

VOYAGEUR COLLEGE PREP

Scholar, Parent, and Guardian Handbook
2017-2018

MISSION STATEMENT

The mission of the *Voyageur School District* is to prepare scholars to be *College Ready and College Bound*. This mission will be achieved through the foundational pillars of Discipline, Focus, and Hard Work; and the Sustenance pillars of Perseverance and Character.

The Mission of *Voyageur College Prep* is to prepare ALL SCHOLARS with the skills, knowledge, habits, and mindsets in order to successfully graduate from college. We will achieve this mission by living our values of:

- Respect
- Family
- Disciplined Habits
- Optimism
- Grit
- Excellence

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Administrative and Teacher Support Team

Position	Staff Member	Responsibilities
Principal	Jeff Maxwell	The principal oversees and manages teaching and learning, ensures the establishment of a safe and supportive school environment, oversees all school operations, ensures regular and consistent communication between the school and families, and designs and implements and fiscally responsible school budget.
Dean Of Culture	Terrance Wilson	The Dean of Culture manages school disciplinarians to ensure a safe and orderly environment that promotes teaching and learning. The Dean of Culture manages the school's Scholar Code of Conduct and Discipline Policy and implements disciplinary intervention when necessary.
Dean of Students	Katelyn Hoisington	The Dean of Students manages teaching and learning, creates the school schedule and manages the scheduling of scholars, and manages the updating of scholar promotional information in PowerSchool.
Dean of Instruction	Pamara English	The Dean of Instruction works directly with teachers to improve their teaching practices to maximize student learning and growth. The Dean of Instruction accomplishes this through regular observations and debriefs with teachers, and designing and implementing professional development. The Dean of Instruction also performs other administrative tasks including coordinating testing and managing the school reading and writing initiatives.
Dean of College Success	Jasmine Brooks	The Dean of College Success manages the schools' college program beginning in 9th Grade, coordinates the college application process, financial aid and scholarship process, and the college decision process, as well as arranges college visits and college fairs.
Alumni Success Coordinator	Aysha Boston	The Alumni Success Coordinator works to ensure college success of our Alumni after they graduate from High School. The Alumni Success Coordinator manages the transition from high school graduation to college matriculation and maintains regular communication with our alumni to support them through college graduation.
Campus Operations Manager	Patrick Jackson	The Campus Operations Manager oversees all school operations including management of the front office, transportation, collection of fees, ordering of supplies, attendance, school lunch program, and state compliance reporting.
Office Manager	Belinda Sykes	The Office Manager is the first point of contact in the front office and works to create a welcoming environment for all scholars, staff, and families at the school. The Office Manager manages student files and keeps family contact information up to date. The Office Manager drives communication from the school to scholars and families.
Attendance Agent	Mirella Arellano	The Attendance Agent monitors scholar attendance works with scholars and families to ensure scholars attend school every day. The Attendance Agent also manages our Truancy Policy and implements the policy as needed.

**I. THE BIG THREE:
Academic Hard Skills,
Academic Mindsets And Soft Skills,
And Identity, Relevance, And Belonging**

Every scholar has the ability to build a strong foundation for a beautiful and joy-filled life for themselves and the people that they love.

In order to create this life, it is essential for scholars to work diligently now to build the foundations of success in three key areas: Academic Hard Skills, Academic Mindsets and Soft Skills, and Identity, Relevance, and Belonging.

At VCP, if a scholar masters the **academic hard skills** such as reading, writing, science, and mathematics to be academically prepared for college; develops **academic mindsets and soft skills** such as grit, growth mindset, and perseverance to get through, past, and over any of life's many obstacles; and, develop a sense of **identity** to learn how to fluidly navigate different social, academic, and professional settings, and truly **belongs** to a community and family that is larger than themselves, then success and achievement is theirs for the taking.

Every scholar has the ability within to learn and build their academic knowledge, *every* scholar has the ability within to develop the grit to persevere through life's challenges, and *every* scholar deserves a right to earn a beautiful life after post-secondary achievement.

Promotion and Graduation Policy

Scholars must meet requirements in **Academic Hard Skills, Academic Mindsets and Soft Skills, and Identity, Relevance, and Belonging** to be promoted to the next grade level or to graduate. Only scholars who have completed all graduation requirements are eligible to receive a diploma and participate in graduation ceremonies.

VCP understands that all scholars are entitled to a Free and Appropriate Public Education (FAPE) and that this best occurs in the Least Restrictive Environment (LRE). It is our belief that scholars with Individualized Education Programs (IEPs) and 504 Accommodations Plans should participate in the same classes and experiences afforded to general education scholars whenever possible.

Academic Hard Skills

Interim Assessments, the SAT, and other high stake tests take a snapshot of a scholar's skills in math, reading, writing, science and other forms of logical processes of induction and deduction. The more scholars master these skills, the better prepared they are for the rigorous skills needed for college graduation and professional life.

In order to build a strong foundation, scholars must develop the essential academic skills necessary to thrive in a post-secondary opportunity and life beyond the classroom. From critical thinking in math and science to college-level literacy and writing, Academic Hard Skills are essential for the success of all adults in the 21st century. Through determination and perseverance, scholars who focus on building academic ability through strong study habits, regular attendance, and dedication to excellent grades, will build the necessary Hard Academic Skills to graduate high school and succeed in post secondary opportunities.

Strong focus on developing Academic Hard Skills is a cornerstone of our post-secondary success model at VCP. It is crucial that scholars develop the skills necessary to be great in their post-secondary pursuits and beyond.

Academic Hard Skills Promotional Requirements
<p>1. Academics</p> <p>Scholars must earn the credits from all classes in which they are enrolled during the regular school day and school year. Any scholar who fails any class will be expected to enroll in make-up classes in order to recover credits at the next available opportunity. Scholars unable to make up all credits at least one week before the school year starts will not be promoted to the next grade level or graduate.</p>
<p>2. Advanced Placement Class</p> <p>All VCP scholars must take at least one advanced placement course in order to graduate. If the scholar is enrolled in the AP course during May testing, the scholar is required to participate in the AP Examination for each course the scholar is enrolled.</p> <p>Advanced Placement (AP) courses are classes designed to expose scholars to the rigors associated with college level courses. In May of every year, the College Board holds national tests for AP scholars. Passing these examinations can earn the scholar college credit.</p> <p>AP courses offer scholars the opportunity to develop the skill and will necessary to succeed in college. The level of rigor in an AP course is much more intense than a regular high school class. Many scholars around the nation arrive to college and are unprepared for the amount of work and lack the workplace skills required to be successful. Advanced Placement courses introduce scholars to these skills and build their academic ability and drive.</p> <p>Due to the increase in academic requirements, the following policies/expectations for AP courses are essential to scholar success:</p> <ul style="list-style-type: none">• Summer coursework to prepare for the AP course is required• Any scholar wishing to take more than one AP course in a semester must get approval from the Dean of Instruction and the scholar's advisor• Scholars must complete daily homework/reading/studying to stay on track in the course• After the first two weeks of the course, scholars may not elect to transfer in/out• Any scholar failing the AP course at the end of a quarter may be removed (at the discretion of the teacher and Dean of Instruction) and required to complete an AP course at a later date• All scholars taking AP courses are required to take the AP Exam in the spring. If a scholar misses the exam, the scholar will be charged the price of the exam and the missed exam fee

Academic Mindsets and Soft Skills

Regardless of the presence or lack of innate gifts, the great equalizer and transformer in life are soft skills such as grit, resilience, mindfulness, and gratitude. Regardless if a scholar graduates with a Ph.D. from an Ivy League university or a post-secondary certificate from a trade school, the ability to manifest these powers makes for a beautiful life.

Even with strong Academic Hard Skills, scholars will not find success without also developing parallel Academic Mindsets and Soft Skills. Academic Mindsets and Soft Skills are achievable by *all* scholars.

A scholar’s GPA is a direct measurement of the presence of these academic mindsets and the practice of these soft skills.

Academic Mindsets and Soft Skills Promotional Requirements	
3. Discipline: Scholars must demonstrate discipline and maturity to be promoted or to graduate. The following are requirements for promotion or graduation:	
0-17 detentions earned in one school year	Scholars may be promoted or graduate as long as they serve all detentions.
18-36	Scholars who earn between 18-36 detentions need to take a Restorative Justice class to be promoted. Every 90 minutes of Restorative Justice class is equal to one detention served. All detentions must be served.
More than 36 promotional detentions¹	The scholar will not be promoted or graduate and must repeat the grade.
Note: Scholars who do not meet all the academic and discipline requirements at least one week prior to the first day of classes the following year must repeat the entire grade.	

