



A charter school for today's leaders

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Village Leadership Academy (VLA) is a non-sectarian free public charter school located in Boise, Idaho. VLA complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973 and Part B of the IDEA.

Message from the Lead Administrator

Welcome to Village Leadership Academy (VLA). Our school board and staff members are looking forward to working with our school community to create an exciting and engaging school experience for your children. As the best educational experience for all children is one in which families, students, and educators work together as a team to make decisions to help all learners succeed, I am looking forward to having your strengths and interests to draw upon as we move forward toward excellence.

“Leadership is communicating people’s worth and potential so clearly that they are inspired to see it in themselves.” (Covey, 2008). Every child is unique and can contribute toward the betterment of our society. We have a responsibility to help every child find within themselves the strength and commitment toward becoming the very best they can be and a caring participant in our continuously evolving society.

Please sit down with your child and review the information in the handbook. In no way is it an exhaustive collection of rules and procedures although it does touch on a number of the more common challenges that may arise for some learners during the school year, and it does provide a guideline for specific actions to be followed, i.e. dress code requirements. As a general rule, the practice of respect, responsibility, and safety at all times, by everyone at the school, will result in your child and all other members of the school community having a wonderful year. If you have questions after reading the handbook, please contact me.

Thank you for sharing your children with us. We are glad you are a part of our school community.

Josh Noteboom,
Lead Administrator

2021-2022 Board of Trustees

- Adrian Castaneda, Board Chairman | adriancastaneda@thevillagecharterschool.org
- Andrea Estes, Vice-Chairwoman | andreaestes@thevillagecharterschool.org
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- Rob Wright, Trustee | robwright@thevillagecharterschool.org

School Philosophy/ 7 Habits

There is a great need for options in education. Students are unique and have gifts which need to be cultivated through a variety of activities. Families need an option where each of their children may pursue individual interests within the same school. Character building and values must be taught in order to produce virtuous leaders. If a student isn’t progressing, he or she needs a teacher who will discover how to reach them. Students learn at different paces and benefit from the *Limitless Learning Method (LLM)*, enabling teachers to work with them at their level of understanding. Students need an environment where they can blossom. The *ACE Approach* (**A**ccountability for personal actions, **C**onsideration of others,

and Equipping for the future) provides consistency in curriculum, school environment, classroom management and discipline throughout all grade levels. Additionally, our staff has participated in a book study, *The Leader in Me*, along with several days of professional development focused on building a positive school culture that captures the essence of the *ACE Approach* through the *7 Habits*:

Be Proactive, Begin with the End in Mind, Put First Things First, Think Win-Win, Seek First to Understand and then be Understood, Synergize, and Sharpen the Saw. Parents are encouraged to read this text as well in order to support our school culture and learn the same language. We believe this approach combines a perfect mix of caring and love taught by teachers who want the best for students and take the time to get to know students well.

To be academically successful, students need to be taught how to take an active role in their own education. Students need the opportunity to explore their interests and gain skills early in life in order to be prepared for satisfying employment. Additionally, students need to understand the importance of their contribution in society to become responsible citizens.

ACE Approach

Village Leadership Academy utilizes innovative methods to provide a quality education in a smaller, more responsive learning environment. This enables students to not only meet standards, but to blossom as individuals who are important, valued and empowered. The *ACE Approach* (ACE) was developed by the founders of VLA and is based on research, best practices, and educator experiences. The Seven Habits of Highly Effective People and the core values of VLA are rooted within ACE as guiding principles.

Differentiated Instruction

The *Limitless Learning Method* (LLM) is included in ACE and is based on differentiated instruction. This comprehensive approach provides consistency throughout the school, governing behaviors, decisions, discipline and education. Differentiation is not a program or a curriculum. Rather, ***it's a mindset or way of thinking***. We believe that it is not an option to NOT differentiate in the world we live in today. Students come to us with varying needs and it is our duty to address them and meet them where they are. At VLA we are planning for full inclusion classrooms with paraprofessionals to assist teachers. The goal of differentiation is to have all students achieve maximum growth. This means extending lessons for students who are ready for more and modifying for others. There are many ways to differentiate. A teacher may differentiate based on student readiness. Often teachers will pre-test before a unit to determine what students already know and are able to do. A teacher may differentiate based on interest as well and give students choices when appropriate. Finally, teachers may adjust their lessons based on student learning styles and preferences. Sometimes the content might be adjusted, sometimes the process for learning the concept and sometimes the product. Teachers will determine the best ways to meet the needs as they get to know students. As a parent, your role in helping teachers understand the ways in which your child learns best is critical. We are a team, parents and VLA staff, working together to build the best education program for students.

Philosophy

The *ACE Approach* was developed in order to meet the diverse needs of our students and teachers. It serves to support the educator with a structured and consistent plan for instruction and management. The student benefits from clear expectations, logical consequences, and appropriate coaching. ACE is a specific outline for the school environment, classroom management, curriculum and discipline. It is implemented on a school-wide basis, and provides consistency at each grade level, in each classroom and with each staff member.

The use of consistency is fundamental in the school and classrooms in order to provide a safe, structured, engaging and positive atmosphere. Students are valued for their individuality, and their freedom to make choices is honored. Resources and opportunities are provided for the students to thrive. Students, staff members, parents and community members, work as partners in education.

ACE is based on three fundamental pillars to social and academic success. These are (A) personal accountability, (C) consideration for others, and (E) equipping the student for future situations. These three pillars are integrated throughout the school's organization and daily activities. They guide the school's mission, vision, policies and education methodology, and are rooted in the core values of VLA. Every staff member is trained to refer to, and apply ACE in decision-making regarding school management and student outcomes.

School Environment

- A **Accountability:** Students are held accountable for their choices, and are expected to conduct themselves in a respectful manner. They are respectful of the school building, supplies and of other's property. Students are responsible to clean up after themselves and take care of their belongings. **Daily attendance is essential, as is punctuality.**

- C **Consideration for others:** Etiquette is taught in order to raise awareness of what it means to be considerate of others. Students walk quietly as they transition between classes so as not to disturb working classrooms. Speaking respectfully and saying "please" and "thank you" are modeled and encouraged. Students compete against their own personal best. Students support and encourage each other to achieve their best.

- E **Equipping for future situations:** There is a focus on team-building activities to create unity. Students are equipped for success through role-playing scenarios, discussions, the student handbook, character education and logical consequences.

Classroom Management

- A **Accountability:** Every student may be given regular responsibilities to help with the management of the classroom. This gives them a sense of responsibility and ownership. Assignments are clearly posted in the classroom. The teacher determines whether students work on tasks individually or as a group. Responsibilities are age-appropriate and may include, but are not limited to: sharpening pencils, picking paper up off the floor, wiping desks, leading the Pledge of Allegiance, keeping a particular area organized, passing out papers, turning off lights, watering plants, feeding classroom pets, collecting homework, or assisting with lunch and snack clean up.

