



HIGH SCHOOL OF  
**COMMERCE**

**Pathways at the High  
School of Commerce:**

**Freshman Guidebook**

**2018-19**

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# WELCOME LETTER

August 2018

Dear Pathways Student,

Congratulations! I am delighted to welcome you to **Pathways** - an innovative program launching for **all** grade 9 students at the High School of Commerce this fall. We look forward to seeing you on the first day of school – Monday August 27 at 7:20 AM - for our first day together. You are now officially a member of the **Pathways** community.

We put together this Freshman Guidebook together to give you more information about **Pathways**. In it, you will find a lot of your questions answered, including:

- The unique classes for **Pathways** students (which is *different* than what ninth graders at Commerce have taken in the past),
- The unique schedule for **Pathways** students (which is *different* than what Commerce students in grades 10 through 12 have for a schedule this year), and
- The unique four-year experience for **Pathways** students (which is *different* than what any students in Springfield have taken in the past).

Even before you read the rest of the Freshman Guidebook, here are four major questions you might have:

## 1. *What is Pathways?*

You are about to take the first step of a life-changing journey in which you will choose a course of study based on *your* interests. Our goal is to support you - with academic, social and college and career goals - as you create your Pathway to college and career ready success!

## 2. *What will you do in Pathways?*

In grade 9 at **Pathways**, you will take five core classes - 1) Humanities (English class), 2) Math, 3) Biology, 4) Advisory and 5) the Pathways Exploratory Class – and two electives. The first three classes may look similar to what you have taken in the past, but Advisory and the Pathways Exploratory Class will be very new. In Advisory and the Pathways Exploratory Class, you will explore how your interests fit with career opportunities out in the world in a project-based setting. You will explore more about your own passions inside and outside of school. These two classes will help you create your own learning Pathway. As you move from grade to grade, you will

have opportunities to continue developing your own learning Pathway through work-based internships and early college courses at STCC and Westfield State.

### *3. How will **Pathways** support you?*

At **Pathways**, you will be a member of one of three smaller teams; we call these teams “Houses.” Your house will be like a family, helping you develop strong relationships with your peers and teachers and also allowing powerful learning to take place. You will travel with the same group of students within these Houses during the day. You will also build a strong relationship with your advisor who will meet with you twice per day, in the morning and at lunch. Your advisor has either already called you or will be calling you in the days ahead.

### *4. How will you have a voice in **Pathways**?*

Students in **Pathways** will have opportunities and experiences as leaders and strong voices in our community. Students will participate in sports, form and run clubs, and participate in student government. These opportunities will be offered both during and after school. You will learn more about these opportunities in the first few weeks of school.

I really look forward to meeting the students on Monday August 27, and parents/families at our upcoming community events (which are listed on **page 19** of this guidebook).

If you have any questions about Pathways, please feel free to call me at 413 387-9861 or email me at [bucklandc@springfieldpublicschools.com](mailto:bucklandc@springfieldpublicschools.com).

Best wishes,

Chris Buckland  
Director of Personalized Pathways

# WHAT YOU WILL BECOME

## A. Our Pathways Mission for You

The mission of Pathways at the High School of Commerce is to engage all students in the development of their chosen personalized pathway. Harnessing the support of a diverse and collaborative group of school stakeholders – including students, families, educators, the community, industry and institutes of higher education – Commerce students realize their individual potential to successfully embrace the dynamism of the times in which they live.

Everyone connected to Pathways – the teachers, the paraprofessionals, the advisors, the counselors, the coaches, the staff, the custodians and the entire organizational team - believes that **YOU** can achieve this mission.

## B. Our Pathways Vision for You at Graduation

By the time that you graduate from Pathways, you will have reached your fullest academic and personal potential. You will also be college and career ready, equipped with the skills, knowledge, and expertise needed to succeed in work and life.

When you walk across the Commerce stage in June of 2022, you will have accomplished the following specific goals:

- Satisfied all of the Habits of Mind,
- Passed the MCAS in ELA, Math and Biology.
- Grown in your social-emotional maturity.
- Completed Early College Courses, and
- Interned in a Workplace.

