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Bemidji, MN 56601
218-444-3130

**Student/Family Handbook
2017-2018**

Welcome

Welcome to Voyageurs Expeditionary School for the 2017-2018 school year. We are pleased to have you with us. At Voyageurs, you will be asked to participate in learning opportunities that will expand your horizons, challenge you and prepare you for life after high school.

Voyageurs will continue to implement our instructional model using Teacher Developed Projects as part of our curriculum. In addition, we will continue to meet state requirements in the area of World's Best Workforce through the continued implementation of Ramp Up to Readiness. Ramp-Up to Readiness is a school-wide advisory program that features an engaging and interactive series of activities designed to help all students graduate from high school ready for postsecondary success. Students learn how to build positive relationships and develop habits of success that will help them to reach their college and career goals.

We are looking forward to getting to know you better. Have an awesome school year.

VES Board & Staff

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Mission Statement

The mission of Voyageurs is to provide students with the necessary tools to lead meaningful and productive lives through hands-on learning, service to others and environmental stewardship.

Our 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. Our character values are:

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

Application Process

Voyageurs Expeditionary School is a public charter school. Parents of students in grades 6-12 may apply for enrollment online at www.voyageursschool.org or complete an inquiry form available from the school office. New students are accepted prior to the start of the school year and at the start of each six-week grading period if spaces are available. When the number of applicants exceeds the number of openings in a particular grade we will conduct a lottery to determine those students who will be placed on a waiting list. A lottery will be held each spring to determine placement on each grade level waiting list. The Voyageurs Expeditionary School Lottery Procedure Policy is available on the school website.

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 and parents/guardians must attend an intake meeting with their advisor prior to enrollment.**

Academic Program: What does it mean to attend a Project Based school?

What is Project Based Learning?

Projects are in-depth studies of a topic that explore important guiding questions, incorporate standards, and involve 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. Projects are designed to organize and engage student learning by calling for concrete products or actions that address authentic problems.

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

Coursework

Coursework includes in-depth studies of topics 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.

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.

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 we have several parent nights where students' work is displayed and/or presented.

Strong Focus on College Preparation

Our goal is for all students to meet college entrance requirements by graduation and be proficient in the core subject areas of English, math, science, and social studies. Staff members will assist students in exploring post-secondary choices. This includes attending college/career fairs, scheduling college visits, and helping with the college application and financial aid processes.

Use of primary sources

We believe students can learn authentically by using primary sources. Students use nonfiction and fiction trade books, publications and the Internet. By reading literature and exploring primary sources, students gain information-gathering skills used to solve problems and conduct research in the real world.

Revision of work

Students at Voyageurs may be asked to rework their assignments in order to meet standards. Teachers guide students through the revision process. Students may also collaborate to critique the work of their peers. Rubrics set high standards for assignments and help students understand and meet these standards.

Code of Academic Integrity

Students at Voyageurs will be held to the highest standards of academic integrity. Plagiarism is using someone else's writing as though it were your own. Cheating includes copying another student's work or allowing someone else to copy yours. If a student is caught plagiarizing or cheating the result will result in no credit for the work involved. Incidents of cheating or plagiarism will become part of the student's discipline record.

Homework

Voyageurs teachers occasionally give homework. Completed homework will be turned in as requested. If a student fails to complete assignments, a meeting may be scheduled with the student and parents/guardians to develop an improvement plan.

Make-Up work

Students are solely responsible for any work missed due to absences. ***It is not the teacher's responsibility to seek out absent students.*** A student who knows in advance that he/she will be absent should discuss the work with each teacher prior to the absence. Teachers are not required to provide make-up work for students who have unexcused absences.

Daily Schedule

The school day begins at 8:25 and ends at 3:05. The building is open for students from 7:45 to 4:00 each day school is in session.

High School Schedule

8:25-9:00	Advisory
9:00-11:30	Classes
11:30-12:00	Literature Circles
12:00-12:30	Lunch
12:30-3:05	Classes

Middle School Schedule

8:25-9:00	Advisory
9:00-11:30	Classes
11:30-12:00	Lunch
12:00-12:30	Literature Circles
12:30-3:05	Classes

Advisory/Homeroom

Advisory is an important structure at Voyageurs. During advisory time, students will engage in team building activities, grade checks, environmental education, current events and community service. Advisory is homeroom and the place to go when support is needed.

Attendance Policy

Voyageurs' contract with students/families requires an attendance rate of 90%. This means that the maximum days one can be absent during the entire school year is 17 days. 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 Voyageurs Board of Directors believes that regular school attendance directly relates to academic success, benefits the student socially, provides opportunities for important communication 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 between the student, parents/guardians, and staff. Parents/guardians must notify the school in the morning if their student 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 student's absence at school.

Minn. Stat. 260A.02: Continuing truant. "Continuing truant" means a child who is subject to the compulsory instruction requirements of section 120A.22 and is absent from instruction in a school, as defined in section 120A.05, without valid excuse within a single school year for three or more class periods on three days if the child is in middle school, junior high school, or high school. 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

Minn. Stat. 260A.03: NOTICE TO PARENT OR GUARDIAN WHEN CHILD IS A CONTINUING TRUANT.