- C Consideration for others: Students work together, help each other, and lead by example. The classroom community holds the high expectation that students treat each other with respect. Classroom rules are clearly posted, and there is consistency throughout the school with correction methods. Students are expected to be quiet and attentive during instruction and when an adult or fellow student is presenting.
- E Equipping for future situations: The classroom daily schedule is clearly posted to provide routine and consistency in order to teach the students time management and scheduling. The teacher sets class goals, and each student sets personalized learning goals using the SMART (specific, measurable, attainable, relative, and time specific) method. By developing goals, the students, parents and educators will work together to consider each student’s strengths and weaknesses.

Classroom Instruction

- A **Accountability:** Teachers prepare lesson plans according to the needs of the class, while meeting the requirements of State Standards and the Common Core standards. Students are encouraged to ask for help when they are confused or need assistance. Students are expected to be engaged, encouraged to achieve their personal best, and are accountable for individual assignments. Students are supported to discover and develop their distinctive abilities, and to develop goals and a vision for their future.
- C Consideration for others: Students demonstrate respect for others and awareness that they are part of a greater whole. Camaraderie is encouraged between all classes and age groups. Students are given opportunities to work on group assignments in order to build teamwork and interpersonal problem-solving skills. Peer teaching, when appropriate, allows students to become educators and reinforces their own knowledge through presentation. Students are also given the opportunity to work with students from other grades through the Big Buddy/Little Buddy program. Diversity and global awareness are cultivated through social studies, humanitarian projects, and service to the local community. This enables students to appreciate their value of belonging to a larger society and increases their ability to make contributions to the world in which they live.
- E Equipping for future situations: A clearly defined core curriculum foundation comes first and is enhanced by the LLM. This foundation begins by using state standards and Common Core standards as the starting point and progresses to higher, but achievable, standards throughout the course of the year. Teachers work together to decide upon specific content and skills that build progressively from grade to grade and therefore align the curriculum. This collaborative effort provides a secure foundation for further learning and is built upon from year to year. Enhanced curriculum equips students for success in higher education and satisfying employment based upon their unique talents and abilities.

Behavior and Discipline

- A **Accountability:** Students and faculty are held to high standards for moral and ethical conduct consistent with the core values of VLA. This is accomplished through clear limits and

consequences, consistency and empathy. Corrective measures for inappropriate behaviors and poor choices follow a positive model that is progressive and logical. The staff approaches such matters immediately and in a gentle and empathetic manner. When possible, correction is handled quietly and privately between staff members and students. The teacher avoids bringing undue attention to the situation. Verbal reproach is kept brief, to give direction only. The teacher refrains from lecturing. The objective is to disengage, not engage, the student during conflict. The student's freedom to make responsible choices is honored and each are held accountable for his or her choices. Correction is ideally ended with a positive statement of affirmation, such as, "I know you can do it", "I know you'll make a better choice next time", or "I believe in you".

- C Consideration for others: Students are coached to resolve conflict in a positive, caring, and calm manner. They are given the opportunity for personal accountability for their words and actions, and are guided to consider others' thoughts and feelings. Staff members strive to be conscientious in discerning tattling and bullying from conflict. Bullying, harassing, or otherwise compromising another's emotional or physical safety is not tolerated.
- E Equipping for future situations: Students are taught clear boundaries in order to help them learn that their behaviors affect themselves and others. Staff members prepare students for successful social interaction and character development through role-plays, problem solving, loving communication, coaching and logical consequences. Corrective measures help the student to better understand their choices, the consequences due to their choices, and how they can take responsibility to problem solve. Students learn skills that will help them make positive choices and make amends, in order to preserve relationships.

The 7 Habits of Highly Effective People through The Leader in Me

The Leader in Me integrates well with the ACE Approach as it provides an everyday language which will become part of our school's culture. This will benefit VLA in the following ways:

- Develops students who have the skills and self-confidence to succeed as leaders in the 21st century.
- Decreases discipline referrals.
- Teaches and develops character and leadership through existing core curriculum.
- Improves academic achievement.
- Raises levels of accountability and engagement among both parents and staff.

The Leader in Me process also helps to create a common language within a school, built on proven principle-based leadership skills found in Dr. Stephen R. Covey's best-selling book, The 7 Habits of Highly Effective People:

- Habit1: Be Proactive® • You're in Charge
- Habit2: Begin With the End in Mind® • Have a Plan

- Habit3: Put First Things First® • Work First, Then Play
- Habit4: Think Win-Win® • Everyone Can Win
- Habit5: Seek First to Understand, Then to Be Understood® • Listen Before You Talk
- Habit6: Synergize® • Together Is Better
- Habit7: Sharpen the Saw® • Balance Feels Best

As the students are taught to incorporate ACE and The 7 Habits, the following Core Values will naturally be a result.

The 6 C's

CARING:

I am honoring and protecting all living things and the world's resources.

CONTRIBUTION:

I have a clear purpose and vision by making a positive contribution to the world.

CONNECTION:

I have positive relationships that enhance the well-being of myself and others. I demonstrate an awareness of my inner spirit/soul and how I connect with the universe.

COMPETENCE:

I have a love of learning. I am able to manage my emotions and know how to act in different situations. I look for ways to care for myself with healthy habits and by achieving my goals.

CONFIDENCE:

I believe in myself and know I can accomplish my goals. I face challenges successfully by demonstrating persistent resourcefulness and learning new lessons about life.

CHARACTER:

I make decisions that are grounded in a clear sense of right and wrong.

Character Development

Character development is fundamental to the *ACE Approach*, and the 7 Habits and is a means of producing virtuous leaders. VLA has high expectations for moral and ethical conduct. All employees, parents and visitors are expected to follow the same standards that are set for students. Positive character traits are taught by example and through character education classes using our core values. In addition to our core values, there is a school-wide focus to create an environment of citizenship, patriotism, service and camaraderie.

Limitless Learning Method

Students do not learn the same thing in the same way on the same day. Therefore, the *Limitless Learning Method* is based on the philosophy that students' education should not be limited by a set curriculum year after year. In order for teachers to properly know what their students are ready to be taught, they must first determine what their students know, then teach accordingly. The *Limitless Learning Method* is

not an individualized education plan for each student. Instead, it is a differentiated approach to teach a classroom of students. The students are divided into smaller groups whose levels of understanding of concepts are similar, and curriculum is varied to meet their educational needs. Differentiating instruction and allowing flexibility of delivery methods helps educators strive to maximize students' comprehension, retention, and progression.