Everyone connected to Pathways – the teachers, the paraprofessionals, the advisors, the counselors, the coaches, the staff, the custodians and the entire organizational team - believes that **YOU** will realize this vision.

## C. Our Habits of Mind

You probably noticed a new phrase – **Habits of Mind** - on the previous page and you also probably noticed that you need to show evidence of these Habits of Mind in order to graduate from Pathways. The Habits of Mind is a fancy way of saying “Super Skills,” as these are the skills that we believe all Pathways graduates must have in order to be successful in any college or career opportunity. We will also at times call them *competencies*, as we want you to be *competent*, if not a master of these super skills by the time you graduate.

Our Habits of Mind at Pathways are **1) Relationships, 2) Agency, 3) Communication, 4) Knowledge & Thinking and 5) Work Ethic**. All of your learning will be grounded in these Habits of Mind, and you will receive projects where you can show your growth and competence in them. You will be able to check on your progress with the Habits of Mind by logging into our learning platform, LiFT. On your report card, it will say EXACTLY where you are, indicating whether or not you are beginning, meeting or exceeding the Habit of Mind.

The below gives you a definition on what makes up each of the Habits of Mind.

### 1. Habit of Mind Competency – Relationships

#### A. Skill: Service

- Students take an active role in their community and are active participants in democratic processes.

#### B. Skill: Human Diversity, Citizenship and Sense of Community

- Students demonstrate understanding of the cultural expressions that are characteristic of particular groups. They also demonstrate understanding of the concept of prejudice, and of its effects on various groups, whilst being active, constructive members of the larger community.

#### C. Skill: Growth and Change

- Students understand continuity and change and can demonstrate understanding of the relationship between their local environment and community heritage and how each shapes their lives.

#### D. Skill: Working Independently and Collaboratively

- Students work and learn independently (effectively allocating time, energy and resources) and collaboratively as part of a team (contributing to group efforts and understandings).

#### E. Skill: Healthy Choices

- Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others.

### 2. Habit of Mind Competency – Agency

#### Skill: Decision Making, Responsibility and Integrity

- Students make informed decisions and demonstrate an understanding of personal economic decisions, and account for their decisions. Students also make decisions that demonstrate understanding of natural and human communities, the ecological, economic, political, or social systems within them, and awareness of how their personal and collective actions affect the sustainability of these interrelated systems.
- Students interact respectfully with others, including those with whom they have differences. They use systematic and collaborative problem-solving processes, including mediation, to negotiate and resolve conflicts.

- Students analyze their roles and responsibilities in their family, their school, and their community.

### **3. Habit of Mind Competency – Modes of Communication**

#### **Skill: Reading, Writing, Speaking and Listening**

- Students develop the proficiency, confidence and fluency in the modes of communication needed to meet the literacy demands of the 21<sup>st</sup> century.

### **4. Habit of Mind Competency - Knowledge and Thinking**

#### **Skill: Creative & Critical Thinking**

- Students explore information and arguments from various points of view to think critically and creatively and to solve problems.

#### **Skill: Learning Resources and Information Technology**

- Students will be independent, competent and confident users of information and technology and able to apply related strategies for acquiring basic skills and content knowledge, communicating ideas, solving problems and pursuing personal interests.

#### **Skill: Workplace**

- Students demonstrate dependability, productivity, and initiative. Students know about various careers. Students develop a plan for current and continued education and training to meet personal and career goals.

### **5. Habit of Mind Competency – Work Ethic**

#### **Skill: Effort, Persistence & Reflection**

- Students demonstrate the effort and persistence needed to be successful in school, work, and life. They also reflect on past experiences as a way of informing decision making.

#### **Skill: Self-Worth**

- Students assess their own learning by developing rigorous criteria for themselves, and use these to set goals and produce consistently high-quality work. In addition, they assess how they learn best, and use additional learning strategies to supplement those already used. Students also demonstrate respect for themselves and others.

