



Dear Vanguard Collegiate Families,

Welcome all founding students to Vanguard Collegiate of Indianapolis (VCI). We are thrilled for inaugural year to grow and learn with your scholar. We recognize the importance of partnering with you, the parents, as we empower, educate, and equip your student.

To create a learning environment based on relationships and growth, we must foster an environment of mutual respect. Our VCI handbook contains valuable information regarding school policies and procedures. This handbook is merely an introduction to our school. Please feel free to drop in at any time to ask questions. I want to encourage each of you to become involved in the Vanguard Collegiate experience.

It is my hope that your scholar will grow, both academically and socially. The Vanguard Collegiate Staff is looking forward to a phenomenal year with amazing results. As always, if you have any questions or concerns, please do not hesitate to visit the school or give us a call.

Welcome to the Vanguard!

Rob R. Love, J.D.,

Dean of Culture

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Acknowledgements

1. Thank You

This document and the systems and practices contained herein owe greatly to the current and former Teachers, Staff, Parents and Students of Milwaukee Excellence Charter School, Excel Academy Charter School, the Excellent Schools Network, Achievement First, Ace Prep, Circle City Prep, and the RePublic Schools as well as the work of Doug Lemov, Jon Saphier, and Chris Habetler. We use these ideas and language with gratitude and in service of our students.

This manual also reflects the hard work and ideas of the founding team at Vanguard Collegiate of Indianapolis and a number of other individual and organizations cited herein. We have benefited greatly from collaboration with these other organizations; similarly, we encourage you to learn from and build upon our work. Please attribute responsibly, as we have tried to do in this document.

2. Vanguard Collegiate Leadership Team & Contact Info

Robert Marshall, Founder & Executive Director	rmarshall@vcindy.org
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Adelita Romo, Office Manager	aromo@vcindy.org

3. Who Do I Go to When...?

The entire leadership team will always be available for anything you may need. This chart helps illustrate whom the best person to go to if you need help.

Who I Should Talk To	I need help with...
R. Marshall	<input type="checkbox"/> Anything you do not see below
N. Pettigrew	<input type="checkbox"/> Lesson planning, unit planning/unpacking questions homework <input type="checkbox"/> School Runner: grades, assessments, collecting data
R. Love	<input type="checkbox"/> Behavior Issues/Character Development/College & Career <input type="checkbox"/> School Runner: Vanguard Bucks, Merits/Demerits <input type="checkbox"/> Culture calendar / school events
S. McClanahan	<input type="checkbox"/> Special Education and English Language Learner Support <input type="checkbox"/> Records <input type="checkbox"/> PowerSchool

A. Romo	<input type="checkbox"/> Attendance <input type="checkbox"/> Printer / Copier problems <input type="checkbox"/> Attendance concerns
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Governance and Leadership

Vanguard Collegiate’s Founding Team consists of a group of high-capacity, proven community leaders and the Lead Founder, Robert Marshall — all of whom are dedicated to the mission of Vanguard Collegiate and to development of a school that will provide a quality option that middle school students in Indianapolis need to be prepared for high school and college success. Working with the understanding and firm belief that all students can learn and succeed regardless of their socioeconomic status, home situation, or community challenges, the Board of Directors has devoted its time, talent, and expertise to provide a traditional college preparatory academic experience to students of the Near Northwest side of Indianapolis.

The Board of Directors is comprised of members who work in and/or have experience and expertise in Education, Finance and Accounting, Law, Governance, Facilities and Real Estate, Community Outreach, Strategic Planning, Technology, Executive Leadership, and Marketing and Communications.

- Asia Bartee, HR Manager, Johnson Controls
- Sibeko Jywanza, Director of Food Justice, Flanner House
- Dan Levine, IT Vendor Manager, Herff Jones
- Damon Martin, Director of Talent Management Strategy, One America
- Juan Pablo Roman-Lagunas, Partner, Roman-Lagunas & Wheeler, LLC

The Board of Directors of Vanguard Collegiate serves as the school’s governing body, overseeing fulfillment of the school’s mission and its promises to the authorizer and to our community in general, and to our students and their families specifically. The Executive Director Head of School manages the daily operations of the school. Board Leadership consists of an annually elected Chair, Vice Chair, Treasurer, and Secretary. The Board also has standing board committees (Governance, Finance, Academic Achievement, and Development) to ensure that they are strategically structured to oversee, support, and hold accountable the work of the school and that the Board is best positioned to make informed decisions.

B. Vanguard Collegiate Mission, Vision & Values

1. Our Mission & Vision

Unapologetically focused on the academic success of our scholars, Vanguard Collegiate of Indianapolis educates 5-8th grade students through high-quality instruction, rigorous curriculum, and character development to succeed in college and become leaders in thought, word and action.

Through meaningful and quality instruction of rigorous curriculum and character development, Vanguard Collegiate of Indianapolis provides an academically challenging, data-driven curriculum and a structured, goal-oriented school community for 5th through 8th grade students. The Board, school leadership, and staff are dedicated to ensuring the highest academic achievement results for scholars, with a prioritized focus on literacy and math so that they are set up for success, regardless of the academic gaps with which they arrive. We ensure scholars are equipped for post-secondary education and subsequent life success regardless of race, socio-economic status, family educational attainment level, or zip code. Vanguard Collegiate exists to educate Central Indiana students, more specifically in the Near Westside of Indianapolis. Using curriculum that is aligned with national and state standards and frequent rigorous assessments that drive our professional development, instruction, and supports, our scholars' level of mastery will consistently exceed state assessment averages and be on par with or exceed those from the best schools in Indiana. Scholars will receive intervention and college preparatory advisory supports to ensure they are on a high school and college success trajectory. We hire, train, and retain highly effective instructors committed to growing scholars' academic endurance, work ethic, and discipline, and deliver results. Vanguard Collegiate will equip scholars with critical thinking skills, integrity, and sense of social and personal responsibility, seizing the educational opportunities afforded them, thus, bringing their dreams and those of their families, to fruition. Every day, our core values drive the culture of the school: Team, Hard Work, Integrity, Nobility, and Knowledge.

2. Core Values

Our values of THINK - Team, Hard Work, Integrity, Nobility, and Knowledge – will guide students and staff in all aspects of school life. Beginning with morning motivation, our core values will be reinforced throughout the school day and year. These values will be connected to all community/academic infractions, rewards, consequences, awards, and restitutions, and will be modeled by our staff. Each month, we will focus on one value and that value will drive school wide activities. Our students will also be required to complete individual success plans for middle school, high school, and college. The success plan will be a living document that mirrors the details and information required in the college application process. Success plans will include: any certifications and/or awards a student has earned; a map of the classes they need to take each year in high school to graduate on time with an honors diploma; a chart of supplemental programs they should participate in based upon both their gaps and interests; and basic information (location, enrollment requirements, student populations, etc.) of the student's top five college choices. The plan will be developed in students' 8th grade year in partnership with their teachers and the Dean of Students.

Vanguard Collegiate students will be poised to compete academically for excellence against the top schools in Indiana and nationally.

T–Team. Scholars are taught to take ownership of their actions and of their community, growing our students’ understanding that our individual success is connected to the success of our community. We will teach scholars and they will come to recognize that the opportunities afforded to them come in exchange for their service to their community.

H -Hard Work. We will celebrate, honor, and require our students to work hard. Scholars will establish academic and life goals tied to their immediate academic growth and long-range life plans, as well as commit to the plan, habits, actions, and thoughts essential to achieve those goals each day, week, month, and year.

I –Integrity. Scholars will do the right thing even when it is difficult, and we will teach students what integrity looks like and how it is a core part of our character.

N –Nobility. Scholars will be taught at every grade level to act with respect, dignity, and morality. Scholars will take pride in their work and the professional impressions they make.

K –Knowledge. Scholars will establish learning as a goal and relentlessly pursue improvement as they gain the knowledge, skills, and habits that will put them on a successful path in college and life. All scholars will learn to effectively question, infer, articulate a stance, and solve problems. Scholars will be taught how to immediately get to work in class and thus build their academic stamina in and out of the classroom and we will provide more challenging material as students’ endurance increases, supporting students to become ambitious thinkers and learners across their four years with us.

Beliefs

Our approach to education is based on our beliefs about student learning and relationships. Everything we do aligns, supports and promotes these beliefs of LEARN SERVE LEAD...

We believe

- the goal of education is to equip students for life. **Being equipped for life requires demonstrated academic knowledge, character, and life skills such as time management, self-reliance, persistence, critical thinking, creativity, and the abilities to communicate and collaborate.**
- education is personal, **and every student deserves an education that meets their needs.**
- career development bridges the gap between learning and life **by engaging students in community service, real world projects, and career activities.**
- instruction is driven by ability not chronology, **readiness not age, knowledge not grade level.**
- students are empowered **by being respectful in action and taking responsibility for their choices.**
- relationships matter, **rules without relationships breed rebellion.**
- logical & natural consequences promote accountability **and result in mature, disciplined adults.**
- parents and educators must join together **to provide a supportive, caring environment that encourages students to accept challenges and to learn from their successes and failures.**

3. Goals

Understanding that the average student we enroll from 46222 is two to three years behind grade level in both ELA and Math, our academic goals in Years 1 & 2 are primarily focused on growth, whereas Year 3+ focus on absolute achievement. Our major academic goals are as follows:

- Goal 1: Students will demonstrate growth in both reading and mathematics.

Measure 1: In a cohort analysis of longitudinal growth, students, on average, will have a minimum of five percentiles of growth per year in ELA and Math on the NWEA MAP until the average percentile score reaches 75%.