The goals of the *LLM* are to:

- assess the students' readiness, instructional needs, interests, and learning style
- utilize informative assessment data to develop targeted instructional activities with the integration of curriculum, hands-on experiences, and/or project-based activities
- develop challenging and engaging tasks for the students

School Academic Goals

Village Leadership Academy's goals for student standards are to obtain the following:

1. Students enrolled at Village Leadership Academy for two (2) years will meet or exceed the statewide performance standards developed by the Idaho State Department of Education.
2. Show improvement and/or score in the top quartile on standardized tests offered at the national or state level, after a period of two consecutive academic years at VLA.
3. Strive for all students to write, read, compute and solve mathematical problems at or above grade level.
4. Aim for a student absenteeism of less than 5%.
5. Samples of each student's work reflect acquired, integrated, extended, refined and meaningful utilization of knowledge.
6. Students will show positive growth on annual parental/student/teacher surveys that address attitudes and habits toward, but not limited to work ethic, honesty, showing initiative, taking and accepting responsibility and self-confidence.

Professional Growth and Accountability for Teachers

Our school schedule was purposely structured to provide teachers with time to collaborate as a professional learning community. VLA maintains a strong commitment to continuous improvement and shared accountability for student growth, development, and achievement. Our school culture values analysis, reflection, and refinement of instructional quality in order to create a powerful teaching and learning community. The main goal of VLA Professional Growth and Accountability System is to ensure success for every child as we provide powerful teaching and learning opportunities for our instructional leaders.

Staff

- Josh Noteboom, Lead Administrator | joshnoteboom@thevillagecharterschool.org
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- Meagan McCarthy, Special Education | meaganmccarthy@thevillagecharterschool.org
- Vacant, Special Education Aide | @thevillagecharterschool.org

Daily Schedule 4 Day Instructional Week (Monday-Thursday)

Line-up Whistle: 7:45 a.m. (Grades 6 - 8) & 8:15 a.m. (Grades K - 5)

School Begins: 7:45 a.m. (All students are inside the class by 7:50 a.m. for grades 6 - 8)
8:15 a.m. (All students are inside the class by 8:20 a.m. for grades K - 5)

Morning Break: 15 minute outside playground break time for grades K - 5

Lunch: 35 minutes is provided for lunch, in which the students have up to 20 minutes for running around on the playground.

Afternoon Break: 15 minutes outside playground break time for grades K-5

School Concludes: 3:45 p.m. (Grades 6 - 8) & 4:15 p.m. (Grades K - 5)

****All students must be picked up by 4:15 p.m. unless they are participating in after school extra-curricular activities.***

A Note About Snacks

Healthy Ideas for Classroom Snacks

In connection with the state's desire for healthy students are standards which help us teach children how to make educated life-style choices. In addition, most children do not eat the recommended five to thirteen servings of fruits and vegetables each day. To this end we have compiled a list of suggested snacks to give our students the energy to do their best work, academically and socially. We are picturing a snack that is quick to remove from the lunch box or backpack and does not require preparation or refrigeration other than the cold pack included in the lunch box. Having a healthy snack twice a day will help to keep our students happy and healthy.

We would prefer to save nuts of any kind, as well as peanut butter, for an after-school snack due to nut allergies in our building. Teachers will work with students regarding peanut allergies in specific classrooms.

- ☺ 100% juice – orange, apple, grape, cranberry
- ☺ Water (flavored is fine too)
- ☺ Fresh fruit/apples slices with yogurt dipping sauce
- ☺ Fruit and cheese kabobs
- ☺ Fruit with whipped topping – strawberries with whip cream
- ☺ 100% fruit snacks
- ☺ Fruit crisps or bakes (made with little added sugar and whole grain toppings)
- ☺ Vegetable tray with low-fat dip or celery sticks with cream cheese
- ☺ String cheese
- ☺ Low-fat pretzels or popcorn
- ☺ Graham or animal crackers
- ☺ Low-fat pudding cups
- ☺ Quesadillas with salsa
- ☺ Granola bars or breakfast bars
- ☺ Trail mix/cereal mixes/nuts (nut free spaces in classrooms available for students with allergies)
- ☺ Angel food cake with fruit toppings
- ☺ Seeds that are out of the shell
- ☺ Whole-wheat crackers or rice cakes

****Please note: No sharing of food is allowed between students because of food allergies present within the student population at VLA. Thank you for understanding and adhering to this policy.**

Sugary drinks

A note about sugary soft drinks (soda, sweetened tea, lemonade, and juice drinks): Children who drink more sweetened drinks consume more calories and are more likely to be overweight than kids who drink fewer soft drinks. Soft drinks also displace healthful foods in kids' diets like milk, which can help prevent osteoporosis, and 100% juice, which can help prevent heart disease and cancer. In addition, soda pop may cause dental cavities and tooth decay. In light of this, please note that **NO soft drinks or energy drinks are allowed at school.**

Holidays/Celebrations

In an effort to minimize the impact on classrooms, the following guidelines for holidays and celebrations at school have been established:

- **Winter Celebration** - We invite families to celebrate the coming of winter and our yearly holiday break. In an effort to recognize that not all families celebrate the same and that we do not want to dilute family traditions, we will plan a dessert and class presentation event. Each class will plan and implement a celebration that includes families.
- **Spring Leadership Day** - A 7Habits event that defines who we are as a leadership school.
- **Friendship/Valentine's** - Celebrations will include classroom events with an emphasis on friendship as the main theme.
- **End-of-the-Year Celebration** - may include an annual Field Day event with families/parent volunteers.
- **Birthdays** - Acknowledged during the last week of each month. Summer birthdays are acknowledged during the last week of the month of May. *Food for birthdays is not allowed to be brought to the school because of the potential for student allergies to create a life-threatening event.* You are welcome to send a treat for your child only (not to be shared) in his/her lunchbox on his/her birthday.

Attendance

Each student's daily contribution is essential to his or her individual success and the overall success of Village Leadership Academy. Attendance and punctuality are necessary, and the student should plan on attending school every day that classes are scheduled. To report a student absent, please call or e-mail Andrea Daigle at 208.336.2000 or andreadaigle@thevillagecharterschool.org.

Our funding is largely determined by our average daily attendance data. We have structured our school calendar to allow for adequate vacation breaks throughout the year. We request that you do not use school days to extend vacations or make routine medical or dental appointments. Please plan these appointments on Friday, or after school any other day of the week. We greatly appreciate this consideration.

