, whenever the individual committing the bullying behavior and any of the intended targets of the bullying behavior are scholars attending a school within The PATH School and disciplinary action is reasonably necessary to avoid substantial interference with school discipline or prevent an unreasonable threat to the rights of others to a safe and peaceful learning environment.

BULLYING PREVENTION includes provisions concerning education, parental involvement, and intervention; a detailed procedure for the expedited investigation of incidents of bullying; and a detailed procedure outlining the use of follow-up services.

Reporting of Bullying Incidents

Scholars reporting alleged incidents of bullying may do so to a teacher, administrator, counselor, or social worker. The confidentiality of reports will be maintained as much as possible.

Bus Conduct and Safety

Scholars will ride the bus to which they have been assigned unless other arrangements have been made by the parent and an administrator. School bus transportation is a privilege, and if this privilege is revoked, parents/guardians are responsible for transporting the child to and from school. At the bus stop, scholars are to:

1. Be on time and board the bus only at the regularly assigned stop.
2. Stay out of the street and away from the road.
3. Enter the bus when the bus comes to a full stop and the door has been opened by the driver.
4. Scholars crossing the street to board the bus should wait for the driver to signal that it is clear to cross.
5. Wait their turn and keep hands to themselves when entering the bus.
6. Refrain from behaviors that are a violation of the school Code of Conduct.

The PATH School disciplinary policy applies while scholars are on the bus. Additionally, on the bus scholars are to:

1. Always obey the driver promptly and respectfully.
2. Be seated promptly and stay in their assigned seat.
3. Keep all books on their lap or contained in a pack or bag.
4. Be courteous and not use inappropriate language.
5. Speak in low tones.
6. Keep hands to themselves at all times.
7. Keep all belongings including head, hair, hands and feet inside the bus.
8. Objects must remain in their appropriate location throughout the entire ride.
9. Treat bus seats and equipment with care and respect.
10. Keep the bus clean and orderly.
11. Scholars may use electronic devices to do their homework on the bus

Inappropriate and/or unsafe conduct on the bus may result in temporary removal from the bus and may result in indefinite removal. Violations of the Code of Conduct while on the bus may also result in additional discipline that follows the handbook. An administrator may, at any time, permanently remove a scholar's privilege to ride the bus if scholar behavior warrants such action.

Transportation questions can be answered by calling 317-426-4000.

Discipline Core Belief Statement

In order to create a physically and emotionally safe environment for learning,

- scholars, staff, and families are responsible for cultivating a climate that is conducive to academic excellence and civic awareness.
- Behavior expectations and consequences must be explicitly taught, modeled, and reinforced.
- Creation of an engaging and scholar-centered environment will highlight behavior as a form of communication and interruptions will be minimized.
- Proactive strategies will be implemented based on levels of support needed by each child.

Discipline

The purpose of The PATH School Redirection Plan is to encourage a positive school culture in a safe community of learners where expectations are clear and scholars are prepared to perform at high levels. The PATH Plan is proactive. It is designed to help create the space for children to discover their purpose and passions, to achieve their goals, and to develop and use their talents with their whole hearts.

At The PATH School, we strive to use best practices to develop a systematic approach to support positive behavior. Because we believe in a strengths-based model of working with scholars, we consistently strive to build on scholars' strengths, even when their behavior is inappropriate. Every scholar we serve is a stakeholder in our school, and their actions affect others. In our work with scholars, we will employ restorative practices that allow scholars, staff, families and community members to work together to resolve issues as they arise in the school.

TPS promotes proactive, positive behavior management, and that begins with our social and emotional learning curriculum. Our goal is to teach scholars to self-regulate and reflect on their behavior in order to reduce the number of disruptions in our classrooms. At TPS, discipline is not punishment. It is an opportunity to teach the expected behavior. We believe all scholars can learn to be respectful, responsible scholars given the support to do so.