Identity Relevance and Belonging

The pursuit of self-regulation and personal growth can be burdensome when done in isolation. Communities, families, and teams exist for a reason. We are here to support each other regardless of age, class, race, or religion. In the end, we are not over 400 people in a school; we are one body on a mission.

The more we learn how to build soft skills and belong on one team in one area of life, the more skill and confidence we have to build in other areas of life to succeed on future more challenging and diverse teams.

¹ Every detention earned must be served. Detentions earned accumulate throughout the year. A clean week is a week in which a scholar earns zero detentions. In order to be promoted, a scholar must not earn more than thirty-six **Promotional Detentions**. Promotional Detentions are determined by taking the *total* number of detentions earned and subtracting the number of clean weeks.

For example, if a scholar earns 40 detentions and zero clean weeks, the scholar would not be promoted because they earned 40 Promotional Detentions. However, if a scholar earns 40 detentions and 8 clean weeks, then the scholar has a total of 32 Promotional Detentions and can be promoted if they meet all other promotional requirements.

Identity, Relevance, and Belonging Promotional Requirements

4. Enrichment Credit

To be promoted or to graduate, scholars must earn enrichment credits. Enrichment credits are classes taken outside the regular school schedule or during Summer Session. A minimum of 25 hours of class time or study time is needed for each quarter (.25) credit except for physical education which may be a minimum of 12.5 hours for each quarter (.25) credit.

25-49.99 hours = .25 credit
50-74.99 hours = .5 credit
75-99.99 hours = .75 credit
100 hours = 1 credit

To be promoted to a sophomore : .25 enrichment credit earned
To be promoted to a junior : .5 enrichment credit earned
To be promoted to a senior : .75 total enrichment credit earned
To graduate : 1 enrichment credit earned

5. Acceptance to Two or More Post-Secondary Opportunities

Our goal is college graduation. We believe college graduation is a means to have opportunities to be successful in the workplace in order to pursue the life our scholars deserve. Securing multiple post-secondary options allows one to have choice in their path toward his or her future career. Through the work done inside and outside of the classroom and with the support and guidance of teachers, advisors, and the College Team, scholars work to secure many post-secondary option that align to their potential and interests. A minimum of **acceptance into two distinct post-secondary programs including four-year or two-year collegiate institutions, trade programs, or other certificate-bearing educational programs** is required for graduation.

II. SCHOLAR CODE OF CONDUCT (SCC)

The **Scholar Code of Conduct (SCC)**² establishes expectations that create a learning environment conducive to positive development.

The creation of a **safe** and **respectful environment** with rigorous standards of **personal accountability** is both conducive to effective teaching and learning and is the bedrock of **non-cognitive development** which is the cultivation of skills that are not necessarily found on a test, yet are most important to success and well-being.

When the SCC is practiced properly, classrooms and hallways become places where scholars can develop a **growth mindset**, feel a sense of **belonging**, recognize the **purpose** of their work, and find a clear path to **self-belief**.

² The Board of Directors ("Board") of the Voyageur Academy is responsible for establishing policies under which VCP operates. The SCC is not intended to address the entire spectrum of scholar misbehavior; instead it outlines a range of appropriate responses for certain inappropriate behaviors. School officials retain the discretion to address scholarly misconduct that is not specifically included in the SCC.

Upholding the SCC requires the constant practice of **self-regulation**: the awareness and management of one’s thoughts and choices in pursuit of goals. It is the building the habits of self-regulation, by routinely making the right choice, rather than the easy one, that creates success and achievement.

Striving to uphold the SCC asks a great deal of scholars, as each scholar needs to control personal behaviors for the sake of a present community and **future self**. However, in return, it bestows a tremendous gift: the **freedom to pursue** one’s dreams and make these **dream a reality**.

The SCC applies to actions of scholars during school hours, before and after school, while on school property, while traveling in school vehicles funded by VCP, while participating on any team of group representing the school or attending such an activity, at all school-sponsored events, and while using the school network or any computer or IT devices. The SCC also applies to actions of scholars before or after school and off school property if those actions pose a substantial likelihood of disruption to the learning environment in the school.

Team members shall consider all mitigating circumstances prior to disciplinary action and ensure due process for each scholar, while consistently following the policies outlined below. Mitigating circumstances include, but are not limited to the following factors: A scholar’s behavior plan, age, health, maturity, and academic placement of a scholar, the scholar’s discipline record, including previous similar incidents, the scholar’s attitude and willingness to change, the cooperation of parents/guardians, seriousness of offense, and willingness to enroll scholar in a scholar assistance program.

Merits and Demerits
<p>Merits: Merits will be given when scholars perform above and beyond in the areas of behavior, kindness, or school upkeep. Some examples include:</p> <ul style="list-style-type: none">a. Making the school look betterb. Stopping to greet visitors at the school and answer questions.c. Helping tutor a fellow scholar.d. Allowing adults the right of way on the sidewalk or bus. <p>Merits may result in a scholar being entered in a raffle for prizes, receiving tickets to various events, or being specially recognized.</p> <p>Merits do not erase demerits.</p>
<p>Demerits: A scholar can be assigned from 1-4 demerits for a rule infraction. Any infraction deserving more than 4 demerits, such as gross disrespect to adults or other scholars, are infractions that are beyond minor offences (see below).</p>

Respect as the Foundation for all of our Relationships

Respect is the foundation for any environment that intends to cultivate positive development. An institution characterized by mutual respect allows for the productive exchange of ideas, the presence of peaceful conflict, and opportunities for individual and community growth.

The success of the school’s mission and the success of all individuals within the school community depends on the continuous expression of respect for everyone, including oneself, at all times.

Being respectful requires cultivating empathy for others, carefully considering the consequences of one's actions, and actively working to align one's choices with the dignity of all individuals.

A respectful school environment acknowledges the rights to teach, learn, and grow without fear of hostility, ridicule, or violence. Respect is an expectation for all members of the school community including scholars, teachers, administrators, and family members, regardless of context and without exception.

The cultivation of respect is about intention, and acknowledges the possibility of misunderstanding. It is critical, however, that mistakes and unintended harm are repaired through intentional, restorative practices.

I. Offences of Disrespect to Members of the Learning Community including Oneself

- A. Minor disrespect toward others: one demerit
- B. Defiance towards others: four demerits, removal from class, and restorative conference to return to class
- C. Foul language not directed toward others: two demerits
- D. Foul language directed toward others including any slurs, derogatory names, or implied meanings: four demerits

Respect for Our Teaching and Learning Environment

Respect is not only expressed interpersonally. It is also an important component of the interaction between members of the school community and the physical environment they inhabit.

Acknowledging the importance of the physical space of the school is an important component of creating an environment where positive development occurs.

When members of the school community treat their learning environments with respect, by keeping it clean, showing proper decorum, and attending to its intended uses, they signal their appreciation for the opportunities it provides. By failing to uphold the expectations for treatment of the learning environment, it sends the opposite signal, and in doing so has a negative impact on the success of all members of the school community.

II. Offences toward the Learning Environment in the Classroom, Hallways, Cafeteria, and other Public Space

- A. Inappropriate public displays of affection: one demerit
- B. Not returning a tray, not cleaning up in the lunchroom, or leaving trash anywhere on school grounds: one demerit
- C. Tardy to school: one demerit
- D. Tardy to class (not in assigned seat when tone sounds):
 - less than one minute (one demerit)
 - one to five minutes (two demerits)

-over five minutes (three demerits)

E. In the hallways using lockers or restrooms at any time while classes are in session without an ambassador (except during passing periods or specific times designated by the principal): one demerit

F. Unsupervised and/or loitering on campus before of after school: two demerits

G. Rowdy behavior, such as yelling or running: two demerits

H. Standing or throwing anything in the lunchroom: two demerits

I. Food or drink (water in clear bottles is permissible) visible outside the lunchroom or eating or drinking outside of the lunch room (unless supervised by a teacher or administrator): four demerits

J. Talking during a fire, tornado, or lockdown drill: four demerits

K. Chewing gum: four demerits and harm reparation (e.g. removal of gum off desks, carpet, and other public space)

The Positive Force of Discipline: Self-Regulation

Success is the product of large endeavors, made possible by smaller actions and even smaller habits. It is impossible to pursue success through large feats of self-regulation without first attending to simpler choices and habits.