Students are expected to attend all assigned classes each day. Teachers shall keep a record of absence and tardiness. Before the end of the school day, the school shall attempt to contact every parent, guardian, or custodian whose child is absent from school but who has not reported the child as absent for the school day, to determine whether the parent, guardian, or custodian is aware of the child's absence from school.

The following are valid excuses for absence and tardiness. Missed work assignments and activities may be made up in the manner provided by the teacher.

1. **Participation in school-approved activity:** To be excused, this absence must be authorized by the lead administrator and the affected teacher(s) must be notified prior to the absence, unless it is clearly impossible to do so.

2. **Absence caused by illness, health condition, or family emergency:** When possible, the parent is expected to notify the school office on the morning of the absence and send a signed note of explanation with the student upon his or her return to school. Such circumstances must present a grave and clear danger which could result in irremediable harm or immediate disaster.
3. **Absence resulting from disciplinary actions or short-term suspension:** Students who are removed from a class or classes as a disciplinary measure, or students who have been placed on short-term suspension, shall have the right to make up assignments or exams missed during time they were denied entry to the classroom.
4. **Excused by lead administrator:** The lead administrator may excuse absences on a case-by-case basis.

Extended Illness or Health Condition

If a student is confined to home or hospital for an extended period, the school shall arrange for the accomplishment of assignments at the place of confinement whenever practicable. If the student is unable to do his or her schoolwork, or if there are major requirements of a particular course that cannot be accomplished outside of class, the student may be required to take an incomplete or withdraw from the class without penalty.

Excused Absence for Chronic Health Condition

Students with chronic health conditions which interrupt regular attendance may qualify for placement in a limited attendance and participation program. The student and his or her parent shall apply to the School Administrator or his or her designee, and a limited program shall be written following the advice and recommendations of the student's medical advisor. The recommended limited program shall be approved by the School Administrator or designee. Staff shall be informed of the student's needs, though the confidentiality of medical information shall be respected at the parent's request. Absence verified by a medical practitioner may be sufficient justification for home instruction.

Unexcused Absences

1. Each unexcused absence shall be followed by a warning phone call to the parent of the student.
2. When a student evidences repeated trancies, a conference shall be held among the parent, student, and the School Administrator or his or her designee, where they shall consider adjusting the student's program or transferring the student to another school or engaging in family counseling.
3. If the above action fails to correct the truancy problem, the student shall be declared a habitual truant. The lead administrator shall interview the student and his or her family and prescribe corrective action, which may include expulsion, and/or filing a complaint against the parent/guardian or other person responsible for the care of the child in a court of competent

jurisdiction. A student who has been expelled for attendance violations may petition the Board for reinstatement. Such petition may be granted upon presentation of a firm and unequivocal commitment to maintain regular attendance.

Students are expected to be in class on time. When a student's tardiness becomes frequent or disruptive, the student shall be referred to the School Administrator or his or her designee. If counseling, parent conference, or disciplinary action is ineffective in changing the student's attendance behavior, he or she may be suspended from the class.

All sanctions imposed for failure to comply with the attendance policies and procedures shall be implemented in conformance with state and Charter School regulations regarding corrective action or punishment.

Severe Weather Procedures and Inclement Weather

School closure decisions are made by the Boise School District's Superintendent or by the West Ada County School District's Superintendent by 6:15 a.m. and will be broadcast via local radio and television stations. However, VLA reserves the right to call a weather closure independently for safety. During extremely cold weather (**20 degrees Fahrenheit or colder**), or wet weather, students will be allowed in their classrooms during recess. Please help ensure that your children are dressed for the weather.

We follow recommendations from the Division of Environmental Quality regarding air quality. When air quality is rated "Unhealthy for Sensitive Groups", just plain "Unhealthy", or "Very Unhealthy", students with known respiratory problems and those who complain of difficulty breathing will be allowed to remain indoors during recess. When air quality is rated "Very Unhealthy" outdoor recess will be limited to light to moderate exercise for all other students.

Emergency Drills

Emergency drills are required by law and constitute an important safety precaution. VLA will comply to the drill schedule monthly as specified by authorities. An evacuation plan is posted in each room. Students will be apprised of the plan and are expected to respond immediately to drills in an orderly fashion. Students not cooperating during an emergency drill may be subject to disciplinary action.

Field Trips

With parent permission, students in good standing may participate in field trips to supplement classroom learning. Transportation will be provided by bus. Permission slips will be sent home and details regarding the trip, including associated fees, will be sent in advance. This information will be sent from your child's teacher and fees will be collected by the corresponding teacher.

Health, Injury, or Illness

Minor first aid such as Band Aid care will be administered in the classroom or on the playground. Children who become ill or injured at school are required to proceed to the front office, with assistance if needed. We will administer simple first aid and comfort measures. VLA staff are able to provide only routine first

aid for children who become ill or injured at school. Parental notification will take place in the case of illness or injury. Students will be required to remain on campus until they are picked up by a parent/guardian. **In the event of a serious emergency, 911 emergency responders will be called.**

Children who are deemed by a teacher or administrator to have, or to have potentially, a contagious illness will be isolated from other children and will be taken home by a parent. No such child will be permitted to return to school until a physician's note has been submitted to the front office, indicating that the child may safely return to school. A child should be fever-free for 24 hours before returning to school after an illness.

Medication

If your child must take a prescription medication during the school day, contact Village Leadership Academy front office for the applicable paperwork. An adult must deliver prescription medications to school in a correctly labeled prescription bottle. A doctor's letter or a newly labeled bottle must accompany dosage changes. We strongly encourage short-term medications, such as antibiotics, to be taken by children at home if possible. Students with asthma or potentially life threatening respiratory illnesses may possess and use a prescribed inhaler at all times.

Non-prescription medications may be given only if they are in the original container with clear instructions from the parent/guardian that do not contradict dosage instructions on the label. All medications are kept in a locked cabinet. **VLA does not provide pain reliever medications, cough drops or other over the counter medications for students.**

Behavior and Discipline

Village Leadership Academy is committed to a safe learning environment. Student expectations for appropriate behavior are high and will be communicated to both students and parents through the student handbook and upon enrollment. In accordance with *I.C. § 33-5205(3)(l)*, students may be denied attendance to the charter school for any of the following reasons:

- Being a habitual truant
- Being deemed incorrigible by the principal
- Being deemed by the Board to be disruptive to the school for disciplinary reasons
- Being detrimental to the health and/or safety of other students

In addition, students who attend VLA after being expelled from another district may be placed on probation for one (1) year. During this time, the student may be denied attendance for violation of the probationary requirements.

Parents/guardians will be notified of disruptive behavior via phone calls, in writing, and during school conferences. If the situation causing concern is not immediately corrected, the student may be referred to the principal or to the Board for further discussion and appropriate action. The steps that are followed to address these concerns are described below. If a student is caught being under the influence of alcohol or controlled substances, VLA will follow the procedures required by *Idaho Code § 33-210*.

