



INDEPENDENCE HIGH SCHOOL

*Every Student, Every Day.
Prepared. Motivated. Challenged.*

STUDENT HANDBOOK 2025 - 2026

Independence High School Campus:
125 Berry Street, Roseville, CA 95678
(916) 786-0793

Adelante High School Campus:
350 Atlantic Street, Roseville, CA 95678
(916) 782 - 3155

[Roseville Pathways/Independence Website](#)

The Roseville Joint Union High School District prohibits discrimination, intimidation, harassment (including sexual harassment), or bullying based on a person's actual or perceived age, ancestry, color, disability, ethnicity, gender, gender expression, gender identity, genetic information, immigration status, marital status, medical information, national origin, parental status, pregnancy status, race, religion, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. For questions or complaints, contact Equity Compliance Officer: Rob Hasty, Executive Director, Human Resources, 1750 Cirby Way Roseville, CA 95661, 916-782-8663, rhasty@rjuhsd.us and Title IX Coordinator: Rob Hasty, Executive Director, Human Resources, 1750 Cirby Way Roseville, CA 95661, 916-782-8663, rhasty@rjuhsd.us. For questions or inquiries about 504s, please contact our Section 504 Coordinator: Craig Garabedian, Executive Director of Special Education, 1750 Cirby Way, Roseville, CA. 95661, 916-771-6570 ex. 4902, cgarabedian@rjuhsd.us.

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WELCOME, PATHWAYS FAMILIES!

Dear Parents/Guardians, Students, and Staff,

With great pleasure and excitement, I extend a warm welcome to all of you as we embark on another academic year at Independence High School. Our mission remains steadfast: to provide a nurturing and intellectually stimulating environment that promotes academic excellence, personal growth, and social development.

We firmly believe in fostering a sense of community where all stakeholders, including parents, students, and staff, work collaboratively to create a positive and inclusive atmosphere. Together, we can achieve great things.

Our dedicated team of highly qualified educators is committed to delivering a comprehensive and well-rounded education that prepares students for future success. We aim to create engaging and innovative learning experiences that challenge students academically and develop critical thinking skills, creativity, and a plan for their future.

We also firmly believe in the importance of open communication and collaboration between the school and parents. Your involvement and support play a vital role in creating a solid partnership between home and school, benefiting our students and our programs' overall growth and success.

As we embark on this new academic journey together, I am confident that this year will be filled with achievements, growth, and memorable experiences for all our students. I look forward to working closely with you to ensure the best possible educational experience for your student.

Warm regards,

Ross Fernandes
Principal

GENERAL INFORMATION

INTRODUCTION

Independence High School aims to provide our students with the opportunity to engage in academic success, social and emotional development, and preparation for college and career choices. The coursework and supplementary educational activities that students will be exposed to assist in their preparation for the various postgraduate responsibilities they will assume as young adults. Therefore, it is critical that students enroll in courses that will ensure they meet all district graduation requirements, maintain good academic standing, meet behavior expectations, and possess acceptable attendance.

The Student Handbook outlines district and site graduation and enrollment requirements for Independence High School and program offerings. Also included is information regarding educational services for students as they develop the skills and knowledge to navigate career and life in the postsecondary world. This handbook is a general aide for students and their parents/guardians. Changes to courses, programs, and guidelines may occur throughout the year. Parents, students, and community members are encouraged to check with the individual school sites within the district for updated information.

FACULTY AND STAFF

High School Administration		Email	(916) 782 - 3155
Ross Fernandes	Principal	rfernandes@rjuhsd.us	x1603
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High School Support Staff			
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ROSEVILLE PATHWAYS CORE BELIEFS

Mission Statement:

Empower our community to achieve higher educational outcomes.

Provide additional, personalized educational choices for RJUHSD students.

GUIDING PRINCIPLES

- Students in the Adelante Pathway graduate with at least two college classes completed (6-8 units).
 - Students in the Independence Pathway graduate with at least two college classes completed (6-8 units).
 - Students in the Middle College Pathway graduate with at least one year of college completed (30 units).
 - 100% of Roseville Pathway scholars have experienced, chosen, and mapped out a post-secondary career pathway before walking the graduation stage
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PATHWAYS PARENT/GUARDIAN COMPACT

All students, parents/guardians, and staff must sign the Adelante High School School-Parent/Guardian Compact as part of Title 1, Part A, ESSA. Title I, Part A of the Elementary and Secondary Education Act (ESEA), as reauthorized by the Every Student Succeeds Act (ESSA), requires that local educational agencies (LEAs) conduct outreach to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children (ESSA Section 1116[a][1]).

INDEPENDENCE/ADELANTE HIGH SCHOOL

2025 - 2026 SCHOOL-PARENT/GUARDIAN COMPACT

Every Title 1 School must develop a school-family compact, according to the Every Student Succeeds Act (ESSA)
PLEASE REVIEW THE COMPACT WITH YOUR CHILD AND CHECK THE BOX TO ACKNOWLEDGE YOUR SIGNATURES.

Roseville Pathways (Adelante High School and Independence High School), and the parents/guardians of the students participating in activities, services and programs funded by Title 1, Part A, agree that the School-Parent/Guardian Compact outlines how the parents/guardians, the entire school staff, and the students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State high academic standards (Every Student Succeeds Act [ESSA] Section 1116[d]).

PRINCIPAL/SCHOOL AGREEMENT

I support this form of involvement. Therefore I shall strive to do the following:

- Provide a safe environment that allows for positive communication between the teacher, parent/guardian, and student.
- Support all teachers and provide them with the necessary equipment and materials to be effective.
- Establish a shared leadership model that includes students, parents/guardians, and staff.
- Encourage teachers to regularly provide lessons that meet the needs of all students.
- Encourage teachers to focus on student learning.
- Provide parents/guardians with regular student achievement data for all students to meet or exceed state academic standards.
- Hold high expectations for academic and social achievement for all students to meet or exceed state academic standards.

Principal Signature: Ross Fernandez

TEACHER AGREEMENT

It is important that students achieve at high levels. Therefore, I shall strive to do the following:

- Provide homework assignments that will challenge the student and practice for the skills and strategies they have learned in the course.
- Communicate regularly with parents/guardians to keep them aware of their child's progress.
- Use special activities in the classroom to engage the learner and make learning enjoyable.
- Provide engaging instructional strategies to my students to meet the needs of all learners.
- Expand the curriculum in the classroom through the use of technology.
- Plan lessons and units based upon the assessment of student performance.
- Hold high expectations for my student's academic and social progress and achievement so that each student will meet or exceed state academic standards.
- Have time available to assist students outside the classroom period.

Teacher Signature: Adelante High School Teachers

Teacher Signature: Independence High School Teachers

STUDENT AGREEMENT

It is important that I work to my highest potential and ability. Therefore, I shall strive to do the following:

- Attend school regularly and be on time to school.
- Attend classes with the necessary tools for learning (chromebook, etc)
- Complete and turn in assignments by due dates and study regularly.
- Report acts of bullying, cyber bullying, or harassment to my parents/guardians and/or any school staff member who is there to support me.
- Observe the rules of student conduct with respect for each person, our campus and our learning environment.
- Attend Monday Advisory weekly and when struggling to achieve a C or better in any class, I shall attend school-wide and classroom interventions.
- Ask for help and assistance regularly.

Student Signature: _____

PARENT/GUARDIAN AGREEMENT

I want my students to achieve. Therefore, I shall encourage my student by doing the following:

- See that my student is punctual and attends classes regularly.
- Support the school in its efforts to maintain proper discipline.
- Be aware of and ask about the various academic and career technical programs and the UC/CSU "A-G" requirements through my student's counselor.
- Encourage my student to meet the academic standards and expectations set by the school.
- Stay aware of my child's progress by reviewing their progress online and communicating directly with the teacher regularly.
- Communicate with my students regularly to support and guide their social and emotional development.
- Hold high expectations for my student's academic and social progress and achievement.

Parent/Guardian Signature: _____

This Compact was established by Roseville Pathways (Adelante High School & Independence High School) on 5/26/25 and will be in effect for the 2025-26 school year. The school will distribute the Compact annually to all parents and family members of students participating in the Title 1, Part A program on or before 8/7/25 and/or prior to the start of the student's 1st day of class.

INDEPENDENCE and ADELANTE ENROLLMENT / TRANSFER INFORMATION

There are three pathway options for all incoming students. These include the Credit Enhancement Pathways (Adelante), Independent Study Pathway (Independence High School - online program), and the Middle College Program (Independence High School in partnership with Sierra College). It is the expectation that enrolled students work towards a CTE pathway completion and/or complete a minimum of 2 college courses through Sierra College.