Upon a child's initial classification as a continuing truant, the school attendance officer or other designated school official shall notify the child's parent or legal guardian, by first-class mail or other reasonable means, of the following:

1. that the child is truant
2. that the parent or guardian should notify the school if there is a valid excuse for the child's absences
3. that the parent or guardian is obligated to compel the attendance of the child at school pursuant to section 120A.22 and parents or guardians who fail to meet this obligation may be subject to prosecution under section 120A.34
4. that this notification serves as the notification required by section 120A.34
5. that alternative educational programs and services may be available in the child's enrolling or resident district
6. that the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the child's truancy
7. that if the child continues to be truant, the parent and child may be subject to juvenile court proceedings under chapter 260C
8. that if the child is subject to juvenile court proceedings, the child may be subject to suspension, restriction, or delay of the child's driving privilege pursuant to section 260C.201, and
9. that it is recommended that the parent or guardian accompany the child to school and attend classes with the child for one day.

A student under the age of 17 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. 260C.

Absences will be excused for the following reasons: **student illness (more than 3 days in a row requires a doctor's note), serious illness in immediate family, death in the immediate family, medical or dental appointments, counseling appointments, court appearances, family vacations, physical emergencies or suspension. Director discretion may be used as needed.**

Absences will be considered unexcused for the following reasons: **no call/no show, skipping, arriving late/leaving early without a valid reason, 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.

Students with excessive absences (more than 9 in a semester) may be required to have an attendance contract and meeting. Students could be removed from active enrollment if the contract terms are not met.

If students are dropped, a full admissions packet must be completed to apply for re-enrollment. Re-enrollment will depend on space available. Students and parents/guardians must sign an additional agreement to abide by the rules and expectations of Voyageurs Expeditionary School.

Tardies

Students are considered tardy if they arrive late up to 10:40 AM (end of period 2). After 10:40 AM, students will be given a half day unexcused absence. Three unexcused tardies will equal one unexcused absence. Families will be notified by letter when a student reaches 3 and 5 unexcused absences. Truancy will be filed when a student reaches 7 unexcused absences. School officials will make efforts to work with families/students to help overcome attendance issues.

Voyagers Expeditionary School Graduation Requirements

Credit Requirements:

- 4 Credits of Math – Algebra IB; Algebra II; Geometry; Prob & Stats; Math Elective
- 3 Credits of Science – Biology; Chemistry; Physical Science and Environmental Science Experiences
- 4 Credits of Social Studies – Civics; Economics; World History; US History; Geography; Social Studies Elective
- 4 Credits of English Language Arts
- 1 Credit of Fine Arts
- 9 Elective Credits (to include credits in Phy Ed; Health; World Language & Culture; Technology & Service Learning)

25 Total Credits

State of MN Assessment Requirements

Students must take the state required MN Comprehensive Assessments as follows:

- Grade 6-8: Reading and Math MCA; 8th Grade – Science MCA;
- Grade 9-12: Reading – Grade 10; Math – Grade 11; Science – Grade 10

Voyagers Graduation Recommendations: Travel out of state at least once in grades 9-12

Graduation: All graduating seniors must have completed or be able to show evidence that they will be within 1 credit of graduation by the end of the school year of their graduation year in order to be allowed to participate in graduation ceremonies. Any exception to this policy must be appealed directly to the school board.

Voyagers 4 Year Credit/Learning Plan (grade 9-12)

Students should earn between 6-7 full year credits per school year to maintain progress towards graduation in four years.

Credits Required	25	9 th grade 6		10 th grade 6.5		11 th grade 6.5		12 th grade 6	
Fine Arts	1	1st Creation and Performance	0.167	1 st Analysis and Interpretation	0.167	2 nd Creation and Evaluation	0.167		
		1st Creation and Evaluation	0.167	2 nd Creation and Performance	0.167	2 nd Analysis and Interpretation	0.167		
Language Arts /Reading	4	Genres of Literature	1	World Literature	1	American Literature	1	British Literature	1
		Word Study		Poetry		Drama		Media Studies	
		5 Paragraph Essay		Persuasive Writing		Critical/Analytical Writing		Research Paper	
		Writing Process		Listening Project		Interpretation of Literature			
		Public Speaking				Viewing Project			
Math	4	Algebra	1	Geometry	1	Algebra II	1	Prob & Stats; Math Elective	1
Social Studies	4	Geography	0.5	World History	1	US History	1	Economics	0.5
		Civics	0.5					Social Elective (Expeditions, etc.)	0.5