The abilities to ensure punctuality, maintain professional dress, ignore distractions, and delay gratification all require attention and care. Meeting these small expectations each day allows for the cultivation of much larger acts of self-regulation, and, ultimately, aids in the pursuit of one's academic, professional, and personal goals.

III. Failure to Practice Self-Regulation

A. Using, or evidence of using, a cell phone, iPod, headphones or other electronic devices visible (whether or not in use) or audible anywhere anytime in school without staff permission: two demerits and confiscation of the device until a parent or guardian retrieves the item from school. (Proper cell phone usage is permissible in clearly marked "Cell Phone Usage Zones.")

B. Unexcused absence from a class or school mandated function such as mandatory tutoring, school testing, or academic intervention: two demerits and parent/guardian contact.

C. Dress Code violations that can be corrected immediately (e.g. untucked shirt): one demerit (no warning will be given)

D. Dress Code violations that cannot be corrected immediately (e.g. no belt, dress pants, school shirt) or the scholar refuses to correct: four demerits.

In the world beyond high school, be it in college or a professional job, there will be rules that need to be followed. Different colleges or different professions will have different rules; however, there will still be a box within which one will need to learn how to live within and be comfortable, yet still thrive.

In the end, the Dress Code is a series of simple exercises of self-regulation. All have the power within them to follow the dress code and be successful. We all have greater tasks of self-regulation to conquer. It is best for scholars to learn how to regulate themselves with the dress code and move on to more important tasks.

Voyageur College Prep Dress Code³

The dress code is strictly enforced. Warnings are not issued. Scholars not in the school uniform may be placed in silent study hall until they have proper dress code.

The dress code is in effect anytime scholars are in the school building or on school-related functions such as field trips.

1. Shirts and outerwear

- a. Scholars must wear unaltered school shirts each day.
- b. Scholars may wear school sweatshirts, school vests, or school sweaters over the school shirt with the collar of the school shirt completely visible.
- c. Long-sleeved t-shirts cannot be worn under the school shirt.
- d. Coats, non-school sweatshirts or sweaters, or any other outerwear are not permitted to be worn in school or taken anywhere in the building at any time and must be left in the locker all day.
- e. School shirts always need to be tucked.

2. Pants

- a. Boys must wear dress pants. Girls must wear dress pants or skirts. Capri pants, spandex material, and corduroys are not permitted. Pants cannot have any exterior pockets (e.g. cargo pants or jeans).
- b. All pants and skirts must be light khaki in color.
- c. No pockets, loops, or straps on pants or skirts can be below the hip level.
- d. Pants must not be too baggy or too tight and cannot have rips or holes. Pants must be worn at the waist level. Other clothing must not be visible under pants.
- e. Pants must be purchased that allow for belts.
- f. Skirts must be knee length or longer and no slit may come too high.

3. Shoes

- a. Black or brown dress shoes are required. Shoelaces and all parts of the shoe must be black or brown. Boots or gym shoes are not permitted.
- b. Girls' dress shoes are acceptable only if they cover more than half of the foot and don't have more than a 3" heel (as measured from the back).
- c. Boots, flip-flops, stilettos, platform shoes, canvas shoes, gym shoes, and thin sandals are not permitted.
- d. Shoes must be laced up, with tongue inside, and tied securely. Pant legs must be worn over the shoe.

³ If a family has trouble purchasing dress shoes, school uniform polo, school sweatshirt, or school pants, please reach out to the VCP Principal. As many of us growing up wore gently used clothing from Salvation Army or relatives, VCP has some gently used uniforms and shoes in stock.

4. Belts

- a. Solid black or brown belts must be worn at all times. Belts may not hang down. Pants must be purchased that allow for belts.
- b. Belts cannot have large or distracting belt buckles.

5. Jewelry and make-up

- a. Boys may not wear any earrings or object in ears (placing place-holders in piercings is prohibited) and girls may wear earrings only in ears. Earrings must be less than two inches in length and/or diameter. Hoop earrings may not be large enough that a quarter can fit through the hoop. Earrings cannot be distracting (e.g. make noise) or have any logos/names/words.
- b. Visible body piercings, tongue piercings, or Band-Aids covering piercings are not permitted (placing place-holders in piercings is prohibited)
- c. All necklaces must be tucked inside the shirt.
- d. Make-up, perfume, lotion, or any other cosmetics are never to be applied anywhere but bathrooms.
- e. Bracelets are allowed. Sweatbands, multiple, or distracting wrist wear are prohibited.

6. Head Coverings

- a. No hats or other head coverings are permitted, including scarves, hairnets, athletic sweatbands, and bandanas anywhere inside a building at any time, except where mandated by legitimate religious requirements or cultural traditions.
- b. Headbands cannot be more than two inches in width and cannot cover the ears.

7. Hair

- a. No designs of any kind are permitted to be in the hair or on the face that disturbs the learning environment (this includes a prohibition on gang-affiliated symbols in hair style).

8. Gym Uniforms

- a. Scholars must wear school gym shirts. Scholars may not cut off or alter the gym shirts in any way.
- b. Scholars must wear gym shoes. Scholars must wear school gym shorts or sweatpants for gym class.

9. Distracting Clothing

- a. No clothing or jewelry that is determined by any teacher or administrator to distract from the learning process is permitted.

Detentions/Demerit Cycles

Anytime a scholar earns four demerits within a one-week period (a detention cycle usually runs from Friday to the following Thursday), he/she is issued an after school detention (90 minutes) and/or before school detention (60 minutes) or other disciplinary consequences. Detention may take the form of a silent period, behavior improvement work, cleaning or maintenance work, physical fitness work, or a combination of these activities. Parents or guardians who object to cleaning, maintenance work, or physical fitness as part of detention should request in writing that their child only have a silent period or behavior improvement work during detention. Scholars who have outstanding detentions to be served

are subject to losing their good standing.

Demerit cycles are reset after the one-week cycle ends. Thus, if a scholar receives only one, two, or three demerits within the one-week cycle, the demerits reset to zero and he/she will not be issued a detention.

Detentions will be sent home on the last school day of each week for detention assignments for the next week. Scholars need to attend any and all detentions that are assigned.

Mandatory Detention Schedules

Scholars that do not serve their earned detentions within one week will be assigned a mandatory detention schedule. Failure to follow the mandatory detention schedule and serve all earned detentions in a timely manner will result in further consequences. These consequences may include (but are not limited to): parent or guardian meeting, behavior plan, additional demerits, or alternatives to suspension.

Corrective Disciplinary Consequences besides Demerits and Detentions

Arrest: Police may be called to arrest scholars if there is reason to believe they are involved in any illegal activity. This includes, but is not limited to, involvement in a physical altercation or for bringing weapons or illegal substances of any kind to the school. A weapon is defined as anything that can inflict harm including, but not limited to; a firearm, a stick, brass knuckles, a knife, box cutters, bullets, screw drivers, saws, metal pipes, b.b.guns, toy guns, slingshots, or broken bottles. A campus official must call the parents immediately before or after the police are called.

Faculty and all staff members who have reason to believe that they have witnessed the sale, possession, or transfer of weapons shall report this immediately to the Principal (or designee). The Principal or designee shall determine if sufficient cause exists and, if so, file a disciplinary report and notify the Juvenile officer of the Police Department. The Principal (or designee), in consultation with the Police Department, will determine whether or not to file charges. All contraband will be turned over to the Police department. In addition the scholar who is charged with possession and/or use of a weapon shall be subject to immediate suspension from school and may face expulsion.

Behavior Monitoring: The scholar will closely monitor behavior and academic progress (e.g., self-charting of behaviors, feedback sessions for the scholar) that will permit rewards to be provided for successful performance.

Coordinated Behavior Plans: The school team, scholar, and parent/guardian will create a structured behavior support plan specific to the scholar and based on the target behavior to be reduced. It will focus on increasing desirable behavior and replacing inappropriate behaviors.

Counseling: Scholars may be required to receive additional supports or individual counseling from trained helping professionals (e.g., counselor, social worker, school psychologist) focused on problem solving or personal issues interfering with learning.