# HOW WE LIVE WITH EACH OTHER

## A. Our Restorative Community

Pathways is first and foremost a community. But oftentimes in a community, relationships can get messy. We can miscommunicate, misunderstand and hurt one another. Students make mistakes; adults also make mistakes. But what happens when things get messy or when mistakes get made at Pathways? When things get messy – and when mistakes get made – we at Pathways believe that relationships can be rebuilt and restored.

We call our community a *restorative community* because:

- We **believe** that relationships are foundational to the process of building and maintaining community.
- We **create** safe spaces for the whole school community to feel welcome and speak their truth.
- We **choose** to participate in building our school together.
- We **focus** on repairing harm by taking responsibility and seeking to understand each other.
- We **trust** in the process and work together to reach shared agreements.

There are a lot of restorative practices that you will see on display at Pathways. One of the most powerful and the most common is daily **morning circle**. Morning circle is a daily ritual practiced by both students and staff at the start of each day. The circle represents the many parts of the community coming together as a whole. This process of reflecting and sharing is encouraged and supported by the people in the circle. In that circle, students and staff can feel safe, form meaningful relationships and share opinions and settle disagreements.

## B. Our Pillars (“The Air We Breathe”)

Our pillars are another practice. The pillars guide how we all live with, support and respect one another at Pathways. They are the strong foundations from which positive relationships at Pathways are built. By living these pillars every day, we create opportunities for you **both** gain the knowledge to pursue your own interests **and** become career or college ready and have a positive impact on our community, when they graduate. The pillars are:

- **Everyone is welcome here:** We are a school where students, educators, parents, and visitors are noticed, welcomed, and valued.
- **Be mindful in thought and action:** We are a school where rules have the sole intent to teach students to develop agency and responsibility in order to become the moral and ethical citizens we expect them to be.
- **Speak with Care and Power:** We are a school where the language students frequently hear helps them tell a story about themselves that is one of limitless possibilities and potential (and therefore, where students perform in ways that are consistent with that belief).
- **Create opportunities:** We are a school where students discover and develop opportunities to see what they are capable of achieving.
- **Surpass Expectations:** We are a school where assumptions are not made and limits are not set.

You will come to memorize these pillars, as they will be the “air we breathe” at the school.



# WHO WILL SUPPORT YOU

## A. Your House Team

You will be assigned to one of three houses in Pathways: the Mandela House, the House Yousafzai and the Angelou House. The namesakes for these houses - Nelson Mandela, Maya Angelou or Malala Yousafzai - embody the Habits of Mind that you read about in the previous pages of this guidebook.

Pathways is a big community within an even bigger school, and so, we created Houses to give you a sense of identity and community. We hope that the Houses help you to forge relationships with peers and teachers. You will notice that many of your classes in the Houses are co-taught. This is on purpose: we want to give you as much support as we can to make you successful.

### I. The Nelson Mandela House Team:

Class	Teacher	Email	Room
Humanities	Brian Damboise	<a href="mailto:damboiseb@hscommerce.org">damboiseb@hscommerce.org</a>	230
Humanities (SPED)	Shannon Doyle	<a href="mailto:doyles@hscommerce.org">doyles@hscommerce.org</a>	231
Humanities (English Language Development)	Chris Rooney	<a href="mailto:rooneyc@hscommerce.org">rooneyc@hscommerce.org</a>	229
Math	Ariel McCarthy	<a href="mailto:mccarthy@hscommerce.org">mccarthy@hscommerce.org</a>	235
Math (SPED)	Mike Gatani	<a href="mailto:gataniom@hscommerce.org">gataniom@hscommerce.org</a>	237
Math (English Learners)	Ivonne Burgos	<a href="mailto:burgosi@hscommerce.org">burgosi@hscommerce.org</a>	236
Biology	Neil McEwan	<a href="mailto:mcewann@hscommerce.org">mcewann@hscommerce.org</a>	234
Biology (Para-Professional)	Yoshua Cotto	<a href="mailto:cottoy@hscommerce.org">cottoy@hscommerce.org</a>	234