VLA has assembled a student handbook following state law and due process that outlines a Code of Conduct including expectations and consequences for unacceptable behaviors. Discipline is handled on a case-by-case basis, taking into account the unique circumstances of each instance of unacceptable behavior. The following steps provide guidelines for establishing the consequences for unacceptable behavior.

The Board may choose to implement any of these steps, or additional steps, as it deems appropriate. The Board is not required to proceed through every step before considering suspension or expulsion:

Step 1: Parent/Guardian Incident Notification Procedure (Written and/or Verbal)

Step 2: Principal Intervention.

Step 3: Suspension with parental notification – 1 to 3 days. Re-admission after a conference with student, parents, and lead administrator.

Step 4: Suspension with parental notification – 3 to 5 days. Re-admission after a hearing within five (5) school days with the Board.

Step 5: Expulsion until the next calendar break/semester/rest of year. The Board may deny enrollment, or may deny attendance by expulsion, to any pupil who is an habitual truant, or who is incorrigible, or whose conduct, in the judgment of the Board, is such as to be continuously disruptive of school discipline, or of the instructional effectiveness of the school, or whose presence in a public school is detrimental to the health and/or safety of other pupils, or who has been expelled from another school district in this state or any other state. Any pupil having been denied enrollment or expelled may be enrolled or readmitted to the school by the Board upon such reasonable conditions as may be prescribed by the Board; but such enrollment or re-admission shall not prevent the Board from again expelling such pupil for cause.

Provided however, the Board shall expel from school for a period of not less than one (1) year, twelve (12) calendar months, or may deny enrollment to, a student who has been found to have carried a weapon or firearm on school property in this state or any other state, except that the Board may modify the expulsion or denial of enrollment order on a case-by-case basis.

Discipline of students with disabilities shall be in accordance with the requirements of federal law part B of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act. An authorized representative of the Board shall report such student and incident to the appropriate law enforcement agency.

No pupil shall be expelled nor denied enrollment without the Board having first given written notice to the parent or guardian of the pupil, which notice shall state the grounds for the proposed expulsion or denial of enrollment and the time and place where such parent or guardian may appear to contest the action of the Board to deny school attendance, and which notice shall also state the rights of the pupil to be represented by counsel, to produce witnesses and submit evidence on his own behalf, and to cross-examine any adult witnesses who may appear against him. Within a reasonable period of time following such notification, the Board shall grant the pupil and his parents or guardian a full and fair hearing on the

proposed expulsion or denial of enrollment. However, the Board shall allow a reasonable period of time between such notification and the holding of such hearing to allow the pupil and his parents or guardian to prepare their response to the charge.

Any pupil who is within the age of compulsory attendance, who is expelled or denied enrollment as herein provided, shall come under the purview of the juvenile corrections act, and an authorized representative of the Board shall, within five (5) days, give written notice of the pupil's expulsion to the prosecuting attorney of the county of the pupil's residence.

The Board or the principal may temporarily suspend any pupil for disciplinary reasons, including student harassment, intimidation or bullying, or for other conduct disruptive of good order or of the instructional effectiveness of the school. A temporary suspension by the principal shall not exceed five (5) school days in length; and the Board may extend the temporary suspension an additional ten (10) school days. Provided, that on a finding by the Board that immediate return to school attendance by the temporarily suspended student would be detrimental to other pupils' health, welfare or safety, the Board may extend the temporary suspension for an additional five (5) school days. Prior to suspending any student, the Board or principal shall grant an informal hearing on the reasons for the suspension and the opportunity to challenge those reasons. Any pupil who has been suspended may be readmitted to the school, by the Board or principal who suspended him, upon such reasonable conditions as said Board or principal may prescribe. The Board shall be notified of any temporary suspensions, the reasons therefore, and the response, if any, thereto.

The Board will establish the procedure to be followed by the principal for the purpose of affecting a temporary suspension, which procedure must conform to the minimal requirements of due process in accordance with *Idaho Code § 33-205*.

Personal Belongings

Personal items such as toys, electronic devices, etc., that are not needed for school are to remain at home. Personal items that are not needed at school may be confiscated by teachers and kept in a "June box" to be sent home when school is out or may be confiscated by other staff until picked up by a parent. [See Student Electronic Devices for more info on cell phone use and electronic device use at school.] Please encourage your child to be responsible for his or her clothing, backpack and other items. Even so, we suggest you mark special items. Parents are always welcome to check our "Lost and Found" area near the office. Items not claimed after a reasonable amount of time are donated to charity.

Weapons and Threats

Village Leadership Academy has a **zero-tolerance policy for the possession of a deadly or dangerous weapon while on school property**. Students in possession of any deadly or dangerous weapons including, but not limited to, guns, knives, blades, or tasers, may immediately be reported to local law enforcement officers. Any item that could be used with the intent to harm, injure or destruct school property, will be confiscated and/or students in possession of such items may be reported to local law enforcement officers. Furthermore, the student may be suspended with an expulsion hearing in front of the Board.

Drug Free School Policy

In harmony with the federal regulations established by the Drug Free Workplace Act of 1988, Village Leadership Academy is committed to the ideal of having a drug-free student environment. It is the intent of VLA that programs and activities be planned and carried out by professional staff to enable the school to achieve this goal.

The primary focus of the program is educational in nature, with instruction geared to discourage student experimentation of any mood altering substance. A companion focus of this program is aimed to assist students in making appropriate choices regarding lifestyles, behaviors, and substances. A necessary part of the latter focus is an attitude among teachers and other staff members that one of their responsibilities is to assist those students who need help in overcoming their potentially addictive behaviors and choices. VLA believes that it is possible to have a totally drug-free environment in the school setting. If a student cannot, or will not, commit to responsible behavior to help achieve this goal, several sanctions may be imposed as a disciplinary measure.

Referral Policy

When staff members have reasonable doubt that a student illegally uses, sells, distributes, or possesses drug paraphernalia, drugs, alcohol, or other mood-altering substances in school, on or adjacent to school property, or at school functions, they report it to the administrator or initiate procedures. All procedures are to be performed with discretion and documented. Refusal to submit to a request to any of the procedures may result in disciplinary action.