Expulsion: A decision to permanently remove a scholar from school due to extreme non-compliance with school rules/state law.

Good Standing: Scholars who break school rules or fail to serve the penalty for breaking them may lose their good standing status at school. For those who are not in good standing, this could result in not eating lunch with classmates, not being eligible for enrichment activities such as sports or arts programming, being removed from internships or college programs, and/or not being able to attend extracurricular activities such as dances (e.g. prom) or field trips.

Good Standing will be for scholars that have less than five detentions left to serve and with a current GPA of 2.5 or higher. Scholars that do not meet the Good Standing expectation will not be allowed to participate with Athletic Teams, Clubs, or Organizations.

Harm Reparation is when scholars complete tasks or assignments to make up for previous offences (example: cleaning gum off of desks because he or she spit gum on the carpet).

In-School Suspension: The decision to temporarily remove a scholar from the mainstream classroom and to place the scholar in a segregated environment within the school building that allows the scholar to continue to progress in their coursework but denies them access to regular classroom instruction and social interaction with their peers.

Lunch Detention: A consequence issued to scholars that they serve during their lunch period. Instead of having lunch with classmates in the cafeteria, a scholar will eat lunch and complete a character building assignment while serving his or her lunch detention.

Mini-courses or Skill Modules: Short courses or self-study modules can be assigned as a disciplinary consequence. These courses would be on topics related to the scholar's inappropriate behavior and would be designed to teach the scholar to have increased awareness or knowledge about the topic, thus facilitating behavior change.

*These modules might include readings, videos, workbooks, tests, and oral reports on a range of topics such as alcohol/drug use or abuse, strategies for conflict resolution, anger control strategies, social skills (e.g., getting along with peers, making behavior appropriate for the setting), and appropriate communication skills (e.g., appropriate and inappropriate language, how to express disagreement).

Out-of School Suspension: An out-of-school suspension is when a scholar is removed from school due to the serious nature of the inappropriate behavior for up to 10 school days. Scholars who have been suspended may not appear on campus nor attend any school functions (before school, after school, or evening) while suspended. They may, however, enter the school to take or prepare for state assessments. Suspended scholars must be assigned homework and given the opportunity to make-up missed assignments, quizzes, or tests.

- Scholars with disabilities may be suspended up to 10 school days in one school year for violations described herein. Consequences for special education or disabled scholars will be adjusted, as required by federal and state laws and regulations, and the scholar's individual education plan (IEP) or accommodation, when necessary.
- A campus official must fill out an appropriate misconduct report anytime a scholar is suspended. Scholars must have due process, which allows them to hear the charges and respond to them. Parents will be notified as soon as possible but no later than 12 hours after the suspension is administered, through a phone call, a message on an answering machine, letter mailed home, or an e-mail.
- A parent, guardian, or scholar may appeal a suspension by requesting a review in writing to the American Promise Schools Superintendent within two days of the notice of the suspension. The superintendent will make the final determination of any suspension appeal. An appeal does not halt a scholar's suspension. If the suspension is overturned, the suspension will be removed from the scholar's record and any remaining days will not have to be served.

Parent/Guardian involvement and Supervision: Along with the school and scholar, parents/guardians will develop ways that they can provide closer supervision or be more involved in their scholar’s schooling. Together the team will work towards better communication and more frequent contacts between teachers and parents/guardians, as well as coordinated behavior-change approaches.

Parent/Guardian Conference: A meeting where the scholar, school official, parent or guardian, teacher, or Advisor discusses behavior, consequences, action items, goals, support plans, and/or communication methods.

Restitution: In-kind restitution permits the scholar to help to restore or improve the school environment either by directly addressing the problems caused by the scholar’s behavior (e.g., in cases of vandalism scholars can work to repair things they damaged), or by having the scholar improve the school environment more broadly (e.g., picking up trash, washing lockers).

Restorative Circle: A community process for supporting those in conflict. It brings together the three parties to a conflict – those who have acted, those directly impacted and the wider community – within an intentional systemic context, to dialogue as equals.

Problem solving/contracting: Negotiation and problem-solving approaches can be used to assist scholars in identifying alternative behavior choices. The scholar will develop a contract that reminds him or her to engage in a problem-solving process that includes positive reinforcement for success and consequences for continuing problem behaviors.

Restorative Conference: A structured meeting between offenders, victims and both parties' family and friends, in which they deal with the consequences of the crime or wrongdoing and decide how best to repair the harm.

Restorative Justice Classes: Scholars who earn more than 18 detentions or have a violation of the Scholar Code of Conduct related to fighting, bullying, gang activity ,or drug use or distribution may be required to take Restorative Justice classes that teach proper behavior in order to be promoted or to graduate.

Scholar Conference: A meeting where the scholar, school official, teacher, or Advisor discusses behavior, consequences, action items, goals, support plans, and/or communication methods. Parents or guardians should be informed of such conferences.

Beyond Minor Offences: Unacceptable Behavior with Consequences or Actions

Minimum Consequence	Other Consequences or Actions	Maximum Consequences
Parent/Guardian Conference	-Harm Reparation (e.g. cleaning the cafeteria or create a positive poster) -Restorative Circle -Detention -Loss of School Privilege (e.g. lunch, enrichment activities, Field Trips, computer access) -Community Service	One Day In School or Out-of-School Suspension
List of Category One Infractions		Additional Consequences or Actions

1.1 Minor disrespect to members of the learning community or self -acts of defiance such as talking back to adults or other major forms of non-compliance -taunting other scholars -malicious teasing -cutting class -filming a fight or other violations of the SCC	
1.2 Disrupting the learning environment in the classroom -Screaming or shouting in the classroom -defiance to teacher redirection -leaving the classroom without permission	
1.3 Disrupting the learning environment in public space (including classroom) -cafeteria disturbance (food fight/throwing food) -accessing restricted areas/loitering in unauthorized areas -leaving school grounds without the permission of school personnel -Disruptive or noncompliant behavior on a school bus or on a field trip -gambling	
1.4 Failure to Uphold Accountability of Self-Regulation and Expectation -Refusal to hand over phone or other electronic device -Failure to serve a detention	
1.5 Inappropriate Internet Use	-Harm Reparation (Make a poster of Appropriate Internet Usage)
1.6 Cheating, plagiarism, or copying the work of other scholars or sharing work for others to copy.	-Loss of credit for the assignment.

Category Two Infractions: Major Disruptions of the Learning Environment

Minimum Consequence	Other Consequences or Actions	Maximum Consequences
Parent/Guardian Conference	-Harm Reparation (e.g. cleaning the cafeteria or create a positive poster) -One or two day in-school or out-of-school suspension -Restorative Circle -Detention -Loss of School Privilege (e.g. lunch, enrichment activities, Field Trips, computer access) -Community Service	Three Day In School or Out-of-School Suspension
List of Category Two Infractions		Additional Consequences or Actions
2.0 Repeated Category One and/or Category Two Infractions		

<p>2.1 Major disrespect to members of the learning community or self</p> <ul style="list-style-type: none"> -throwing objects that could cause harm to others -acts of defiance such as talking back to adults or other major forms of non-compliance -acts of verbal or written disrespect including the use of social media and the internet -profane, vulgar, or obscene language or gestures -taunting other scholars -malicious teasing -cutting a school day 	
<p>2.2 Major disruptions to the learning environment in the classroom</p>	
<p>2.3 Major disruptions the learning environment in public space (including classrooms)</p> <ul style="list-style-type: none"> -possession or use of tobacco or related items (such as lighters or matches) 	

Category Three Behavior: Severe Violations of the Learning Environment

Minimum Consequence	Other Consequences or Actions	Maximum Consequences
Parent/Guardian Conference	<ul style="list-style-type: none"> -Harm Reparation (e.g. cleaning the cafeteria or create a positive poster) -One to four day in-school or out-of-school suspension -Restorative Circle -Detention -Loss of School Privilege (e.g. lunch, enrichment activities, Field Trips, computer access) -Community Service 	Five Day In School or Out-of-School Suspension
List of Category Three Infractions		Additional Consequences or Actions
<p>3.0 Repeated Category One and/or Category Two Infractions</p>		
<p>3.1 Major disrespect to members of the learning community or self</p> <ul style="list-style-type: none"> -any verbal abuse or bullying of others including slurs, name-calling, or derogatory statements to another person because of that person’s race, color, religion, national origin, disability, physical/personal appearance, or sexual orientation. (Bullying is defined as any act of speech that subjects persons to indignity, humiliation, intimidation, physical abuse, or threat of physical abuse, social or other isolation, shame, or disgrace) -Hitting another person 		