Science	3	Science elective - Physical Science	0.5	Biology (required)	1	Chemistry or Physics	1	Environmental Science Experiences (school requirement)	0.5
Electives – students are required to complete 9 total electives - some of these will be completed in Advisory and other while others will be completed during Fieldwork Activities.									
Ramp Up to Readiness Career & Tech Ed	2	Career & Technology	0.5	Career and Technology	0.5	Post-Secondary Planning	0.5	Senior Project	0.5
Advisory; Leadership; Community Building	2	Advisory	0.5	Advisory	0.5	Advisory	0.5	Advisory	0.5
World Language and Culture - Recommended for 4 year college entrance									
Health/Physical Education									
Business Education - Accounting; Computers; Personal Finance; Desktop Publishing									
Industrial Technology - Woodworking; Drafting, 3D Printing									
Family and Consumer Science - cooking; sewing; needlework;									
Work Based Learning (must be 16+ to be eligible)									
Science Electives - Forensics; Phenology; Rocketry; Robotics									

Academic and Assessment Process

Staff will communicate regularly with families about student progress. Students not making appropriate progress in their academics will be placed on an academic contract which, if violated, could lead to dismissal from Voyageurs.

Grading Policy

Voyageurs maintains high expectations of our students in all areas of their life. We want students to experience success in their academic pursuits. We expect all of our students to commit to doing their best in all classes. Students need to complete a minimum of 65% of the assigned course work at an acceptable standard in order to receive a passing grade. The grading scale is as follows:

92-100% = A 83-91% = B 82-74% = C 65-73% = D

Grade Reports

Voyageurs will prepare and send home progress reports every six weeks.

Recovery/Promotion Policy

High School Credit Recovery

All high school students (9-12) must complete the 25 required credits (listed above) for graduation. Students lacking credits must participate in the credit recovery program to make up any missing credits and be on track to graduate.

Middle School Promotion

To be promoted to the next grade level, students must pass* a minimum of 80% of all coursework and have 90% attendance. Students not meeting these requirements will be required to attend and complete summer school to be promoted to the next grade level.

*Pass is defined as earning a D- (65%) or higher.

Postsecondary Enrollment Option (PSEO)

PSEO allows high school juniors and seniors to take college courses. Each institution that participates in PSEO has eligibility requirements that students need to meet. Voyageurs also has eligibility requirements for students wanting to enroll in PSEO. Students can see their advisors for more information.

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 homeschool reporting requirements.
- A portfolio of the home school student's completed work has been submitted for each subject for which credit is sought.
- 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 School officials.

Mandatory Reporting

Minnesota state law requires any person employed by a school who suspects maltreatment of a child to file a child protection report. Maltreatment includes physical abuse, sexual abuse or neglect.

Medication

VES does not administer over-the-counter medications. Prescription medications to be given during the school day require a physician's note and a copy of the prescription along with a VES medical form filled out at the office. The medical form will include parent/guardian consent and the medication must be in the original pharmacy labeled container. Diabetic students may carry insulin. Epi-pens may also be carried by the student with documentation from their physician. Access to prescription medications will be restricted to office personnel.

Address Change

Please notify the school if you have a change of name, address, or telephone number during the year.

Food Service

Voyageurs provides a hot lunch each day, catered in from BSU. Students can also bring a bag lunch from home. Voyageurs strives to provide quality meals in an efficient and fiscally responsible manner. Student lunch cost is \$3.70 per meal for full pay students.

The parent/guardian shall be notified when the student account is approaching an overdue balance. Students can charge up to 5 days of lunches = \$18.50 (full price cost). Once the account surpasses -\$18.50, NO HOT LUNCH CAN BE ORDERED and a basic, alternative meal will be offered. The school will give parents a 24-hour notice before offering students an alternate meal.

All students will share responsibility for serving and clean-up. This is part of students' community service requirement and rotates between advisories.

Lockers

Students have access to a secure locker to store coats, purses, school work, etc. Voyageurs is not responsible for lost or stolen items. In the event of a theft, an investigation will be conducted. Police will be contacted and a report filed if the value of the stolen item is more than \$75.00.

School resource materials

Students are responsible for all assigned materials. If students lose or damage any materials, they will be charged a replacement fee.

Technology

Voyageurs provides each student with access to a computer to complete their school work. Students are expected to use school owned technology appropriately. Students using computers inappropriately will lose computer privileges. School computers must remain in the building.

Sports and Co-curricular Programs

Voyageurs may offer after school activities if enough student interest is shown and we have the resources to do so.

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.

Crisis Plan

The Voyageurs Expeditionary School Board of Education adopted a Crisis Plan, which is on file at the school. If a crisis should occur, parents will be contacted as soon as possible. If students are evacuated from the building, they will meet in the *Hills Heating* building and attendance will be taken.

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.

Weather Closings and Emergency Notices

If the Bemidji school district closes, Voyageurs will also close. When school is cancelled 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.

Student Expectations of Behavior

Behavioral Philosophy and Discipline Guidelines

Teaching and modeling positive behaviors are the primary approaches to discipline at Voyageurs Expeditionary School.

Voyageurs promotes a culture of learning and expects students to accept responsibility for their actions. This culture provides the foundation for individual instructors to develop their own set of behavioral expectations. This self-governing model teaches many of the character values on a daily basis through countless interactions among students and between students and teachers.