Important Information about Enrollment

- Enrollment or transfer to any of these programs is voluntary.
- A student can transfer back to their neighborhood school at any time.
- Students with an IEP must have an IEP transfer meeting before enrolling.

Enrollment or transfer process into Roseville Pathways for the 2025 - 26 school year:

1. Enrolling in Pathways
 - a. Families complete the Pathways Interest Form on the  [website](#)
 - b. A counselor will contact the family to discuss the programs
 - c. If the family wishes to enroll, there is a mandatory counselor-parent-student meeting & orientation
 - d. Before starting classes, the Title 1 School-Family Compact must be signed and dated by the student, parent/guardian, and school staff. This compact states the stakeholder agreements for attending Roseville Pathways.
 - e. For IHS & Middle College only: Before the commencement of independent study, the agreement shall be signed and dated by the student, the student's parent/guardian or caregiver if the student is under the age of 18 years, the certificated employee responsible for the general supervision of independent study, and all persons who have direct responsibility for assisting the student.
2. Transfer process to neighborhood high school from Independence High School:
 - a. A student can volunteer at any time to transfer back to their neighborhood high school;
 - b. In addition, a student not meeting the attendance requirements for Independent Study enrollment can be transferred back to their neighborhood high school if satisfactory educational progress is not met. Per policy: An evaluation shall be conducted to determine whether it is in the student's best interest to remain in independent study whenever the student fails to make satisfactory educational progress and/or misses three assignments. Satisfactory educational progress shall be determined based on all of the following indicators: (Education Code 51747).
 - i. The student's achievement and engagement in the independent study program, as indicated by the student's performance on applicable student-level measures of student achievement and engagement specified in Education Code 52060
 - ii. The completion of assignments, assessments, or other indicators that evidence that the student is working on assignments
 - iii. Learning required concepts, as determined by the supervising teacher

- iv. Progress towards successful completion of the course of study or individual course, as determined by the supervising teacher
- c. In either case, the student, parent/guardian, and counselor /administrator will discuss (via conference: phone, or in person) the current status of the independent agreement, transfer steps, and transfer dates. A family may request an additional meeting with the Roseville Pathways Principal to discuss the transfer determination.

The following are District Policies for the different Pathways programs:

Adelante High School: The California Education Code and the Roseville Joint Union High School Governing Board authorize a continuation education program to meet the unique needs of students 16 to 18 years of age who are not making sufficient progress at a comprehensive high school or other similar institution, and who are not legally-exempt from compulsory school attendance. The district's three alternative education schools are Adelante High School, Independence High School, and Adult Education (for students 18 years old and older). These alternative schools are smaller than comprehensive high schools and provide greater flexibility in order to focus on individual student needs.

Continuation schools are intended to provide the following:

1. An opportunity for pupils to complete required academic courses of instruction to graduate from high school.
2. A program designed to meet the educational needs of each pupil, including, but not limited to independent study, career counseling, and job placement services, as a supplement to classroom instruction.
3. A program of instruction that emphasizes career orientation and offers intensive guidance services to meet the unique needs of students.

Students 16 years of age or older but under 18 years of age, who have not graduated from high school, shall be permitted by the Governing Board to transfer voluntarily to a continuation school upon a finding of their comprehensive high school principal or designee that the placement will support the student's educational interests. A student who is 18 years of age and in his/her fourth year of high school will be permitted to enroll in a continuation school if he or she meets the residence requirements of the district. The criteria for placement into a continuation school will not be arbitrarily applied but applied consistently throughout the district. Administrators will assure adherence to the policies and procedures on the following page during the placement process:

- Voluntary placement is not used as an alternative to expulsion unless alternative means of correction have been attempted per **Education Code section 48900.5**;
- No specific group of students, including any group based on race, ethnicity, language status, or special needs, is disproportionately enrolled in continuation schools within the school district;
- A copy of policies and procedures, including Board Policy, regarding voluntary transfer to a continuation school is provided to parents and students whose voluntary transfer to a continuation school is under consideration;
- The transfer is voluntary, and the student has the right to return to his or her previous school;

- Upon request from a parent and before the student is transferred, the parent/guardian may meet with counselors, principals, or administrators from both the transferring school and the continuation school to determine whether transferring the student is the student's best option;
- To the extent possible, the voluntary transfer to a continuation school occurs within the first two weeks of each quarter;
- 10th grade students who turn 16 years of age on or before January 1st of their 10th grade year may be eligible for continuation placement under the following conditions:
 - The student is fewer than 50 credits deficient and the placement is made with the intention of the student making up the deficient credits and returning to his/her home school for the beginning of the 11th grade year.
 - The student has fewer than 50 total credits accumulated, and the placement is made with the intention that the student will graduate from the continuation school.
- All direct referrals of 10th-grade students should occur during the first two weeks of January of the student's 10th-grade year.
- Any 10th-grade referral not outlined above will continue to be reviewed and approved by the Assistant Superintendent of Student Services.

Independence High School & Early Middle College Program

- Independence High School is open to all RJUHSD students in grades 9 - 12.
- Enrollments and transfers to IHS occur within the first two weeks of each quarter; Course registration for current IHS students for future years begins every February with family meetings with a Roseville Pathways counselor.
- All IHS students are allowed to participate in their home-site extracurricular programs. These programs include Band, Choir, Dance, Drama, IB, CTE, Cheerleading, and CIF Sports team (football, basketball, etc). The IHS Counselor and Roseville Pathways Athletic Director will help students sign up for any required classes at the home site for these extra programs.
- **Early Middle College:** The Independence High School Middle College Program is open to students in grades 9-12 via an application process. This program allows 9-12 grade students to earn their high school diploma while earning college credits by attending classes at Sierra College. For additional information, contact a Roseville Pathways counselor. It's a collaboration with Sierra College for students who want to start earning college credits in an independent, flexible learning environment. Our Middle College Pathway is tuition-free and allows students to work towards an Associate's degree while completing an internship or work-study in the community.
- All Sierra College required classroom textbooks are free to students, with all associated initial textbook costs paid by RJUHSD.

Independent Study RJUHSD Board Policy: A student's participation in independent study shall be **voluntary**. Students participating in independent study shall have the right, at any time, to enter or return to the regular classroom mode of instruction. (Education Code 51747; 5 CCR 11700). Independent study for each student shall be under the general supervision of a district employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300. Students' independent study shall be coordinated, evaluated, and documented, as prescribed by law and reflected in the accompanying administrative regulation. (Education Code 51747.5)

For the 2025 - 26 school year and thereafter, the Superintendent or designee may continue to offer and approve independent study for an individual student upon determining that the student is prepared to meet the district's requirements for independent study and is likely to succeed in independent study as well as or better than the student would in the regular classroom setting.

The Superintendent or designee shall ensure that a written independent study agreement, as prescribed by law, exists for each participating student. (Education Code 51747). The written agreement shall specify the length of time in which each independent study assignment must be completed. Because excessive leniency in the duration of independent study assignments may result in a student falling behind his/her peers and increase the risk of dropping out of school, independent study assignments shall be no more than four weeks after assigned for all grade levels and types of program. However, when necessary based on the specific circumstances of the student's approved program, the Superintendent or designee may allow for a longer period of time between the date an assignment is made and when it is due, up to the termination date of the agreement.

An evaluation shall be conducted to determine whether it is in the student's best interest to remain in independent study whenever the student fails to make satisfactory educational progress and/or misses three assignments. Satisfactory educational progress shall be determined based on all of the following indicators: (Education Code 51747).