### II. The Maya Angelou House Team:

Class	Teacher	Email	Room
Humanities	Ben Masse	<a href="mailto:masseb@hscommerce.org">masseb@hscommerce.org</a>	252
Humanities (SPED)	Caitlin Giorgio	<a href="mailto:giorgioc@hscommerce.org">giorgioc@hscommerce.org</a>	210
Humanities (English Language Development)	Linda Gonzales	<a href="mailto:gonzalesl@hscommerce.org">gonzalesl@hscommerce.org</a>	253
Math	Russell Littlefield	<a href="mailto:littlefieldr@hscommerce.org">littlefieldr@hscommerce.org</a>	206
Math (SPED)	Stephen Baffour	<a href="mailto:baffours@hscommerce.org">baffours@hscommerce.org</a>	206
Math (English Learners)	Angela Quinones	<a href="mailto:quinones-vazqueza@hscommerce.org">quinones-vazqueza@hscommerce.org</a>	207
Biology	Mary Shaw	<a href="mailto:shawm@hscommerce.org">shawm@hscommerce.org</a>	202

Biology (Para-Professional)	Theresa Gomez	<a href="mailto:gomezt@hscommerce.org">gomezt@hscommerce.org</a>	202
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### III. The Malala Yousafzai House Team:

Class	Teacher	Email	Room
Reading specialist	Tracie Berry	<a href="mailto:berryt@hscommerce.org">berryt@hscommerce.org</a>	250
Humanities	Shona Lappin	<a href="mailto:lappins@hscommerce.org">lappins@hscommerce.org</a>	243
Humanities (SPED)	Kristen Loiko	<a href="mailto:loikok@hscommerce.org">loikok@hscommerce.org</a>	249
Humanities (English Language Development)	Saskia Fabricant	<a href="mailto:fabricants@hscommerce.org">fabricants@hscommerce.org</a>	242
Math	Theresa Friguglietti	<a href="mailto:frigugliettit@hscommerce.org">frigugliettit@hscommerce.org</a>	240
Math (SPED)	Sarah Westmoreland	<a href="mailto:westmorelands@hscommerce.org">westmorelands@hscommerce.org</a>	240
Math (English Learners)	Carlos Lopez-Rivera	<a href="mailto:lopez-riverac@hscommerce.org">lopez-riverac@hscommerce.org</a>	241
Biology	Rachel Maloney	<a href="mailto:maloneyr@hscommerce.org">maloneyr@hscommerce.org</a>	251
Biology (Para-Professional)	Evelyn Cruz	<a href="mailto:cruze@hscommerce.org">cruze@hscommerce.org</a>	251

## B. Your Advisor and Your Advisory

You will also be assigned to an advisory, that will be lead by an advisor who is either a teacher within your house or a member of the organizational team at Pathways. In advisory, you will build relationships that we hope will lead to you feeling connected/engaged emotionally in your school community, and – in the process – also developing your own social-emotional skills. Advisory is a credit-bearing class (you’ll get a grade in it!), and it meets often (once in the morning and at lunch).

Your advisory will have 8-12 students. In the space below, please write down the name of your advisor, his/her email and room number where you meet for advisory.

Name of My Advisor	Email	Room Number

## C. Your Pathways Team

In addition to your house team and your advisory, there are a number of people at Commerce who are here to help you. Here is a chart to help you learn about the people who are here to support you.

<b>Role</b>	<b>Name</b>	<b>How They Can Support You</b>
Director of Personalized Pathways	Chris Buckland	As the “principal” of Pathways, he is here to answer any question that you may have.
Counselor	Tamara Dodds	As the counselors of Pathways, they are here to help you if you need to speak to someone about a sensitive matter or need advice about your future.
Counselor	Nelly Mantilla	
Restorative Justice Dean	Andrew Balog	As the deans of Pathways, they are here to help you develop and sometimes repair relationships with your classmates and with adults.
Restorative Justice Dean	Meghan Welter-Stahovich	
Academic Program Coordinator	Wesley Strong	As the “fixer” at Pathways, he is here to help you with technology and school supplies.