Eligibility for participation in certain activities will be limited by student's' academic standing, disciplinary record, or enrollment status. Students with questions about eligibility for participation should contact their advisor. **Students not performing as a responsible young adult, will lose privileges and will have consequences for their behavior and choices.**

Voyageurs firmly resolves that all students have the right to learn in an environment that is physically and emotionally safe and free from unnecessary distraction. Students are expected to respect themselves, respect others and respect school property.

Conflict resolution is crucial to maintaining a positive climate at school. Aggressive or disruptive behavior will be handled in a variety of ways, integrating the needs of the student while teaching and modeling the desired outcome. Whenever possible, those involved will be 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 better choices while ensuring a safe, supportive learning environment for all students.

Voyageurs' Positive Behavior Practices

VES staff teaches and models expected schoolwide and classroom behavior during the first weeks of school, using circle time to discuss learning targets, conduct readings and participate in initiatives and activities related to expectations. These expectations are revisited with individuals and large groups as needed throughout the year.

Advisors will develop classroom contracts, co-written by students and teachers. These contracts explain how all members of the classroom will behave to ensure comfort, safety and success by all and are publicly displayed in each classroom.

VES staff use common language with all VES students when discussing schoolwide and classroom expectations.

When students do not adhere to schoolwide and/or classroom expectations, VES staff attempt to determine what has happened and why by asking restorative questions (listed below) and listening to answers.

Example Restorative Questions:

- *Are you ready to talk right now? What zone are you in?*
- *What happened, and what were you thinking at the time?*
- *Who has been affected by what happened and how?*
- *What do you think needs to be done to make things as right as possible?*
- *What strategies can you use next time?*
- *What is your job right now?*
- *Do you need help doing your job?*

In all disciplinary matters, students will be given notice and will have the opportunity to present their version of the facts and circumstances to involved staff and/or the administrator.

All responses to inappropriate student behavior include elements of teaching or re-teaching appropriate school behavior and restoration of relationships affected by the student behavior.

Alternatives to removal from instruction will be used unless the behavior of the student places the student or others in danger, or the disruption to the educational environment can only be remedied by an automatic office referral, or the office referral is required by law. These alternatives to removal may include, but are not limited to:

- Reminders of school or classroom rules and behavior expectations
- Redirection of behaviors
- Modification of instruction
- Re-teaching expectations and skills
- Student-teacher restorative conferences
- Self-charting of behaviors
- Role play
- Small group instruction or lessons on anger management, conflict resolution.
- Parent contacts

Opportunities for students to repair relationships affected or harmed by their behavior will be included in the return to classroom for any student removed. These opportunities may include, but are not limited to:

- Restorative conference with the teacher or director.
- Apology of action/ Community Service
- Student/Parent restorative conference with school staff.
- Community restorative/ accountability circle
- Reflective Essay

The following disciplinary actions may still be used in extreme cases or when required by law:

- Loss of school privileges.
- Suspension from extra-curricular activities.
- Modified school program
- Removal from class
- Referral to police or juvenile authorities
- Out-Of-School-Suspension/Expulsion
- Compensation for Property Damage

When Will Automatic Office Referrals Be Used?

The following behaviors will result in an automatic office referral, so other steps will be skipped. The student will be sent directly to the administrative offices. Parents and/or guardians will be contacted directly by the administrator regarding such a referral. The

administrator will copy the classroom teacher in these correspondences.

- Physical Aggression with intent
- Bullying, Harassment, and Hazing
- Possession of a Weapon (or look-alike)
- Threats to Injure or Harm
- Gross Disrespect or Defiance
- Possession of Alcohol, Drugs, or Tobacco
- Theft of Personal or School Property
- Vandalism to Personal or School Property
- Leaving School Property Without Permission
- Continuous or Persistent Behavior Adversely Affecting the Learning Environment

What is the Process When an Administrator is Called?

When a student's behavior warrants a call to an administrator, staff will call the front desk and ask them to call a support administrator. The support administrator will follow these steps as possible:

- Talk with student quietly in classroom using restorative questions such as *What zone are you in? What do you need?*
- If they are not ready, give student 1 minute to be ready to talk in classroom.

If the student is not in the green or yellow zone at this time, co-regulation strategies will be used. The following strategies can be done independently by the student or in a partnership with the student:

- Ask student what calming strategy they want to use.
- 5 minute timer for quiet solitude
- Deep breathing: five finger, hot cocoa, belly breathing, etc.
- Walk together

When the student has achieved a green or yellow zone, a **reflection sheet** will be used to guide a discussion about the problem, what the student needs and how they can solve the problem. The next steps will be as follows:

- Walk student back to class and present reflection sheet to staff for approval
- Staff welcome student back into class and approve reflection sheet
- Administrator takes approximately 5 minutes to assist student in beginning their task
- If there is not time to discuss outcomes with teacher, administrator will send an email explaining the plan made while student was out of class
- Students removed from class for severe or repetitive actions will remain with either an Administrator or staff member until a parent picks them up or until the end of the day.

What is the Process When Students Repeat Behaviors?