1. The student's achievement and engagement in the independent study program, as indicated by the student's performance on applicable student-level measures of student achievement and engagement specified in Education Code 52060
2. The completion of assignments, assessments, or other indicators that evidence that the student is working on assignments
3. Learning required concepts, as determined by the supervising teacher
4. Progress towards successful completion of the course of study or individual course, as determined by the supervising teacher

The Superintendent or designee shall ensure that students participating in independent study are provided with content aligned to grade level standards at a level of quality and intellectual challenge substantially equivalent to in-person instruction. For high schools, this shall include access to all courses offered by the district for graduation and approved by the University of California or the California State University as creditable under the A-G admissions criteria. (Education Code 51747)

The Superintendent or designee shall ensure that students participating in independent study for 15 school days or more receive opportunities for at least weekly synchronous instruction throughout the school year. (Education Code 51747)

The Superintendent or designee shall ensure that procedures for tiered reengagement strategies are used for all students who are not generating attendance for more than three school days or 60 percent of the instructional days in a school week, or who are in violation of their written agreement. This requirement only applies to students participating in an independent study program for 15 school days or more. The procedures shall include, but are not necessarily limited to, all of the following: (Education Code 51747)

1. Verification of current contact information for each enrolled student
2. Notification to parents/guardians of lack of participation within one school day of the absence or lack of participation
3. A plan for outreach from the school to determine student needs, including connection with health and social services as necessary
4. A clear standard for requiring a student-parent-educator conference to review a student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being

The Superintendent or designee shall develop a plan to transition students whose families wish to return to in-person instruction from independent study expeditiously, and, in no case later, than five instructional days. This requirement only applies to students participating in an independent study program for 15 school days or more. (Education Code 51747)

Master Agreement: The independent study agreement for each participating student also shall include, but are not limited to, all of the following: (Education Code 51747; 5 CCR 11700, 11702)

1. The frequency, time, place, and manner for submitting the student's assignments, reporting the student's academic progress, and communicating with a student's parent/guardian regarding the student's academic progress
2. The objectives and methods of study for the student's work and the methods used to evaluate that work
3. The specific resources that will be made available to the student, including materials and personnel, and access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work
4. A statement of the Board's policy detailing the maximum length of time allowed between an assignment and its completion, the level of satisfactory educational progress, and the number of missed assignments will trigger an evaluation of whether the student should be allowed to continue in independent study
5. The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement, with a maximum of one school year
6. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement to be earned by the student upon completion
7. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with disabilities with an individualized education program or a Section 504 plan in order to be consistent with their program or plan, students in foster care or experiencing homelessness, and students requiring mental health supports.
8. A statement that independent study is an optional educational alternative in which no student may be required to participate
9. In the case of a suspended or expelled student who is referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, a statement that instruction may be

provided through independent study only if the student is offered the alternative of classroom instruction

10. Before the commencement of independent study, the agreement shall be signed and dated by the student, the student's parent/guardian or caregiver if the student is under age 18 years, the certificated employee responsible for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student. Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education (CDE). (Education Code 51747)

The parent/guardian's signature on the agreement shall constitute permission for the student to receive instruction through independent study.

Student-Parent-Educator Conferences: A student-parent-educator conference shall be held as appropriate, including, but not limited to, as a re-engagement strategy and/or if requested by a parent/guardian prior to enrollment or disenrollment from independent study. (Education Code 51745.5, 51747, 51749.5)

Continued Enrollment of 18-year old students

Students who are returning to school for a fifth year must meet the following criteria in order to continue their education at the continuation school:

1. Show evidence of sufficient academic progress in the previous grading term by earning a minimum of 12 credits per quarter or 24 credits per semester.
2. Have maintained a minimum of 85% actual attendance at the continuation high school during the previous grading term.
3. Complete at least 10 credits in summer school/credit recovery before continuing their education in the fifth year at the continuation school if at the end of their fourth year, the student is more than 40 credits short of graduation.
4. Students must maintain good academic standing and adhere to all behavioral expectations.

INDEPENDENCE BELL SCHEDULE

Tuesday - Friday 55 Minutes Class Schedule

Class Period	55 Instructional Minutes
Period 1	8:30 am - 9:25 am
Period 2	9:30 am - 10:25 am
Period 3	10:30 am - 11:25 am
Period 4	11:30 am - 12:25 pm
Lunch	12:25 pm - 1:00 pm
Period 5	1:00 pm - 1:55 pm
Period 6	2:00 pm - 2:55 pm

Monday Collaboration/Flex Day Schedule

Class Period	55 Instructional Minutes
Period 1	8:30 am - 9:25 am
Period 2	9:30 am - 10:25 am
Period 3	10:30 am - 11:25 am
Period 4	11:30 am - 12:25 pm
Lunch	12:25 pm - 1:00 pm

Midterm and Final Schedule (Thurs./Fri.) 35 Minutes Classes

Class Period	35 Instructional Minutes
Period 1	8:30 am - 9:05 am
Period 2	9:10 am - 9:45 am
Period 3	9:50 am - 10:25 am
Period 4	10:30 am - 11:05 am
Period 5	11:10 am - 11:45 am
Period 6	11:50 am - 12:25 pm
Lunch	12:25 pm - 12:55 pm

INDEPENDENT HIGH SCHOOL STUDENT ATTENDANCE

Attendance is important to ensure the success of our students. If a student does not attend school, then a student cannot succeed in school.

Attendance at Roseville Pathways - Independence High School is documented by **completing assigned work daily and attending required live Zoom sessions.**

Each day, students are expected to log into the Canvas and/or Edgenuity using their student account to complete work as assigned by the teacher. For a student to receive attendance credit for a given school day, the student must be actively engaged by attending live sessions and/or completing assignments given by the teacher on that school day.

At the end of each learning period, the teacher evaluates the work or work products completed by the student and determines how many attendance days can be credited for the learning period. If the student did not complete all the required lessons in a learning period, and/or attend their assigned live instruction sessions, the teacher would reduce the number of attendance days the student is credited. The teacher will notify the parents if attendance is removed.

Parents and students should contact their teacher(s) with specific questions regarding which assignments are to be completed for each learning period. The following are examples of acceptable reasons:

- Student illness – no more than three (3) consecutive days. If the student is absent for more than three (3) consecutive days, a doctor's note is required.
- Religious reasons
- Funeral – Attending funeral services for a member of a student's immediate family, so long as the absence is not more than one (1) day if the service is conducted in California and not more than three (3) days if the service is conducted outside California.

Should the student not attend school for one of the above-noted reasons, the parent must submit written verification to the front office - attendance clerk for the absence to be excused.

Unexcused absences may result in the student's non-compliance with the school's enrollment requirements. Refer to the non-compliance policy in the master agreement concerning actions related to non-compliance.

While attendance credit may not be earned retroactively, should a student have an excused absence, academic credit may be made up by completing work as directed and approved by his/her assigned teacher during the applicable learning period.

Absences from school interfere with the academic achievement of your child. Students who are absent three (3) or more school days in an attendance period; or five (5) or more cumulative days; or have missed three assignments are subject to an evaluation to determine whether it is in their best interest to remain in independent study.

In these cases, the Pathways administration may deem that enrollment in Independence High School is not in the best interest of the student, and the student may be subject to withdrawal.

Excused Absences

Please note: A parent can excuse up to a maximum of 10 school days in a given year. After those 10 days, all absences are considered unexcused without a doctor's note or a note from the court. The truancy process will be initiated after a student has been absent **10** unexcused school days in the year. A student's absence shall be excused (max of 10 for the year by a parent or guardian) for the following reasons with a parent or guardian phone call or written signed excuse:

1. Personal illness (phone calls accepted).
 2. Quarantine under the direction of a county or city health officer.
 3. Medical, dental, optometry, or chiropractic appointment.
 4. Attendance at funeral services for a member of the immediate family. An excused absence shall be limited to 1 day if the service is conducted in California or 3 days if the service is conducted out of state. Immediate family shall be defined as mother, father, grandparents, spouse, son/son-in-law, daughter/daughter-in-law, brother, siblings, or any relative living in the student's immediate household.
 5. Jury duty in the manner provided by law.
 6. The illness or medical appointment during school hours of a child for whom the student is the custodial parent.
 7. Justifiable personal reasons include court appearance, attendance at a funeral service, observation of a holiday or ceremony of their religion, attendance at religious retreats not to exceed four hours per semester, and attendance at an employment conference.
 8. Participation in religious instruction or exercises in accordance with district policy. The student shall be excused for this purpose on no more than four days per school month
-
1. **Credits Earned:** All classes are 10 credits per term. For most classes, students can earn 1-2 credits for each unit they show content mastery. Since classes are 18 weeks each Term (Fall and Spring), teachers create pacing guides for students to stay on track in classes for earning credit, completing assignments, and passing exams.
 - a. Students must stay on track in credits earned by following the teacher's pacing guide. Some students want to work faster or slower in certain units, but overall, classes must be completed in 18 weeks. Always assume 1 credit every two weeks or an equivalent of 1 Unit every two weeks to stay on track.
 - b. Credits earned (Attendance) review is completed at the end of each month to gauge student progress.

In essence there are three required attendance guidelines at Independence Pathways: Daily Attendance, Work Completion and Credits Earned Attendance.