Our behavior management system includes, but is not limited to:

1. Responsive Classroom/Social and Emotional Learning Curriculum (Empowering Education)
2. "Calm Corner"
3. Positive behavior reinforcement
 - a. "I like the way Alyssa is standing in line quietly"
 - b. "Raymond did a good job putting things in his cubby quietly and moving to his desk."
 - c. "I like the way the class is waiting patiently for Ms. Abbott to arrive."
4. Reflections sheets
5. PATH Team and/or MTSS Interventions
 - a. Counseling support

- b. Special Education support
- 6. Restorative practices
- 7. Behavior management trackers
- 8. Restorative conferences with scholars
- 9. Restorative conferences with parents/guardians, scholars and staff

Because our PATH teams are designated to ensure consistent communication between families and the school, families will be made aware when inappropriate behavior is exhibited. PATH teams and families will work together to identify the root of the behavior and will develop a plan to correct it. All PATH team meetings with families will be documented to ensure scholars are being supported appropriately.

“Calm Corner”

Purpose

1. The “Calm Corner” serves as a safe space in the classroom for scholars to self-regulate and reflect on inappropriate behavior.
2. It will be used as a quiet space in the classroom to help reduce the loss of instructional time for scholars (the whole class and the scholar who needs the break).
3. After a brief time (with the timer set), the scholar will debrief with the teacher, feedback will be given regarding the behavior (the scholar will be seen and heard during this interaction) and a plan will be set in place to move forward for the remainder of the class time.

Preparation

1. The teachers will explicitly teach the expected behaviors for the “Calm Corner”.
2. Teachers will actively model entry to, time in, interaction during, and leaving the “Calm Corner”.
3. Teachers will explicitly teach the reflection strategy for the “Calm Corner”.
4. Each class will discuss and practice; it should be fun, lively, and engaging.
5. Scholars should brainstorm ideas about why the “Calm Corner” is important and why it will create a safe and orderly learning environment.

Process

Step 1: Acknowledge inappropriate behaviors early.

Step 2: Move to the “Calm Corner”.

Step 3: Reflection documents available for completion in the “Calm Corner”.

Step 4: Check the scholar’s reflection sheet.

Step 5: Talk with scholars about behavior using encouraging and positive language, be sure to give the scholar an opportunity to share his/her side of the story.

Documentation

1. Teachers will file each child’s “Reflection Sheet” in a classroom file.
2. A copy of the “Reflection Sheet” will be shared with the PATH Team each week.
3. The data will be used to evaluate and improve the program for the individual scholar.
4. If a scholar receives 3 or more “Reflection Sheets” in a week, PATH team members will be notified to speak to the teacher and the scholar (separately).
5. PATH team members will keep parents abreast of classroom behaviors. If a scholar receives 5 “Reflection Sheets”, the family will be notified.
6. If a child receives 8 “Reflection Sheets”, the PATH team will set up a family meeting.

Proactive and Responsive Circles (Community Circles/Morning Meetings/Closing Circles)

1. There will be daily community circles, “morning meetings” and closing circles used for team building and problem solving.
2. Community circles, “morning meetings” and closing circles enable a group to get to know each other, to build inclusion, and to develop mutual respect, trust, sharing, and concern.
3. Circles provide scholars with opportunities to share their feelings, ideas, and experiences in order to establish relationships and develop social norms on a non-crisis basis.
4. When there is wrongdoing, circles play an active role in addressing the wrong and making things right.

Culture Team Referral

Purpose

1. Culture team referrals are written when scholars exhibit inappropriate behaviors that call for immediate attention.
2. Culture team referrals are meant to provide scholars a safe place to discuss and reflect on their behavior and learn appropriate skills for dealing with those situations if they were to occur again.
3. Culture team referrals are written when the most egregious behaviors occur.
4. Culture team referrals are meant to remove a scholar from a situation that puts him/herself or others in danger.
5. From these meetings, restorative conferences may occur.