- When a student has visited with an administrator 1 time, they will be entered into our online tracking system. Administrators will send home an email, copying the classroom teacher, to explain the behavior and steps taken.
- When a student has visited with an administrator 3 times, they will be flagged in our online tracking system. Administrators will contact parents/guardians to discuss behavior and will email teachers the results of the parent contact. After 3 visits, the administrator or designee will meet with the classroom teacher to discuss resources and supports available to use with the student in the classroom. The administrator or designee will also meet with the student to provide one-on one or small group instruction or lessons on anger management, conflict resolution and other necessary skills.
- When a student has visited with an administrator 5 times, they will be flagged in our online tracking system. Administrators will contact parents/guardians to set up a restorative conference including student, parent, teacher and administrator.
- VES Success team will meet weekly to review entries into the online tracking system, identify individual student concerns and develop intervention strategies.

Searches

Pursuant to Minnesota statutes, school lockers, desks, computers, 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 may conduct inspection of the interior of these items at any time, without notice, without student consent and without a search warrant. Students' personal possessions including, but not limited to: purses, backpacks, personal computers, clothing and vehicles, 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. Voyageurs will provide students a notice of personal property searches unless disclosure will impede an ongoing investigation by police or school staff.

Voyageurs reserves the right to use canine team or other drug investigators at any time, unannounced.

Weapons

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

- Confiscation of the weapon
- Immediate notification of police
- Immediate out-of-school suspension
- Parent or guardian notification
- Recommendation to the Board Chairperson of expulsion

The purpose of this policy is to assure a safe school environment for students, staff and the public. No student or nonstudent, including adults and visitors, shall possess, use, or distribute a weapon. A weapon is defined as any object classified as a weapon or any object used with the intent to cause harm. 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 this policy.

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

Assaultive Behavior/Physical Altercation

Any student who assaults or attempts to assault another person, or engages in a mutual, physical altercation during their Voyageurs career, will be automatically suspended from school for up to four days for the first offense. A second offense will result in a seven-day suspension. A third offense will result in a ten-day suspension with a recommendation for an expulsion hearing before the Voyageurs' School Board. Law enforcement may be contacted, depending on the severity of the incident.

Students involved in assaultive behavior and/or physical altercations will be expected to participate in a restorative action plan.

Insubordination

Insubordination is defined as failure to comply with a reasonable request by any staff member. Any student who refuses to comply, fails to follow the rules or whose behavior interferes with students' rights to learn or teachers' rights to teach, will receive a consequence, which can include an out of school suspension.

Tobacco/Vaporizer Products

Voyageurs is a tobacco-free campus. Students known to be using or possessing tobacco/vaporizer products on campus or off campus during school functions will be suspended from school for a minimum of 1 day.

Alcohol or Drug Use

Students known to be using or possessing alcohol or other drugs on campus or off campus during school functions will be automatically suspended from school for up to four days for the first offense. A second offense will result in a seven-day suspension. A third offense will result in a ten-day suspension with a recommendation for an expulsion hearing before the Voyageurs' School Board. Students coming to school under the influence or suspected influence of alcohol or drugs will receive the same consequences. Law enforcement will be contacted.

Vandalism

Vandalism and destruction of property will be addressed immediately and may result in loss of privileges, monetary compensation and disciplinary actions up to and including expulsion.

Profanity

Profanity is disruptive and not appropriate in school. Those who continue to curse/swear excessively after warning and redirection will receive a consequence for insubordination.

Cell Phones

Students may use their cell phones before school, during lunch and after school. For the benefit of the entire school community, cell phones are to be silenced and out of sight during class time. Inappropriate cell phone use will result in the student being asked to put their phone in the office for the remainder of the day and, if necessary, for a longer period of time. **Failure to comply with this request will result in a consequence for insubordination.**

Parents, do not contact students via their cell phones during classes. If you need to contact your student, please call the office and we will get a message to them to contact you at an appropriate time. 218-444-3130.

Other Electronic Devices

Electronic devices may be used in the classroom with **permission from that classroom teacher**. When asked to put away or turn off an electronic device, students are expected to comply with the request. Failure to comply will result in a consequence for insubordination.

Technology Expectations

Students are responsible for the choices they make when using technology whether it is a personal device or the property of Voyageurs. Students are expected to follow the guidelines of:

- Keeping their personal and school devices secure
- Be responsible for what they do on these devices when at school
- Not hurt the ability of others to learn
- Understand that online privacy is important not only to myself but others
- Respect the guidance of staff of when, where and how these devices are used
- Respect the cell phone policy

Dress Code

Clothing that advertises products that are illegal to minors, intentionally sized to expose undergarments, displays sexual innuendo, offensive language or gang affiliation, is prohibited. In addition, clothing should not be a distraction to staff or other students. Students wearing offensive clothing will be asked to change. Failure to comply with the request will result in a consequence for insubordination.

Closed Campus

Voyageurs is a closed campus and students are only allowed to leave campus if signed out by a parent/guardian or parent/guardian designee. Students who are off-campus without permission will be subject to disciplinary consequences or loss of privileges.

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 others discomfort; if they should choose to continue they will face suspension.