As used in this policy, reasonable cause shall mean the existence of specific observable evidence or behaviors, including but not limited to:

- chronic attendance problems, sleeping in class, drop in grades
- erratic behavior, inappropriate comments, defiance or disrespect toward authority
- smell of alcohol or other mood-altering substances
- possession of alcoholic beverages, drugs or drug paraphernalia
- motor coordination problems, impaired speech, impaired coordination
- other recognizable characteristics unusual for the particular student

Enforcement Procedures

Any student exhibiting behavior that suggests reasonable cause of using or being under the influence of controlled substances is immediately escorted by an employee to the administrative office for interview and observation. Except in the case of an emergency, the student is not to be left unattended and is not allowed to leave the school premises. If a trained staff member, upon observing and/or interviewing the student, reasonably suspects that the student is using, or under the influence of, a controlled substance, the following procedures is as follows:

1. The Principal and/or any other employee having observed the student's behavior will document his or her observations of the student. A copy will be placed in the student's discipline record. Parents/guardians will be notified. Law enforcement will be notified. All employees will cooperate

fully with any law enforcement investigation of a violation of this policy, including but not limited to, providing access to lockers, desks, and other school property, and providing oral and/or written statements/documentation regarding the relevant events.

2. Suspension/Expulsion: Students who violate this policy will automatically be suspended by the Principal. The Principal will determine whether or not the suspension will be served in school or out of school. Suspension for the first offense of this policy will be for three to five (3-5) days, unless extraordinary circumstances exist. Suspension may be modified if the student participates in, and follows, the recommendations of an assessment by a certified drug/alcohol agency. The time period for suspension for the second or third offense will be determined at the discretion of the Principal and/or Board. If deemed appropriate by the Principal, he or she may request that the Board expel a student who has violated this policy for a second or third offense.

When a student voluntarily discloses using or being under the influence of alcohol or any controlled substance while on school property or at a school function, anonymity will be provided to the student on a faculty "need to know" basis, except as deemed reasonably necessary to protect the health and safety of others. Notification of the disclosure and availability of counseling for students shall be provided to parents or the legal guardian, Idaho Code § 33-210.

Search and Seizure Philosophy

In order to maintain a quality educational atmosphere, preserve discipline and good order, and promote the safety and security of students and employees, all school property, including, but not limited to, buildings, equipment, buses, grounds, and other physical settings and equipment of Village Leadership Academy is under the direct jurisdiction and exclusive control of the Board and subject to search by members of the administrative staff. Therefore, students are advised that it is the policy of this school that members of the administrative staff have the authority to search the student lockers and all other school property over which the school has control at any time, without student/parent consent, and without a search warrant.

A student's person and/or personal effects (e.g., purse, book bag, etc.) may be searched whenever a school official has reasonable cause to believe that the student is in possession of drug paraphernalia or drugs, including alcohol, tobacco or controlled substances. The Principal or designee may seize any evidence of a violation of the law or this policy. Students are expected to assume full responsibility for the security of personal property.

Search procedures are as follows:

- a. Principal to authorize search
- b. No less than two staff members conduct a search
- c. Parents to be notified of search and findings

This authority to search school property, or personal property of the student when appropriate, is extended to members of the teaching staff who accompany students on out-of-town activities for school-related purposes. If two staff members are not available, prior to leaving town, the Principal will determine an eligible adult to assist with the search.

Elementary Disciplinary Procedure (Grades K-6)

First Offense for Use or Possession

- a. Parent or guardian will be contacted.
- b. Law Enforcement Agency may be contacted.
- c. Student will be suspended for three to five (3-5) days.
 1. Suspension may be modified if the student participates in and follows the recommendations of an assessment by a certified drug/alcohol agency. A release of information would also be required.
 2. If the student does not complete the recommendations of the assessment, then the remainder of the three to five (3-5) day suspension will go into effect.
- d. Child Protection Services (CPS) may be contacted.

Second Offense for Use or Possession

- a. Parent or guardian will be contacted.
- b. Law Enforcement Agency may be contacted
- c. Board may be petitioned for expulsion of student.
- d. CPS may be contacted.

Third Offense for Use or Possession

- a. Parent or guardian will be contacted.
- b. Law Enforcement Agency will be contacted.
- c. The student will be suspended and the Board will be petitioned for expulsion of the student.
- d. CPS may be contacted.

First Offense for Selling or Delivering

- a. Parent or Guardian will be contacted.
- b. Law Enforcement Agency will be contacted.
- c. The student will be suspended and the Board will be petitioned for expulsion of the student.
- d. CPS may be contacted.

Secondary Disciplinary Procedure (Grades 7 and up)

First Offense for Use or Possession

- a. Parent or guardian will be contacted.
- b. Law Enforcement Agency may be contacted
- c. Student will be suspended for five (5) days.
 1. Suspension may be modified if the student participates in and follows the recommendations of an assessment by a certified drug/alcohol agency. A release of information to the school district will also be required.
 2. If the student does not complete the recommendations of the assessment, then the remainder of the three to five (3-5) day suspension will go into effect.
- d. CPS may be contacted.

Second Offense for Use or Possession

- a. Parent or guardian will be contacted.
- b. Law Enforcement Agency may be contacted.
- c. Board of Directors may be petitioned for expulsion of the student.
- d. CPS may be contacted.

Third Offense for Use or Possession

- a. Parent or guardian will be contacted.
- b. Law Enforcement Agency will be contacted.
- c. The student will be suspended and the Board will be petitioned for expulsion.
- d. CPS may be contacted.

First Offense for Selling and/or Delivering Alcohol or Drugs

- a. Parent or guardian will be contacted.
- b. Law Enforcement Agency will be contacted.
- c. The student will be suspended and the Board will be petitioned for expulsion.
- d. CPS may be contacted.

Special Education Services

If a student is found to be eligible for special educational services, Village Leadership Academy will provide services for the student in the following manner, as needed:

- Highly qualified school staff will provide instruction for students with disabilities, and the monitor that delivery of instruction. Instructional services follow the Individualized Education Plan and are provided in an inclusion or a resource room depending on the degree of intervention necessary to meet the student's needs.
- VLA contracts with a private provider for the provisions of other related services outlined in the IEP.
- VLA does provide enrichment support for learners, and offers rigorous differentiated instruction in the general education classrooms.

Other Special Needs Services

Students attending VLA who are identified as Limited English Proficient (LEP), disadvantaged to the extent they may require Title I services, gifted and/or talented, or require other accommodations will be afforded access to the programs and services that address the needs of these special populations. Such services may be offered at VLA.

These students are provided educational experiences that will strive to meet those needs in the regular classroom as well as in special classes, seminars or workshops. The charter environment will allow areas to be pursued beyond the scope of the regular curriculum - regardless of their areas of special needs. This will be accomplished through, but not limited to, clustering, competitions, consultations, curriculum compacting, special topic classes, independent study, interest-based workshops, remediation, tutoring and pull out classes.

