



Family Handbook

2009-10

Welcome

Welcome to Voyageurs Expeditionary High School for the 2009-2010 school year. We are happy to have you with us on our adventure. As you enroll at Voyageurs, you will be asked to participate in learning opportunities that will expand your horizon, challenge you and prepare you for life after high school.

This year VEHS will be returning to its roots of providing our students with an Expeditionary, Project Based Learning focused curriculum. PBL is a comprehensive plan to provide all students with the instruction and support they need to achieve at a high level. By the time you graduate our goal for you is to have you well-prepared to succeed at the college of your choice.

The staff and I are looking forward to working with you this year. I know you will have a wonderful year.

Julie Johnson-Willborg, Director

*Handbook presented to VEHS school board on August 20, 2009

Revisions presented to the VEHS school board on November 5, 2009

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Voyageurs Mission

The Mission of Voyageurs Expeditionary High School is to prepare young people for world citizenship through expeditionary learning, community service, and the culture of best effort, high expectations, collaboration and intentional diversity.

Voyageurs Character Values

Character values are personal qualities that are shared by all members of our school community. They form the basis for how we deal with each other and with the larger community. Students are expected to exhibit these traits both in and outside of school. VEHS's character values are:

- Integrity
- Safety
- Life Long Learning
- Respect
- Balance

Application Process

Voyageurs Expeditionary High School is a public charter school. Students who are in grades 9-12 may apply for enrollment online at www.vehs.org or complete an application packet available from the school office at 102 1st St. W., in downtown Bemidji. New students are accepted prior to the start of the school year and at the start of each six week block during the year and through the first 2 days of each block if fulltime capacity of 50 students is not reached. Students, who move into the geographic area, may enroll at the time they move when VEHS has openings. When a waiting list is necessary, students will be selected for enrollment via lottery.

Per state law, all students must have all required immunizations before starting school. Please ask the office if you are unsure of what is required.

A school tour and meeting are encouraged prior to application to address any concerns or questions and assist in making the best academic choice for each student. All students must complete orientation prior to enrollment.

YouthBuild

Bemidji Youth Build is a partner with Voyageurs. Youth Builders will enroll in Voyageurs and comply with this handbook as well as that of Youth Build.

What does it mean to be an Experiential – Project Based school?

➤ **Academics and Real World Learning**

The goal of our school is to prepare students to do their best, become world citizens and develop life-long learning skills that will help them excel in post-secondary education or training. The curriculum promotes a high level of individualized student engagement through real-world learning focused on issues of concern or topics of interest to young people. It also has a strong fieldwork and service component.

➤ **Learning Seminars**

Learning Seminars are in-depth studies of a topic that explore guiding questions, incorporate standards, involve fieldwork, service and adventure, and culminate in a project, product or performance. They integrate the knowledge and required skills of the core academic disciplines and Minnesota state academic standards.

➤ **Building Character and an Ethic of Service**

Service permeates the school community both as an important element of academic work and as an ethic that fosters respect and support among all members of the school community. At Voyageurs Expeditionary High School we all are an essential part of the whole. Students will learn that character values such as responsibility, collaboration, perseverance, and craftsmanship are essential to success in high school and beyond.

➤ **Advisory**

Each student at our school is a member of an advisory. Advisories are groups of students and staff that work together on projects; discuss literature they have read, discuss local or national issues of concern, and issues within the school community. Advisories may also have common adventure and service experiences to develop teamwork and friendship.

➤ **Presentations/Demonstrations of Learning**

Students at our school organize and reflect on their work in portfolios or other products that demonstrate what they have learned. Each year, all students will need to present at presentation nights and display their work at another presentation night in a gallery walk.

➤ **Adventure, Fitness, and Recreation**

Voyageurs recreational plan has a focus on fitness and nutrition. Students will develop a personal fitness and nutrition plan and monitor his or her progress against that plan.

➤ **Strong Focus on College Preparation**

Our goal is that all students will meet college entrance requirements by graduation and will be proficient in the core subject areas of English language arts, math, science, and social studies as well as world language and the arts. Staff members will help students make the best post-secondary choices including taking them to visit colleges and helping them through the college application and financial aid process.

Daily Schedule

The school day begins at 8:30 and ends at 3:00.

For a calendar of instructional days, see page 25

Voyageurs Expeditionary High School's schedule and structures promote intensive, individualized work in the academic areas during each year of high school. Throughout the day, all students will participate in an hour of Math instruction; Reading time; recreation, seminars and time for individual and group projects.

Typical daily schedule:

8:30-11:30 – PBL/Advisory

11:30-12:30 – Math

12:30-1:00 – Lunch (Closed campus)

1:00-1:30 – Sustained Silent Reading

1:30-2:30 – Seminar Classes

2:30-3:00 - Recreation

Advisory

Advisory is an important structure in Voyageurs Expeditionary High School. Each day, during advisory time students will engage in Project Based Learning and Sustained Silent Reading along with team building, character education activities.

Advisories will generally be like one of those described below

ADVISORS

- Each student's advisory leader is his/her advisor.
- Advisors encourage and monitor student progress and serve as the student's advocate in difficult academic and social situations.

LITERACY

- Advisors act as the primary contact point between parents and the school.
- Advisory time may be used each day for literature circles and structured discussions of high-interest texts.
- Advisory leaders use instructional practices that help students apply effective reading comprehension strategies to progressively more challenging books.
- Independent reading requirements are set in advisory for each term.
- Advisory leaders confer with students as they read, encourage exploration of new genres and monitor student progress in meeting independent reading requirements.

SERVICE

- Advisories work on service projects to address needs in the school and surrounding communities.

PRESENTATIONS

- Students use advisory time to organize their work for presentations
- Advisors monitor presentation progress and help students develop effective, well-prepared presentations

ADVENTURE AND FITNESS

- Advisory offers opportunities for adventure, guided first by the advisory leader and then gradually led by students.
- Fitness and nutrition plans are developed and revisited by students during advisory meetings.

POST-SECONDARY PREPARATION

- Advisory advisors coach students in their exploration of options for higher education, application processes, and college selection.
- Advisory advisors ensure students have specific post-secondary plans upon graduation.

SCHOOL BUSINESS

- Student business is generally accomplished during advisory meetings under the guidance of the advisory advisor.