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

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 another 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 a 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.

Bullying Prohibition Policy Including Cyberbullying

Bullying is not tolerated and will result in disciplinary action. Bullying behavior consists of intentional, negative actions that include, but are not limited to, exclusion, stalking, shoving, hitting, beating, remarks about sexual orientation, spreading rumors, physical and verbal harassment or intimidation, racial or ethnic slurs, and remarks about body, mind, family language, religion and socioeconomic status.

I. PURPOSE

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with students' ability to learn and teachers' ability to educate students in a safe environment. To the extent such conduct affects the educational environment of district schools and the rights and welfare of its students and is within the control of the district in its normal operations, it is the district's intent to prevent bullying and to take action to investigate, respond, remediate, and discipline those acts of bullying which have not been successfully prevented. Appropriate administrative and staff follow-up will be provided for targets and offenders of bullying. While Voyageurs Expeditionary School cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel, the purpose of this policy is to assist the district in its goal of preventing and responding to acts of bullying, intimidation, violence, and other similar disruptive behavior.

II. GENERAL STATEMENT OF POLICY

- A. An act of bullying, by either an individual student or a group of students, is expressly prohibited on district property, at school related functions, or in electronic form otherwise known as cyberbullying. This policy applies to all of the academic and nonacademic (for example, athletic and extracurricular) programs of the district and will be enforced before, during, or after school hours on all school property, including the school bus, school functions, or events held at other locations. The policy also applies to any off-campus conduct that causes or threatens to cause a substantial and material disruption at school, or interferes with the rights of students or employees to be free from a hostile school environment taking into consideration the totality of the circumstances on and off campus. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying.
- B. No district employee shall permit, condone, or tolerate bullying. Any district employee who observes an act of bullying shall intervene to attempt to stop the act and shall report it to the appropriate person. Likewise, any person who receives a report of an act of bullying shall report it to the appropriate person.
- C. Apparent permission or consent by a student being bullied does not lessen the prohibitions contained in this policy.
- D. Retaliation against a target, good faith reporter, or a witness of bullying is prohibited.
- E. False accusations or reports of bullying against another student are prohibited.
- F. A person who engages directly or indirectly in an act of bullying, reprisal, or intentional false reporting of bullying or permits, condones, or tolerates bullying may be subject to discipline for that act in accordance with the district's policies and procedures. The district may take into account the following factors:
 - 1. The age, developmental and maturity levels of the parties involved
 - 2. The levels of harm, surrounding circumstances, and nature and severity of the behavior
 - 3. Past incidences or past or continuing patterns of behavior
 - 4. The relationship between the parties involved
 - 5. The context in which the alleged incidents occurred

Consequences for students who commit prohibited acts of bullying may range from positive behavioral interventions up to and including suspension and/or expulsion. Consequences for district employees who permit, condone, or tolerate bullying or engage in an act of reprisal or intentional false reporting of bullying may result in disciplinary action up to and including termination or discharge. Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from district property and events and/or termination of services and/or contracts.

G. The district will act to investigate all complaints of bullying and will take appropriate action against any student or district employee who is found to have violated this policy.

III. DEFINITIONS

For purposes of this policy, the definitions included in this section apply.

- A. Bullying is unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose. There are three types of bullying:
1. Verbal bullying is saying or writing mean things. Verbal bullying includes:
 - Teasing
 - Name-calling
 - Taunting
 - Threatening to cause harm
 2. Social bullying, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships. Social bullying includes:
 - Leaving someone out on purpose
 - Telling other children not to be friends with someone
 - Spreading rumors about someone
 - Embarrassing someone in public
 3. Physical bullying involves hurting a person's body or possessions. Physical bullying includes:
 - Spitting
 - Hitting/kicking/pinching
 - Tripping/pushing
 - Taking or breaking someone's things
 - Making mean or rude hand gestures
 4. Cyberbullying involves the misuse of technology in any form, including sending or posting e-mail messages, instant messages, text messages, blog or social media postings, digital pictures or images, or other electronic postings, regardless of whether such acts are committed on or off district property and/or with or without the use of district resources.

Bullying based on a protected classification set forth in the district's Equal Educational Opportunity Policy (race, color, creed, religion, national origin, sex, marital status, disability, status with regard to public assistance, sexual orientation, or age) may also constitute a violation of the district's Harassment, Violence, and Discrimination Policy.

B. "District employee" for purposes of this policy includes school board members, district employees, agents, volunteers, contractors/vendors, or persons subject to the supervision and control of the district.

C. "Immediately" or "immediate" means as soon as possible but in no event longer than 24 hours.

D. "On district property, at school-related functions, or in electronic form" means all district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for district purposes, the area of entrance or departure from school grounds, premises, or events, all school-related functions, school-sponsored activities, events, or trips, the use of any district technology equipment or system on or off-campus, the use of a personal digital device on campus, or off-campus electronic communication that causes or threatens to cause a substantial and material disruption at school or interference with the rights of students or employees to be secure. District property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations or events or through use of district technology resources, the district does not represent that it will provide supervision or assume liability at these locations or events, or through use of district technology resources.