1. See above on General Attendance
2. **Work Product Attendance:** Students enrolled in an independent study class, earn attendance through work product/assignment completion. The maximum length of time, which may elapse between the time the assignment is assigned and the date by which the student must complete

the assigned work is twenty consecutive school days per Board Policy 6158. Note: Three missed assignments, or substandard/incomplete work in any class will require an evaluation to determine if the student will be allowed to continue in independent study. Students must complete assignments to earn attendance.

3. **Enrollment Evaluation Letters:** Per Board Policy 6158; a student must attend 50% of the scheduled days of synchronous instruction in a school month as applicable by grade span. 10% of required minimum instructional time over 4 continuous weeks of the district's approved calendar. (Education Code 51747.5) Should a student fail to meet the standards of attendance or fail to meet work product deadlines, an evaluation will be made by the Principal to determine whether independent study is an appropriate placement (Education Code 51747). A written record of the findings of any evaluation will be placed in the student's cumulative file. This record shall be maintained for a period of three years from the date of the evaluation and, if the student transfers to another California public school, the record shall be forwarded to that school.

Independence Attendance Review Process and Supports: It's a team effort to support families in helping their students meet attendance requirements. We believe in over-communication because the student's future is important to us. The following process and supports include:

- Parent-Counselor Progress Meetings: the purpose of is to discuss:
 - current credits, grades, graduation progress
 - counseling updates and future classes
 - upcoming events and opportunities

- Homeroom/Supervisory Teacher
 - Meets every Monday with students to discuss weekly goals, course progress, and to support students to ensure they are earning credits
 - Will email or call parents with weekly goals from discussion with student
 - Will notify Attendance team of needed services

Homeroom/Advisory on Mondays is MANDATORY because it provides students with the opportunity to set goals with their advisors, receive learning opportunities for college and career with counselors, Sierra College, outside support services and receive Wellness group sessions. Homeroom (supervisory teachers) will monitor and keep track of students earning credits and communicate with families.

Closed Campus and Early Dismissals (Special Excuses): Roseville Pathways is a **closed campus**. The campus is closed during the school day, including lunch periods. **Students are not to leave campus without permission from the office.** Once students arrive at school, they **MUST** enter and remain on campus. Without an early dismissal pass, students **may not** leave campus during school hours, including lunch. Leaving campus without pre-approval is considered truant. Students may request an early dismissal pass from the front office with a parent note, a medical appointment slip, or other official notification. Any absence not covered by a parental note requires a phone call to a parent for permission to leave campus. A student who is 18 years old **may not** write a note to leave campus for any reason other than a medical appointment, family emergency, or a personal reason approved by the administration. Senior students who sign themselves out more than 3 times in a school term (i.e., Aug-Dec, Jan-May) may be denied access to any or all of the senior privileges will result in a student being placed in Senior Conduct.

SCHOOL SERVICES

Student ID Cards

Students must carry their current student ID card with them when on campus and attending all school activities. All students will be issued digital ID cards that they can access on their phone or Chromebook to access group areas during advisory, check out library materials, attend school dances, and other activities. Students must carry their ID card at all times while on campus or at any school event and must identify themselves to any and all staff members (or parent volunteers) upon request. Hard copy ID cards may be issued upon request for students without smartphones at student orientation.

Expectations:

- Students will use their student ID to check in at the Front Office and check out of each day through the school web/app based Minga System.
 - At IHS, students must scan their ID at the front desk to gain access and leave the building;
 - At AdHS, students must scan their ID at the front gate to gain access and leave the campus.
- Students will also use their ID for bathroom passes that can be used when on either campus.
- Students will be issued [PRIDE Points](#) (▶ see PBIS for specific point allocation) for meeting academic, attendance, and other expectations throughout the term. These PRIDE Points can be redeemed during lunch at our Student Stores for rewards such as food, school gear, yearbook discounts, graduation tickets, and more. Students who are primarily online, will be able to redeem points virtually, and rewards will be mailed/delivered.

Transportation

Roseville Pathways has a school bus service for students who live outside the 3-mile radius of the school. **A bus pass is required to ride on the bus.** Please check with the office if you need a bus pass application or want to purchase single-ride tickets.

Parent/Guardian Communication

Communication between home and school is important. Independence staff will maintain close contact with parents and students during the school year. You will be informed about school programs, school activities, and your student's progress using our school website, calls home, written communications, and through the district's Homelink student data system.

- [Homelink](#) gives students and parents access to attendance, grades, class schedule, teacher email, fines, and additional information. Parents must visit the Homelink site, create a Homelink account, and choose their own password using the email address provided to Independence during registration. Students create a Homelink account using their district email, `firstname.lastname@student.rjuhsd.us`, and their student ID number as the password for their

initial log in. More information can be found on the district website at <https://www.rjuhsd.us/homelink> on how to set up accounts, weekly progress reports and how to reset passwords. If you are unable to receive communication via the internet please contact the Roseville Pathways front office and request that information be mailed to you or sent home with your student.

- **Daily Student Announcements:** The daily announcements share current information about upcoming school events such as athletic events, club meetings, parent and student meetings, student of the month, etc.
- **Aeries/MINGA Communication:** Allows Pathways staff to communicate with parents/guardians, and the community in a safe and engaging platform. Important events, activities, and announcements regarding students are specifically tailored to ensure universal access to supports offered at the school site.
- **Site Council:** All Roseville Pathways parents and guardians are highly encouraged to join Site Council. Site Council meets: The first Wednesday of the month at 4:30pm.

Nurse and Health Services

Independence and Adelante campuses share a full-time nurse who is available five days a week and located in the front office at both sites. The nurse provides assistance with health problems and individual health counseling for students, parents and staff. Students are to contact their teacher or the front office if they require medical assistance. It is important that every student has an emergency card completed in Aeries in case of an emergency. Health problems such as diabetes, epilepsy, heart disease, etc., are to be brought to the attention of the school nurse by the parent/guardian. Written instructions by the student's medical provider should be provided for any limitations deemed necessary. If your student contacts their parent/guardian and indicates they are not feeling well please direct them to go to the nurse's office so that we can monitor them while we wait for the parent/guardian to arrive.

Immunizations

California state law requires up to date immunizations for all students. Exemption for medical reasons must be completed by the medical provider and meet current state guidelines. Contact the school nurse for specifics and exclusions.

Medications

Prescription medications and over the counter (OTC) medications must be turned into the office with a doctor's note and distributed by authorized staff. Students may not keep any medications on their person except when permissible by state law. District will cooperate with the student's parent/guardian and his/her physician by providing a safe place for the storage and dispensing of necessary medication. Medication must be in its original bottle and labeled with the student's name. Forms are available in the nurse's office, school website, and front office. A student who is in possession of medication prescribed or otherwise may be suspended or have consequences related to a zero tolerance drug policy on campus.

Breakfast, Nutrition Break and Lunch

For the 2025 - 26 school year all students will need to provide their Student ID number to receive breakfast and lunch. Breakfast will be served daily before 1st period (7:45 am to 8:25 am). Students are not permitted to eat in class. Lunch will be served daily (refer to Bell Schedule). On minimum days lunch will also be provided. Check the office for more information. If you have any questions regarding nutrition and food services, please refer to the district website. **To view our Food Services website, please click here:**  <https://www.rjuhsdfoodservice.com/>

SCHOOL POLICIES AND REGULATIONS

Responsibility and Accountability

All students at Roseville Pathways are responsible and accountable for their conduct as a community of learners committed to supporting the Roseville Pathways Programs. Under **Education Code 48900 and 48915**, students are responsible for adherence to school rules:

1. While on school grounds
2. While going to and from school
3. During or while going to/from a school-sponsored activity

Referral for Expulsion

Under **Education Code 48915**, the following acts require Mandatory Expulsion:

1. Possessing, selling, or otherwise furnishing a firearm.
2. Brandishing a knife* at another individual.
3. Unlawfully selling any controlled substance.
4. Committing or attempting to commit a sexual assault or committing sexual battery.
5. Possession of an explosive.

Under **Education Code 48915**, the following acts require a referral to the Roseville Joint Union High School District Board of Trustees for expulsion, unless expulsion is inappropriate, due to extenuating circumstance(s):

1. Causing a serious physical injury to another person except in self-defense.
2. Possession of any knife* or other dangerous object of no reasonable use to the student.
3. Unlawful possession of any controlled substance, except for the **first** offense for possession of not more than one ounce of marijuana.
4. Robbery or extortion.
5. Assault or battery of any school employee.