Academic Program

Project Based Learning

One-half of a student's school day will be spent in advisory which allows students to study topics of interest to them over a longer length of time. Projects are in-depth studies of a topic that explores important guiding questions, incorporates standards, and involves fieldwork, service and adventure. All Projects must culminate in some type of product to demonstrate the knowledge acquired by the student. A Project integrates the conventional knowledge and required skills of the academic disciplines. Projects require students to develop the habits of work, thinking and judgment that lead to effective reading, writing, problem solving and discussion. Individual and group projects are designed to organize and engage student learning by calling for concrete products or actions that address authentic problems.

Use of primary sources

We believe students can learn authentically by using authentic resources. Although they have access to textbooks, students more often use non-fiction and fiction trade books, publications, and the Internet. By reading literature and exploring primary sources, students gain information-gathering skills that they use to solve problems and conduct research in the real world.

Revision of work

Students at Voyageurs Expeditionary High School usually do several drafts of each piece of work until they meet the standard of proficient work. Teachers guide students from draft to draft. Students also collaborate to assess the work of their peers. Rubrics set high standards for finished pieces and help students understand and meet these standards.

Presentation of work to the community

To graduate from Voyageurs Expeditionary High School, students must complete a portfolio of accomplished work to present to the community. Students are required to participate in two presentation nights each year. After reviewing the student's portfolio, the panel may recommend your student's passage to the next grade or specific revisions that must be made prior to passage.

Service and character development

We focus on character and service as well as on academics. High quality academic work is mirrored by how we treat one another, our community, and our environment. Students are encouraged to be compassionate, disciplined, brave, and responsible. During advisory meeting, for example, students might discuss why a particular member has been treated unkindly, pick up litter at a neighborhood park, or visit a residence for seniors.

Homework

VEHS teachers do not intend to give homework on a daily basis, however when work needs to be completed at home they expect that it will be done. Completed homework will be turned in to the staff as requested. If a student fails to bring in homework, teachers may call home. If a student exhibits a pattern of failing to complete homework assignments, teachers, family members, and the student will meet to develop a plan for improvement.

Code of Academic Integrity

Good citizens must act with honesty and integrity. Students learn best when they are learning valuable things for themselves. Students at VEHS will be held to the highest standards of academic integrity. They will be taught how to find and credit outside sources and be expected to do so in their academic work.

Cheating

Cheating includes copying another student's work or allowing someone else to copy your assignment. If a student is caught cheating on an assignment s/he may be given the opportunity to redo the assignment at another time or, depending on the assignment s/he may not be given the opportunity to retake it. Other consequences may include a change of electives into an academic support elective, a behavior plan, independent work for a time, suspension or expulsion. In addition, the student must explain what he or she did to the larger learning community.

Plagiarism

Plagiarism is using someone else's writing as though it were your own. For a first offense, the student will be allowed to redo the assignment. For all subsequent offenses, the student will receive a "No Credit" on the assignment and will not have the opportunity to redo it. Students who plagiarize also must explain their actions to the larger learning community.

Checklist for avoiding plagiarism:

1. What type of source are you using? Is it your own independent material, common knowledge, or someone else's material?
2. If you are quoting someone else's material, is the quotation exact? Have you inserted quotation marks?
3. If you are paraphrasing someone else's material, have you used your own words and sentence structures? Does your paraphrase or summary employ quotation marks whenever you use the author's exact language?
4. Is the source of material borrowed from another author, whether quoted or paraphrased, acknowledged in the text? Are all your source citations complete and accurate?
5. Does your list of citations include all of the sources you have drawn from in writing your paper?

Assessment Philosophy

VEHS's assessment and graduation process prepares students to do the kinds of work required in college and beyond. Students graduate by successfully demonstrating their skills and knowledge through portfolios, exhibitions, and performances. VEHS will regularly communicate with families about student progress.

VEHS Graduation Requirements

Credit Requirements:

- 3 Credits of Math
- 3 Credits of Science
- 4 Credits of Social Studies
- 4 Credits of Language Arts
- 1 Credit of World Language/Culture
- 1 Credit of Fine Arts
- 1 Credit of Physical Education
- 1 Credit of Health
- 10 Elective Credits
- *28 Total Credits**

Service Learning Requirement: *Students must also complete 20 hours of service learning each year

Testing Requirement: Students in the class of 2010 and beyond must earn passing scores on the Minnesota Grad Tests in Reading, Math and Writing in order to receive a diploma.

VEHS Graduation Recommendations: Travel out of state or internationally at least once in grades 9-12

Graduation: Students must be enrolled in Voyageurs during the second semester in which graduation occurs in order to receive a Voyageurs Expeditionary High School diploma. Graduating seniors must have completed or be able to show evidence that they will complete all graduation requirements by May 1st of the designated year in order to be part of the commencement ceremony and receive a Voyageurs Expeditionary High School diploma. *Any exception to this policy must appeal directly to the school director.

Grading Policy: VEHS maintains high expectations of our students in all areas of their life. We expect that all of our students will commit themselves to doing their best in their courses. Our teachers commit themselves to helping their students perform at their best. Once in the “real world” of jobs, careers and adult expectations, work must be done right, there will be few good results with “D” quality work. We want students to experience success in their academic pursuits. Students will have opportunities to critique their own work, they will be provided the forum to have their own work critiqued by others and finally to have their teachers give them an opportunity to revise their work. Only after multiple revisions should work be turned in for a final assessment. Only work that is of “A”, “B” or “C” quality will be graded.

Grade Reports: Voyageurs will calculate grades and award credit every six weeks at the completion of a block or hex period.

Home School Credit

Credit for coursework completed in a non-accredited home school setting shall be granted when all of the following conditions have been met

- The home school student’s parents have completed all of the state mandated home school reporting requirements.
- A portfolio of the home school student’s work completed has been submitted for each subject for that credit is sought for.
- The home school student has satisfactorily completed a school administered test that measures student achievement in academic subject areas.

The amount of credit granted for the work completed shall be determined by Voyageurs Expeditionary High School officials.

Attendance Policy

The Minnesota Compulsory Attendance Law requires that all students of school age attend school until they reach the age of 18. In keeping with the spirit of this law, it is our desire to cooperate with the families of our students by keeping attendance problems to a minimum.