IV. REPORTING PROCEDURE

A. Any person who believes he or she has been the target of bullying or any person with knowledge or belief of conduct that may constitute bullying shall report the alleged acts immediately to an administrator, counselor, or student services advocate in that school. A student may report bullying anonymously. However, the district's ability to take action against an alleged offender based solely on an anonymous report may be limited.

- B. A report (verbal or written) should be made immediately, or as soon after the incident as possible; delays between the date of the alleged incident and the reporting date may make investigations more difficult.
- C. The district encourages the target or other reporting party to use a report form; oral and electronic reports shall be considered complaints as well. The report form is available office of the school, or on the district's website at: www.voyageursschool.org. Upon request for qualified persons with a disability, alternative means of filing a complaint, such as through a personal interview or by tape recording, will be made available.
- D. Nothing in this policy shall prevent any person from reporting harassment, violence, or discrimination directly to the Title IX Coordinator/Equity Coordinator or to the Director.
- E. Title IX Coordinator/Equity Coordinator or Director: 3724 Bemidji Avenue North, Bemidji, MN 56601 - 218-444-3130.
- F. District employees shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who receives a report of, observes, or has other knowledge or belief of conduct that may constitute bullying shall inform the building principal or designee immediately.
- G. Reports of bullying are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.
- H. Submission of a good faith complaint or report of bullying will not affect the target's or reporter's future employment, grades, work assignments, or educational or work environment.
- I. The district will respect the privacy of the target, the reporter, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

V. DISTRICT ACTION

- A. Upon receipt of a complaint or report of bullying, the district shall undertake or authorize an investigation by District officials or a third party designated by the district, consistent with the Harassment, Violence and Discrimination Policy.
- B. The district shall take immediate steps to protect the target, reporter, students, or others as necessary pending completion of an investigation of bullying, consistent with applicable law.
- C. Upon completion of the investigation, the district will take appropriate action pursuant to the School Discipline Policy as outlined in the (Student/Family Handbook for students; Employee Handbook for staff). Such action may include, but is not limited to, warning; loss of privilege; restitution; suspension, exclusion or expulsion for students; remediation; leave of absence or termination for staff. The district may also contact law enforcement if the behavior is criminal in nature. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. 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; district policies; and regulations.
- D. Appropriate administrative and staff follow-up will be provided for targets and offenders of bullying.
- E. The district is not authorized to disclose to a target or reporter private educational or personnel data regarding an alleged offender who is a student or district employee.
- F. School officials will notify the parent(s) or guardian(s) of students involved in a bullying incident and the remedial action taken, to the extent permitted by law, based on a confirmed report.
- G. The district shall monitor all incidents of bullying as fully set forth in Section IX of the Harassment, Violence and Discrimination Policy.

VI. APPEAL

If the report has not been resolved to the satisfaction of the target, s/he may appeal to the Title IX/Equity Coordinator within ten (10) school days of receipt (verbal or written) of the findings of the district investigation. The Title IX/Equity Coordinator will conduct a review of the appeal and, within ten (10) school days of receipt of the appeal, will affirm, reverse, or modify the findings of the report. The decision of the Title IX/Equity Coordinator is final.

VII. REPRISAL

The district will discipline or take appropriate action against any student or district employee who retaliates against any person who makes a good faith report of alleged bullying or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists, or participates in a proceeding or hearing relating to such bullying. Retaliation includes, but is not limited to, any form of intimidation, harassment, or intentional disparate treatment.

VIII. PROGRAMMING

The district shall implement annual bullying prevention and character development education programs for students to prevent and reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.

IX. NOTICE

The district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.

X. REVIEW OF THE POLICY

This policy will be reviewed by the Board or its designee on an annual basis and, if necessary, will be revised to conform to applicable state and federal law.

Instructional Services-Special Education Policy

I. PURPOSE

The purpose of this policy is to set forth the position of the school board on the need for special educational services on the part of some students in the school district.

II. GENERAL STATEMENT OF POLICY

The school board recognizes that some students need special education and further recognizes the importance of providing a free appropriate public education and delivery system for students in need of special education.

III. RESPONSIBILITIES

- A. The school board accepts its responsibility to identify, evaluate and provide special instruction and services for disabled children who are properly the responsibility of the school district and who meet the criteria to qualify for special education and related services as set forth in Minnesota and federal law.
- B. The school district shall ensure that all qualified disabled children are provided the special education and related services which are appropriate to their educational needs.
- C. When such services require or result from interagency cooperation, the school district shall participate in such interagency activities in compliance with applicable federal and state law.

Problem Solving Procedures

Step 1: Direct Resolution: If staff/community members/parents have a question or concern, they are encouraged to go directly to the person(s) involved. If no appropriate resolution is agreed upon by the staff members, you must complete the Problem-Solving form, located in the office to move the issue to an Administrative Resolution (Step 2): If the issue involves the director, proceed to step 3.