Additional Behavior Expectations

Any school disruption may result in school consequences. The following violations may result in suspension or expulsion:

- fighting, assault, battery, or attempting to cause physical harm
- possession, sale, and/or furnishing of a firearm, knife, explosive, or other dangerous object
- possession of an imitation firearm (toy guns), including Airsoft guns
- committing or attempting to commit robbery or extortion

- engaging in gang activities, behavior associated with gangs, or wearing gang clothing
- threatening, intimidating, or menacing behavior
- committing or attempting to commit a sexual assault or committing a sexual battery
- harassing, threatening, or intimidating a witness in a school disciplinary proceeding
- “hate violence”
- unlawful harassment (gender, race, disability)
- hazing
- engaging in an act of bullying
- fire setting, attempted fire setting, setting off fire alarm
- possession or use of firecrackers, impact “poppers,” caps, and any other fireworks or explosives
- theft, attempted theft, or receiving stolen property
- vandalism: damaging or attempting to damage school or private property
- use or possession of tobacco
- using, under the influence of, or possessing alcohol, drugs, or any controlled substances furnishing, offering, arranging, or negotiating the sale of alcohol, drugs, or any controlled substance or any substance represented as alcohol, drugs, or another controlled substance. Prescription drugs are prohibited on campus unless checked in with the school nurse. *Students may not carry any prescriptions on campus*
- possession of drug paraphernalia, unlawfully selling, offering, or negotiating to sell drug paraphernalia
- any act of defiance or willful disobedience
- failing to comply with the reasonable request of teachers or other school personnel
- willful disruption of the learning environment or school activities
- use of profane or indecent language, commission of an obscene act
- interfering with the peaceful conduct of the campus
- failure to correctly identify oneself or giving false information to school personnel
- violation of technology policies
- leaving campus without a special excuse slip, closed campus violations
- forging, falsifying, or altering school correspondence, passes, readmits, or phone calls
- gambling, wagering, or sports pools
- trespassing on the school campus after hours
- trespassing on other school campuses

Possible consequences for violations of the disciplinary policy and/or school rules:

- Parent Conference
- Conflict Mediation
- Restorative Conference
- Class Suspension
- Suspension
- No Contact Contracts
- Letter of Conditional Enrollment
- Expulsion

Drug/Alcohol and Tobacco Use

Roseville Pathways partners with Placer County and the Community Recovery Resources Program and the Roseville Police Department to provide a safe campus for our staff and students and to provide targeted intervention and support for students in need. All confiscated contraband items will be kept and not returned to the student, parent, or guardian. Items will be turned over to the Roseville Police Department.

- Smoking of ANY cigarette, cigar, or like item (including smokeless or vapor cigarettes, hookahs, etc.) or possession of tobacco or cigarettes is not allowed at any time, whether on or off campus. Students in possession of these items may receive a citation from the Roseville Police Department and may be suspended.
- Any use, possession, or being under the influence of drugs or alcohol or possession of drug-related paraphernalia* may result in a five-day suspension and a citation from the Roseville Police Department. Additional consequences may be given based on the availability of support programs, extenuating circumstances, and/or the discretion of administration.
- *Paraphernalia is defined as any item commonly associated with the use of behavior-affecting substances. This would include lighters, marijuana pipes, rolling papers, or objects modified to accommodate the use of a controlled substance.

Unlawful Harassment of Students

The Roseville Joint Union High School District and Independence HS are committed to providing an educational environment free of unlawful harassment.

The District's anti-harassment policy (full text available online) applies to all persons involved in the District's educational environment, and prohibits unlawful harassment by any student or any employee of the District. Violation of this policy by a student may result in disciplinary action, up to and including suspension and expulsion, depending on the seriousness of the violation. Unlawful harassment because of gender, race, ancestry, physical or mental disability, age, or any other protected basis includes, but is not limited to

- verbal conduct such as derogatory remarks
- visual conduct such as staring
- physical conduct such as assault, unwanted touching, or blocking of normal movement
- harassing contact made electronically, such as text messages, internet postings, email, etc.
- any retaliation for having reported or threatened to report harassment
- If a student thinks he/she is being unlawfully harassed, the student should immediately notify any school administrator so that complaints can be resolved quickly and fairly.
- To file a formal complaint, the students should provide details of the incident(s), the names of the individuals involved, and the names of witnesses.
- A written complaint is recommended, but not required.

Bullying

The Roseville Joint Union High School District believes that all students have a right to a safe and healthy school environment. The District, schools and community have an obligation to promote mutual respect, tolerance and acceptance. The Roseville Joint Union High School District will not tolerate behavior related to school activity or attendance that infringes on the safety of any student. A student shall not intimidate or harass another student through words or actions. Such behavior includes direct physical contact such as hitting or shoving, verbal assaults such as teasing or name-calling, social isolation or manipulation, and cyberbullying. Students who engage in bullying related to school activity or attendance are in violation of this policy and are subject to corrective and/or disciplinary action up to and including expulsion.

The Roseville Joint Union High School District expects students and/or staff to immediately report incidents of bullying to the principal or designee. Students may request that their names be kept in confidence to the extent allowed by law. Staff are expected to intervene immediately when they see a bullying incident occur. Each complaint of bullying should be investigated promptly and resolved in accordance with site-level procedures. To prevent bullying on school campus, the Roseville Joint Union High School District may provide staff development training that addresses bullying prevention, early warning signs of harassing/intimidating behaviors, and effective prevention and intervention strategies. The District will also endeavor to cultivate acceptance and understanding in all students and staff so as to build each school's capacity to maintain a safe and healthy learning environment.

Cyberbullying

Cyberbullying includes, but is not limited to, the posting of harassing messages on the Internet, social networking sites or other digital technologies which may include social cruelty, direct threats or other language or expression unprotected by law. Cyberbullying may also include breaking into another person's Internet account and assuming that person's identity in order to damage that person's reputation or friendships.

When a student is suspected of, or reported to be, using electronic or digital communications to engage in cyberbullying against other students or staff or to threaten district property, the investigation shall include documentation of the activity, identification of the source, and a determination of the relationship with, and the impact or potential impact on, school activity or school attendance. Students should be encouraged to save and print any messages sent to them that they feel constitute cyberbullying and to notify a teacher, principal or other employee so the matter may be investigated. Students who engage in cyberbullying related to school activity or attendance are in violation of this policy and are subject to corrective and/or disciplinary action up to and including expulsion.

Cyberbullying, regardless of the location and equipment used to perpetuate it, may be subject to discipline in accordance with the law, district policies and regulations. If a student is using a social networking site or service that has terms of use that prohibit posting harmful material, the Superintendent or designee may also file a complaint with the Internet site or service to have the material removed.

Students may be disciplined for conduct related to school activity or attendance that occurs at any time including, but not limited to, while on school grounds, while going to or coming from school or school

activities, while at school activities whether on or off campus, during lunch period and while on district transportation.

Campus Boundaries

There is **no loitering** in the adjacent residential neighborhoods at any time. This includes the neighborhood bordering the PE field, the block area from the Roseville Adult School across the street to Folsom Road, connecting alleyways and streets. Roseville High School is adjacent to our campus and is a closed campus. Roseville Pathways students are not allowed to enter the campus without permission from administration. These areas are off limits to students during the school day.

Student Parking

Student vehicles **MUST** be parked in the student parking lot only. Your car **MUST** be registered with Student Services and have a student parking permit displayed at all times. You must have a valid California driver's license and provide proof of insurance and registration to park in the school parking lot.

Students are not to be in the parking lot or a vehicle during passing periods or class time without permission from administration.

Any vehicle entering the student or faculty parking lots is subject to search by school authorities and law enforcement and personnel working with them. Any person who drives a car to school has the same responsibility as the owner. A search may be conducted without a warrant for any suspicious/reasonable cause. Vehicles driven by students not parked in the school lot are also searchable. Search of a vehicle includes all compartments and components thereof. Once a search begins, the person in control of the vehicle will not be permitted to remove the vehicle from the premises during the duration of the search. The driver of the vehicle assumes responsibility for any content in the vehicle.

Electronic Devices

Computers on campus, or any other devices connected to the school network, are to be used for educational purposes only. Any inappropriate use of technology on campus will violate the Student Technology Acceptable Use Policy and may result in disciplinary actions, including but not limited to loss of student network account, school discipline, and civil / legal consequences. The complete Student Technology, Acceptable Use Policy, is available at  www.rjuhsd.us/aup.

Dress Code

At Roseville Pathways, we value the cultures and communities of our students. Our dress code is designed to allow for personal expression while maintaining an environment conducive to learning and appropriate for the educational setting. School staff shall enforce the dress code consistently and in a manner that does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size.