- Goal 2: All students will reach or exceed grade level proficiency in ELA and Math by end of 8th grade.

Measure 2: In a cohort analysis of student grade level proficiency, all students will, at minimum, meet grade level proficiency in ELA and Math on the NWEA MAP.

C. The Vanguard Collegiate Educational Model

We reach our ambitious mission through **Quality Instruction** and **Rigorous Curriculum**, robust **Student Supports**, fostering a **Culture of High Expectations**, and implementation of our **Core Values**. We believe unequivocally that all children can achieve academically at high levels regardless of their race, socioeconomic status, family educational attainment level, or zip code. Closing Indiana's college completion gap (According to the Indiana Commission for Higher Education, 27% on-time completion for all students, and 11% for Black students) begins before students enroll in post-secondary education and includes prioritized attention in the middle school grades. Per the National Assessment of Educational Progress report, a study conducted between 2003 and 2009 shows that "goal setting and accountability, curriculum and instruction, teaching quality, and use of data assessments" are among the shared traits of high performing school districts. To ensure students are on this path to college completion, Vanguard Collegiate focuses first on academics and high-quality instruction, starting in grade five.

1. **Quality Instruction and Rigorous Curriculum-** Vanguard Collegiate will have a college preparatory curriculum in all grades and all content areas aligned with the Indiana State Standards and ensures implementation of College and Career Ready standards and skills. From these standards, Vanguard Collegiate will create our own interim and end-of-course assessments and backwards plan courses to the level of rigor expected on college-ready assessments. Daily lessons, daily homework, weekly quizzes, and unit assessments will all drive towards these interim and end-of-course assessments and set students up for success through a carefully scaffolded course of study. Teachers will be supported in holding students to a high bar for their responses, written and verbal, and will be trained to use targeted questioning techniques to push students to higher order thinking and critical analysis.
2. **Robust Student Supports-** We recognize that students will enter school with a wide range of academic proficiency. We will ensure students receive the necessary supports to reach our

rigorous goals through detailed analysis of our assessment data and clear action plans informed by that analysis. To supplement classroom instruction, we will incorporate an hour of literacy support and an hour of math support daily, as both a Reading and a Math Power Hour. During each Power Hour, students will be strategically placed in small groups based on skill, and groups will rotate through a station rotation model. Scholars will receive small group instruction directly from teachers and work independently on their own level and at their own pace using research-based, blended learning platforms. We will use a Response to Intervention (RTI) model to identify individual student needs, including but not limited to, English Language Learners and Special Education students, and we will provide the necessary services specified in Every Student Succeeds Act of 2015. Our extended school day (8.5 hours) allows for extended time for both literacy (160 minutes daily) and math (110 minutes daily), as well as a daily tutoring period.

3. Culture of High Expectations- A school grounded in a culture of respect, structure, and high academic and behavior expectations sets students on a path to high school, college, and life success. Vanguard Collegiate will provide an environment that is structured and supportive where students and staff alike are respected. Behavior expectations will be communicated clearly and enforced consistently, to maximize instructional time and make the space sacred. Teachers and administrators will not be punitive in their discipline but more restorative. This goal of building relationships will allow us to minimize discipline problems and maximize the learning environment.
4. Innovative Elements- Vanguard Collegiate's model differs from a traditional school model as it includes: (a) extended school day; (b) expanded time in English language arts and Math; (c) blended learning; (d) character development; (e) service learning curriculum and Capstone Projects; (f) college preparedness plan for every student; and (g) daily tutoring to support academic growth. Vanguard Collegiate proposes to be a school that does something special with a community and not something to a community. We have engaged with a variety of community stakeholders including neighborhood association leadership, elected officials representing the Westside communities, churches, and community members. In addition, we have engaged parents with students currently within the age range of the students we seek to educate and parents of potential students.
5. Assessments- Vanguard is a personalized competency-based learning model using assessment and anecdotal information to target the unique instructional needs of each student. We are not only "data-driven" but we are also "student centric," using this information to enable teachers to customize student learning experiences and, in turn, empower students to engage in challenging, but not overwhelming educational experiences. We use various assessments to help determine student readiness and instructional level. At Vanguard, instructional level drives what digital and live course options are available to students.

Assessment types include:

- Placement/progress – These assessments occur before students take live courses. These are also used to adjust the personal education plan over time. The primary placement assessment is the Northwest Evaluation Association's Measure of Academic Progress (NWEA-MAP). The NWEA-MAP assessment is also used to determine student learning

growth or progress over time. NWEA-MAP (Measures of Academic Progress) assessments are administered 3 times per year in math, reading, science, and language usage. The MAP assessment is a computerized adaptive assessment program that provides Vanguard educators with the information they need to improve teaching and learning and to make student-focused, data-driven decisions.

- Diagnostic/formative – These assessments occur during digital and live instruction. They are quizzes, homework, and other faculty created methods to determine the status of student progress. These assessments are for student, parent, and faculty use to make decisions about the instructional process and will take the form of daily class-ending EXIT TICKETS. This data will allow us to focus on skills or concepts that students need help with on a daily basis through teacher led tutoring or blended learning modeled drill work.
 - Summative – These assessments are used after instruction to determine whether or not the student has mastered the desired concepts, skills, and content. These assessments are used to determine course completion promotion and graduation. Cumulative final examinations and state mandated standardized assessments are examples of summative assessments.
6. Extended School Day and Year. The Vanguard Collegiate calendar consists of 185 days of 8.5-hour school days (8:00 am – 4:30 pm) Monday through Thursday and a 6-hour day each Friday (8:00am-2:00pm) that provided rigorous, college preparatory curriculum coupled with multiple layers of student supports. Research demonstrates that an extended school day and year can increase student achievement in mathematics and literacy, improve literacy outcomes for students performing below standards, and improve social-emotional skills of students with attention deficit/hyperactivity disorder.
 7. Intentional Character Development. Vanguard Collegiate has Core Values which will drive our intentional character development program. Team. Hard Work. Integrity. Nobility. Knowledge. Furthermore, Vanguard Collegiate students will learn to challenge, research, and ultimately think for themselves. Informed by these values, we will provide a highly structured school culture with supports, routines, high expectations, and joy that lead to student achievement. We know that intentional character development supports growth of necessary skills for college success, including critical thinking and discipline.
 8. Blended Learning & Power Hour Courses: To meet the needs of all students, instruction will be differentiated. At Vanguard Collegiate, one approach to differentiated instruction will be the strategic use of blended learning with a one-to-one laptop to student ratio. Every student will have the opportunity to access high-quality computer-based learning programs that allow students to access content on their level, go at their own pace, and receive rapid feedback on practice, all proven effective in closing learning gaps for students performing below grade level in reading and math. The strategic use of blended learning as a tool to accelerate the efficiency and effectiveness of instruction will also aid students in gaining independence in learning, another critical element for students matriculating into high school.

9. **Service Learning.** With a firm believe that student ownership and responsibility are important factors in college success, Vanguard Collegiate provides service learning opportunities to each student. Service learning increases student attendance decreases the probability that students will engage in “risky” behaviors, builds their social responsibility and citizenship skills, and helps them acquire and apply academic skills and knowledge. Vanguard Collegiate is committed to developing students of high character that will positively impact the success of their local community and our city. Through a Capstone Project, all students will learn to change their community through policy, advocacy, and community development. This required service learning and out-of-school leadership opportunity will build students’ knowledge, skills, and character, all of which have been shown to positively impact students’ academic performance. Students learn real world skills and have opportunity for practical application of our values in the surrounding community, all while tackling some important social issues of our time.

10. **Academic Success Plan: College Preparedness.** Each 8th grade student will build an academic success plan in preparation for high school that models key aspects of college applications. With the guidance of staff and the input of families, students will build a portfolio complete with assessment results, transcript of extra-curricular activities, community volunteer and leadership experience, letters of recommendation, and an academic transcript the shows mastery in core academic areas. The Academic Success Plan will also map out each student’s course schedule through high school, external development opportunities, and both college and career choices. We will measure student progress towards college readiness with individualized academic goals for every student that include but are not limited to grades, interim assessment results, and Indiana Career Explorer assessment results.

D. Discipline and Safety

Vanguard Collegiate will create and maintain a safe, structure, joyous, and academically challenging school environment where kids feel free to have teachable moments Our culture of success establishes structures that ensure all students are safe, learning time is sacred, and anticipates/prepares for the most challenging situations and conditions. Rooted in our school’s core values, our discipline policy is consistent, sets clear expectations, fosters community, and protects instructional time. Our policy is in compliance with applicable laws and regulations. It will be implemented with fidelity to ensure the success of our scholars. In our highly structured school environment, we hold students accountable to our expectations while simultaneously developing an achievement-oriented student community. Teachers plan engaging lessons and use school wide-systems and procedures to maximize instructional time and minimize confusion. Together, our staff place the highest value on student achievement and show students the path to success. We create a community where students learn and engage with difficult material, and where parents are our partners. We communicate frequently with families, reporting successes and challenges. The school staff enlists parents’ help in modifying student behavior. We believe in a community where students know what is expected of them, using structure and predictability to allow students to feel comfortable, safe, protected, and included. This sense of community will come from showing and earning respect, and being firm and positive, even when issuing consequences.