Step 2: Administrative Resolution: The administrative resolution process consists of a meeting between the parties involved with the director in attendance. An attempt at administrative resolution is to be made prior to requesting a formal resolution (Step 3)

Step 3. Formal Resolution: Formal resolution consists of the submission of the problem-solving report to the Voyageurs Problem Solving Committee. The Problem Solving Committee is a standing committee consisting of 3 current board members, and is selected annually at the August board meeting. Members of this committee will offer unbiased consideration on the issues brought before them within 10 working days of the administrative resolution meeting or referral to the school board, if the issue involves the Director. The Problem Solving Committee will then take one of the following actions within 10 working days of receiving the report.

- A. Determine that the issue calls for a change in board policy or procedures or that current policy have not been adequately followed. The committee will recommend a plan of corrective action to the director, the complainant, and/or board.
- B. Conclude that the issue is personal opinion by an individual or small group of individuals and that changing policy or taking action based upon this opinion would not be in the best interest of the school community.
- C. Seek further mediation on the issue

Protection and Privacy of Student Records

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

- A. 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
 - That copies of the school's policy regarding the protection and privacy of school records are located at the school.
- B. 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 (Scott Anderson, Director) 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.

Step 2. 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 every other year.

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 include:

- Harming or attempting to harm another person with a weapon
- Possessing on school grounds, including on the bus, a gun or a gun replica
- Possessing, selling, or distributing controlled substances

- Assaulting another person resulting in injury to the victim
- Bringing to school a dangerous object of no reasonable use, (*knife; nunchaku, brass knuckles, etc.) (*a knife with a blade longer than 2.5 inches will result in a recommendation for expulsion and a report to authorities)
- Using a mock gun in a threatening manner
- Damaging or stealing private or school property
- Sexually harassing; hazing or chronically bullying of another person
- Chronic, repeated disruption to the learning environment of the school
- A student who accidentally finds themselves in possession of a weapon and turns it in immediately to the Director's office shall not be considered to possess a weapon.

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 a majority of 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 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: Scott Anderson, Director, Voyageurs Expeditionary School, 3724 Bemidji Ave. North, 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 Voyageurs Expeditionary School board 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 (Voyageurs Expeditionary School 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 Voyageurs Expeditionary school board's decision shall be the final administrative action to which the student is entitled.

Rules Governing the Conduct of the Hearing:

1. The school board shall have the burden of proof of misconduct. The school's representative shall be a Voyageurs administrator or an appropriate individual enlisted by the Voyageurs School board.
2. 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.
3. 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 Voyageurs, and may be one or more persons. Persons qualified to serve in the position of hearing authority include the chief administrator of Voyageurs, individual Voyageurs board members, or appropriate third parties enlisted by the Voyageurs 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.
4. 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.
5. The disciplinarian shall be the Voyageurs director or a designated staff member. A hearing authority who is also a disciplinarian shall impose an appropriate sanction if (s)he finds the allegations of misconduct have been proved.
6. 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.
7. 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.
8. 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.
9. 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

Voyageurs' daily, non-crisis building security plan/practice is as follows:

- During the instructional day, all exterior doors will remain locked. The front door will be locked and individuals must be buzzed into the building.
- Parents are required to notify the office; come in and sign students out for appointments, etc., that occur during the school day.
- All visitors are required to report to the office to sign in and receive a nametag to be allowed in the building. Upon completion of the visit, the individual must sign out.
- Students from another school wishing to shadow a Voyageurs student, must be pre-approved by the director. No visitors will be allowed to stay at school for the day without prior approval from the director. Visitor approval forms are available in the office.
- Building volunteers are required to have a completed background check on file.
- All staff and school 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 to wedge a door open at any time to allow individuals to enter the building for practices, school activities, meetings, etc.

Parent & Guardian Expectations and Agreement

Voyageurs encourages parents/guardians to participate in and be actively involved in the educational experience of students.

Therefore, we have established the following parent/guardian expectations:

I want my student to be successful in school and I agree to:

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

_____ support the Voyageurs' rules and guidelines outlined in the Student/Family Handbook.

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

_____ support Voyageurs' Positive Behavior Practices. I understand that severe behaviors may result in serious consequences including suspension or expulsion.

_____ I will comply with the student cell phone policy and will contact the office if I need to get a message to my student

Parent/Guardian Signature

Date

Student Expectations and Agreement

Voyageurs' goals are for every student to succeed academically and socially and to have expanded opportunities, including college, upon graduation from Voyageurs Expeditionary School.

Therefore, we have established the following student expectations:

I want to be successful in school and I agree to:

_____ be on time to school and class and attend school regularly (minimum 90% attendance).

_____ support the Voyageurs' rules and guidelines outlined in the Student/Family Handbook.

_____ come to school, classes and advisory prepared with pens, pencils, paper and other necessary tools for learning.

_____ meet assignment expectations for all classes.

_____ participate in Voyageurs' Positive Behavior Practices. I understand that severe behaviors may result in serious consequences including suspension or expulsion.

_____ I will comply with the student cell phone policy and will report to the office if I need to contact my parent/guardian.

Student Signature

Date

Advisor Signature

Date