The PATH School: Consequences for not following the PATH

At The PATH School, we believe all scholars can learn to make positive choices. When scholars make mistakes, we respond in ways that help them reflect, repair, and grow—while keeping everyone safe and focused on learning.

The determination of an In-School Suspension (ISS) or Out-of-School Suspension (OSS) will be made by the Dean of Scholars in accordance with the school's Student Code of Conduct and the specific circumstances of the incident.

Level	What	Responsible	Our Response/Consequence
Level 1	For small mistakes or first-time behavior issues, e.g. • Talking out of turn • Not following directions • Being unprepared • Mild disrespect or off-task behavior • Defiance/Insubordination	Classroom Teacher / Culture Specialist	• The classroom teacher or person reporting the incident MUST contact the family the day of the incident. • Restorative conversation/practices • Detention • Parent contact

Level 2	Repeated behaviors and/or behaviors that disrupt learning, e.g • Dress Code (excluded until compliant) • Speech inappropriate for school • Refusal to follow directions • Academic dishonesty • Unkind or disrespectful language • Walking out of assigned/scheduled area • Repeated Defiance/Insubordination • Horseplay	Classroom Teacher / Culture Specialist	• The classroom teacher or person reporting the incident MUST contact the family the day of the incident. • Discipline Notification/ Letter home • Automatic: The scholar is subject to ISS or OSS in accordance with the school's discipline procedures. • Parent or Guardian conference required
Level 3	For serious behaviors or repeated offenses • Profanity • Bullying or harassment: Cyber or in-person • Vandalism or theft • Aggravated insubordination or unsafe choices • Tobacco Vape • Elopement • Serious threats of physical harm	Dean of Scholars	• The classroom teacher or person reporting the incident MUST contact the family the day of the incident. • Discipline Notification/Letter home • Automatic: The scholar is subject to ISS or OSS in accordance with the school's discipline procedures, plus probation. • Parent conference required
Serious Issues	For dangerous or harmful behaviors (rare but serious). • Weapons • Probation Violation • Verbal Assault towards Scholars or Staff • Physical Violence • Repeated acts of bullying or harassment • Drugs/Alcohol (including a Marijuana Vape) • Sexual Harassment/Assault	School Leader / Dean of Scholars	• The classroom teacher or person reporting the incident MUST contact the family the day of the incident. • Phone call and Letter home • Automatic: The scholar is subject to ISS or OSS in accordance with the school's discipline procedures.

Restorative Practices

At The PATH School, our goal is to use restorative practices consistently school-wide to encourage a positive school culture, to support scholars' social and emotional growth, and to develop conscientious citizens who transform their communities. These practices will help us develop a school environment that is inclusive, that encourages sound decision making, and that creates space for scholars to take responsibility for their behavior and actions.

In using restorative practices at The PATH School, scholars will

1. have an opportunity to be heard.
2. understand the impact their actions had on others.
3. learn to take responsibility for their actions.
4. begin to repair the harm their actions may have caused.

5. recognize their role in maintaining a safe school environment.
6. build upon and expand their personal relationships in the school community.
7. recognize their role as a positive contributing member of the school community.

Examples of Restorative Questions

1. What happened, and what were you thinking at the time?
2. What have you thought about since?
3. Who has been affected by what you have done?
4. How were others affected by your actions?
5. What about this situation and process has been hardest for you?
6. What do you think you need to do to make things right?

Restorative Meetings/Conferences:

- Restorative conferences involve those who have acknowledged causing harm.
- These meetings take place with those who have harmed and those who have been harmed.
- The purpose of a restorative conference is to seek to understand each other's perspective and to come to a mutual agreement in order to repair the relationship.
- All sides may have supporters present to ensure equality and fairness.

Cut and return to school signed.

After you have read this book and discussed it as a family, please sign and return this page to your teacher.

I have read and discussed the rules and policies with my parents. We understand and agree to follow our school rules.

Scholar Name: _____ Grade: _____

Scholar Signature: _____ Date: _____

Parent(s) Signature: _____ Date: _____