More specifically our discipline model stems from specifically building rapport with students, coaching staff on Cultural/Implicit Bias, Trauma Informed Care, and elements of restorative justice problem solving along with Financial Literacy embedded into our Positive Behavior System. As a school, collectively, if we know our students and their backgrounds then we can work collaboratively with their parents to provide a safe, structured environment for students to learn and be successful. We believe everyone deserves a safe, supportive, and orderly learning environment. We encourage appropriate behaviors by teaching, guiding, directing, and providing opportunities for new learning to occur. We create opportunities for students to practice and succeed in making responsible and effective choices in order to reach their academic potential and contribute to the school community. Students will be taught to internalize all actions by asking whether they have met the school's motto of **Learn. Serve. Lead.**

Student Responsibility. Students have a great responsibility in being good citizens of their school. Their responsibilities include regular school attendance, conscientious effort in classroom work, and conformity to school rules and regulations. Students share with the administration and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and living. It is the responsibility of each student to respect the rights of the teachers, administrators, students, and all others who are involved in the educational process.

LEARN. SERVE. LEAD. (LSL) This mantra allows students to intrinsically analyze their choices in real time and compare them to the standards and expectations that we have created at Vanguard Collegiate. Students should always be asking themselves in any situation or crossroad between choices and actions whether they are following the mantra of LSL.

**Learn. Serve. Lead on or off the campus at all times:
LEARN respectfully and intently.
SERVE conscientiously with compassion and diligence.
LEAD through words, thoughts and actions.**

Teacher preparation for Discipline:

Rapport building. Each one of the adults in our building will be expected to build rapport with our students. They will be charged with knowing them so as to best educate them. While this happens tangentially throughout the course of the school year, it will be emphasized and encouraged for our staff to know their students. At Vanguard, we feel that when a teacher truly knows a student then they can educate them properly. Engaging and caring for a student helps the environment to become a safe one. Each student should have an advocate and feel comfortable to confide in any adult in our space. Knowing how to de-escalate students and become their advocate only helps with classroom management. Each school district in Indiana is required to have a Seclusion and Restraint Plan in addition to any board policies and administrative guidelines. The Seclusion and Restraint Plan is located in the Special Education office.

Trauma Informed Care Training. In urban education we have to identify with our students and know the backgrounds they are coming from. We will coach our staff to not only identify our kids that require trauma informed care but understand that most students will have some level of this. We will coach our

staff to recognize it and triggers, utilize the best responses to deescalate situations, and teach students various coping mechanisms.

Positive Behavior/Financial Literacy System. We will institute and maintain our PBIS system through also teaching Financial Literacy. Students will “earn” a Paycheck by following the values and morals of Vanguard. They will earn money from staff for good actions and lose money for poor choices conversely. Students will get a check at the end of the week to either spin or “bank” at the leisure. When they wish to spend money, they will have to get their check signed by their parent as a check on their behavior not only in school but as a sign off, by their parents, on them at home. In this way students will need to perform not only at home but in the school building. Students may spend these checks on schoolwide perks and the school store stocked with various items from school supplies, candy, special prizes placed by the admin and even dress down days. We want to teach Vanguards to responsible with money and show how their “paycheck” effects their quality of life in and out of school. Teachers will be able to give such money for exhibiting values included in the THINK and LSL Mantra.

Elements of Restorative Chats and Circles. Teacher and Students will learn aspects of restorative justice through restorative circles on a smaller scale (conflict mediation between peers_ and restorative chats (chats meant to repair or reinforce rapport between teacher and student) using “I” Statements. Through these practices we will command respect and collegiality in our space while also listening to each other. The school uses a progressive discipline approach in dealing with misbehavior. The school program of behavior and consequences begins with teacher intervention and progresses through a number of consequences that may ultimately lead to permanent expulsion from school.

Authority and Responsibility. The school has the authority to make reasonable and necessary rules governing the conduct of students in school. The goal is to develop positive, constructive student behaviors. Students experience logical consequences for their actions, either positive or negative. The school helps students learn by allowing them to experience the consequences of their actions. The school also recognizes this, or any discipline policy, cannot be effective without the full cooperation of the entire staff, parents, and the students of the school.

Major and Minor Offenses Protocol on or off campus. An important goal of VCI is to help students develop self-discipline. Students share the responsibility of maintaining an atmosphere within the school that is conducive to wholesome learning and living. No student has the right to interfere with the education of others off or on campus. Any violation of school rules involving one or more VCI students will fall under the decisions and consequences of VCI administration.

Major: Offenses involving bullying (online or in-person), threatening or harming others, stealing, cheating, drugs or alcohol, weapons, or gang activity at levels typically considered criminal may result in immediate expulsion proceedings and/or police involvement.

Minor: Minor discipline problems will be addressed with a three-step process. In most cases, this process resolves the issue:

1. Polite reminder to the student about the discipline problem and a request to correct it.
2. An explanation of the disciplinary infraction and a clear set of solutions for the student to implement immediately. Vanguard bucks may also be removed

3. A firm command to correct the behavior. Loss of Van Bucks and possibly a lunch detention.

For those situations requiring additional disciplinary action, the following will be used. The parent will be notified of these actions as soon as practical:

1. Removal of privileges previously available to the student. This may include confiscation of selected items involved in the discipline issue such as cell phones, games, etc.
2. Removal from the situation and intervention by the Dean
3. Parent/student conference
4. Suspension
5. Expulsion and referral to police or similar external agencies

In addition, the school principal, in the case of students with disabilities, shall take all steps necessary to comply with the Individuals with Disabilities Education Act.

VCI recognizes that it is impossible to express all of the behaviors and consequences that might occur during the course of the regular school year. The Executive Director reserves the right to handle each incident on its individual merit.

Academic Dishonesty. Cheating and plagiarism compromise the integrity and character of students and does not align with the mission and philosophy of VCI. Academic dishonesty occurs when a student engages in any behavior or uses any unauthorized device (including but not limited to cell phones, calculators, and other electronic devices) which gives the student an unfair advantage or represents another person's work as his/her own. Examples of these behaviors include, but are not limited to plagiarism, talking during assessments, using cheat sheets (paper or electronic), and looking at or copying another student's work.

Confiscation of Materials. Confiscation of materials refers to a student in possession of something that is considered to be either illegal or inappropriate in a school building.

Bullying. Indiana Code clearly defines behavior that is considered to be bullying. All instances of bullying; online or in person, are not tolerated and are subject to disciplinary action by the Dean of Culture. **See Appendix C for more information on our Anti-Bullying policy**

Out-Of-School Suspension. Temporary suspension will mean exclusion from school for a period of up to 10 days by the school administration. The student will be informed of the reasons for the suspension and will be given an opportunity to respond before the suspension becomes effective. Parents will be notified when a suspension is issued. A parental conference, conducted via telephone or face-to-face contact, will be held before a student is readmitted to school

Expulsion. In cases involving a possible expulsion, the student is entitled to a formal hearing, which is a fundamental element of due process. A formal hearing may be conducted by a designated hearing officer as described by Indiana Code 20-33-8-19. The hearing officer's decision is final. Certain offenses require automatic expulsion as defined by Indiana Code 20-33-8-14.

Expulsion Procedures

1. The Executive Director (or designee) may conduct an expulsion meeting or appoint one of the following to conduct the expulsion meeting: a) legal counsel, b) a member of the administrative staff who did not expel the student during the current school year and was not involved in the events giving rise to the expulsion
2. An expulsion will not take place until the student and the student's parent are given notice of their right to appear at an expulsion meeting with the superintendent or the person designated above. Failure by student or a student's parent to request and appear at an expulsion meeting after the receipt of notice of the right to appear at an expulsion meeting forfeits all rights administratively to contest and appeal the expulsion.
3. Notice of the right to appear at an expulsion meeting shall be made by certified mail or by personal delivery, contain the reason for the expulsion, and contain the procedures for requesting an expulsion meeting.
4. At the expulsion meeting, the Executive Director (or designee) will present evidence to support the charges against the student. The student or parent will have the opportunity to answer the charges against the student and to present evidence to support the student's position. An attorney may not represent the student at the expulsion meeting; the attorney may be available for consultation outside the meeting room during the course of the meeting.
5. The VCI Board of Directors does not hear expulsion appeals.

PLEASE NOTE: No expulsion of a student shall be for a longer period than the remainder of the school year in which it took effect if the misconduct occurs during the first semester / trimester. However, whenever the expulsion takes place during the second semester / second or third trimester, the expulsion remains in effect for summer school or intersession and may remain in effect for the first semester / trimester of the following school year. (This does not include students who are expelled for possession of a deadly weapon, firearm, or destructive device.)

Care of School Property. Any waste or misuse of furniture and/or equipment may involve restitution for the damages. Payment must be made for the cost of repair or replacement of school property.

Smoke-Free Schools. It is the policy of VCI that the use of smoking or smokeless tobacco products (including electronic cigarettes of any type), is prohibited anywhere on school property or during school sponsored events at all times. School property is defined as owned, leased by, or under the control of VCI.

Substance Abuse. It is the school's policy to prevent and prohibit the possession, use, mimic of use, sale, mimic of sale, distribution, or intent of distribution of any illegal or controlled mood-altering chemical medication, or abused chemical not approved by the health office, on school property, at school-sponsored events or onto any public conveyance providing transportation to a school sponsored activity. Consequences for violating the above policy will be appropriate to the student and situation, but they will be severe and may include suspension or expulsion. In addition, the school may notify and fully cooperate with local law enforcement in the event of a student violation of the substance abuse policy.

Firearms/Weapons. Bringing a weapon to school, to a school-sponsored activity, or onto any public conveyance providing transportation to a school or school-sponsored activity is a serious offense. The term "weapon" shall include, but not be limited to, any knife, cutting instrument, cutting tool, firearm, shotgun, rifle, stun gun, mace, and any other tool, instrument, or implement capable of inflicting serious bodily injury. In addition, a replica of any of the above items constitutes having a weapon for the purpose of consequences.