# WHEN & WHAT ARE YOUR CLASSES

## A. Your Three Daily Schedules

You will notice that Pathways operates on a **completely** different schedule than the rest of Commerce. You will arrive at school at the same time as Commerce 10-12 students, but you will leave sometimes earlier and oftentimes later. We designed the schedule to give you time to learn what you need to learn, especially the Habits of Mind.

There are three different schedules which will be posted in the school: 1) a Monday/Tuesday/Thursday schedule, 2) a Wednesday schedule and 3) a Friday schedule. The below captures each of those three schedules.

<b>The Monday/Tuesday/Thursday Schedule</b>	
Time	Class
7:20-7:55	Advisory
7:55-8:40	Pathways Exploratory Class
8:40-9:40	Academic 1
9:40-10:40	Elective
10:40-11:50	Academic 2
11:50-12:15	Student Lunch with Advisory
12:15-1:15	Elective
1:15-2:10	Academic 3
2:10-3:05	WIN

<b>The Wednesday Schedule</b>	
Time	Class
7:20-8:10	Advisory
8:10-9:40	Pathways Exploratory Class
9:40-10:50	WIN – 1 of 2
10:50-11:50	WIN – 2 of 2
11:50-12:15	Student Lunch with Advisory & Dismissal

The Friday Schedule	
Time	Class
7:20-7:55	Advisory
7:55-8:30	Pathways Exploratory Class
8:30-9:30	Academic 1
9:30-10:30	Academic 2
10:30-11:30	Academic 3
11:30-12:00	Student Lunch with Advisory
12:00-12:45	Elective
12:45-1:35	Elective
1:35-2:40	WIN
2:40-3:05	Advisory

## B. Your Freshman Classes

Your grade 9 classes at Commerce are listed below. All of these classes are credit-bearing, which is a fancy way of saying you get a grade in them and will be held accountable in them:

<u>Class</u>	<u>Description</u>
<b>Advisory</b>	Advisory is a structured opportunity for you to build relationships (student/advisor, student/student), that will lead to you feeling connected/engaged emotionally with your Pathways community, and – in the process – developing essential social-emotional skills.
<b>Pathways Exploratory Class</b>	The Pathways Exploratory Class is an opportunity for you to gain a hands-on introduction to three questions that will impact your post-Commerce lives - 1) What do I care about?, 2) What am I good at?, and 3) What college and career opportunities are out there? – and, in the process, you will gain a depth of understanding about career fields in demand in Springfield.
<b>Humanities (or English Language Development)</b>	The Pathways core classes – Humanities (or English Language Development), Math and Biology – are opportunities for you to delve into grade-level content that prepares you academically for your life.
<b>Math</b>	
<b>Biology</b>	
<b>Electives: ROTC, PE, Art, Music, Spanish</b>	The content depends on the elective chosen. Some students will have two electives per day, while others will have one elective.
<b>WIN</b>	The WIN (What I Need) Block is an opportunity for you to address specific skills/gaps in ELA and Math that will unlock your advancement in other courses.

# HOW YOU WILL SEE YOUR PROGRESS

High school grading is different from middle school grading because the stakes are raised: you are now only 4 years away from entering college and/or a career. We need to make every moment count. As a result, we have developed a grading model to make the best use of your time with us, and to make certain that you are at the center of your learning. There are three types of “grades” at Pathways: 1) Learning Standards Grade, 2) Habits of Mind Grade, and 3) Traditional Grade.

## A. Your Learning Standards Grade

In every class except Electives, you will be taught according to learning standards. Most of these are set by the state of Massachusetts, like the Grade 9 Massachusetts Learning Standards. When teachers plan a lesson, they plan how to teach you a learning standard. You will be graded by how you do according to that learning standard. We call these **Learning Standards Grade**. At the end of each quarter, you will get a report card that will show how well you did on the learning standards that you were taught during the quarter. These are not numbers. Instead, they are graded on a 4 Stage Scale: 1) Not Yet Approaching, 2) Approaching, 3) Mastery and 4) Exceeding.