Category Four Infractions: Forbidden Violations toward the Learning Environment

Minimum Consequence	Other Consequences or Actions	Maximum Consequences
Administrative referral	<ul style="list-style-type: none"> -Up to five days in-school or out-of-school suspension -Loss of School Privilege -Time-in-Seat -Parent or Guardian meeting -Night School or Summer School Behavior Improvement Class -Harm Reparation -Restorative Circle -Restorative Conference -Community Service 	Expulsion
List of Category Four Infractions		Additional Consequences or Actions
4.0 Repeated Category Two and/or Category Three Infractions		
4.1 Forbidden disrespect to members of the learning community or self -Harassment, sexual harassment, hazing, dating violence, threatening to cause or causing harm or bodily injury to another scholar or adult -Indecent exposure, unsolicited sexual proposal, sexual harassment or committing any other act of criminal sexual or sexually intimidating conduct. -causing physical damage to the property of another scholar or adult -subjecting another scholar to physical confinement or restraint -maliciously taking any action that substantially harms another scholar’s physical or emotional health -participation in gang activity -theft, robbery, or extortion -Physical fighting, assault, or battery		
4.2 Forbidden disruptions to the learning environment in the classroom		
4.3 Forbidden disruptions to the learning environment in public space (including classrooms) -Destroying public or private property -Vandalism, graffiti, or arson -Stealing/theft of public or private property -possession, use, or sale of alcohol, drug paraphernalia or drugs including edible drugs -possession and/or use of weapons/dangerous objects, including, but not limited to firearms or knives of any kind.		-Harm reparation (repairing any damaged goods) -Restitution (paying for the replacement of any damaged goods) -Out-patient counseling
4.4 Inappropriate use of Social Media, Internet, or other communication devices to harm others -using phones, computers, or social media to bully, intimidate, or harass others		

4.5 Possession or use of alcohol or tobacco	
4.6 Possession of weapons or any type of ammunition	
4.7 Possession of drugs and or drug paraphernalia	
4.8 Repeated violations of the Scholar Code of Conduct including repeated disruptions to the learning process after earning more than 36 detentions in any one school year.	

Expulsion Process

When Voyageur College Prep determines that a scholar has committed an offense(s) which is (are) grounds for expulsion, the Principal or designee will forward the American Promise Schools Superintendent and hearing office the appropriate misconduct report. The scholar will be suspended for up to 10 school days pending an expulsion hearing conducted by a hearing officer designated by the Superintendent. After the expulsion hearing, the hearing officer will then make a written report within two business days to the Superintendent summarizing the grounds for expulsion and the evidence presented at the hearing. The report will make a recommendation as to whether to expel the scholar and if so, for what period of time. Scholars can be expelled for periods of time from 10 days to permanently depending on the severity of the offense.

The parent and scholar will have the right to appeal the recommendation of the hearing officer to the superintendent within 3 business days of notification of the recommendation. The appeal should be in writing and sent along with any additional evidence to the superintendent. If the superintendent's recommendation is expulsion, then the superintendent of American Promise Schools forwards the recommendation to the Chairman of the Voyageur Board within 5 business days of the hearing officer's recommendation and notifies parent of the decision. The Board, either as a meeting as full board or sub-committee, shall review the recommendation, and render a final decision. None of the parties shall make presentations at the meetings, but parties can attend to answer questions.

Expulsion steps in order:

1. Principal or designee recommends scholar for expulsion with a misconduct report to the superintendent and hearing officer. Principal or designee contacts (minimum three attempts) parent to schedule expulsion-hearing, documents that contact in the scholar information system, and notifies parent of the expulsion hearing via certified mail.
2. Principal or designee schedules expulsion hearing.
 - a. Designated-hearing officer will conduct expulsion hearing.
 - b. Representatives of the principal may present evidence or witnesses.
 - c. Parent is strongly urged to attend
 - d. Parent and scholar afforded due process by being allowed to refute charges and present evidence.
 - e. Parent may bring legal counsel.
3. Hearing officer sends written hearing report and recommendation to superintendent of American Promise Schools within two business days of the hearing and notifies parent of the recommendation.
4. Parent or scholar may appeal hearing officer's recommendation in writing to the superintendent of American Promise Schools within 3 business days of being notified of the hearing officer recommendation

5. If the superintendent's recommendation is expulsion, then the superintendent of American Promise Schools forwards the recommendation to the Chairman of the Voyageur Board within 5 business days of the hearing officer's recommendation and notifies parent of the decision.
6. The Board, either as a meeting as full board or sub-committee, shall review the recommendation, and render a final decision. None of the parties shall make presentations at the meetings, but parties can attend to answer questions.

III. OMNIUM GATHERUM

Academic Dishonesty

Academic Dishonesty: Scholars must learn that in order to grow academically, they will be judged on their own work. We expect scholars to honor other people's work by giving credit in the form of reference and/or footnote for any borrowed words, ideas, or opinions, and by including quotation marks when copied exactly. When working on a team project, credit must be given to each person who contributes.

Scholars must understand that copying the words, ideas, or opinions of someone else without giving credit to that person in the form of footnotes or references is considered plagiarism. Whether deliberate or accidental, plagiarism is a serious and punishable offense. Scholars must always be responsible for their own work and not engage in any manner of cheating.

These types of academic dishonesty will result in loss of credit and/or failure according to the discretion of the teacher. Scholars will also receive an automatic detention (first offense), or more severe penalty if their cheating continues.

Deliberate plagiarism:

- Copying of a phrase, sentence or a longer passage from a source and passing it off as one's own.
- Summarizing or paraphrasing someone else's ideas without acknowledging that the work is not one's own.
- Obtaining a term paper and handing it in as one's own.

Accidental Plagiarism:

- Forgetting to place quotation marks around another writer's words.
- Omitting a source citation for another's idea because one is unaware of the need to acknowledge the idea.

Cheating:

- Obtaining a copy of tests or scoring devices.
- Copying another scholar's answers during a test.
- Providing another scholar questions or answers to, or copies of, actual test questions.
- Having or using non-permitted materials during tests.
- Duplicating another scholar's project or work for submission as one's own work.
- Having someone other than the scholar prepare the scholar's homework, paper, project, laboratory report or take-home test.
- Permitting another scholar to copy one's own homework, paper, project, laboratory report, or take-home test. Representing as one's own work the product of someone else's creativity.

The following consequences may occur for scholars who engage in acts of academic dishonesty.

- Automatic 0 on the assignment

- Detention
- Teacher/scholar/Dean of Culture/parent conference
- Removal or disqualification from NHS or summer programs
- Suspension
- Homework must be handed in to the office

Attendance Policy

Attendance: Absences may be excused only for illness, or for a verifiable family emergency. These **absences can be excused only if a written note from the legal guardian is received in the main office within 48 hours of the scholar's returns to school. A doctor's note or other official documentation is required for an absence period of more than 2 consecutive days.** Notes from the doctor must come from the doctor on their letterhead. If a scholar is to be out, the parent/guardian should inform the main office before 8:00 a.m. if possible.

Scholars who are absent for all or part of any day may not attend or participate in any extracurricular event or sporting event on that day or night except with written permission of the Principal.

Scholars who are absent for all or part of any day for "cut days", "senior cut days", "skip days", "ditch days", or any similar events may be denied participation in any extra-curricular event or sporting events such as prom, luncheon, or graduation and/or given multiple detentions.

For make-up work due to absences, scholars are given as many days to turn in work as they were absent. For example, if a scholar were absent for two days, he/she would have to turn in make-up work by the second day after he/she returns. Community Service Hours are not valid if they were completed while classes were in session and/or the school-day hours that scholars are suspended.

Leaving campus (school): Scholars are not permitted to leave campus once they are inside the building. Leaving the campus (school) during any school day or school-sanctioned activity without authorization will result in a suspension and/or a detention.

Early dismissals or late arrivals: If at all possible, scholars must make medical or other appointments after school hours or on weekends. In the rare event that a scholar needs an early dismissal or late arrival, the following procedures must be followed:

1. The legal guardian must come and sign the scholar in or out of school.
2. The scholar must make up all missed work, including points in gym class.
3. Only early dismissals or late arrivals for verified doctor's appointments will count as excused absences in class or gym. All others are considered unexcused. Doctor's notes should be brought upon arrival to school.