Consequences for violating the above policy will be appropriate to the student and situation, but they will be severe and may include suspension or expulsion. In addition, the school may notify and fully cooperate with local law enforcement in the event of a student violation of the weapon policy.

Bomb Threats. Students that make bomb threats are committing a serious violation of school rules. Consequences for making a bomb threat will be appropriate to the student and situation, but they will be severe. In addition, the school will notify and fully cooperate with local law enforcement in the event of a bomb threat.

Vandalism. Students that vandalize school property are committing a serious violation of school rules. Vandalizing school property, including any waste or misuse of furniture and/or equipment, may involve restitution for the damages. Payment must be made for the cost of repair or replacement of school property. Consequences for vandalizing school property will be appropriate to the student and situation, but they will be severe. In addition, the school may notify local law enforcement in the event school property is vandalized.

Students with disabilities. Any disciplinary action regarding a student with a disability who receives special education services that would constitute a change in placement under federal law may be taken only after the student's admission, review, and dismissal committee conducts a manifestation determination review under 20 U.S.C. Section 1415(k)(4) and its subsequent amendments as well as 511 Indiana Administrative Code 7.

Reporting of molestation or abuse. All staff have a duty to report instances of molestation or sexual abuse. Staff have acknowledged this process and definition of abuse and molestation. That staff understands that they must document the report to the administration level via email through Professional development sessions each summer. Administration will then report the instance to CPS and call police if required. Administration will investigate and notify parents and police according to procedures. At all times staff and Administration will follow the guidelines of CPS and local police for follow up purposes.

E. Parent/Guardian Engagement

Report Cards. Report cards will be mailed at the end of each 9-week period. Report cards may be kept by the parent/guardian.

Parent/Guardian Involvement. Parent/guardians will have opportunities to volunteer in various areas of the school. Please watch the web page for opportunities to serve. We encourage parents to stay up to date with their students' progress by logging parent portals. Access information will be distributed during the first week of school.

Parent-teacher conferences. A parent's first line of communication with Vanguard is their child's teachers, who will be working with each student on a daily basis, will know their current status in digital and live courses, and will be familiar with a student's long-term education goals. Please refer to the 2018-2019 calendar for conference dates. Families will receive detailed information regarding the conferences in advance of those dates. Teachers will also be communicating with parents to celebrate student success and request student support on a regular basis. Parents are invited to request conferences with teachers and school staff throughout the school year as desired.

F. School Operations Policies

School Hours. Monday- Friday 7:30 A.M. - 4:30 P.M.

School Visitors. All visitors are required to register and present photo identification at the main office. No student visitors (except parents) are permitted except in unusual circumstances and only with prior approval of the principal. While in the building, all visitors must be escorted by a school employee. In the event a visitor does not have photo identification, a building administrator or district officer must approve their admittance into the building.

Closed campus. Vanguard Collegiate is a closed campus. Once students arrive on campus, they must remain within the school grounds, unless signed out by an authorized party (as identified in via the student's Emergency Contact information). Students should not be outside the school campus for any reason, unless approved or escorted by school staff.

Enrollment and Assuring full access for eligible students. Vanguard Collegiate of Indianapolis will accept any student who has an Indiana residence as outlined in our approved charter. In accordance with state law, Vanguard shall not discriminate in its admissions policy on the basis of race, color, religion, creed, ancestry, age, gender, national origin, sexual orientation, handicap/disability, or the use of a guide or support animal; academic, artistic, or athletic ability; or the district the child would otherwise attend. (Anti-discrimination policy) Vanguard shall enroll any eligible student who submits a timely application for enrollment and shall not limit student admissions on the basis of any factor other than capacity or as otherwise authorized by law.

To assure all students have full access to the school, the following staff member has been designated to assure full compliance with federal and state regulations related to specific individuals. Please contact Robert L. Marshall, rmarshall@vcindy.org for any concerns.

- The Title IX Coordinator, for concerns regarding discrimination on the basis of sex/gender
- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability
- Age Discrimination Act Coordinator, for concerns regarding discrimination on the basis of age
- All other concerns regarding discrimination

Student Participation in Activities. Students must maintain their attendance and exhibit positive character in school in order to attend a school sponsored activity or event. Students who have excessive absences, office referrals, or suspensions from school may not be permitted to attend a school function and will be declared ineligible to participate in activities.

Emergency Contact Information. Vanguard must have emergency contact information on file for each of our students. Parent/guardians are required to notify the front office with information changes. The contacts listed on the EMERGENCY INFORMATION FORM (as identified in the Student Information System) will be the only ones permitted to pick up students. Appropriate identification will be required when picking up the child.

Withdrawal from School. Parent/guardians who are withdrawing their child from school are requested to do so in person.

Field Trips. Field trips provide students rich opportunities to learn and interact outside the classroom environment. A field trip permission form for all local field trips will be filled out with the registration

package. Special trips out of town will require specific permission from parent/guardians. Students who do not meet the school behavioral or academic policy may be prevented from participating in field trips.

Cell Phones. School administrators have the discretion to limit cell phone use and possession as needed in order to maximize student success. Responsible use of any electronic devices is expected. Students who abuse the use of their cell phones may be required to surrender the phone at the front office until parent/guardians are notified and can retrieve the phone. All cell phones and electronic devices will be surrendered during state mandated testing.

Meals. VCI is participating in the Community Eligibility Provision through the USDA. All students receive free breakfast and lunch. Students may choose to bring sack lunches. Vanguard requests that parent/guardians provide lunches for their children only, and not for other children. Parents may bring their student lunch; however, if a student's lunch period is over, the student will receive the food at the end of the day. Our school is a Peanut free school. Please ensure that all edible products are peanut-free.

Dress and Grooming. As authorized by state law and the school's charter, students are required to wear uniforms to school. Uniform requirements are provided by the school. It is the responsibility of the school to stress decency, cleanliness, and appropriateness of dress for school; therefore, it remains the final decision of the administration regarding cases of questionable attire. Unless otherwise stipulated by the school principal or designee with prior notice, all students will adhere to the uniform policy of the school at all times. All shirts must be tucked, and pants pulled up to normal waist height.

In cases wherein, free dress is permitted on a specified school day, students will exercise appropriate decorum. Examples of **inappropriate** dress in a school setting include items such as: halter tops, tube tops, bare midriffs, see through clothing, clothing depicting or suggesting sexual activity, innuendo, alcohol, drugs, violence, offensive or provocative materials, and any attire deemed inappropriate by a member of the administrative team.

Appropriate undergarments need to be worn and not visible. No extremely tight, exceedingly loose, torn, or revealing clothing will be considered suitable school dress. Students deemed to be in violation of this policy will be required to make the necessary adjustments to their attire or will be removed from the educational setting. Additionally, students are not permitted to wear hats, hoods, or any other type of head gear in the school at any time.

*****Students must be in uniform EACH day.** Students are NOT allowed to leave uniform parts in the building at the conclusion of school. Students are required to enter the building in uniform. Students will not be allowed entry to the classroom if they are out of uniform. A parent/guardian will be immediately notified and asked to bring the missing uniform part. Students that are NOT in uniform will not be allowed to remain in the building during the school day. This will be strictly enforced.

Uniforms should be kept clean. School administrators will contact parents if the uniform is in distress or kept unclean. Uniform shirts will be available for purchase on the Vanguard campus via cash or money order.

2018-2019 VCI Uniform by grade is as follows:

Our 5th-8th grade students will adhere to the following:

- Black or tan slacks (boys and girls) or Kilt (girls); Plain Black or White tights with Kilt (no leggings allowed; no tights with holes or designs, no pants under the kilt)
- Logo golf shirt (short sleeve) or Logo sweater vest or Logo pull over
- Black shoes (i.e. no house shoes or sandals)
- Plain black leather belt (no additional colors, studs, or decorations)

Attendance. VCI requires that school age students enrolled in the school attend school regularly in accordance with state laws. This requirement is also critical to the success of the student. Pursuant to IC 20-33-2-3.2, “attend’ means to be physically present: (1) in a school; or (2) at another location where the school’s educational program in which a person is enrolled is being conducted; during regular school hours on a day in which the educational program in which the person is enrolled is being offered.”

General Procedures Relating to Student Absence. Excused absences for clearly established mental, physical, or other urgent reasons such as, bereavement, religious holidays or court appearances are considered excused. The determination as to what constitutes an “urgent reason” under this policy shall be made by the Executive Director. Please remember, even an excused absence disrupts the learning process and diminishes a student’s ability to succeed. Excused absences should be kept to a minimum. All absences occasioned by observance of a student’s religion on a day approved by VCI as a religious holiday shall be excused.

Unexcused Absences which do not meet the criteria indicated above for “excused absences” are considered unexcused absences. Absences shall be treated as unexcused until the school receives written documentation explaining the absence. This documentation must be submitted within three (3) days of the absence. The school administrator may request that the parents/student provide a doctor’s certification of illness for absences lasting 3 or more days because of health. Such certification must indicate that the student was seen by the physician, the date of the visit, and when the student was cleared to return to school.

Tardiness. Students not present at the start of the school day will be considered tardy. All unexcused tardiness to school shall be recorded and will result in disciplinary action:

- 1st and 2nd Tardies – Warning
- 3rd and 4th Tardies – Lunch detention
- 5th and 6th Tardies – In-School Suspension
- 7th – Behavior contract with individualized discipline plan to address habitual tardiness

The principal can approve exemptions to this policy for extraordinary circumstances.