The VEHS Board of Directors believes that regular school attendance is directly related to success in academic work, benefits the student socially, provides opportunities for important communications between staff and students, and establishes regular habits of dependability important to the future of the student. We recognize that school attendance is the joint responsibility to be shared by the student, parent or guardian, and staff. Parents/guardians will notify the school in the morning if their child will be absent and are required to verify in writing the reason for the absence from school. The school will also notify parents each morning of their child's non-attendance at school.

Absences will be excused if they are caused by the following reasons: illness, serious illness in immediate family, death in the immediate family, medical or dental appointments, counseling appointments, court appearances, family vacations, planned educational experiences, physical emergencies (flood, storm, etc.), official school sponsored outings, or suspension.

Absences considered unexcused are: skipping, failure to receive an advisor's approval for out of the building work, being out of the building without signing out, leaving early, or any other absence not included in the excused section of this policy. Staff will make an effort to notify parents of all unexcused absences as soon as possible. If a student should accumulate 3 unexcused absences, the parents will be notified by letter. The school will continue to notify parents through the 10th unexcused absence in a semester.

Effective January 4, 2010, students with excessive unexcused absences (more than 12 in a semester) will be dropped from enrollment at Voyageurs at the end of the term.

Families will be notified via mail of the potential dropped status. If dropped, students will need to complete a full admissions packet in order to re-enroll. Re-enrollment will be based on space available and a commitment by the student and family to abide by the rules and expectations of Voyageurs Expeditionary High School.

Minn. Stat. 260A.02 provides that a student who is absent from instruction on three or more occasions on three days without a valid excuse within a single year will be considered continuing truant. At this time parents-guardians will be notified by certified letter. They will have time to notify the school if there should be a valid excuse for the child's absence. If there is not a valid excuse, parents-guardians will be notified that they are obligated to compel the attendance of the child pursuant to Minn. Statute 120.101 and parents or guardians who fail to meet this obligation may be subject to prosecution under Minn. Statute 127.20. The parent has the right to meet with staff to discuss solutions to the child's truancy. If the child should continue to be truant, the parent and child may be subject to Juvenile Court proceedings under Minn. Statute Ch. 260 and the child may be subject to suspension, restriction or delay of the student's driving privilege pursuant to Minn. Statute 260.191.

A student under the age of 16 years who is absent from attendance at school without lawful excuse for any part of seven school days, shall be considered a habitual truant and will be subject to referral to appropriate services and procedures under Minn. Stat. Ch. 260A.

Tardiness: A student is considered tardy if he/she fails to be in an assigned area at the proper time. "Assigned area" will be defined by each individual teacher. A late entrance is considered tardy if a student enters within 10 minutes after the beginning of the period. Valid excuses for tardies must be signed by a staff member. Students dismissed from class late should have a pass from the dismissing teacher.

Consequences for excessive tardies:

A. 2 unexcused tardies in a one week period in a class Noon Detention

B. 4 unexcused tardies in a one week period in a class Two Noon Detentions
Every week, students will roll back to Step A.

Make-Up work

Students are solely responsible for finding out and making up any work that was missed. *It is not the teacher's responsibility to seek out absent students.* Make-up work will be graded by each teacher according to his or her individual grading policy. A student who knows in advance that he/she will be absent should discuss the work with each teacher before the absence. Teachers are not required to provide make-up work for students who have unexcused absences.

Mandatory Reporting

Minnesota state law created a legal mandate for professionals and their delegates who work with children, are required to make a child protection report if they know or have reason to believe that:

- A child is being neglected or abused; or
- Has been neglected or abused in the preceding three years.

The entire VEHS staff will adhere to this law.

Medication

All student prescription medications will be dispensed by the appropriate staff member at designated times. Prescription Medications must be delivered to school in the original prescription bottle. Over the counter drugs, such as midol, ibuprofen, Tylenol can now be carried by the student. Please see the Student Health form/Medication policy. The school will also administer Ibuprofen and Tylenol with a signed permission note from parents.

Address Change

Please notify the school IMMEDIATELY if you have a change of name, address, or telephone number (at home or parent's work number) during the year.

Vehicle Access and Parking

Students are allowed to drive to VEHS. Student parking is located across from the entrance to the school-only in parking slots bordered in yellow. Students are not allowed to go to their vehicles during the school day, unless given permission.

Work Space

Each student at our school will have a desk and storage space that is for their use. Students are expected to keep the area clean and orderly as much as possible.

Textbooks and other resource materials

Textbooks and most resource materials are available for students from the school. Students are responsible for any materials they check out if they lose or damage a piece of school equipment, they will be charged for lost or damaged books, as well as any special equipment loaned to the student as part of a class.

Technology Ethics

VEHS views technology as a powerful tool for discovery, communication and productivity. We are excited to integrate technology into all aspects of school life and to embrace the potentials to enhance learning that technology offers. Along with this high level of integration, comes a high level of responsibility. We expect staff, students and visitors to adhere to the following standards of conduct:

Technology at VEHS is for the purpose of discovery, communication and to facilitate productivity. Any use which does not support these goals is considered a breach of VEHS values and will be dealt with using guidelines laid out in the Disciplinary Channels section of this handbook.

Computers and the Internet are one of the cornerstones of the VEHS technological life. We're looking forward to having a dynamic, far reaching and robust internet program. Working with VEHS staff, students will discover and engage in many exciting and acceptable internet projects and uses. We all acknowledge that the potential for misuse of the internet is as great as its potential for positive us.

Unacceptable uses of VEHS technology include, but are not limited to: Accessing, reviewing, uploading, downloading, storing, printing, posting, receiving, transmitting or distributing materials which are: pornographic, obscene, sexually explicit, visual depictions harmful to minors, threatening, inappropriate in the education setting, or that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.

Further, users of VEHS Technology shall not: use the VEHS network to engage in any illegal act or violate any local, state or federal statute or law; use of the VEHS network to infiltrate, vandalize, damage or disable the systems or property of VEHS or another person or organization; use VEHS technology to access or post private personal information about themselves or others; use VEHS technology to violate copyrights, intellectual property rights, and software licenses; use VEHS technology in commercial application for personal gain. If a user inadvertently accesses unacceptable materials or an unacceptable Internet site, the user shall immediately disclose the inadvertent access to an appropriate VEHS official.