Fire Drill

Posted in every room is a map detailing the evacuation protocol required. Scholars are to follow their teacher according to that map and to stay with their class. In the event of a fire drill or fire, scholars must not stop at bathrooms or lockers. They must go directly downstairs and stay as a class in the designated outside location until given further instruction. Any scholar violating this procedure is jeopardizing the safety of the school and will face consequences including possible suspension. **There is to be no talking whatsoever during a fire drill.**

Grading Policy

Grading periods:

- Voyageur College Prep operates on a 40-week school year. There are two semesters per year; each semester is 20 weeks long.
- Scholars will receive progress reports every two weeks of the semester, however, parents and guardians must attend Report Card Pick-Up to receive the 10th and 20th week's progress report (also known as report cards).
- Scholars receive credits at the end of each semester for classes they have passed. (See graduation requirements)

Grading Scale:

Voyageur College Prep uses the following grading scale:

A+	97-100	4.3	C+	77-79	2.3
A	93-96	4.0	C	73-76`	2.0
A-	90-92	3.7	C-	70-72	1.7
B+	87-89	3.3	D+	67-69	1.3
B	83-86	3.0	D	63-66	1.0
B-	80-82	2.7	D-	60-62	0.7
F	0-59	0.0			

- Honors classes are awarded a 1-point bonus.
- Advanced Placement classes are awarded a 2-point bonus when calculating weighted grade point averages.
- Pass/Fail classes are issued "P" or "F" and earn credit; however, they do not factor into grade point averages.

Make-up Exams or Quizzes:

- Must be given within 1 week of the scholar's return to school.
- May only be administered by the teacher of the class, another teacher, or Dean.

Extra Credit:

- Extra credit can only be made available to the whole class and not to individuals.
- No extra credit assignments can be given or accepted during the last two weeks of any semester. However, there can be extra credit points available on assignments or assessments at any time.

Late Work:

Late work acceptance policies are determined by grade level and scaffolded to provide a gradual release of responsibility.

- Scholars in 9th grade may turn late work in within the 2 week progress report cycle for up to 70% credit.
- Scholars in 10th grade may turn late work in within the 2 week progress report cycle for up to 65% credit.
- Scholars in 11th grade may turn late work in within the 1 week for up to 60% credit.
- Scholars in 12th grade may turn late work in within the 3 days for up to 55% credit.

Guests

Guests must always obtain a visitor's pass from the Main Office and must be authorized by a staff member. Guests should be greeted politely in the hallways or when knocking on the door of a classroom.

VCP reserves the right to determine if a school event is open to VCP scholars and families or VCP scholars, families, and guests. When events are open to non-VCP guests, additional paperwork may be required in order for the guest to attend.

Medical Policies

Records and Physical Exams - In order to enroll at VCP every scholar must have an up-to-date physical, health records, including immunizations. Scholars will be excluded from school until that record is provided or until record of an upcoming medical appointment is provided by parent/guardian.

Medications - If a scholar requires medication during school hours, the distribution of the medications will be supervised by the Office Manager or Nurse under the following guidelines required by state law:

- Prescription medications must be supplied in the original pharmacy container.
- The container must be identified with the following information: Scholar name, Name of Medication, Doctor's Name and Phone Number, Pharmacy, and Phone Number.
- Parents/guardians must sign the appropriate administration forms.
- Non-prescription medications must also be supplied in the original container and must be accompanied by written consent from parent/guardian.

VCP will designate employees as the primary person and back-up person authorized to administer medication in the absence of the school nurse. All medication must be placed in a locked box in the main office. In order to administer any prescribed medication to a scholar or child, there must be a doctor's note on file. For any over the counter medication, a note signed by the parent with directions must be present. Furthermore, a log will be kept on file that indicates the following: Name of Scholar/Child, Name of Medication, Date, Time, and Who Dispensed Medication.

Scholars are responsible for coming to the main office to receive their medications at the appropriate time.

Scholars are not allowed to have medications in their possession or in their lockers. This includes any over the counter medications.

No Solicitation Policy

No solicitation: Scholars may not sell any good or services for any fundraiser or other reason while in the school building unless they are doing so for a school-sponsored club or organization.

Personal Safety Outside The Building

To maximize personal safety outside the building, it is recommended that scholars stay in groups if possible and do not wear I-Pods/talk on cell phones/or count money while walking down the street. Also, do not engage in conversation, tough talk, or taunting with individuals. If you are threatened, go to a business or a public area as quickly as possible. Ask to call the police.

Policy On Mandated Reporting Of Abuse/Neglect

All school personnel are mandated reporters of suspected abuse and/or neglect. Mandated reporters are required to report suspected child maltreatment **immediately** when they: "have reasonable cause to believe that a child who is under 18 years old known to them in a professional or official capacity has been harmed or is in danger of being, harmed-physically, sexually, or through neglect and that a caregiver either committed the harm or should have taken steps to prevent the child from harm".

1. Once any staff member becomes aware that a scholar may be the victim of abuse or neglect, they must:

- a. Call the DCFS hotline at (800) 25-ABUSE,
- b. Notify the Dean of Culture and Scholars or Social Worker, and
- c. Complete a VCP incident report.

2. When calling the hotline, the staff member must have the following information (or as much as is known): the name, birth date, and address of the alleged victim; the name, address, age or birthdate, and relationship of the alleged perpetrator; what type of injury or harm was allegedly done to the victim; and a description of the incident (time/date, place in which it occurred, and indication of intention to harm). The staff member should also have the names and ages of other children in the household, information as to whether or not English is fluently spoken by the parents and the work phone number of the alleged perpetrator.

3. While these steps are taking place, the social worker will assist both the faculty member and scholar in understanding the ramifications of the call. The social worker will debrief the scholar and, when appropriate, will contact the parent(s)/guardian.

4. No one in the workplace, even a supervisor, is permitted to suppress, change, or edit a report of abuse. A mandated reporter who willfully fails to report suspected incidents of child abuse or neglect is subject to license suspension or revocation, and commits a misdemeanor. Falsely reporting information to the hotline is also a misdemeanor.

5. Physical abuse is defined as occurring when a parent or person responsible for the child's welfare "inflicts or allows to be inflicted upon such child physical injury, by other than accidental means". Common injuries include bruises, human bite marks, bone fractures, and burns. Physical abuse also occurs when the caregiver or parent creates a substantial risk of physical injury by shaking, throwing, choking, smothering, or pushing the child into fixed objects. Act of torture are defined as "deliberately or inflicting cruel or unusual punishment which results in physical or mental suffering". When reporting physical abuse, it is important to document the presence of any injuries.

6. Sexual abuse is defined as occurring when a person responsible for the child's welfare commits sexual penetration, sexual exploitation, sexual molestation, or when a young child contracts a sexually transmitted disease. A child's disclosure of sexual abuse will be handled sensitively. When a scholar attempts to disclose sexual abuse, the teacher or staff member will listen attentively while maintaining a calm demeanor. The mandated reporter will pay very careful attention to the disclosure of sexual abuse, but will not encourage the scholar to disclose information in addition to what is being given voluntarily. Staff will take very careful notes, writing the scholar's words verbatim as much as possible. The scholar will be referred immediately to the school social worker and the Dean of Scholars will be informed.

7. Neglect occurs when a person responsible for the child "deprives or fails to provide the child with adequate food, clothing, shelter, or medical treatment", or when an adult "provides inadequate supervision of a child (particularly small children)".

Scholars' Rights

The right of scholars to freedom of expression shall not be abridged, **provided that such right shall not cause any disruption or disorder within the school.** Freedom of expression shall include without limitation, the rights and responsibilities of scholars, collectively and individually, (a) to express their views through speech and symbols, (b) to write, publish, and disseminate their views, and to assemble peaceably on school property for the purpose of expressing their opinions. Any assembly planned by scholars during regularly scheduled school hours shall be held only at a time and place approved in advance by the Principal (or designee).

No expression made by scholars in the exercise of such rights shall be deemed an expression of school policy, and no school officials shall be held responsible in any civil or criminal action for an expression made or published by scholars.