Here is an example to help you understand a Learning Standards Grade:

In your Humanities (or English Language Development) class, you are doing a PowerPoint presentation on how Abraham Lincoln and Martin Luther King viewed equality similarly and differently. Your teacher gave you this assignment because she wants to teach you this learning standard:

Grade 9 Massachusetts Learning Standard – Writing – Integration of Knowledge and Ideas - #9: Analyze seminal documents of historical and literary significance, including how they address related themes and concepts.

When your teacher grades your presentation, she is grading your presentation based upon how well you can show mastery of that standard. So, the learning standards grades on your first quarter report card in the Humanities class would say:

<b><u>CLASS: HUMANITIES (OR ENGLISH LANGUAGE DEVELOPMENT)</u></b>				
<b>A. Learning Standards Grade</b>				
<u>Learning Standards Taught During the First Quarter</u>	<u>Where You Are:</u>			
	NOT YET APPROACHING	APPROACHING	MASTERY	EXCEEDING
<i>Analyze seminal documents of historical and literary significance, including how they address related themes and concepts.</i>				

For each class, you will have a lot of these learning standards on your report card, as teachers will teach multiple standards at once.

## B. Your Habits of Mind Grade

As mentioned in the Habits of Mind section, we are really interested in the essential skills that are going to make you successful in life. In all classes – except Electives - you will also receive a Habits of Mind grade that will look to the progress that you have made in the five Habits of Mind. Like Learning Standards Grades, these are not numbers. Instead, they are graded on a 4 Stage Scale: 1) Not Yet Approaching, 2) Approaching, 3) Mastery or 4) Exceeding.

Let’s continue with the same example of Humanities Class and add the Habits of Mind Grade to the Learning Standards Grade. Your report card would now look like this:

<b><u>CLASS: HUMANITIES (OR ENGLISH LANGUAGE DEVELOPMENT)</u></b>				
<b>A. Learning Standards Grade</b>				
<u>Learning Standards Taught During the First Quarter</u>	<u>Where You Are:</u>			
	NOT YET APPROACHING	APPROACHING	MASTERY	EXCEEDING
<i>Analyze seminal documents of historical and literary significance, including how they address related themes and concepts</i>				
<b>B. Habits of Mind Grade</b>				
<u>Habits of Mind Progress During the First Quarter</u>	<u>Where You Are:</u>			
	NOT YET APPROACHING	APPROACHING	MASTERY	EXCEEDING
<b>1. Relationships</b>				
<b>2. Agency</b>				
<b>3. Modes of Communication</b>				
<b>4. Knowledge and Thinking</b>				
<b>5. Work Ethic</b>				

## C. Your Traditional Grade

Lastly, in all of your classes, you will also receive a traditional grade. On your report card, there will be a letter grade (A - F), and the corresponding number grade (0-100) on which the letter grade is based. This is the grade which ultimately becomes part of your grade point average (or GPA), and which will impact whether or not you are promoted. In every class except Electives, we follow a really basic formula for calculating your traditional grade - we call it **the 80-20 Rule**.

- **80** out of the 100 points of your traditional grade will be based on your progress on learning standards, as measured by your work in class on assignments/assessments. If you did well on your assignments, then you probably mastered a lot of the learning standards; therefore, you'd get a lot of those 80 possible points.
- **20** out of the 100 points of your traditional grade will be based on your progress with the Habits of Mind. There are 5 Habits of Mind, with each Habit of Mind worth 4 points. If you committed to working on these Habits of Mind, then you'd get a lot of those 20 possible points.

You might wonder why Habits of Mind are such an important part of your traditional grade. Remember: we believe the Habits of Mind are the critical super skills that you need for life after Commerce.

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So....How would you compute your traditional grade? Let's keep using the same example to show how we would calculate your grade. It's a four step process.