Habitual Attendance Problems. Indiana law, under IC 20-33-2-25, the school will report a child who is habitually absent from school in violation the attendance policy described here to an intake officer of the juvenile court or the department of child services.

Habitual Truancy: students absent ten (10) days or more from school within a school year without being excused.

Chronic absenteeism: students absent from school for ten percent (10 percent) or more of a school year for any reason.

Release of Students from School. A student will not be released from school at times other than at the end of the school day except with permission from the Principal or their designee and in accordance with campus sign-out procedures. State rules require parental consent be obtained before a student may leave campus at any point in the school day. The School has established the following guidelines to document parent consent:

- 1.** A parent or other authorized adult must go to the front office to sign the student out.
- 2.** The School will check the identity of the adult seeking to sign the student out. After the adult's identity is verified, the School will call for the student. The School will not release a student to anyone other than a parent or other adult authorized by the parent/guardian.
- 3.** For safety reasons and to preserve the learning environment, the School does not allow parents to go to a classroom to retrieve a child. Students are not allowed on the second floor of the school, except for conferences.
- 4.** If the student returns to school later that day, the parent or authorized adult must accompany the student to the front office. They must sign the student in and provide documentation concerning the reason for the absence.

A student who becomes ill during the school day should, with the teacher's permission, report to the school nurse. The school nurse will decide whether the student should be sent home and will advise the school's Office Manager to notify the student's parent of the student's illness. The sign-out procedures discussed above must be followed.

G. Other General Policies

Internet usage. Students attending VCI will be expected to use internet-based resources. They will have access to the internet. VCI makes every effort to protect students from the undesirable parts of the web and will work hard with parents to assure the internet experience is a positive, safe opportunity.

Throughout the school year teachers may require students to participate and be active in academic discussions and activities using blogs or wikis. Speech that is inappropriate for class is not appropriate for a blog or wiki. Debate and conversation with other students directly related to academic content is

encouraged while using these internet tools, but it is also expected that students will conduct themselves in a manner that is reflective of a representative of Vanguard.

Students who do not abide by this policy or more specific policies set forth by their classroom teacher may lose their opportunities and privileges to participate in such classroom activities.

Photos and Videotaping. Photos and videotape footage of VCI students involved in various school-related activities are often used as part of the school’s community relations program and for professional development. Photographs or video clips may be used in district publications, video productions, newspapers, television and district or individual classroom web sites. On web sites, if the student is identified at all, only a first name will be used. Staff members may, in the course of their professional development, wish to videotape a lesson for analysis. Students may appear in such videos, but there will typically be a single copy of the recording. Parents may choose to have their student not participate by completing a form at the school office. Tapes and other video recordings will be available for viewing pursuant to the Family Educational Rights and Privacy Act (“FERPA”).

In the age of social media, students often post to forums such as SnapChat, Instagram, Kik, Twitter, and FaceBook. Students that post negative interactions on any social media site may, as a result, face disciplinary consequences. Students are advised from photographing or videotaping students and staff for the purpose of posting derogatory or inflammatory material.

Appeal of Grade. A faculty member is the primary evaluator of all student work. Parents or students who wish to appeal a course grade should appeal to the faculty member who assigned the grade. Parents or students who remain unsatisfied following the appeal to the teacher may appeal to the principal.

Grade Point Averages

Letter Grade	Percentage	Grade Point
A	93%-100%	4.0
A-	90%-92%	3.67
B+	87%--89%	3.33
B	83%-86%	3.00
B-	80%-82%	2.67
C+	77%--79%	2.33
C	73%-76%	2.00
C-	70%-72%	1.67

D+	67%--69%	1.33
D	63%-66%	1.00
D-	60%-62%	0.67
F	0-59%	0

Appendix A– Medicine policy

All medications administered to students shall be FDA-approved pharmaceuticals (prescription and nonprescription) administered within their approved dosage and within standards of acceptable medical regimen. Research pharmaceuticals may be administered if they are a part of a University Institutional Review Board-approved protocol. Intravenous (IV) medications and treatments shall not be administered by school personnel.

Authorized Personnel

Only employees authorized by the Superintendent or designee shall give any student prescription medication, herbal substances, anabolic substances, or dietary supplements of any type.

Employees authorized by the Superintendent or designee may administer to students:

1. **Prescription Medication in Accordance with Legal Requirements** – Vanguard Collegiate must have received a written request to administer the medication from the student’s parent, guardian, or other person having legal control of the student. **When administering prescription medication, the medication is administered either:**
 - a. From a container that appears to be from the original container and properly labeled; or
 - b. From a properly labeled unit dosage container filled by a registered nurse from a container that appears to be the original container and to be properly labeled.
 - c. **All prescription medications must be prescribed by a physician licensed to practice medicine in the United States. All medications also must be manufactured in the United States.**

2. **Nonprescription Medication**
 Nonprescription medication may be administered upon a parent’s written request, when properly labeled and in the original container. The parent’s request shall be honored for up to ten school days. Thereafter, administration of any nonprescription medication shall only be with a physician’s order. The physician must be licensed to practice medicine in the United States.

Provision of Medication Off-Campus at School-Sponsored Events. For any Vanguard Collegiate student attending a field trip or off-campus school-sponsored event, any prescription medication that Vanguard Collegiate is required to administer under this policy shall be sent with the student’s teacher, if the teacher is trained in the proper administration of medication and has been authorized to administer

medication by the Superintendent, Superintendent's designee, along with instructions on the administration of the medication.

In addition to trained and authorized teacher(s) and/or nurse(s), a licensed physician in Indiana, a registered nurse licensed in Indiana, or a vocational nurse licensed in Indiana may serve as Vanguard Collegiate volunteer to administer prescription and non-prescription medication in accordance with this policy when on field trips and/or off-campus, school-sponsored events. Prior to being allowed to do so, such individuals must meet with the principal or designee, for instruction and training on administration of medication for applicable students.

Nonprescription medication(s) are not provided by Vanguard Collegiate during field trips and/or off-campus, school-sponsored events.

Prescription Medication and Special Education Students. Vanguard Collegiate personnel are prohibited from requiring a child to obtain a prescription for a substance covered under the federal Controlled Substances Act (21 U.S.C. 801 et seq.) as a condition of attending school, receiving an evaluation for special education, or receiving special education and related services.

Vanguard Collegiate personnel are not prohibited from consulting or sharing classroom-based observations with parents regarding a student's academic and functional performance, behavior in the classroom or school, or the need for evaluation for special education or related services. 20 U.S.C. 1412(a) (25).

Self-Administration of Asthma or Anaphylaxis Medicine. A student with asthma or anaphylaxis may possess and self-administer prescription asthma or anaphylaxis medicine while on school property or at a school-related event or activity if:

1. The medicine has been prescribed for that student as indicated by the prescription label on the medicine;
2. The student has demonstrated to his or her physician or other licensed health-care provider and authorized Vanguard Collegiate personnel, if available, the skill level necessary to self-administer the prescription medication, including the use of any device required to administer the medication;
3. The self-administration is done in compliance with the prescription or written instructions from the student's physician or other licensed health-care provider; and
4. A parent of the student provides to Vanguard Collegiate:
 - a. Written authorization, signed by the parent, for the student to self-administer the prescription medicine while on school property or at a school-related event or activity; and
 - b. A written statement signed by the student's physician or other licensed health-care provider that states:

- i. That the student has asthma or anaphylaxis and is capable of self-administering the medicine;
- ii. The name and purpose of the medicine;
- iii. The prescribed dosage for the medicine;
- iv. The times at which or circumstances under which the medicine may be administered; and
- v. The period for which the medicine is prescribed.

The physician's statement must be kept on file in the school nurse's office or, if there is no school nurse, in the Principal's office.

Immunizations. When a student enrolls, the parent must verify that the student has been immunized or that a current medical or religious objection is on file. Parents must provide the school with complete immunization records prior to the beginning of the school year. All immunizations should be completed by the first date of attendance. The law requires that students be fully vaccinated against the specified diseases. A student may be enrolled provisionally if the student has an immunization record that indicates the student has received at least one dose of each specified age-appropriate vaccine required by this rule. To remain enrolled, the student must complete the required subsequent doses in each vaccine series on schedule and as rapidly as is medically feasible and provide acceptable evidence of vaccination to the school.

A school administrator shall review the immunization status of a provisionally enrolled student every 30 days to ensure continued compliance in completing the required doses of vaccination. If, at the end of the 30-day period, a student has not received a subsequent dose of vaccine, the student is not in compliance and the school shall exclude the student from school attendance until the required dose is administered.

Documentation. Since many types of personal immunization records are in use, any document will be acceptable provided physician or public health personnel has validated it.

Exclusions from Immunization Requirements. Exclusions from immunization compliance are allowable on an individual basis for medical reasons or reasons of conscience. The signed form found here must be on file with the school: <http://www.doe.in.gov/sites/default/files/health/parent-acknowledgement-form-incomplete-vaccination-medical-exemption-and-religious-exemption.pdf>

Emergency Medical Treatment. If a student has a medical emergency at school or at a school-related activity the school will make every effort to contact the parent. When the parent cannot be reached, school employees will seek emergency medical treatment unless a parent has previously provided a written statement denying this authorization. Therefore, parents are asked each year to complete an

emergency care consent form. Parents should keep emergency care information up-to-date (name of doctor, emergency phone numbers, allergies, etc.). Please contact the campus secretary or registrar to update any information.