Freedom of Speech. Scholars' right to free speech comes with the following restrictions:

- What a scholar says may not disrupt the work and discipline of the school in a material or substantial way.
- A scholar's words may not incite others to disrupt the work or discipline of the school or disobey the laws.
- No scholars may be obscene.
- Scholars may not say (slander) or write things about (libel) another person that damage that person's reputation and are not true, if they know the statement to be false or don't care whether it is true or false.
- Scholars may not use fighting words, that is, words which when spoken are likely to produce a violent action. Included in this category would be racial, sexual, ethnic, or religious slurs.

Freedom of Press. Scholars may express their opinions in publication and other written material as long as it follows standards of good taste. Unofficial or underground publications distributed at school will not be censored so long as they are signed by the author(s), and are not disruptive, defamatory, obscene, or containing "fighting words." VCP reserves the right to regulate the content of "school sponsored express activities." A sign posted must be signed by the person who put it up and must be posted in the designated area in the school.

Freedom of religion. Scholars have the right to be absent from school for observance of the holy days of their religion. Parents/guardians must notify Advisor and school office in writing **prior** to absence. An absence for religious reasons does not count as an official absence from school.

Search and Seizure. Any searches of lockers *will* be conducted solely for the safety and well being of the VCP School community. A mass search of lockers is permitted when the Principal (designee) deems that a threat to the safety of the school exists. Ownership of lockers is maintained by VCP and scholar use is subject to the right of the school administration to have access to the lockers at any time for cleaning or to search for illegal or dangerous materials.

Right to equal education. VCP scholars cannot be prevented or discouraged from participating in any school activity because of race, gender, sexual preference, religion, national origin, or handicap.

Right to access: All public events for parents, scholars and community members for whom an announced site for a school program or event is not usable may request 10 days in advance that the program be relocated into a site which would meet their needs to the extent it is possible. Requests should be made to the principal of the campus

What to do if rights are violated. Scholars are encouraged to talk to your advisor, your teachers, your Principal, or someone else in the School. Any member of the school community who believes he/she has been subject to or bears witness to discrimination on the basis of race, gender, age, sexual orientation, religion, national origin, disability, or handicap may file a complaint with school Principal. The Principal will make a determination in the matter. If that determination is unsatisfactory, the member of the school community can request a hearing before the Superintendent, by submitting a request in writing to the school office.

High School students who have attained 18 years of age, may when they have so informed the principal in writing: Have all personal school correspondence mailed directly to them; Have access to their school records; May sign excused absence or report cards for themselves; May sign themselves out of school: If adult students choose to exclude their parents or guardians from any of the above matters, the school principal should be so informed in writing. Students who have attained the age of 18 are still subject to all school and board policies and regulations

Scholar Seclusion and Restraint

Only in certain emergency circumstances, professional staff members may need to restrain and seclude scholars.

All such intervention shall only be done in accordance with guidelines and standards adopted by the academy's Board of Directors regarding the use of scholar restraint and seclusion.

Training will be provided to professional staff and the support staff determined appropriate by the School Leader. Training will be in accordance with the State's Standards.

Searches, Lockers, And Locks

1. **Searches:** Personal property of a random group of scholars can be searched with reasonable suspicion or if the group of scholars searched is chosen at random. Searches of a scholar themselves may also be done with reasonable suspicion. A staff member who is the same sex as the scholar must do the search and there must always be a second staff member present as a witness.
2. **Lockers and locks:** Scholars and parents must be aware that a scholar's locker is school property and may be searched by school officials at any time without notice or warning. All locks must be school locks purchased through the school office; any other lock will be removed without notice.

Special Education Program

Every child has the right to an education, regardless of gender, race, culture, age or disabilities. It is the goal of the school to provide opportunities for all scholars.

Policy

It is the policy of Voyageur College Prep to provide special education services. All scholars with special needs have the right to a quality education appropriate to their needs, abilities and interests. It is the goal of the special education staff to act as a resource to the classroom teacher in the development and implementation of appropriate instructional and socialization strategies. Implementation of these strategies will occur within the general education setting and through one-on-one and small-group remediation.

The Individual Education Plan (IEP)

The school will comply with all federal and state legal requirements that every scholar identified as having a disability be provided an Individual Educational Program (IEP) specifying goals, level of service, ancillary services and the least restrictive placement. Prior to the opening of school, registration forms are reviewed to identify current IEPs from previous schools attended. The parents are fully informed of their rights, procedures and responsibilities under special education law.

Role of Special Education Director

- To schedule and lead meetings of the building Special Education team no less than once a month.
- (If a teacher) To meet with the building principal on a scheduled basis to address Special Education matters within the building
- To coordinate and be mindful of the schedules of all ancillary staff and ensure that they are provided with space and materials to fulfill their responsibilities.
- To serve as a conduit for the Special Education staff regarding all school activities and schedules so itinerant staff is aware of weekly schedules within the General Education classrooms
- To coordinate the submission of scholar data in Power School.
- To act as a resource to the classroom teacher in the development, implementation, and monitoring of specialized or modified programs
- To work collaboratively with the Multi-tiered Support System (MTSS) team,, as requested by the building principal
- To complete /submit special education forms or school specific information as requested by local and state agencies, not otherwise submitted by the school
- Receive and distribute reports / information received from outside agencies or contractors
- Attend Special Education Building Coordinator regional meetings

Special Education Personnel

All special education teachers have the proper certification. Our ancillary staff consists of speech and language pathologists, social workers, psychologists, and occupational therapists.

Multi-tiered Support System (MTSS) Team

The Multi-tiered Support System (MTSS) team is a committee of school personnel set up by the school to ensure ongoing and effective support for classroom teachers and scholars. The team provides a forum to discuss scholars' academic and behavior needs and to generate, initiate and monitor solutions that marshal the resources of the school, the family and the community. This process creates an awareness and understanding of the issues affecting the scholar.

Evaluations and Program Planning

The program and services for a scholar receiving special education support will be reviewed on an annual basis and further evaluation of the scholar's needs will be considered every three years. At their annual reviews and three-year reevaluations; parents, teachers, building administration, and the school district review current testing, progress in general and special education programs, and consider parental input that impacts the scholar's academic growth and proficiency. Based upon the discussion of these factors, the IEP team develops goals and objectives for the continuing program and services of the scholar. Parents are informed of scholar progress a minimum of four times per year at quarterly marking periods. Progress is also shared through telephone calls, written information/feedback, and personal contacts.

Educational Placement of Scholars with Disabilities

Academy is committed to placing each scholar in the least restrictive environment possible to meet their educational needs as determined by our professional team of general and special educators, administrators, and related service providers.

Parent Participation

Parents/legal guardians have the *expressed right* to participate in all meetings dealing the evaluation, identification, and educational placement of their child. Information concerning a child will be requested of his/her parents/guardians during the Response to Intervention Team process and the parent's/guardian's presence will be requested at subsequent meetings.

Individuals with Disabilities Education Act (IDEA) - 2004

Academy is in step with the major changes in special education under the revisions made in the 2004 legislation. As the Department of Education clarifies state specific implementation of this act, the Academy will be in full compliance. Parents or guardians have the right to review their child's records and refuse permission to release information (except as required by, or permitted by, law).

Rehabilitation Act of 1973 – Section 504

Under Section 504, the school has the responsibility to identify, evaluate and if the scholar is determined to be eligible under Section 504, to afford access to appropriate educational services. If the parent or guardian disagrees with the determination made by the school staff, he/she must file a written complaint, stating the specific facts of the grievance with the Section 504 Compliance Officer within fifteen (15) calendar days of the date of the alleged violation.

FAPE

Voyageur College Prep understands that all scholars are entitled to a Free and Appropriate Public Education (FAPE) and that this best occurs in the Least Restrictive Environment (LRE). It is our belief that scholars with Individualized Education Programs (IEPs) and 504 Accommodations Plans should participate in the same classes and experiences afforded to general education scholars whenever possible

Sports Eligibility

Sophomore, junior, and senior scholars are eligible to be official members of a school sports team only if:

- They have a cumulative GPA of at least 2.25 (2.5 in 2018-19 school year).
- They have failed no more than 1 class in the previous semester.
- They meet additional requirements that an individual coach or campus requires, if any.
- Meet all the requirements of the Michigan High School Athletic Association (MHSAA).
- They earn "Good Standing" status.