Those students not reading at grade level as determined by Idaho state assessments or computing grade level math as determined by Idaho state assessments are identified and receive a variety of services including Special Education, Title 1 services as VLA becomes qualified, tutoring by volunteers, and the opportunity, with parental support, to attend school during one or more intercessions.

Dual Enrollment

Dual Enrollment is an option for all students as provided for in *Idaho Code 33-203*.

Complaint Process

Village Leadership Academy's procedures for a complaint process for parents/guardians and the public are as follows:

1. Have pertinent parties meet and attempt to resolve the issue. Always meet first with your child's teacher to resolve a conflict regarding classroom behavior, playground conflicts, and homework/classwork concerns.
2. If no resolution can be found to the dispute, the Principal will meet with the trio to work toward a resolution.
3. If the issue is not resolved after a meeting with the school Principal, parents have an option to submit a written request to the Board Chairman to have the issue addressed by the Board. Only written requests will be considered. After careful consideration of both parent and staff input, the Board will render a final decision.

Dispute Resolution

The Commission and the Governing Board of Village Leadership Academy will resolve disputes relating to provisions of the charter following the procedures set forth in Section 33-5209, Idaho Code, and the applicable rules of the State Board of Education for notice of defect and submission of a corrective action plan. VLA would like to meet annually, or as necessary, to discuss relations in an effort to be proactive concerning disputes that may arise relating to provisions of the charter contract.

Grading, Homework, Promotion and Retention

Village Leadership Academy's Principal establishes policies and procedures for grading, homework, promotion, and retention and submits a proposal to the Board for approval. Parents should always address academic and behavior concerns with the classroom teacher first. If they are unable to come to an agreement, they may follow the complaint process.

Report Cards

Reporting will happen every nine (9) weeks (each quarter). All students are required to attain a parent's signature on reports when they are sent home.

Student Activities

Village Leadership Academy's Principal and staff determine the school's student activities, as appropriate and necessary, including student government, student organizations, trips, before and after school care, interscholastic and intramural sports and activities, band, orchestra, and choir, and submit a proposal to the Board for approval.

Volunteering

Research indicates that parental involvement has a profound effect on student achievement and attitude. Parent/teacher/child partnerships are essential to VLA's success, and participation can take many forms.

Family participation is strongly encouraged at VLA. Given the great diversity existing among families, we recognize:

- 1) Volunteering is a choice that is internally motivated.
- 2) The best way to get families involved is to offer a wide variety of opportunities, which allow them to participate.

Parent Teacher Organization

All parents are encouraged to join and attend meetings of the Parent Teacher Organization. The PTO meets the first Tuesday of every month at 6:30 pm at the school. To contact the PTO, email: PTO@thevillagecharterschool.org.

The purpose of the VLA Parent Teacher Organization (PTO) shall be to facilitate and carry out projects that support the VLA Charter and promote open communication and collaboration between the parents, teachers, administration and the VLA Board of Trustees (Board). By providing an avenue for parent participation, the PTO shall help to strengthen the school community and help create supportive programs and events that shall further the goals of the Board, administration and parents.

The primary areas of responsibility of the PTO include school support of faculty and administration, volunteer coordination, and community building for VLA through events and programs.

Student Information System

VLA utilizes a student information system called Infinite Campus which tracks attendance and grades. Eventually, parents will be able to see their child's progress and grades online. This feature is not yet available.

Student Records

As a result of federal legislation guaranteeing an individual's right to privacy, attention has been focused on school records and the content of those records. The following is a summary of the basic provisions contained in the laws and regulations, which the school is obliged to follow:

- 1) Parents of children under the age of 18 (including the non-custodial parent in the case of divorced parents) must be granted access to all official records maintained in any form by the school pertaining to their children. Students under the age of 18 (with Parental consent) shall also have access to their records. Students and parents who wish to review records shall contact the office and make an appointment.
- 2) The student's records or information contained in those records shall not be released to anyone other than school or educational officials without the informed written consent of the student's parents.
- 3) The parent or student shall be provided an opportunity to challenge or rebut information contained in the student's records.
- 4) The school shall provide appropriately trained educational personnel to assist the parent or student in understanding the school records.

Student records are privileged and confidential and shall not be disclosed except under the following circumstances:

- 1) Threat of harm to self or others
- 2) Reported or suspected child abuse/neglect
- 3) Court order
- 4) Upon written consent of parents

Standardized Testing

Standardized tests are one means of monitoring student progress. These tests, required by state law, allow VLA to obtain and compile data for broad-based comparison to other programs and schools, VLA administers the following: the Idaho Standards Achievement Test in the spring (grades 3-8); the Idaho Reading Indicator at grades K-3 in fall, and spring.

Students Leaving School Grounds

If you need to pick up your student(s) during the day, please check them out through the office. For safety reasons, students are not to leave the grounds at any time.

Student Cell Phone Policy

A public phone is available for students' use during school hours for urgent purposes. Parents are expected to communicate messages through the front office. Students will be permitted to have mobile phones at the school at their own risk with the understanding that mobile phones are to be turned off and not permitted in the classroom during school hours, including recess, lunch, and breaks. Mobile phones will be confiscated according to the confiscated device policy. A mobile phone agreement will be signed by parents and students and is found in the student handbook. **VLA is not responsible for broken, damaged or stolen goods.**

Electronic Device Policy

1. Electronic gaming devices are not allowed on school property and will be confiscated if seen.
2. The use of USB flash drives is not necessary or required, but is permitted for school purposes only such as saving an assignment or bringing an assignment from home. Any USB flash drive is the sole responsibility of the student and can be used at his or her own risk. If a student is downloading or uploading any information that is considered inappropriate, the item will be confiscated according the Confiscated Device Policy.
3. Electronic devices, including, but not limited to, mp3 players and digital cameras should not be brought to school unless needed for a specific purpose such as a class presentation. If students feel it will be necessary, they must get the approval of their teacher prior to the day they plan to bring the item to school. If they have not gained prior permission, any use of item will not be permitted and may be confiscated according to the Confiscated Device Policy. Should a student choose to bring an electronic device to school, it will be at his or her own risk, and the device must remain out of sight until the time previously agreed upon by the teacher.

Confiscated Device Policy

1. Once an item is confiscated, a note, phone call, or email will be sent home to parents explaining how the item can be retrieved. All confiscated items may be picked up by a parent/guardian during normal office hours. If a parent is unable to come to the office, other arrangements will be made.
2. The second time the same item is confiscated, a meeting with the Principal, student and parent will be held before the item may be retrieved. The parent and student will be informed that if the item is brought to school again, the item will be held for the duration of the school year.
3. The third time an item is confiscated for misuse, the Principal will hold the item until the end of the current school year.