Food Service

Voyageurs will continue to have a closed lunch period. All students will participate in lunch on campus, either choosing school lunch or bag lunch from home. Parents and guardians may take their son or daughter to lunch but need to sign them out and in within the regular lunch time of 30 min.

Standard lunch costs will be \$3.30 for students and adults. Free and reduced lunches are available for qualified families. To qualify for this program, families must complete the appropriate forms pertaining to lunch and family income. This information will remain confidential.

The parent/guardian will be notified when the student account is at or below one week of lunches - \$12.00 full price and \$2.00 reduced. Students will be allowed to charge up to one week of lunches. All lunch balances must be paid by May 1st.

All VEHS students will share responsibility for serving and clean-up. The responsibility will rotate among the advisories. Students are expected to stay in the building during lunchtime unless they have written permission from a staff member to leave.

Snacking

Healthy snacks and beverages will be allowed as long as the trash is taken care of. However, under NO circumstances will drinks be allowed near computers. All students must take personal responsibility to clean up after themselves and failure to do this will result in loss of privileges.

Crisis Plan

The VEHS Board of Education adopted a Crisis Plan, which is on file at VEHS. If a crisis should occur, the advisors as soon as feasibly possible will contact parents. If students are evacuated from the building, they will meet with advisors in the Bemidji Design Center building and attendance will be taken. All students will be expected to stay with the group for safety and security purposes.

Emergency Drills

Drills will be conducted so that every person in the building knows the procedure to be followed in the event of an emergency. The alarm will sound when the building is to be evacuated. When the alarm is sounded, students

and staff will move quickly and quietly out of the building via the assigned exit. Students should remain outside until the all clear signal is given. Tornado drills and lockdown drills will be conducted in compliance with state law and the Crisis Plan.

Weather Closings and Emergency Notices

When school is called off due to weather conditions or an emergency announcement is in force, the announcement will be made on the following radio stations; KB101-FM, 95.5-FM, 103.7-FM and broadcast on WCCO-4 TV. If the Bemidji school district closes, Voyageurs will also close.

Good Neighbor Policy

All school policies and policies regarding student conduct are in effect from the time a student leaves home in the morning until the student arrives home after school. This includes during bus trips, lunch hours and field time. Students participating in or attending any school function at any time, on or off campus, will be required to maintain expected behaviors.

Sports and Co-curricular Programs

Voyageurs Expeditionary will offer after school activities if enough student interest is evident and we have the resources to do so. Examples of activities include: Cross country running, biking or skiing, downhill skiing, Knowledge bowl; Yearbook, etc.

Postsecondary Enrollment Option (PSEO)

PSEO is a Minnesota state-sponsored program that allows qualified eleventh and twelfth grade students to attend college and to earn both high school and college credits for the courses. Tuition and books are paid for by the State. Students are responsible for transportation and living costs. Minnesota colleges may choose to participate and each school determines admission requirements. In general, community colleges require a class rank in the top third for eleventh grade students and top half for twelfth grade. Admission requirements for other colleges are often much more rigorous. Please check out the PSEO admission requirements of the college of interest to you. The primary advantages of PSEO are access to studies not available at VEHS and the opportunity to accelerate your academic career by earning college credits while still in high school.

VEHS will award high school credit on the following basis: 4 college semester credits = 1 high school credit. High school students have the option of enrolling fulltime or part-time at PSEO. Fulltime PSEO students (12 or more credits) will not take any classes at VEHS during the semester. Part-time students will be required to take at least one to two classes per semester at VEHS in order to be considered a fulltime high school student.

There are several repercussions of PSEO participation to consider. As the Minnesota State Department of Education describes it: "This is not an opportunity to try out college, this IS college. Once you register for a course you have started a college transcript. How well you meet the challenges of college level work will appear on that transcript, including dropping out or failing a course." College requires a higher level of self-motivation and independence than high school. Sometimes very bright students do poorly in their college work. This is usually not due to the rigor of the schoolwork. It is usually the result of difficulty adapting to the different expectations and environment in which they find themselves. Students who are successful in PSEO courses usually have a combination of personal qualities, which include strong academic skills, maturity, motivation, and self-sufficiency. Students who participate in PSEO are still responsible for meeting all the requirements for graduation from VEHS. They must complete required courses at VEHS or select college courses that provide acceptable replacements. This means that students must work closely with the school make sure they have satisfied all graduation requirements. If you might be interested in PSEO, the first step should be a meeting with the school. You can discuss the whole process to see if it is a good plan for you. If you choose to participate, the office can help you with the application process.

School Board Policies

Harassment and Violence Policy

It is the policy of the Independent School District No. 4107 Board of Education to maintain a learning and working environment that is free from harassment or violence including but not limited to: religious, racial, sexual, or chronic/continual. It shall be a violation for any student or staff member of the District to harass or inflict violence upon a student or staff member through conduct or communication as defined by this policy. Harassment constitutes any action that makes another person uncomfortable. A student will be warned to discontinue behaviors that cause another discomfort; if they should choose to continue they will face suspension. Vagrant harassment will result in immediate suspension.

The School will act to investigate all complaints either formal or informal; verbal or written, of harassment and to discipline any student or staff member who harasses a student or staff member of Independent School District No. 4107. A complete copy of this policy, Harassment and Violence is on file at VEHS.

Hazing Prohibition Policy

“Hazing” means committing an act against a student, or coercing a student to commit an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. The term hazing includes, but is not limited to:

1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking or placing a harmful substance on the body.
2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame or humiliation that adversely affects the mental health or dignity of the student or discourages the student from remaining in the school.
5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.

Any person who believes he or she has been a victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an advisor, who is the appropriate school district official designated by this policy.

Upon receipt of a complaint or report of hazing, ISD 4107 shall investigate the report and take proper action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, or discharge. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act, school district policies and regulations.

ISD 4107 will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or any other employee who retaliates against any person who makes a report of alleged hazing or testifies, assists, or participates in an investigation or hearing related to such hazing.

Complaint Policy

The school takes seriously all concerns or complaints by students, staff, parents or other persons. As adopted by the VEHS Board of Directors, the following procedure may be used.