Exclusions from attendance for medical reasons. The following are symptoms for which a child must be sent/kept home from school:

1. Fever of 100° F degrees or higher. Children must not return to school until they have a normal temperature for 24 hours without Tylenol or Motrin. Children on antibiotics for contagious diseases such as tonsillitis, bronchitis or pneumonia must not return to school until they have taken the medication for 24 hours.
2. Nausea and/or vomiting- Children must stay home for 24 hours post vomiting.
3. Diarrhea- Children must stay home for 24 hours post diarrhea.
4. Sore Throat (pustules and/or blisters in throat) – Children must be fever free for 24 hours. Physician diagnosis will determine if child is contagious or not. If medication(s) are prescribed, child must take for 24 hours before returning to school. If child is diagnosed with strep throat or scarlet fever, medication must be takes for 48 hours before returning to school.
5. Rash- Physician diagnosis will determine if child is contagious or not. If child is contagious, he /she cannot return to school until prescribed treatment has been started.
6. Pink Eye or Discharge from Eyes- Children must stay home until a Physician makes a diagnosis, antibiotics have been taken for 24 hours and drainage from eyes has stopped. If a student is suspected of having pink eye, a parent will be notified to pick up the child. The child must return with a notice indicating that either there is no pink eye or antibiotics have been prescribed and taken.
7. Open or Draining Sores- Physician needs to confirm if the child is contagious or not. Appropriate treatment should be started before child returns to school. Keep open wounds covered at all times while in school.
8. Ringworm – Diagnosis by a physician must be made and anti-fungal treatment needs to be started. While in school the site must be covered.

Head Lice information. While head lice are a nuisance, they do not spread disease and are not a health issue. Should a case of head lice be brought to the school's attention, the school nurse will maintain confidentiality of the student's identity, verify the presence of an active infestation, and bring it to the attention of the child's parent/guardian. The school nurse will assess students for head lice who present with symptoms, notify the child's parents of a confirmed case, assist staff and parents with educational material, reassess a student with a confirmed case to monitor the effectiveness of treatment, and refer to a health care provider as needed. Students should not be excluded from school for having nits, as the management of this condition should not disrupt the educational process of the child. The need to exclude students from school will be determined on a case by case basis. This protocol is supported by

the National Pediculosis Association, the American Academy of Pediatrics, and the National Association of School Nurses. Please contact your school nurse if further information or resources are needed.”

Appendix B– Important notices

Annual Notice of Parent and Student Rights (FERPA Confidentiality Notice). The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (eligible students) certain rights with respect to the student’s educational records. These rights include the following:

The Right to Inspect and Review. Parents and/or eligible students have the right to inspect and review the student’s educational records within 45 days of the day Vanguard Collegiate receives a request for access. Parents or eligible students should submit to the Principal a written request that identifies the record(s) they wish to inspect. Vanguard Collegiate will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the student’s educational records, Vanguard Collegiate shall provide the parent or eligible student with a copy of the records requested or make other arrangements for the parent or eligible student to inspect and review the requested records.

Vanguard Collegiate shall not destroy any educational records. Vanguard Collegiate may charge a reasonable fee for a copy of an education record that is made for the parent or eligible student, unless the imposition of a fee effectively prevents a parent or eligible student from exercising the right to inspect and review the student’s education records. Vanguard Collegiate will not charge a fee to search for or to retrieve the educational records of a student.

If the educational records of a student contain information on more than one student, the parent or eligible student may inspect and review or be informed of only the specific information about that student.

The Right to Seek Amendment of the Student’s Educational Records. Parents and/or eligible students may ask Vanguard Collegiate to amend a record that they believe is inaccurate, misleading, or otherwise in violation of the privacy rights of the student. Such a request must be made to the Principal in writing, clearly identify the part of the record the parent or eligible student wants changed and specify why it is inaccurate or misleading. Vanguard Collegiate will decide whether to amend the record as requested within a reasonable time after receipt of the request. If Vanguard Collegiate decides not to amend the record as requested by the parent or eligible student, it will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment.

If, as a result of the hearing, Vanguard Collegiate decides that the information is inaccurate, misleading, or otherwise in violation of the privacy rights of the student, it shall amend the record accordingly and inform the parent or eligible student of the amendment in writing.

If, as a result of the hearing, Vanguard Collegiate decides that the information in the educational record is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the school, or both. If Vanguard Collegiate places an amended statement in the educational records of a student, it is obligated to maintain the amended statement with the contested part of the record for as long as the record is maintained and disclose the statement whenever it discloses the portion of the record to which the statement relates.

The Right to Consent Prior to Disclosure. Parents and/or eligible students have the right to consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A "school official" is a person employed by Vanguard Collegiate as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Directors; a person or company with whom Vanguard Collegiate has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, or therapist); a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, Vanguard Collegiate discloses education records without consent to officials of another open-enrollment charter school, school district, or private school in which a student seeks or intends to enroll or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

The Right to File a Complaint. Parents and/or eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by Vanguard Collegiate to comply with the requirements of FERPA. These complaints should be addressed as follows:

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Avenue, SW

Washington, D.C. 20202-4605

Access to Medical Records. Parents are entitled to access their students' medical records.

Notice for Directory Information. Under FERPA, Vanguard Collegiate must, with certain exceptions, obtain written consent prior to the disclosure of personally identifiable information from a student's education records. However, Vanguard Collegiate may disclose personally identifiable information contained in the student's educational records without obtaining prior written consent of the parent or eligible student if Vanguard Collegiate has designated the information as "directory information."

Vanguard Collegiate has designated the following categories of information as directory information for the purpose of disclosure relating to school-sponsored/school-affiliated purposes:

1. Student's Name
2. Address
3. Telephone listing
4. Electronic mail address
5. Photographs (including video images)
6. Date and place of birth
7. Major field of study
8. Dates of attendance
9. Grade level
10. Participation in officially recognized activities and sports
11. Weight and height of members of athletic teams
12. Degrees, honors, and awards received; and
13. The most recent educational agency or institution attended

School-sponsored/school-affiliated purposes are those events/activities which Vanguard Collegiate conducts and/or sponsors to support the school's educational mission. Examples include, but are not limited to:

1. Extracurricular programs or events (*e.g.*, school plays, concerts, athletic events, graduation ceremony),
2. Publications (*e.g.*, newsletters, yearbook, etc.)
3. Honor roll and other student recognition lists,
4. Marketing materials of Vanguard Collegiate (*e.g.*, print media, website, videos, newspaper, etc.)

Vanguard Collegiate has designated the following categories of information as directory information for the purpose of disclosure to military recruiters and institutions of higher education, but only for secondary students:

1. Student name

2. Address, and
3. Telephone listing

Vanguard Collegiate shall not release directory information except for the purpose indicated above, namely:

1. Disclosure relating to school-sponsored/school-affiliated purposes; and
2. Disclosure to military recruiters and institutions of higher education, but only for secondary students.

A PARENT OR ELIGIBLE STUDENT MAY OPT OUT OF THE RELEASE OF DIRECTORY INFORMATION FOR EITHER OR BOTH OF THESE PURPOSES BY SUBMITTING A WRITTEN OBJECTION TO THE SCHOOL OFFICE WITHIN 15 SCHOOL DAYS AFTER RECEIVING THIS "ANNUAL NOTICE OF PARENT AND STUDENT RIGHTS (ANNUAL FERPA CONFIDENTIALITY NOTICE)."

Appendix C-- Anti-bullying

Statement of intent. We are committed to providing a caring, friendly and safe environment for all of our students, so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff. Anonymous reports may be made via this online form: <http://goo.gl/forms/mrRBhQMeuo>

Definitions.

- A.** As defined by the School, bullying means aggressive behaviors that involve unwanted negative actions that are repeated over time and involve an imbalance of power.
- B.** As defined by IC 20-33-8-2, bullying means overt, unwanted, repeated acts or gestures, including verbal or written communications or images transmitted in any manner (including digitally or electronically), physical acts committed, aggression, or any other behaviors, that are committed by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the targeted student and create for the targeted student an objectively hostile school environment that:
 1. Places the targeted student in reasonable fear of harm to the targeted student's person or property;
 2. Has a substantially detrimental effect on the targeted student's physical or mental health;
 3. Has the effect of substantially interfering with the targeted student's academic performance; or

4. Has the effect of substantially interfering with the targeted student's ability to participate in or benefit from the services, activities, and privileges provided by the school.
- C. This term may not be interpreted to impose any burden or sanction on, or include in the definition of the term, the following:
1. Participating in a religious event.
 2. Acting in an emergency involving the protection of a person or property from an imminent threat of serious bodily injury or substantial danger.
 3. Participating in an activity consisting of the exercise of a student's rights protected under the First Amendment to the United States Constitution or Article I, Section 31 of the Constitution of the State of Indiana, or both.
 4. Participating in an activity conducted by a nonprofit or governmental entity that provides recreation, education, training, or other care under the supervision of one or more adults.
 5. Participating in an activity undertaken at the prior written direction of the student's parent.
 6. Engaging in interstate or international travel from a location outside Indiana to another location outside Indiana.