General Dress Policy

Basic Principle: Certain body parts and undergarments must be covered for all students at all times.

- Clothing with opaque fabric must cover the areas where undergarments would typically be worn. All items listed in the “must wear” and “may wear” categories below must meet this basic principle.

Students Must Wear:

- A shirt (with opaque fabric in the front, back, and on the sides under the arms) that covers a majority of the torso
- Pants or the equivalent (for example, a skirt, sweatpants, leggings, a dress or shorts)
- Shoes

Students May Wear, as long as these items do not violate the basic principle above:

- Hats facing straight forward or straight backward. Hats must allow the face to be visible to staff, and not interfere with the line of sight of any student or staff.
- Religious headwear.
- Students can wear hoodies on campus, but may be asked to remove hoods in class.
- Ripped jeans, as long as underwear and buttocks are not exposed.
- Tank tops, including spaghetti straps.
- Visible waistbands on undergarments or visible straps on undergarments worn under other clothing (as long as this is done in a way that does not violate the basic principle above).

Students cannot wear:

1. Images or language that depict weapons or violence.
2. Images or language depicting/suggesting drugs, alcohol, vaping or paraphernalia (or any illegal item or activity).
3. Hate speech, profanity, pornography.
4. Images or language that creates a hostile or intimidating environment based on any protected class or consistently marginalized groups.
5. Any clothing that reveals visible undergarments (visible waistbands and visible straps are allowed).
6. Accessories that could be considered dangerous or could be used as a weapon.
7. Bullet proof vest, body armor, tactical equipment, or facsimile.
8. Any item that obscures the face or ears (except as a religious observance or for health purposes).

Dress Code Enforcement: To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently using the requirements below. School administration and staff shall not have discretion to vary the requirements in ways that lead to discriminatory enforcement. The garment that initiated the dress code violation will be held in the office until the end of the school day.

- Students who violate the dress code:
 - will be asked to put on their own alternative clothing, will be provided with temporary school clothing, or alternative clothing can be delivered from home.

These dress code guidelines shall apply to regular school days and summer school days, as well as any school-related events and activities, such as graduation ceremonies, dances and prom.

Consequences may include the following actions:

- Change clothing
- Parent/guardian notification
- Documentation in student information system (AERIES)
- Required check-in prior to school
- Lunch and Learn
- Holding garments for parents to pick-up
- A change of clothing that meets the guidelines stored in the office
- and/or further disciplinary action or intervention will occur if violation of the dress code is ongoing

Roseville Pathways gear is always encouraged!

Senior Conduct

Students are responsible for maintaining acceptable academic, attendance, conduct and citizenship standards. Failure to do so during their senior year, as determined by Pathways administration, may cause students to lose the opportunity to participate in senior assemblies, senior awards, and senior activities. Areas reviewed by site administrators responsible for senior conduct will be:

1. Students who receive an “F” in any class will be reviewed to determine if, based upon homework, class participation, and test performance, they have made a conscientious effort to pass the class.
2. Students who have excessive tardiness or absences, as determined by a site administrator, will be reviewed to determine the reason for absence and to compare their present and past attendance patterns.

Students whose conduct and/or citizenship require school discipline may lose the right to participate in one or more of the senior activities.

Students who are 18 years old or older **MUST** sign a contract with the administration to remain at Adelante High School. In accordance with state law, students who are 18 years old or older are not required to attend school. This contract requires that adult students have good attendance, no behavioral issues, and pass all coursework. Administration has the right to disenroll students 18 years or older if contract conditions are not met.

SUPPORT PROGRAMS

Positive Behavior and Intervention Support

“Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all youth by making targeted misbehavior less effective, efficient, and relevant, and desired behavior more functional.” Roseville Pathways is committed to providing a safe and academically sound learning environment for staff and students.

Students will be issued PRIDE Points for meeting academic, attendance, and other expectations throughout the term. These PRIDE Points can be redeemed on Fridays during lunch at our Pathway

Stores (front office at IHS; quad at AdHS) for prizes (food, school gear, yearbook discounts, graduation tickets, etc.) and online for our fully online students.  [MINGA](#) is a web-based program that will be used to track points.

Wellness Center

Roseville Pathways Wellness Centers offers a safe and supportive environment where students can go to discuss a variety of issues from depression, grief, self-esteem, family life and anxiety. The District provided Wellness Programs provide culturally competent services in a confidential, nonjudgmental space staffed with professionals who are dedicated to improving the health, well-being, and educational outcomes of all students. Students receive coordinated health education, assessment, counseling, and other support services through on-campus programming and community-based partnerships at no cost.

Roseville Pathways supports students' social and emotional well-being to ensure that both strong academic and healthy life skills choices are taught, enhancing students' future success. With the assistance of our on-campus therapists, counselors, and community partnerships, students learn how to form healthy relationships, make responsible decisions, and strive toward concrete goals, among other skills.

Credit Recovery

Students can retake courses they have failed through the on-campus credit recovery program using Edgenuity. Seniors can concurrently enroll at Roseville Adult School.

English Language Learners

ELD (English Language Development) classes are offered for designated English Language Learner (ELL) students. Adelante High School assists ELL students with language acquisition; providing the necessary tools for reading, listening, speaking, and writing development via classroom instruction, tutoring, and monitoring/assessment of student performance. Additionally, ongoing communication between students and their families is key to the success of the ELL program.

Special Services

Special Education services are provided at Adelante High School for all students who have an IEP (Individual Education Plan) or 504 plan. Most students with an IEP learn in the general education classroom; however, some students require classroom accommodations, curricular modifications or a specialized curriculum. Special Education services are provided within the least restrictive environment to the greatest extent possible. Enrollment in any Special Education course is based upon recommendations from an IEP team meeting.

Early Head Start

Early Head Start program/Kidz Community in partnership with RJUHSD. The childcare is located on Roseville Pathways Adelante Campus. This program provides comprehensive services, including support accessing medical and dental care, prenatal care when appropriate, and referrals for basic needs or mental health to help promote well-being for the entire family. This program also offers one on one support during pregnancy. In this program, children aged birth to 3 years can explore, discover and learn in a hands-on, nurturing and safe, developmentally appropriate environment.

Note: *Limited spots are available, and families must qualify to receive services.*

Married/Pregnant/Parenting Students

A male or female student shall be eligible to enroll in the district's California School Age Families Education (Cal-SAFE) program if he/she: (Education Code 54747, 56026)

1. Is an expectant parent, custodial parent, or noncustodial parent taking an active role
2. in the care and supervision of the child
3. Has not earned a high school diploma or its equivalent
4. Meets one of the following additional conditions:
 - a. Is 18 years of age or younger.
 - b. Is 19 years of age and has been continuously enrolled in the program since before his/her 19th birthday. Such a student may be enrolled in the program for one additional semester.
 - c. The student is below age 22 and has an active individualized education plan.

Students shall be enrolled in the program on an open-entry and open-exit basis.

Please reference our school districts [▶ Board Policy](#) and [▶ Administrative Regulation](#) for more information.

Restorative Conferences/Practices

Roseville Pathways allows all students to participate in restorative conferencing if a situation warrants its use.

- What is a restorative conference? A restorative conference is an example of restorative discipline. You should use restorative practices when you wish to repair the harm done and re-establish relationships within your school instead of strictly punishing students. During a conference, your students get to deal with the consequences of their wrongdoing and decide how to best repair any harm caused together. You shouldn't consider these conferences, counseling sessions, or mediation processes either. Instead, restorative conferences should take a victim-sensitive, problem-solving approach to conflicts. Your students learn to address problems and conflicts and create solutions that suit their unique needs.

ACADEMIC INFORMATION

Graduation Requirements

To graduate, a student must earn a minimum of 220 credits. **Note:** Graduation requirements for Roseville Pathways are different from those of the comprehensive schools. Students who plan to return to their comprehensive site must meet with a counselor to discuss coursework and credit requirements necessary to return. Students may earn more than the minimum number of credits in any subject area. The remaining credits required for graduation 220 will be earned in elective classes. Students may earn up to 40 credits in a term.