1. Habits of Mind Points (20 Possible Points): If we flip back to the previous page, it looks like you achieved the following:
  - 4 out of 4 points for Relationships
  - 2 out of 4 points for Agency
  - 3 out of 4 points for Modes of Communication
  - 3 out of 4 points for Knowledge and Thinking
  - 2 of out 4 points for Work Ethic

**TOTAL: 14 out of 20 possible points**
2. Learning Standard Points (80 Possible Points): Let's say that you did pretty well on the Powerpoint presentation, and mastered the learning standard. (Chances are that you will probably have many more projects/assignments, but let's keep it easy for this example.) You received a B+ on your presentation. So, out of the 80 points available for learning standards this quarter, you got 70.

**TOTAL: 70 out of 80 possible points**
3. Total Points: We then would add your Habits of Mind Points (14) to your Learning Standard Points (70) to get your grade.

**TOTAL: 84 out of 100 possible points**



4. Matching Total Points to Grade: We then look at the grade breakdown to see what letter grade you will receive. What letter grade does an **84** receive and what is the impact on your GPA?

Total Points in Class (Out of 100 possible points)	Corresponding Letter Grade	Impact on GPA
97-100	A+	4.0
93-96	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
65-66	D	1.0
Below 65	F	0.0

An 84 is a **B**. You just got a B in your first quarter Humanities Class. Congratulations...and you know exactly where you need to improve. This class counts as a 3.3 toward your GPA.

## D. Your Report Card

The first quarter report card - which puts all of this together - would look like this:

<b><u>CLASS: HUMANITIES (OR ENGLISH LANGUAGE DEVELOPMENT)</u></b>				
<b>A. Learning Standards Grade</b>				
<b><u>Learning Standard Taught During the First Quarter</u></b>	<b><u>Where You Are:</u></b>			
	<b>NOT YET APPROACHING</b>	<b>APPROACHING</b>	<b>MASTERY</b>	<b>EXCEEDING</b>
<i>Analyze seminal documents of historical and literary significance, including how they address related themes and concepts</i>				
<b>B. Habits of Mind Grade</b>				
<b><u>Habits of Mind Progress During the First Quarter</u></b>	<b><u>Where You Are:</u></b>			
	<b>NOT YET APPROACHING</b>	<b>APPROACHING</b>	<b>MASTERY</b>	<b>EXCEEDING</b>
<i>1. Relationships</i>				
<i>2. Agency</i>				
<i>3. Modes of Communication</i>				
<i>4. Knowledge and Thinking</i>				
<i>5. Work Ethic</i>				
<b>C. Traditional Grade</b>				
	<b>First Quarter</b>	<b>Second Quarter</b>	<b>Third Quarter</b>	<b>Fourth Quarter</b>
	<b>B (84%)</b>			

**D. Important Dates Related to Grades**

Please make a note in your calendars of these important dates:

**First Quarter (“Q1”)**

September 26, 2018: Progress Reports Distributed to Students & Grade 9 Open Evening at Pathways

November 14, 2018: Q1 Student-led conference and Potluck (5-8pm)

November 16, 2018: Report Cards Distributed to Students

**Second Quarter (“Q2”)**

December 6, 2018: Progress Reports Distributed to Students

February 1, 2019: Report Cards Distributed to Students

February 6, 2019: Q2 Student-led conference and Potluck (5-8pm)

**Third Quarter (“Q3”)**

February 28, 2019 Progress Reports Distributed to Students

April 10, 2019: Q3 Student-led conference and Potluck (5-8pm)

April 12, 2019: Report Cards Distributed to Students

**Fourth Quarter (“Q4”)**

May 10, 2019: Progress Reports Distributed to Students

June 7, 2019: Q4 Student-led conference and End of Year Celebration (5-8pm)

# MORE ABOUT PATHWAYS

## A. Parent and Family Engagement

It is important that all stakeholders at Commerce have a voice into what happens at Pathways. In early September, we will be reaching out to families about participating in the following monthly events:

- Parent council: Monthly meetings where parents are encouraged to raise issues, ask questions and create opportunities to shape and participate in Pathways community activities.
- Whole school meetings: Monthly meeting where all are invited – parents, students, teachers and facility staff - to raise issues and gain further insight into events into Pathways.