A. Students, parents, staff or other persons, may report concerns or complaints to the school. While written reports are encouraged, a complaint may be made orally. Any staff member receiving a complaint shall advise the appropriate staff of the receipt of the complaint. The staff shall make an initial determination as to the seriousness of the complaint and whether the matter should be referred to the Board Chairperson. A person may file a complaint at any level of the school; i.e. staff, staff team, or the School Board. However, persons are encouraged to file a complaint at the building level when appropriate.

B. Depending on the nature or the seriousness of the complaint, the staff member receiving the complaint shall determine the nature and scope of the investigation or follow up procedures. If the complaint involves serious allegations, the matter shall promptly be referred to the Board Chairperson who shall determine the nature and the scope of the investigation and designate the person responsible for the investigation or follow up relating to the complaint. The designated investigator shall ascertain details concerning the status or outcome of the matter.

C. The appropriate Board Chairperson shall respond in writing to the complaining party concerning the outcome of the investigation or follow up, including any action appropriate or corrective measure that was taken. The Board Chairperson shall be notified on the correspondence and consulted in advance of the written response when appropriate. The response to the complaining party shall be consistent with the rights of others pursuant to the applicable provisions of Minn, Stat. Ch. 13 or other law.

Protection and Privacy of Student Records

Independent School District No. 4107 gives notice to parents of students currently in attendance in VEHS, of their rights regarding pupil records.

1. Parents and eligible students are hereby informed that they have the following rights:

- That parent or eligible student has a right to inspect and review the student's education records;
- That the parent or eligible student has a right to request the amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;
- That the parent or eligible student has a right to deny consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated there under authorize disclosures without consent;
- That the parent or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the school district to comply with the requirements of 20 U.S.C.1232g, and the rules promulgated there under;
- That the parent or eligible student has a right to obtain a copy of the school's policy regarding the protection and privacy of pupil records; and
- That copies of the school's policy regarding the protection and privacy of school records are located at the school.

2. Independent School District No. 4107 has adopted a school board policy in order to comply with state and federal laws regarding education records. The policy does the following:

- It classifies records as public, private or confidential.
- It establishes procedures and regulations to permit parents or students to inspect and review a student's education records. These procedures include the method of determining fees for copies, a listing of the locations of these education records, and the identity of the individuals in charge of the records.
- It establishes procedures and regulations to allow parents or students to request the amendment of a student's education records to ensure that the records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights.
- It establishes procedures and regulations for access to and disclosure of education records.
- It establishes procedures and regulations for safeguarding the privacy of education records and for obtaining prior written consent of the parent or student when required prior to disclosure.

"Directory information" will be included in a student directory and will include the following information relating to a student: the student's name; address; telephone number; date and place of birth; major field of

study; participation in officially recognized activities and sports; weight and height of members of athletic teams; dates of attendance; degrees and awards received; the most recent educational agency or institution attended by the student; and other similar information. "Directory information" does not include identifying information on a student's religion, race, color, social position or nationality.

The information listed above shall be public information that the school may disclose from the education records of a student. Should the parent of a student or the student so desire, any or all of the listed information will not be disclosed without the parent's or eligible student's prior written consent, except to school officials as provided under federal law. In order to make any or all of the directory information listed above "private," the parent or eligible student must make a written request to the student's advisor within thirty (30) days of receiving this information.

Discrimination Policy

Rights Under Title IX - Equal Educational Opportunity

The purpose of this policy is to ensure that equal educational opportunity is provided for all students of Voyageurs Expeditionary Charter School.

II. GENERAL STATEMENT OF POLICY

A. It is the school district's policy to provide equal educational opportunity for all students. The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation or age. The school district also makes reasonable accommodations for disabled students.

B. The school district prohibits the harassment of any individual for any of the categories listed above. For information about the types of conduct that constitute violation of the school district's policy on harassment and violence and the school district's procedures for addressing such complaints, refer to policy Prohibition of Harassment and Violence.

C. This policy applies to all areas of education including academics, coursework, co-curricular and extracurricular activities, or other rights or privileges of enrollment.

D. It is the responsibility of every school district employee to comply with this policy conscientiously.

E. Any student, parent or guardian having any questions regarding this policy should discuss it with an appropriate school official. In addition, an inquiry or a complaint should be referred to the Department of Human Resources or the Superintendent.

Section 504 of Rehabilitation Act of 1973

Students may be disabled under Section 504 even though the students do not require special education services. It is the intention of ISD 4107 to ensure that all students who are disabled within the definition of Section 504 are identified, evaluated, and provided appropriate educational services.

The district staff will consider the existence of a disability and possible Section 504 protection in the following circumstances:

- ❑ When suspension or expulsion is being considered for any student;
- ❑ When a student shows a pattern of not benefiting from the instruction being provided;
- ❑ When a student returns to school after a serious illness or injury;
- ❑ When a student exhibits a chronic health condition (lasting 6 months or longer);
- ❑ When substance abuse is an issue; or
- ❑ When a disability of any kind is suspected.

Referral, identification, planning, and review: The designated Section 504 building coordinator (Julie Johnson-Willborg) will utilize the following Section 504 process:

Step 1. Referral: Student, parent, or staff member who believe they are observing in another student substantially limited performance in one or more major life activities may refer the student by completing the Section 504 referral form and submitting it. The Section 504 committee will convene, review the referral, and based upon review of the student records, including academic, social, medical, and behavioral, will make a decision regarding the need to evaluate.

Step2. Does the student appear to have a disability under Section 504? If yes: The coordinator will proceed with the evaluation upon receipt of parent written permission. All evaluation activities deemed appropriate will be employed. The 504 committee will review the results of the evaluation. No final determination of whether the student will or will not be identified as a handicapped individual, within the meaning of Section 504, will be made by the committee without first inviting the parent/guardian to participate in a meeting considering such a determination. After initial evaluation activities have been completed, the coordinator will invite the parent to a final evaluation meeting.

Step 3. Develop accommodation plan: If the student qualifies as disabled under Section 504, the team will develop an accommodation plan for the student. The educational services shall be implemented as outlined in the Student Accommodation Plan. One individual will be designated as the case manager to monitor the implementation of the plan and the progress of the student.

Step 4.Periodic review: Each student accommodation plan will be reviewed periodically and at a minimum, the accommodation plan shall be reviewed annually.