Independence High School	Credits	RJUHS Comprehensive Schools	Credits
English 4 years	40	English 4 years	40
History/Social Science 3 years (World Studies-10, US History-11, Government/Economics-12)	30	History/Social Science 3 years (World Studies-10, US History-11, Government/Economics-12)	30
Math 2 years (CCIM-1, CCIM-2)	20	Math 2 years (CCIM-1, CCIM-2)	20
Laboratory Science 2 years (Earth Science, Biology) Physical and Life Science	20	Laboratory Science 2 years (Biology, Chemistry/Physics) Physical and Life Science	20
Language Other than English (LOTE) 1 year OR Visual and Performing Arts 1 year	10	Language Other than English (LOTE) 1 year OR Visual and Performing Arts 1 year	10
Elective Courses - 7 total electives required	75	Elective Courses - 11 total electives required	115
Physical Education 2 years	20	Physical Education 2 years	20
Health 1 year	5	Health 1 year	10
Personal Finance	Pass/No Pass	Personal Finance	Pass/No Pass
Total Credits	220	Total Credits	260

*Students enrolled at Adelante HS will be assigned to either 220 or 180 credit graduation track.

Course Credit and Grade Policy

1. **Credits:** All graduation course/credit requirements are set by the Board of Trustees. Credits are earned by completing required assignments based on stated criteria.

- Credits are awarded at the end of each nine-week grading period. Students and parents/guardians are encouraged to review coursework and grades via HOMELINK at [▶ http://homelink.rjuhsd.us/](http://homelink.rjuhsd.us/) regularly.
- **Note:** students with a reduced schedule (less than seven periods) may earn less credit

2. Report Cards/Grades:

- Students' grades and credits are accessible via HOMELINK. A report card is generated at the end of each grading period, including the grade and **number of credits earned** for each course.
- Parents will receive contact from the teacher if their student is in danger of failing at the progress grading period. Parents will also receive notification that their student has failed a course at midterm and final grading periods.

3. Grading Periods:

- Fall Midterm Grades: Friday, October 10, 2025
- Fall First Term Grades: Friday, December 19, 2025
- Spring Midterm Grades: Friday, March 13, 2026
- Spring Term Grades: Thursday, May 28, 2026

Academic Integrity

Our learning environment promotes a climate in which honesty, courtesy, responsibility, integrity and a concern for others and self are highly valued. Cheating and plagiarism are an obstacle to this goal and unacceptable. The teacher's professional judgment will determine whether cheating has occurred and appropriate consequences. Students will sign an academic integrity contract during student orientation.

Examples of cheating include (but are not limited to) the following:

- using notes on a test when notes are not permitted
- using answers from another student on an assignment or assessment
- looking up solutions to a test from a website, including AI (chatGPT, and other AI programs)
- inputting formulas into a calculator before an exam
- texting solutions to another student or receiving solutions from another student
- obtaining an assessment before the assessment is administered
- unauthorized use of a calculator on an assignment

Examples of Academic malpractice:

- Plagiarism: taking work, words, ideas, pictures, information or anything that has been produced by someone else (or software) and submitting it as one's own. This includes AI, such as ChatGPT.
- Copying: taking another student's work, with or without their knowledge or giving your work to another student for copying purposes.
- Duplication of work: presentation of the same work for different assessment components or curriculum requirements.

- **Misconduct during an examination:** including possessing unauthorized materials (i.e. phone) during an assessment or exam, communicating with another student without teacher permission or having unapproved student aides, using cheat notes, or stealing tests.
- **Dishonest reporting:** creating or altering data or signatures; collecting information in an inappropriate manner including the falsification of any records such as grades, personal projects, and community service records.
- **Fabricating:** making up or creating unsubstantiated research and or data.

Examples of Plagiarism include (but are not limited to) the following:

- copying answers to homework from a friend during tutor group
- cutting and pasting material off the internet and using it in a speech or essay without citing the source
- having a tutor edit and rewrite parts of work
- repeating the exact words used by a teacher (verbally or in writing)
- pasting pictures in research work without citing the original source
- rewriting a paragraph in own words, but only using the ideas and structure of the source you are reading

Academic Integrity Consequences: Students who violate the Academic Integrity Policy as determined by teacher or administrator are subject to the following consequences:

1st Instance/Level 1

- A. Teacher will confer with the student.
- B. Students may lose credit or be asked to redo or complete an alternate assignment.
- C. Teacher will notify the parents/guardians.
- D. Teacher will refer the student’s name to the administration. Name and event will be filed in discipline.

2nd Instance/Level 1 or 2

- A. Teacher will confer with the student.
- B. Students may lose credit or be asked to redo the assignment or complete an alternate assignment.
- C. Teacher will notify the student’s counselor and the student's parents/guardians.
- D. Teacher will refer the student’s name to administration. Name and event filed in discipline in Aeries/Homelink.
- E. Placed on School Conduct (see Conduct guidelines)

3rd Instance/Level 1, 2 or 3

- A. Administrator will arrange a student/parent/teacher/advisor/counselor conference.
- B. Same as 2nd Instance
- C. Administrative action will be decided, including suspension

Online/Blended Student Behavior Expectations

- Students **must attend class on time via Zoom.**

- Students must zoom from a professional learning environment; not in bed, driving in a car, at the mall, etc. and using a school-issued Chromebook.
- Students are strongly encouraged to turn on their cameras for attendance purposes and academic engagement.
 - A Chromebook video or sound not working will still be considered absent unless pre-approved by the teacher or administration. Check the functionality of the Chromebook before classes. Replacements and repairs can be handled by the school's front office and tech departments.
- Students must attend **all 55 min** of class and complete work or be marked non-participatory in Aeries.
- Students must complete work outside class time in Canvas and/or Edgenuity. The expectation is **0.5 Unit each week to earn 0.5 credit each week**. Each course has a pacing guide for reference and will be reviewed the first week of class.

Online Assessment Expectations

- Teachers **may** require students to take assessments in person, on-campus, in a supervised testing center at either the IHS or AdHS campus.
- Assessments must be taken on a school-issued Chromebook.
- Students should be on a flat surface with the school-issued Chromebook. Not in bed, driving in a car, or at work.
- Chromebook **cameras** must be **turned on** throughout an assessment. Students must be present on the camera.
- [Go Guardian Teacher sessions](#) will be used to monitor students when taking assessments.
- Assignments and assessments will be run through plagiarism checkers and are password protected.
- Assignments must be fully completed prior to taking assessments.

Personal Device Policy (In-Person Classes) → [Roseville Pathways Personal Device Policy](#)

Devices are permitted at Independence under the following conditions:

- Cell phones are to be placed in the student cell phone wall mount prior to the start of class or stored in a personal backpack.
- Learning is important, and the approved Chromebook is adequate in meeting the academic needs of a course. All ringing tones and vibrate mode must be disabled. (Teacher discretion).
- Electronic devices may not be used during class time without the teacher's permission.
- Electronic devices may be used before or after school, at lunch, or during passing periods.

Variable Credit

Variable credits will be awarded to students based on course unit completion. Upon completion each unit will be awarded .5 credit or 1 credit for a total of 5 credits at the end of the quarter term. A letter grade of either A, B, C or D will be based on the student proficiency of the course work.

Edgenuity

Edgenuity courses combine rigorous content with direct-instruction videos from expert, on-screen teachers with interactive learning tools and resources to engage and motivate students. These online

courses are based on the rigor and high expectations of state, Common Core and NGSS standards. These courses are available for credit recovery and to enhance credit opportunity.

Early Graduation

Students who wish to graduate before the completion of eight terms **MUST** request permission for early graduation from their counselor and the principal. In addition, they must have parental approval. To be considered for early graduation, a student must be within 35 credits of the required 220 credits at the beginning of her/his last term.

- **Note:** Seven regular terms of attendance in grades 9 - 12 are required to qualify for a diploma. A summer session does not qualify as a regular term.

Postsecondary Information

Roseville Pathways provides support and guidance for all students upon graduation in preparation for postsecondary educational and career options.

School Counselor supports students in the following areas:

- Course selection assistance and student conferences
- Assistance with decision making and goal setting
- Identification of high school courses prerequisites for college
- Identification of high school courses to prepare for various occupations
- Information on Career Technical Education and college financial aid

Community College (Middle College Program)

Sierra College is the community college serving the Roseville Joint Union High School District.

Community college students may select from career certificate programs with as few as 10 units or as many as 43 units. Many certificate programs act as the core of a 60 unit degree program, developing students' career skills as they pursue graduation with an AA or AS or transfer to a four-year university. Students may also select to attend Folsom Lake College, American River College, Cosumnes River, or Sacramento College, all of which are part of the Los Rios Community College District.

Students who wish to attend a community college must contact their chosen school to initiate the admission process. For additional information on career schools, visit  www.allcareerschools.com.

Technical and Business Schools

These schools offer certificates for training in various vocational occupations. Most of these schools require a high school diploma or its equivalent. Students who take advantage of high school preparation courses can complete training in a minimum amount of time. Some of these schools are available in the Sacramento area: Brightwood College, The Art Institute of California, Universal Technical Institution, Carrington College, etc.