Policy Provisions

- A. The School shall adopt discipline rules in compliance with IC 20-33-8-13.5 that prohibit bullying and include provisions concerning education, parental involvement and intervention. These discipline rules shall apply regardless of the location in which the bullying occurred when the bully and the targeted student are students at a school within the School, or disciplinary action is reasonably necessary to avoid substantial interferences with school discipline or prevent an unreasonable threat to the rights of others to a safe and peaceful learning environment.
- B. The Executive Director shall implement procedures that ensure both the appropriate consequences and remedial responses for students who commit one or more acts of bullying, consistent with the Discipline Attachment in the Student and Family Handbook, as well as the consequences and remedial responses for staff members who commit one or more acts of bullying. Appropriate consequences and remedial actions are those that are graded according to the severity of the offenses and consider both the developmental ages of the student offenders and students' histories of inappropriate behaviors, per the code of student conduct.
- C. The Executive Director at the School shall be responsible for designating a member of his/her staff to receive all complaints alleging violations of this policy.

- D. All school employees, volunteers and contracted service providers who have contact with students are required to verbally report alleged violations of this policy to the principal or the principal's designee on the same day that an incident was witnessed or reliable information regarding the occurrence of an incident was received. A written report of the incident shall also be submitted to the school principal or principal's designee within one (1) school day of submitting the verbal report.
- E. Students, parents and visitors of a school within the School Corporation are encouraged to submit a written report of alleged violations of this policy to the principal (or principal's designee) on the same day that an incident was witnessed or reliable information regarding the occurrence of an incident was received. Such a report may be made anonymously. Formal action for violations of the code of student conduct may not be taken solely on the basis of an anonymous report.
- F. Any Vanguard Collegiate of Indianapolis and school employee, volunteer or contracted service provider who promptly reports an incident of harassment, intimidation or bullying, and who makes this report in compliance with the procedures of this policy, is immune from a cause of action for damages arising from any failure to remedy the reported incident.
- G. The Executive Director or designee shall conduct a thorough and complete investigation for each report of an alleged incident of bullying received. The Executive Director or the Executive director's designee shall initiate the investigation within one school day of the report of the incident. The Executive Director may appoint additional personnel to assist in the investigation. The investigation shall be completed, and the written findings submitted to the Executive Director as soon as possible, but not later than five school days from the date of the report of the alleged incident of harassment, intimidation, or bullying. The Executive Director shall review the report within ten (10) school days of the completion of the investigation. The Executive Director or his/her designee shall report the results of each investigation to the Board of education on a quarterly basis during regularly scheduled Board meetings.
- H. The School shall record the frequency of bullying incidents in the following categories: verbal bullying, physical bullying, social/relational bullying and electronic or written communication bullying. Each school shall report this information to the Executive Director, School Board, and the Indiana Department of education. Information shall be submitted to the Indiana Department of Education by July 1 of each year.
- I. The Executive Director shall provide the parents of the students who are parties to the investigation with information about the investigation, in accordance with Federal and State law and regulation. The information to be provided to parents includes the nature of the investigation, whether the School found evidence of bullying, and whether consequences were imposed, or services provided to address the bullying incident if the evidence of bullying was substantiated. This information is to be provided in an expedited manner.

- J. Any school employee, volunteer or contracted service provider who receives a report of harassment, intimidation, or bullying from a student, parent, visitor or colleague, and fails to initiate or conduct an investigation, or who witnesses or observes a bullying incident and fails to take sufficient action to minimize or eliminate the harassment, intimidation, or bullying, may be subject to disciplinary action.
- K. The Executive Director is authorized to define the range of ways in which school staff and the principal or the principal's designee shall respond once an incident of bullying is confirmed, according to the parameters described in the School's code of student conduct. The School Board recognizes that some acts of bullying may be isolated incidents requiring that the school officials respond appropriately to the individuals committing the acts. Other acts may be so serious that they require a response either at the School level or by local law enforcement officials. Consequences and appropriate remedial actions for a student who commits an act of bullying may range from positive behavioral interventions up to and including suspension or expulsion.
- L. The Executive Director shall proceed in accordance with the code of student conduct, as appropriate, based on the investigation findings. As appropriate to the investigation findings, the principal shall ensure the code of student conduct has been implemented and provide intervention and/or relevant support services (i.e., refer to counseling, establish training programs to reduce bullying and enhance school climate, enlist parent School and involvement or take other appropriate action). Intervention and support implemented by the principal or his/her designee should include follow up services to both the targeted student and the bully. The Executive Director shall inform the parents of all students involved in alleged incidents, and, as appropriate, may discuss the availability of counseling and other intervention services.
- M. The Executive Director of the school is authorized to acknowledge and respond to instances of false reporting of alleged bullying incidents. The Executive Director is expected to respond with consequences and remedial actions regarding any person found to have falsely accused another as a means of bullying as permitted under P.L. 285-2013 for:
 - 1. Students – Consequences and appropriate remedial action for a student could range from positive behavioral interventions up to and including suspension or expulsion.
 - 2. School Employees – Consequences and appropriate remedial action for a school employee or contracted service provider who has contact with students could entail discipline in accordance with Corporation policies, procedures and agreements.
 - 3. Visitors or Volunteers – Consequences and appropriate remedial action for a visitor or volunteer could be determined by the school administrator after consideration of the nature, severity, and circumstances of the act, including law enforcement reports or other legal actions, removal of building or grounds privileges, or prohibiting contact with students or the provision of student services.

- N. Vanguard Collegiate of Indianapolis shall annually disseminate this policy to all parents who have children enrolled in a school. The Executive Director shall post a link to the policy that is prominently displayed on the home page of VCI website. The Executive Director shall ensure that notice of the Corporation's policy appears in the student handbooks and all other publications of VCI that set forth the comprehensive rules, procedures and standards for schools within the School.
- O. VCI shall disseminate the anti-bullying policy and bullying prevention instruction to all students in grades 5-8 within the school no later than October 15th of each school year. It is expected that anti-bullying information will be part of a more comprehensive bully prevention effort communicated to the students throughout the school year, and that the age appropriate, research-based instruction for all students in grades 5-8 be delivered by a school safety specialist, school counselor or other person with training and expertise in the area of bullying prevention and intervention.
- P. VCI shall provide annual training on this policy and bullying prevention and intervention instruction to Corporation and school employees, volunteers and contracted service providers who have direct and on-going contact with students.

Appendix D

I. USE OF RESTRAINT

- A. Every effort shall be made to avoid the need for the use of restraint of a student.
- B. Physical restraint shall not be used except when used as a last resort and only when:
 - 1. the student's behavior poses imminent risk of injury to self or others; and,
 - 2. other less restrictive interventions are ineffective.
- C. A student shall never be physically restrained by a school employee who has not received appropriate training by the school in the use of restraint procedures except in rare and clearly unavoidable emergency circumstances when fully trained school personnel are not immediately available. Untrained staff shall request assistance from trained staff as soon as possible.
- D. Physical restraint of a student may only be used for a short period of time and shall be discontinued as soon as the imminent risk of injury to self or others has dissipated, usually a matter of minutes.
- E. While transporting a student on a moving vehicle, a bus harness or other safety equipment may be required and is permissible for safety purposes. The need and use of any bus harness or safety equipment used to restrain a student during transportation must be documented. Mechanical or chemical restraints are otherwise not authorized.
- F. The use of any drug, medication, or other chemical to control behavior or restrict 7 freedoms of movement (except as authorized by a licensed physician or other qualified health care professional) is prohibited.

G. A School employee may never give a student any drug or medication that is not a standard treatment or dosage, or both, for the student's medical or psychiatric condition unless otherwise prescribed by a physician

H. Every instance in which restraint is used shall be carefully, continuously, and visually monitored to ensure the safety of the student, other students and school employees.

I. Immediately after the imminent risk of injury to self or others has dissipated, the student should no longer be physically restrained and a school employee, not involved with the restraint, shall examine the student to ascertain if any injury has been sustained during the restraint of the student.

II. WHEN RESTRAINT PROCEDURES SHALL NOT BE EMPLOYED

A. Physical restraint shall not be used unless the student's behavior poses imminent risk of injury to self or others and other less restrictive interventions are ineffective.

B. A verbal threat or verbally aggressive behavior does not itself indicate an imminent risk of injury and shall not result in restraint.

C. Unless a student's destruction or damage to property creates an imminent risk of injury to the student or others, the destruction or damage of property does not itself indicate an imminent risk of injury and shall not be the justification for restraint of a student.

D. When known medical or physical condition of the student would make restraint dangerous for that, physical restraint shall not be used. E. Restraint shall never be used as a punishment, or to force compliance with staff commands.

III. USE OF SECLUSION

A. Every effort shall be made to avoid the need for the use of seclusion of a student.

B. Seclusion shall not be used except when used as a last resort and only when:

1. the student's behavior poses imminent risk of injury to self or others; and,
2. other less restrictive interventions are ineffective.

C. A student shall never be secluded by a school employee who has not received appropriate training by the school in the use of restraint procedures except in rare and clearly unavoidable emergency circumstances when fully trained school personnel are not immediately available. Untrained staff shall request assistance from trained staff as soon as possible.

D. Seclusion of a student may only be used for a short period of time and shall be discontinued as soon as the imminent risk of injury to self or others has dissipated, usually a matter of minutes.

E. Every instance in which seclusion is used shall be carefully, continuously, and visually monitored to ensure the safety of the student, other students and school employees.

F. Immediately after the imminent risk of injury to self or others has dissipated, the student should no longer be secluded and a school employee, not involved with the restraint, shall examine the student to ascertain if any injury has been sustained during the physical restraint of the student.

G. Time out does not constitute seclusion.

IV. When Seclusion Procedures SHALL NOT BE USED

A. Seclusion shall not be used unless the student's behavior poses imminent risk of injury to self or others and other less restrictive interventions are ineffective.

B. A verbal threat or verbally aggressive behavior does not itself indicate an imminent risk of injury and shall not result in seclusion of a student.