Sophomore, junior, and senior scholars who meet MHSAA eligibility requirements, yet do not meet VCP eligibility requirements, can earn Athletic Redemption and be eligible from progress report to progress report only if:

- They pass all of their classes on their progress report.
- They have a 2.5 current g.p.a. or greater on their progress report.
- They earn "Good Standing" status.

Freshmen and transfer scholars in their first semester at VCP are eligible to play sports from progress report to progress report only if:

- They pass all of their classes on their progress report.

- They have a 2.5 current g.p.a. or greater on their progress report.
- They earn “Good Standing” status.

Second semester freshmen are eligible to be official members of a sports team only if:

- They have a cumulative GPA of at least 2.5
- They have failed no more than 1 class in the previous semester.
- They meet additional requirements that an individual coach or campus requires, if any.
- Meet all the requirements of the Michigan High School Athletic Association (MHSAA).
- They earn “Good Standing” status.

Second semester freshmen who meet MHSAA eligibility requirements, yet do not meet VCP eligibility requirements, can earn Athletic Redemption and be eligible from progress report to progress report only if:

- They pass all of their classes on their progress report.
- They have a 2.5 current g.p.a. or greater on their progress report.
- They earn “Good Standing” status.

Supervision of Scholars

Scholars are not to be in the building or on the school grounds after the regular school day unless under the direct supervision of a school staff member.

Technology and Acceptable Use Policy

The goal of computer access at school is to build technology skills, information gathering skills and communication skills. Scholars have the privilege to use computer workstations, the school network, e-mail, and the Internet **for school assignments only**.

Scholar Responsibilities: In order for the school to provide sound educational opportunities via its computer network, each scholar must use computers and the network responsibly.

Responsible scholars use computers, other hardware, and printers carefully. Scholars will leave a computer working in the same condition as they found it; namely, making no setting changes that alter the computer’s appearance or function; avoiding damage to the mouse, keyboard, printers, and furniture; and keeping the computer, monitor, keyboard, mouse, and furniture clean.

Responsible scholars use the Internet appropriately. The scholar is responsible for all web pages accessed. Scholars must earn Internet authorization by studying the Acceptable Use Policy and passing a quiz on its contents with a 100% score.

Scholars are not allowed to access, use or possess pornographic, gang-related, violent, or illegal material; inappropriate or offensive text via e-mail, chats, blogs, or other means; or files deemed dangerous to the integrity of VCP (e.g., viruses, worms, or other harmful programs designed to disrupt or alter a computer’s functions). In addition, scholars may not access, use, or possess unauthorized or illegally obtained hardware, software or data.

Scholars must comply with the following safety rules for Internet use. Scholars should not give out any personal information such as address, telephone number, parent’s work address or telephone number, or any other person’s address or telephone number without parental permission. Scholars should tell their teacher, principal, or parent/guardian immediately if they experience an uncomfortable situation. Scholars should never agree to meet or to send any picture to someone they have communicated with on-line.

Scholars must check their e-mail accounts on a regular basis. Teachers often communicate to their

scholars and request assignments via e-mail.

Responsible scholars respect the privacy and rights of others. Scholars must keep their computer account and password private; if scholars have a group project, they will arrange with their teacher to create a shared folder for that particular assignment. Scholars may not access scholar records of other scholars. Scholars may not alter any network address or identifiers. Scholars may not copy software from computers, or destroy or damage another person's files or messages. Scholars must not attempt unauthorized entry to any area of the network or interfere with or disrupt any computer, network, source or equipment, regardless of who may own, operate, or supervise it. Scholars must create their own work and properly cite research sources. Copying someone else's work is plagiarism and will result in a failing grade and disciplinary action. Scholars may not use school computers, the school network, or the Internet to make inappropriate or negative comments about other scholars, teachers, administrators, or the school.

Responsible scholars maintain the integrity of the school network. Scholars have the responsibility to report all violations of privacy. Scholars are accountable for all e-mail sent or received under their user accounts. Scholars may not use the network or labs for wasteful or frivolous purposes including, but not limited to; playing games, using chat programs, listening to music, watching videos unrelated to a school assignment, participating in "chain letters," writing blogs, participating in online chats, or engaging in any for-profit commercial activities including advertising or sales. It is the scholar's responsibility to follow all computer lab rules and obey supervisors of the labs.

Scholars should not expect that files stored on school-based computers or servers will be private. Electronic messages and files stored on school-based computers or stored outside the school using the school's Internet account may be treated like school lockers. The school reserves the right to monitor any and all emails/messages sent on or within school property. All administrators and teachers have access to stored files and e-mail.

Administrators and teachers may review files and messages at any time to maintain the integrity of the system, to ensure that scholars are acting responsibly, to conduct the business of the school, and to comply with legal requirements. Failure to comply with the Code of Conduct for Computer Use may result in loss of computer privileges as well as other penalties. Scholars observing or knowing of any violation of these guidelines or of a security problem on the network/Internet must notify a teacher or the principal.

Textbooks

Scholars are responsible for keeping their textbooks in the condition in which they received them. Scholars will be charged for lost or damaged textbooks.

Transfer Policy

If a scholar transfers in after the tenth week of any semester, the scholar will not earn any academic credit for that semester, unless he or she shows proficiency through that semester's final exams.

When scholars transfer to VCP from another high school, each semester's worth of successfully completed classes count as one semester of VCP credit. However, transfers must take any classes they have failed at another school. These make-up classes must be earned as soon as possible but must happen before being promoted to the next grade.

A scholar transferring in during the course of the year will have to complete .25 enrichment credit by at least one week prior to the start of the next academic year.

Truancy

Purpose

Michigan law places responsibility on scholars to attend school and on parents or guardians to send their children to school on a daily basis. Excessive absences hinder a scholar's progress and adversely affect the scholar's educational experience. At American Promise Schools, we value every scholar and seek to provide for his/her educational needs.

Compulsory Attendance MCL 380.1561

Consistent and regular attendance as required by Section 1561 of the Michigan Revised School Code requires all children to attend school until the age of 16, with few exceptions. In addition, the law mandates that a scholar who turned age eleven on or after December 1, 2009, or who was age eleven before that date and entered grade 6 in 2009 or later, must attend school until they are 18 years old unless they have earlier graduated or meet the exceptions allowed by Michigan law. For purposes of illustration, scholars who are age 14 or under during the 2012-2013 school year and those who enroll at any time after the 2012-2013 school year must attend school until they are 18 years of age unless they have earlier graduated or meet the exceptions allowed by Michigan law. The child's attendance shall be continuous and consecutive for the school year fixed by the school district in which the child is enrolled.

Truancy

Truancy consists of more than ten (10) unexcused absences during a school year. Truant scholars and parents of truant scholars are subject to prosecution by the Wayne County Prosecutor for Truancy (in the case of the scholar) and/or Educational Neglect. Parent/guardian does not ensure the legal requirement of regular school attendance until the scholar reaches the appropriate age. The Truancy Policy is used in conjunction with the Attendance Policy contained in the Scholar and Parent Handbook.

Truancy Team

The Truancy Team is to include the scholar's advisor, the Dean of Culture, and the parent or legal guardian. The Truancy Team will work in close conjunction with the Office Manager who will maintain the attendance database and the school's administrative team for additional support.

Policy

1. Upon the occurrence of three (3) consecutive absences or five (5) total absences within a semester, a phone call will be made by the advisory teacher to inquire as to why the scholar is absent and remind the parent/guardian of the school's truancy policy. The advisory teacher will make a notice to the truancy team that the phone call was made to the parent.
2. Upon the occurrence of five (5) consecutive absences or a total of eight (8) absences within a semester, the scholar shall be referred to the truancy team for intervention strategies and investigation to address the attendance issue(s) for each scholar before a referral for school truancy or parental educational neglect is filed with the Wayne County Prosecutor's Office – Juvenile Division. Additionally, upon the occurrence of eight (8) total absences, certified notification will be sent to the home of the scholar warning of the potential referral to Wayne County Prosecutor's Office.
3. Intervention strategies can include:
 - a. Meeting scheduled with parent(s)/legal guardian and truancy team
 - b. Home visits
 - c. Completion of attendance plan for scholar
 - d. Subsequent review of attendance plan and fulfillment of attendance plan by scholar
 - e. Referral to social worker by truancy team if necessary

4. If the scholar fails to return to school after 10 total days and all other measures are exhausted including official notification submitted to the parent/guardian, a referral is completed and submitted by the truancy team to the Wayne County Prosecutor's Office.'