In addition to the above, families are encouraged to have their voices heard through the Monthly “Parent Voice Surveys” sent out by the Guidance team.

Lastly, we welcome every opportunity to speak with families and encourage anyone interested in meeting with a member of staff or administration to email or call to make a mutually convenient time to meet. Unfortunately, it is not possible to always accommodate walk-in requests for a same-day meeting.

## B. Communication

Communication is at the heart of our Pathways community. For this reason, we will be communicating to you in a number of ways:

*Through the Advisors:* On a weekly basis, advisory teachers will be calling home to talk about student success, achievement support.

*Through social media:* On a weekly basis, we will use Facebook, Instagram to communicate to you about upcoming important events, celebrations of student achievement and success as well as special events. In order to receive these notifications, please add us: Pathways@Commerce.

*Through website:* Also, on a weekly basis, we will be posting more detailed information and news on our website. It also where you can find a calendar of upcoming important events.

## C. Tardy/Early Dismissals/Absences

If you are going to be absent, please call the school as early as you can at 413 787-7220. When you return to school after an absence, you need to provide your Counselor with an official note explaining your absence. Without this note, your absence will not be excused. Please see the district policy for more specific information on Absences, [here](#).

If you are tardy, you will swipe in to school, using your school ID and then join your current class.

If you need to leave school before the official dismissal time, please call the school directly at 413 787-7220. Due to health and safety regulations, a student cannot be dismissed if this process has not been followed.

## **D. Uniform**

Students are expected to wear their school-issued identification around their neck at all times. On the first day of school, we'll provide you with a lanyard. For uniform, you will wear a red t-shirt or sweater and black or khaki pants. As an alternative to a red shirt, students may also wear Commerce sports/ club shirts. Plain Hoodies are permitted, as long as the hood is down throughout their time in the building.

## **E. Cell Phones and Earphones/Earbuds**

Students are permitted to have cell phones but are asked to place them in bags and to remove ear buds on entering the building. From time to time, teachers may ask students to use cell phones as part of a learning experience in class. If a student forgets to put away their phone, they will be asked to put it away to avoid distractions and disruptions to learning. If a student is unable to manage his/her cell phone use in class, teachers are asked to remove the phone for the remainder of the day, when it can be claimed by the student from their advisor.

## **F. Breakfast and Lunch**

Students will be provided with a "Grab and go" bag on entry to the school at 7:20. They will be expected to eat this in advisory, with their classmates. A variety of hot and cold lunches will be provided for all students on a daily basis. Families of students with food allergies, should make this known to advisory teachers as soon as possible.

## **G. Guidance**

Grade 9 students have an assigned counselor. In addition, students have access to the following supports: City Connects, Upward Bound, AmeriCorps academic support and Scholar Athletes academic support.

## **H. Buses and Bus Tokens**

Students who come to Commerce on a yellow SPS bus will be collected from Commerce, at the end of the day, by a yellow SPS bus. Students who come to school using a PVTA pass, will be expected to return home on a PVTA bus at the end of the school day. Bus tokens will be available for students who stay beyond the end of the school day, for sports or other school-related activities.

# PATHWAYS COMMUNITY AGREEMENT

I acknowledge that I have read this Freshman Guidebook. I also acknowledge that I have asked my advisor any questions that I have before signing below.

In particular:

- A. I agree to live the Pillars that are contained in this Freshman Guidebook.
- B. I also know that I'll make mistakes along the way. As long as I repair relationships after my mistakes, I'll continue to be a Pathways community member in good standing.
- C. Lastly, I have shared this guidebook with my parents/guardians. They have signed the below, and they have put down the IMPORTANT DATES [on page 19 of this guidebook] in their personal calendars.

\_\_\_\_\_  
Student's Name [PLEASE PRINT]

\_\_\_\_\_  
Advisor's Name [PLEASE PRINT]

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Advisor's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian Name [PLEASE PRINT]

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date