Student Rights and Responsibilities

Teaching and Conflict Resolution

Teaching and modeling positive behaviors are the primary approaches to discipline at VEHS. VEHS promotes a particular culture of learning and set of values. This culture provides the foundation for individual classrooms to develop their own set of behavioral expectations. This self-governing model teaches many of the character traits on a daily basis through countless interactions among students and between students and teachers.

Conflicts arise within any community. Conflict resolution is an area of the school environment that is crucial to the ongoing positive nature of our program. As a rule, all members of our community will attempt to use conflicts as a springboard to teach new and better behaviors.

Aggressive or disruptive behavior may happen for a variety of reasons and in a variety of school settings. In line with our educational philosophy, these behaviors will be handled in a variety of ways that will integrate the needs of the student while teaching and modeling the desired outcome. Whenever possible those involved are invited to actively participate in the conflict resolution. Our goals are to protect each person's rights, and to help each person learn to make wise choices.

Expectations of Conduct

VEHS firmly resolves that all students have the right to learn in an environment that is safe, promotes learning and is free from distractions. The school shall enforce provisions of this handbook and discipline so that students demonstrating unacceptable behavior and their parents understand that such behavior shall not be tolerated and shall be dealt with according to the code and requirements of law.

The rights of the rest of the student body to an education free from disruptions will cause VEHS personnel to remove disruptive students from the learning community for a period of time.

Students are expected to conduct themselves in keeping with their level of maturity and development, acting with proper regard for teachers and others in a supervisory role, respect the educational purposes underlying all school activities, respect the widely shared use of school property, and acknowledge the rights and welfare of other students.

Conduct that disrupts or threatens to disrupt the operation of the school, that interferes in any way with the public or private rights of other students or citizens, that threatens or endangers the health or safety of any person, or that damages property will not be tolerated and will result in disciplinary action as described in the **CODE OF STUDENT CONDUCT**.

CODE OF STUDENT CONDUCT VEHS School Board

A student causing a rule infraction may be disciplined or dismissed on any of the following grounds:

1. Willful violation of any reasonable school board regulation
2. Willful conduct that significantly disrupts the rights of others to an education
3. Willful conduct that endangers the pupil or other pupils, or surrounding persons, or the property of the school.

Student discipline as much as possible will be dealt with on a case by case basis. Depending on the severity or frequency of the behavioral issue disciplinary consequences may include conferencing, mediation, noon detention, removal from class, implementation of behavioral plans, police contact, suspension, exclusion, or expulsion. Notification of any violation of this policy and resulting disciplinary action shall be as provided by the Fair Pupil Dismissal Act or other applicable law.

Insubordination: Insubordination is defined as failure to comply with a reasonable request by any staff member. Any student who refuses to comply with a reasonable request by a staff member; fails to follow the rules or whose behavior interferes with other student's right to learn or teacher's right to teach, will receive a disciplinary write-up.

Consequences:

Any student who accumulates two separate disciplinary write-ups within a five day period will receive a noon detention. Students, who accumulate five or more disciplinary write-ups within a five day period, will be assigned an out of school suspension for the incidents. Before an OSS, the director or her designee will meet with the student to discuss the infractions.

Eligibility for participation in activities will be limited by academic standing, disciplinary matters, or enrollment status. If you have questions about eligibility for participation contact your advisor. **The bottom line is if you are not performing as a responsible young adult, you will lose privileges.**

Teachers/staff may use reasonable force to restrain or correct a student. Students may be referred by any staff member for rule infractions involving health, education, safety and respect.

Weapons

The purpose of this policy is to assure a safe school environment for students, staff and the public. No student or non-student, including adults and visitors shall possess, use, or distribute a weapon when in a school location. A weapon means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury. This policy is not meant to interfere with instruction or the use of appropriate equipment and tools by students. Such equipment when properly possessed, used and stored shall not be considered in violation of the rule against the possession, use or distribution of weapons by students.

The school takes a position of "No Tolerance" in regard to the possession, use or distribution of weapons by students. The consequence for students possessing, using or distributing weapons may include:

1. Immediate out-of-school suspension;
2. Confiscation of the weapon;
3. Immediate notification of police;
4. Parent or guardian notification; and
5. Recommendation to the Board Chairperson of expulsion.

Pursuant to Minnesota law, a student who brings a firearm, as defined by federal law, to school will be expelled for at least one year.

Searches

Pursuant to Minnesota statutes, school lockers, desks, textbooks, etc., are the property of the school. At no time does the school relinquish its exclusive control of lockers, desks and storage units provided for the convenience of students. Staff members for any reason may conduct inspection of the interior of these items at any time, without notice, without student consent, and without a search warrant. The personal possessions of students including, but not limited to: locked filing cabinets, purses, backpacks, book bags, packages, personal and school computers, or clothing may be searched only when staff members have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules.

Vehicles may be searched if staff has reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practical after the search of a student's personal possessions, the school authorities must provide notice of the search to students whose items were searched unless disclosure would impede an ongoing investigation by police or staff members. VEHS authorities reserve the right to use canine team or other drug investigators at anytime, unannounced.

A student found to have violated this policy and/or the directives and guidelines implementing it shall be subject to discipline in accordance with the school's Student Discipline Policy, which may include suspension, exclusion, or expulsion, and the student may, when appropriate, be referred to legal authorities.

Fighting

We understand that at times students will have conflicts with each other. When a conflict escalates to a mutual physical altercation, all individuals involved will receive an immediate suspension from school pending an investigation. Law enforcement may be contacted, depending on the severity of the altercation. At a minimum, students involved in a mutual physical fight will be suspended out of school for 3 days for the first incident and 7 days out of school for a second incident. A third incident of mutual physical fighting during your high school career at Voyageurs will result in a 10 day out of school suspension with a recommendation to the school board for an expulsion hearing.

Students involved in a fight will be required to participate in mediation with the other individuals before they can return to school.

Tobacco

VEHS is a tobacco-free campus. Students known to be using or possessing tobacco products on campus will be suspended from school for a minimum of 1 day per infraction. Students found using tobacco products off-campus during school hours or during a school function will be reported and disciplined similarly.

Drug or Alcohol Use

If a staff member should have reasonable suspicion of use or possession of alcohol or other drugs, the student will be communicated with and the parents/ guardians will be notified requesting that the student be removed immediately. The authorities will also be contacted. A maximum of a ten-day suspension may be administered with the recommendation that a drug test (urine analysis) be administered (up to \$55 at the school's expense). A negative test would allow the student to return to school immediately. A positive test would result in a recommendation that the student undergo a county assessment, and to follow the recommendations of that assessment.