STUDENT ACTIVITIES

Athletics Independence High School and Middle College Program: All IHS and Middle College students are allowed to participate in their home site athletics programs. Athletes and their parents/guardians need to read the Athletic Handbook at the site where their student is participating. Athletes are responsible for reading the information and following the athletic rules. RJUHSD High

School's athletic programs are run under the authority of the California Interscholastic Federation (CIF). Questions regarding athletic eligibility, academic probation, residential eligibility, athletic clearance, training, conduct or other athletic issues should be addressed with the Roseville Pathways Athletic Director who coordinates with each site to assist our students.

Clubs

Many students enjoy being in clubs because **they allow students to spend time with their friends and participate in fun and interesting activities**. Colleges and employers also like to see students who have participated in extracurriculars such as clubs because it helps them understand their interests better and shows that the student likes being involved and working with others.

Why Would You Start a New Club?

- Pursuit of a hobby or interest that you enjoy
- Desire to raise interest in a cause you care about
- You want to meet people with similar interests
- You want to gain leadership experience

Learn more about how to start a club at Pathways High School from your counselor or assistant principal.

School Dances

RJUHS and Independence school dances are open to all currently enrolled students. School policies and expectations are to be adhered at all school activities. Dance bids may be applicable.

MINGA - Student App

Download the MINGA app, and register with your school to access your virtual ID, view point totals, rewards, activities, events, and more. You can also access eligible surveys and voting polls, get school news and notifications, and even self-check-in to events!

ADDITIONAL ALTERNATIVE EDUCATION SCHOOL PROGRAMS

Roseville Adult Education

200 Branstetter Street Roseville, CA 95678, 916-782-3952

Contact Principal Lisa Voss (lvoss@rjuhsd.us)

Admissions:

Classes are open to adults 18 years of age or older. Adults have priority in all classes offered. High School students who meet the criteria and who are referred by their high school counselors may enroll in selected classes under the terms of concurrent enrollment.

Registration Options:

- 1) A copy of the registration form is available via the Internet for your convenience. In order to make full use of the form, you should have Adobe Acrobat Reader loaded on your PC. You may complete the form by typing into the form directly (use your mouse or the 'Tab' key to navigate

from field to field) then printing the form with a printer. Additionally, you may print a copy of the form and then complete it by legibly printing or typing all necessary information. The form may be copied to register for additional classes.

- 2) Students may register online. This secure site accepts credit cards and encrypts payment information. An email confirmation of the registration will be sent. There is a \$2.50 non-refundable convenience fee per class (maximum of \$2.50 for two or more classes). This service is available only for classes with registration fees. Classes without fees will have in-class registration or specific registration directions in the course description.
- 3) Registration for Supportive Living Programs, California Employment Development, and Placer County Mental Health Programs may be accomplished by reporting directly to the desired class. Independent study students may register at any time by meeting with the Counselor. Transcripts are required

BOARD POLICIES AND COMPLAINT PROCEDURES

District Non Discrimination/Harassment Policy

Nondiscrimination in District Programs

The Roseville Joint Union High School District does not discriminate on actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Penal Code 422.55, or Government Code 11135, or based on association with a person or group with or more of these actual or perceived characteristics.

Limited English language skills will not be a barrier to admission and participation in vocational education programs. The District is, and shall continue to be, in compliance with all laws requiring nondiscrimination on the basis of actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Penal Code 422.55, or Government Code 11135, or based on association with a person or group with one or more of these actual or perceived characteristics.

Complaint Procedures

To assure continuing compliance, a grievance procedure for processing any complaints in these areas has been established. Information regarding this process may be obtained by contacting the District Title IX/Affirmative Action/Section 504 Compliance officer who is:

Mr. Brad Basham, Assistant Superintendent
Personnel Services
Roseville Joint Union High School District
1750 Cirby Way, Roseville, CA 95661

Information regarding complaint procedures and appropriate forms may also be obtained from any school office. Completed forms should be submitted to the above officer to initiate investigation. The procedures specified above are applicable to all such complaints that may be brought by employees, students and members of the general public.

Unlawful Harassment of Students

The Roseville Joint Union High School District is committed to providing an educational environment free of unlawful or offensive harassment. The District prohibits, at any district school or school activity, unlawful discrimination, harassment, intimidation, and bullying of any student based on actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Penal Code 422.55, or Government Code 11135, or based on association with a person or group with one or more of these actual or perceived characteristics.

The District's anti-harassment policy applies to all persons involved in the District's educational environment and prohibits unlawful harassment by any student or any employee of the District, including administrators, supervisors, certificated employees, and classified employees. Violation of this policy by an employee may result in discipline, up to and including discharge, depending on the seriousness of the violation. Violation of this policy by another student may result in discipline, up to and including suspension or expulsion, depending on the nature and seriousness of the violation.

Unlawful harassment because of actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Penal Code 422.55, or Government Code 11135, or based on association with a person or group with one or more of these actual or perceived characteristics or any other protected status includes, but is not limited to:

- Verbal conduct such as derogatory comments, slurs, or unwanted sexual advances, invitations, comments, or epithets;
- Visual conduct such as derogatory posters, photography, cartoons, drawings, or gestures;
- Physical conduct such as assault, unwanted touching, blocking of normal movement, or interfering with the academic performance or progress of a student because of the student's sex or race or any other protected basis;
- Retaliation for having reported, or threatened to report, harassment.

Sexual harassment is defined in the Education Code as unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting, under any of the following conditions:

- Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's academic status or progress.
- Submission to, or rejection of, the conduct by the individual is used as the basis for academic decisions affecting the individual.
- The conduct has the purpose or effect of having a negative impact on the individual's academic performance, or of creating an intimidating, hostile, or offensive educational environment.
- Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Complaint Procedures

If a student thinks he or she is being harassed because of his or her sex, race, ancestry, or any other protected status, the student should immediately notify the principal or assistant principal. Complaints may also be filed with Mr. Brad Basham, Assistant Superintendent, Personnel Services at (916) 782-8663. To file a complaint, the student should provide details of the incident(s), the names of the individuals involved, and the names of any witnesses. The complaint should be, but is not required to be, in writing. The complaint should be filed as soon as possible, but at least within six months of the date of the alleged harassment or within six months of the date the student first became aware of the alleged harassment.

The District will immediately undertake an effective, thorough, and objective investigation of the harassment allegations. The investigation will be conducted in a manner that protects the confidentiality of the parties and the facts. This investigation will be completed and a determination regarding the alleged harassment will be made and communicated to the student within sixty days after the District receives the complaint.

If the District determines that unlawful harassment has occurred, it will take effective remedial action commensurate with the severity of the offense. Appropriate action will also be taken to deter any future harassment. The District will not retaliate against the student for filing a complaint and will not knowingly permit retaliation by any District employee or another student.

The District encourages all students to report any incidents of harassment forbidden by this policy immediately so that complaints can be resolved quickly and fairly. A complaint may be filed directly with the State Superintendent of Public Instruction in a variety of circumstances. More information on this complaint process may be obtained from Mr. Brad Basham, Assistant Superintendent, Personnel Services, 1750 Cirby Way, Roseville, California, 95661, (916) 782-8663, or the Superintendent, Mr. John Becker, 1750 Cirby Way, Roseville, California, 95661, (916) 782-8882.

Students should be aware that the U.S. Office of Civil Rights also investigates complaints of harassment on the basis of sex, race, color, national origin, or other protected status in educational programs that receive federal financial assistance. If any student thinks he or she has been harassed or retaliated against for resisting or complaining about harassment, the student may file a complaint with the Office. Information on beginning this complaint process may be obtained from Mr. Brad Basham, Assistant Superintendent, Personnel Services at (916) 782-8663 or by calling the U.S. Office of Civil Rights directly.

NON-DISCRIMINATION STATEMENT

The Roseville Joint Union High School District is committed to equal opportunity for all individuals. District programs, activities and services shall be free from unlawful discrimination, harassment, intimidation, and/or bullying based on actual or perceived characteristics of race, color, ancestry, nationality, immigration status, age, ethnicity, religion, marital status, medical information, mental or physical disability, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics. For inquiries/complaints, contact our Title IX Coordinator, Executive Director, Human Resources, Rob Hasty at (916) 782-8663 or by email at rhasty@rjuhsd.us.

[New RJUHSD Compliant Documents 2025 - 2026](#) < [CLICK HERE](#)