C. Unless a student's destruction or damage to property creates an imminent risk of injury to the student or others, the destruction or damage of property does not itself indicate an imminent risk of injury and shall not be the justification for seclusion of a student.

D. When known medical or physical condition of the student would make seclusion dangerous for that student, the student may not be secluded.

E. Seclusion shall never be used as a punishment, or to force compliance with staff commands.

F. Seclusion shall never be used unless a school employee can continuously monitor the student for visual or auditory signs of physiological distress and can communicate with the student.

V. TIME-OUT

Time-out is a behavior reduction procedure in which access to reinforcement is withdrawn for a certain period of time. Time-out occurs when the ability of a student to receive normal reinforcement in the school environment is restricted. Time-out shall be both developmentally and behaviorally appropriate and shall be short in duration.

VI. DEBRIEFING

A. As soon as practical and after every instance in which seclusion or restraint is used on a student, the school administrator or designee shall do the following:

1. meet with at least one school employee who participated in the implementation, monitoring, and supervision of the seclusion or restraint to discuss whether proper seclusion or restraint procedures were followed, including the use of proper procedures to prevent the need for restraint or seclusion;
 2. direct a staff person, who was not part of the seclusion or restraint of the student, to debrief the incident with the student in a manner appropriate to the student's age and developmental ability and to discuss the behavior(s), if any, that precipitated the use of restraint or seclusion; and,
 3. provide a copy of an incident report to the parent(s) or guardian(s) and offer the opportunity to request a meeting regarding the incident of restraint or seclusion.
- B. When applicable, the procedures described in 511 IAC 7-44-5 should be followed

VII. INCIDENT DOCUMENTATION AND REPORTING

A. Every instance in which seclusion or restraint is used on a student shall be documented in order to memorialize the events that led up the use of either seclusion or restraint.

B. Documentation must be made on the form prescribed by the school and shall include the following:

1. The student's name;
2. The date and time of the incident;
3. The duration of any seclusion or restraint or the beginning and ending times of the restraint or seclusion, or both;
4. A description of any relevant events leading up to the incident;
5. A description of the incident or student behavior that resulted in implementation of seclusion or restraint including a description of the danger of injury which resulted in the seclusion or restraint;
6. A description of relevant interventions used immediately prior to the implementation of seclusion or restraint;
7. A summary of the student's behavior during seclusion or restraint, including a description of the restraint technique or techniques used and any other interaction between the student and staff;
8. A description of any injuries to students, staff, or others or property damage;
9. A list of school employees who participated in the implementation, monitoring and supervision of the seclusion or restraint; and,
10. If applicable, a statement that intervention used was consistent with the student's most current behavioral intervention plan or IEP.

C. The building administrator or designee shall attempt to verbally report every instance in which seclusion or restraint is used on a student to the student's parent or guardian no later than the end of the school day or as soon as practical.

D. The building administrator or designee shall also send written notification, as soon as practical, to the student's parent or guardian after every instance in which seclusion or restraint is used on a student.

VIII. TRAINING

A. Vanguard Collegiate of Indianapolis will provide all school employees with training on:

1. Appropriate use of effective alternatives to physical seclusion and restraint,
2. Conflict de-escalation procedures,
3. Positive supports and behavioral interventions techniques,
4. The dangers of seclusion and restraint,
5. Procedures for contacting fully trained and certified staff when behavioral crises occur.
6. The safe use of seclusion and restraint.
7. Steps to avoid the use of seclusion or restraint.
8. Debriefing practices and procedures. In addition, school employees must be trained

B. This training will be recurrent and will be provided to new school employees.

C. A core group of appropriate personnel will be trained in each building in crisis intervention techniques, which will include the use of seclusion and restraint procedures. Any member of the core

group, trained in crisis intervention techniques, including the safe use of seclusion or restraint procedures, may provide training to other school employees under this plan.

D. Recurrent training will be provided to school employees on a regular basis at least (annually/biennially/other).

Appendix & Definitions

Behavioral intervention plan. A plan that is agreed upon by the case conference committee (as defined in IC 20-35-7-2) and incorporated into a student's IEP (as defined in IC 20-18-2-9) and that describes the following:

- (1) The pattern of behavior that impedes the student's learning or the learning of others.
- (2) The purpose or function of the behavior as identified in a functional behavioral assessment.
- (3) The positive interventions and supports, and other strategies, to:
 - (A) address the behavior; and
 - (B) maximize consistency of implementation across people and settings in which the student is involved.
- (4) If applicable, the skills that will be taught and monitored in an effort to change a specific pattern of behavior of the student. The behavioral intervention plan seeks to maximize consistency of implementation across people and settings in which the student is involved.

Chemical Restraint. The administration of a drug or medication to manage a student's behavior or restrict a student's freedom of movement that is not a standard treatment and dosage for the student's medical or psychiatric condition.

De-escalation. Causing a situation to become more controlled, calm and less dangerous, thus lessening the risk for injury to someone.

School Employee. Any paid school staff, volunteer, contract employee, consultant or any other agent of the school or corporation.

Functional Behavioral Assessment. Has the same meaning set forth in 511 IAC 7-32-41.

Imminent. Likely to happen right away; within a matter of minutes.

Mechanical restraint. The use of a mechanical device, a material or equipment that is attached or adjacent to a student's body that the student cannot remove and that restricts the freedom of movement of all or part of the student's body or restricts normal access to the student's body. The term does not include a mechanical device, a material or any equipment that is used as authorized by a licensed physician or other qualified health care professional. The term also does not include a bus harness or other safety equipment that is used to restrain a student during transport when the harness or safety equipment is necessary for safety purposes.

Physical Restraint. Physical contact between a school employee and a student in which the student unwillingly participates and that involves the use of a manual hold to restrict freedom of movement of

all or part of a student's body or to restrict normal access to the student's body. The term does not include (1) briefly holding a student without undue force in order to calm or comfort the student, or to prevent unsafe behavior, such as running into traffic or engaging in a physical altercation, (2) physical escort, or (3) physical contact intended to gently assist or prompt a student in performing a task or to guide or assist a student from one area to another. The term does not include the use of a bus harness or other safety equipment that is used to restrain a student during transport when the harness or safety equipment is necessary for safety purposes.

Positive Behavior Intervention and Support. A systematic approach that uses evidence-based practices and data driven decision making to improve school climate and culture and includes a range of systematic and individualized strategies to reinforce desired behavior and diminish reoccurrence of problem behavior to achieve improved academic and social outcomes and increase learning for all students.

Prevention and Conflict De-escalation Training. Training which is provided broadly to school staff on how to prevent, defuse and de-escalate potential behavioral crisis situations without physical contact between a school employee and a student.

Seclusion. The confinement of a student alone in a room or area from which the student physically is prevented from leaving. The term does not include a supervised time-out or scheduled break during which an adult is continuously present in the room with the student.

Time out. A behavior reduction procedure in which access to reinforcement is withdrawn for a certain period of time. Time-out occurs when the ability of a student to receive normal reinforcement in the school environment is restricted.

Parent or guardian. The student's parent, legal guardian, surrogate parent or student over the age of 18.

Volunteer. A person who is eighteen (18) years of age or older, has regular and direct contact with students, and donates time, energy, or talent to various phases of school programs under the direction and permission of school district personnel for which the person does not receive monetary compensation.

Vanguard Collegiate of Indianapolis
STUDENT HANDBOOK
ACKNOWLEDGEMENT FORM

I have received and read my copy of the 2018-2019 Vanguard Collegiate of Indianapolis Student and Parent Handbook. I know I am responsible for adhering to all of the policies and procedures contained in this handbook. I understand that if I violate any of the policies or procedures that are contained in the handbook that I will receive the appropriate consequences.

Student Name (print)

Parent Name (print)

Student Signature

Parent Signature

Date

Date



VANGUARD COLLEGIATE
OF INDIANAPOLIS

Vanguard Collegiate of Indianapolis (VCI) Code of Student Conduct

LEARN. SERVE. LEAD. Mantra

As a Vanguard student I pledge, by signing this document, to follow the mantra of Learn. Serve. Lead on or off the campus at all times:

LEARN respectfully and intently.

SERVE conscientiously with compassion and diligence.

LEAD through words, thoughts and actions.

Additionally, I pledge to upkeep the academic integrity and character of a Vanguard student. While violation of this criteria is open to interpretation, final interpretation of infractions will be interpreted by the Dean of Culture. Students should always be internally asking whether choices /actions allow them to Learn. Serve. Lead.

Student Appeals

A student will be able to file a review of the infraction through a student/teacher review board. A student-written appeal must be filed 2 school days after the situation has occurred to see if it violates the LSL Mantra. The Dean of Culture will chair this board.

Zero Tolerance Policy

The following infractions will not be allowed to be appealed under a student review process:

- *Any offensive, harmful, reckless physical contact or verbal fighting
- *Bullying/Harassment; online or otherwise
- *Possession of any controlled and/or banned items on school grounds
- *Theft/Vandalism of any property on or off the VCI campus

Any violations of the above mentioned Zero Tolerance list will lead to suspension and/or expulsion from Vanguard Collegiate of Indianapolis. Per definition of Indiana Code 20-33-8-3, expulsions will be handled by the VCI Executive Director.

I _____ (student's name), hereby agree to follow this Student Conduct Code as a Vanguard student. I recognize that by signing this document along with my parents that I have agreed to follow the rules at Vanguard Collegiate of Indianapolis and be bound by them.

Student Signature _____

Signature of Parent/Guardian _____ Date _____