Vandalism

Littering, graffiti, breakage, and other misuse of the facilities will be addressed immediately. Any destruction of property will result in loss of privileges, monetary compensation for the damage and disciplinary actions up to an including expulsion.

Dress Code

VEHS trusts that students will use good judgment in selecting appropriate dress. However, in rare instances of outrageous, distracting or skimpy apparel, students may be sent home to change into something more appropriate or expected to wear clothing provided by the school. Clothing that advertises products that are illegal to minors, such as alcohol and tobacco, along with clothing that displays offensive language or messages, is prohibited. The wearing of gang identified attire is not acceptable within the school buildings.

Profanity

Cursing/swearing is disruptive and not appropriate in school. It is offensive to everyone on campus. It causes bad will, and it has no place in school. Those who continue to curse/swear excessively after warning and re-direction from staff swearing will be written up for disciplinary action.

Cell Phones/Phone Use

Cell phone use during school hours is distracting and unnecessary. Cell phones must be left off and stored during school hours. Students may use their phone before and after school. Inappropriate cell phone use will result in the phone being taken and placed in the office for the remainder of the day. Continued inappropriate cell phone use will result in confiscation of the phone and the requirement of a parent needing to come in and meet with the director before picking it up. **Failure to comply will result in a disciplinary write up and action for insubordination.**

If parents need to get a message to students, please call the office and we will get the message to your child and make arrangements for them to contact you. Generally, students are not allowed to make phone calls during the school day, but in the case of an emergency, we will make sure students have access to a phone. Students must have permission and a legitimate reason to use an alternative phone, found in the school buildings.

Electronic Devices

Headphones, MP3 players, etc. should not be used without the permission of a staff member. If your advisor gives you permission to use them in advisory, that permission does not carry throughout the day to other classes/seminars. When asked to put away or turn off an electronic device, students are expected to comply immediately with the request. **Failure to comply will result in a disciplinary write up and action for insubordination.**

Other Electronic Equipment: Cameras, Video Recorders, etc.

The use of Cameras, etc., should not be out during school hours unless given permission by staff. Use during the school day is often distracting and unnecessary. When asked to put away or turn off a device such as a camera, students are expected to comply immediately with the request. **Failure to comply will result in a disciplinary write up and action for insubordination.**

Off-Campus

The campus boundaries include the block within the Union Square complex that houses the school. Off-campus opportunities for VEHS students will be supervised. Students at VEHS are representatives of their school when in the community at large. Their conduct should therefore reflect the VEHS School design principles. Students who are off-campus without permission are subject to the disciplinary channels cited in this handbook.

Expulsion from School

Students who commit serious violations will be suspended up to 10 days in a row and recommended for expulsion after a hearing before our review board.

Examples of offenses for which students may be recommended for expulsion:

- ✓ Harming or attempting to harm another person with a weapon
- ✓ Possessing, selling, or distributing controlled substances
- ✓ Assaulting another person
- ✓ Bringing to school a weapon or dangerous object of no reasonable use
- ✓ Using a mock gun in a threatening manner
- ✓ Damaging or stealing private or school property (or threatening to do so)
- ✓ Sexually harassing another person
- ✓ Chronic disruption to the learning environment of the school

Procedures for Hearings

In compliance with Due Process accorded in the Minnesota Student Disciplinary Code a particular process must be followed in severe disciplinary cases such a long-term suspension or expulsion. Until this process is followed, a student can only be suspended due to alleged misconduct for less than 10 school days. If a student is recommended for expulsion for an offense, a hearing must take place within 10 days before the school board or an impartial hearing officer.

Parental Notification of a Hearing

A letter must be mailed or hand delivered to the parents or guardians of the student in question and a formal hearing must be scheduled 5-10 days after the parents receive the letter. The letter must include the following.

1. A description of the disruptive behavior, a concise statement of alleged act on which charges are based and statement of possible penalty:
2. Hearing Date and Time: both the student and the parents are encouraged to attend.
3. Delays/Waivers/Failure to appear: the hearing will take place as scheduled unless the hearing authority grants a delay, or the student and parents agree to waive the hearing and comply voluntarily with the proposed disciplinary action or with a negotiated penalty. Warning: A failure to appear will not delay the hearing and may lead to imposition of the imposed penalty by default.
4. Right to Representation: The student has the right to be represented at the hearing by legal counsel, a parent or some other representative. This representative must be designated in a written notice, filed at least 72 hours before the hearing, with the VEHS director.
5. Description of the procedures of the hearing: The formal hearing is not a trial. It is an administrative hearing designed to ensure calm, orderly determination by an impartial hearing authority of the facts of a case of alleged misconduct. Technical rules of evidence and procedure do not apply. For further information regarding the procedure of the hearing, please see attached.
6. Contact Person,: Julie Johnson-Willborg, Director, Voyageurs Expeditionary high School, 102 1st Street West, Bemidji, MN 56601. Student and family may request a delay, assign a representative to speak, discuss the evidence to be presented, or seek further information from this contact person.

Specifics of the Hearing Process

Waiver of Hearing: Voluntary Compliance or Negotiated Penalty: a student and his or her parents/guardians may elect to waive the formal hearing and review procedures and comply voluntarily with the proposed penalty, or may waive the hearing and review and negotiate a mutually acceptable penalty with the designated disciplinarian. Such a waiver and compliance agreement shall be made voluntarily, with knowledge of the rights being relinquished, and shall be evidenced by a written document signed by the student, the parents/guardian and the appropriate school official.

Right of Review: A student or parent aggrieved by Hearing Authority's decision after a formal hearing shall have the right to have the decision reviewed by the VEHS school board if the penalty imposed was at least as

severe as long-term suspension or expulsion, as an in-school suspension exceeding one semester, or a denial or restriction of student privileges for one semester or longer.

Conduct of Review: the School board shall be bound by the Hearing Authority's factual determination unless the student persuades the Review Authority (VEHS board) that a finding of fact was arbitrary, capricious, or unsupported by substantial evidence or that new evidence which has come to light since the hearing and which could not be reasonable have been discovered in time for the hearing would manifestly change the factual determination. Upon such finding, the Review Authority shall have discretion to receive new evidence or conduct a de novo hearing.

Effect of Review Authority's Decision: the VEHS school board's decision shall be the final administrative action to which the student is entitled.

Rules Governing the Conduct of the Hearing:

- i. The school shall have the burden of proof of misconduct. The school's representative shall be a VEHS administrator or an appropriate individual enlisted by the VEHS board.
- ii. The student and his or her parents/guardian shall have the following rights: The right to be represented by legal counsel or other designated representative, however, the school is not required to provide representation; the right to present evidence, subject to reasonable requirements of substantiation at the discretion of the hearing authority and subject to exclusion of evidence deemed irrelevant or redundant; the right to confront and cross examine adverse witnesses, subject to reasonable limitation by the hearing authority; the right to have a decision based solely on the evidence presented at the hearing and the applicable legal rules, including the governing rules of student conduct.
- iii. The hearing authority shall determine whether the alleged act(s) of misconduct have been proved by a preponderance of the evidence presented at a hearing at which the student and/or a designated representative have appeared. The hearing authority will be designated by the chief administrator of VEHS, and may be one or more persons. Persons qualified to serve in the position of hearing authority include the chief administrator of VEHS, individual VEHS board members, or appropriate third parties enlisted by the VEHS board. Any individual board member serving as hearing authority in a hearing cannot serve with the rest of the board as a hearing authority in a subsequent review of the same case.
- iv. If no one has appeared on the student's behalf within a reasonable time after the announced time for the hearing, the hearing authority shall determine whether the parent, through the student, received notice of the hearing. If so, the hearing authority shall review the school's evidence to determine whether it is sufficient to support the charge(s) of misconduct.
- v. The disciplinarian shall be the VEHS director. A hearing authority who is also a disciplinarian shall impose an appropriate sanction if (s)he finds the allegations of misconduct have been proved.
- vi. Arrangements to make a tape recording or keep minutes of the proceedings shall be made by the administrative authority who scheduled the hearing and prepared the written notice. A verbatim written transcript is not required, but any minutes or other written record shall fairly reflect the substance of the evidence presented.
- vii. The hearing authority may announce a decision on the question of whether the allegation(s) of misconduct have been proven at the close of the hearing. A hearing authority who is also a disciplinarian may impose a penalty at the close of the hearing.
- viii. In any event, the hearing authority shall prepare and mail or deliver to the student, through the parent, a written decision within five (5) working days after the hearing. The decision shall include a concise summary of the evidence upon which the hearing authority based its factual determination. A hearing authority who is not a disciplinarian shall forward a copy of his or her written decision to the disciplinarian forthwith. The disciplinarian shall prepare a written decision, including reasons for choosing any penalty imposed, and mail or deliver it to the student, through the parent/guardian, within five (5) working days of receipt of the hearing authority's report.
- ix. The hearing authority's decision shall take effect immediately upon notification to the parent, either at the close of the hearing or upon receipt of the written decision. If notification is by mail, the parent shall be presumed to have received the notice on the fifth calendar day after date of mailing.

Routine Building Procedures:

VEHS has in place a daily non-crisis building security plan/practice for daily use and is as follows:

- During the instructional day, all exterior doors will remain locked.
- Parents are required to notify the office and sign students out for appointments, etc., that occur during the school day.
- All visitors are required to report to Jean's desk to sign in and receive a nametag to be eligible to remain in the building. Student visitors from other schools, family members, or other student guests must report immediately to the front desk, sign in and receive a nametag from a staff member identifying them as a visitor. Upon completion of the visit, the individual must sign out. Student teachers and guest speakers must sign in at the front desk and be identified to the staff. Parents must also sign in prior to visiting a teacher or student.
- All advisors and school/community groups utilizing building space after hours and on weekends are responsible for securing doors, limiting access to the use of areas, and assuring that the building is clear and locked prior to leaving the building.
- No one is authorized at any time to wedge open a door to allow individuals to enter the building for practices, school activities, meetings, etc.

2009-2010 Calendar

Parent & Guardian Expectations and Agreement

Voyageurs encourage parents to participate in school life and be actively involved in the educational experience of our students. The four following statements are the basic essentials Voyageurs expects from all parents and guardians of Voyageurs students:

Parent/Guardian Agreement: I want my student to succeed in school; therefore, I agree to:

_____ see that my student is punctual and attends school regularly (90% attendance).

_____ understand the Voyageurs community and will help enforce its expectations and rules

_____ establish and provide a quiet time and place for homework and to monitor my student's progress, and communicate with my student the expectation that all assignments are done in a timely manner.

_____ Support the school's discipline program designed to help students recognize the impact of their behavior on others and to hold them accountable for their behavior - which sometimes includes fixing problems that were caused. I also understand that more severe behaviors may result in more serious consequences including suspension or exclusion.

Parent/Guardian Signature

Date

Student Expectations and Agreement

Voyageurs want every student to succeed academically and socially, and Voyageurs also wants every student to have expanded opportunities, including college, upon graduation from Voyageurs Expeditionary High School. The four following statements are the basic essentials Voyageurs expects from all Voyageurs students:

Student Agreement: I want to succeed in school, therefore, I agree to:

_____be on time to school and class. I will attend school regularly (minimum 90% attendance).

_____come to school, seminars and advisor time prepared with pens, pencils, paper, and other necessary tools for learning including books and computers.

_____ meet the expectations regarding assignments for each of my seminars, including meeting deadlines for homework and maintaining academic integrity by not committing plagiarism

_____ contribute positively to the Voyageurs community

_____to participate in the school's discipline program designed to help me recognize the impact of my behavior on others, and to hold myself accountable for my behavior - which sometimes includes fixing problems that I may have caused. I also understand that more severe behaviors may result in more serious consequences including suspension or exclusion.

Student Signature

Date

Voyageurs Expeditionary High School

Community Member Contract

Agreement and Acceptance Page

I/We agree with the contract specifications, and have read the Voyageurs Parent-Student Handbook including the Voyageurs Discipline Procedures. I/We understand its contents, and agree to help promote a safe, effective learning environment by abiding by its policies and procedures.

(Student Signature)

(Date)

(Parent Signature)

(Date)

(Staff/Advisor Signature)

(Date)