Student Computer Use Agreement

There is a need for full disclosure and understanding for the partnership between parents, children, and the school in regard to technology and its use. This agreement has been created to inform and provide knowledge of student use of the school's network/computers and Internet access and to ensure that all parties understand the areas of responsibility identified. Each child will need to have an agreement form signed and on file for use of the Internet as found in the Student Handbook.

Electronic Network Use Rules

School account holders, including all staff and students, are expected to act in a responsible, ethical, and legal manner, in accordance with the missions and purposes of the networks they use on the Internet, and the laws of the State of Idaho and the United States. Students will be provided with a school atmosphere and procedures of student control/discipline that will assure a suitable learning environment. **Using the computers, network and Internet connections is a privilege, not a right, and the privilege may be revoked at any time for unacceptable conduct.** Internet is used solely for educational purposes.

Unacceptable conduct includes, but is not limited to, the following:

- using the network for any illegal activity, including violation of copyright or other contracts
- using the network for financial or commercial gain
- degrading or disrupting equipment or system performance
- vandalizing the data of another user
- wastefully using finite resources
- gaining unauthorized access to resources or entities
- willfully and knowingly accessing pornographic sites
- accessing any sites that the Board deems inappropriate for school
- invading the privacy of individuals
- using an account owned by another user without authorization
- posting personal communications without the author's consent
- posting anonymous messages
- placing of unlawful or unlicensed information on a system
- using abusive or otherwise objectionable language in either public or private message
- sending of messages that are likely to result in the loss of recipients' work or systems

- sending of *chain letters* or *broadcast messages* to lists or individuals, or any other type of use that would cause congestion of the networks or otherwise interfere with the work of others

Network Etiquette

- Be polite. Do not be abusive in your messages to others.
- Use appropriate language. Do not swear, use vulgarities, or any other inappropriate language. Illegal activities are strictly forbidden.
- Do not reveal your personal address, phone number, or that of other students or colleagues. Any student who receives unsolicited requests for personal information will immediately report that to the supervising teacher. That teacher will report this incident to appropriate authorities.
- Note that electronic mail (e-mail) is not guaranteed to be private. Network administrators who maintain and operate the school's computer system do have access to all mail. Messages relating to, or in support of, illegal activities may be reported to authorities.
- Do not use the network in such a way that you would disrupt the use of the network by other users.
- Information accessible via the network and Internet should be assumed to be private property and possibly copyrighted.

Security

Security on any computer is a high priority. If you feel you can identify a security problem on the Internet, you must notify faculty members. Do not demonstrate the problem to other users. Do not use another individual's account without written permission from that individual. Attempts to log onto the Internet with another person's identification without permission will result in cancellation of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the Internet.

Village Leadership Academy Dress Code Policy

The National School Safety and Security Services states that school uniforms, dress codes, and book bag control can contribute toward improving a school climate. School climate, of course, can play a significant role in reducing security threats and improving school safety.

School officials have a responsibility to provide a safe, secure, and productive learning environment. Dress and appearance play a role in doing so. Dress codes and uniforms can help reduce the potential for conflict by:

1. Reducing conflict stemming from socio-economic status, i.e., conflicts stemming from comments and personal attacks regarding styles or brands of clothing and so on.
2. Reducing ways in which gang members can identify themselves which, in essence, is a form of intimidation and creates fear.
3. Reduces the risk of students being robbed to and from school, or for that matter in school, of expensive clothing, jewelry, etc.

4. In the case of uniforms, they can help the school administrator & teachers identify non-students, trespassers, and other visitors in the hallways who would stand out in the crowd.

In addition to these safety factors, **the dress code policy of Village Leadership Academy has been designed to support our school's vision and mission to provide a safe, supportive, loving, learning environment for all of our students.** To provide this environment, a unified dress code achieves the following: 1. Students can learn without the fear of being teased, bullied, or harassed for their clothing choices; 2. Pressure to wear certain styles or name brands is eliminated; 3. A greater sense of school identity and belonging is created; 4. Decreases overall behavioral issues; 5. Establishes a standard for clothing that fits appropriately, eliminating clothing that is revealing, low cut, too short, too long, too loose or hangs too low.

Although we do not support violating the law, including the legal rights of others, we do believe that properly implemented policies and strategies around dress and appearance are within the realm of reasonable actions which can be taken by school staff to promote a positive school atmosphere. Recently a group of middle school students at an Idaho public charter school were asked about their uniforms, they were quoted as saying, *"The uniforms sort of even the playing field. We don't worry about looking cool or having the most expensive clothes. We don't see cliques at our school; we include everyone."*

Reasonable accommodation of religious beliefs is required under [Title VII of the Civil Rights Act of 1964](#)

Village Leadership Academy respects the religious beliefs and practices of all students and will make, on request, an accommodation for such observances when a reasonable accommodation in a uniform request is available that does not create an undue hardship on the school's educational process.

It is with thoughtful planning and attention to the goals of Village Leadership Academy, that the following dress code policy has been designed. This policy may be revised throughout the year as deemed necessary by the staff. Students are expected to follow the uniform policy during school hours while they are on school grounds.

Shirt:

- Polo: Any solid color - No stripes or patterns
- Emblems, insignias, monograms and logos, must be smaller than a nickel
- Village Leadership Academy logo is permissible
- Should be appropriately sized - should not be longer than the bottom of pants back pockets and should never reveal any midriff area when standing or sitting
- Should be clean and have no holes or tears and have an overall neat appearance
- Short sleeve, long sleeve and 3/4 sleeve length is permissible
- Undershirts are permitted in any solid color

Sweaters/Sweatshirts, if worn in class, must meet the following criteria:

- Cardigan button up style sweater
- Zip-up front sweatshirt - solid color
- All solid colors are acceptable no stripes or patterns
- Emblems, insignias, monograms and logos are discouraged but if worn, must be smaller than a nickel
- Should be appropriately sized - should not be longer than the bottom of pants back pockets and should be longer than pant waistband
- Should be clean and have no holes or tears and have an overall neat appearance
- Long sleeve and 3/4 sleeve length are permissible
- Village Leadership Academy logo is permissible

Pants/Capris/Skirts/Shorts/Skort:

- Solid color: khaki, navy blue, or black
- Must fit appropriately-not tight fitting, and be worn at waistline (hipsters are not allowed nor pants that show underwear of any kind)
- No emblems, insignias, monograms or logos
- Must be clean and in good condition with no holes, cuts, tears, shred, or fraying of pant legs
- Can be pleated or flat

front Pants/Capris:

- Must be hemmed and length not to exceed top of shoe (hem can be cuffed)
- No parachute, wind, stretch/warm-up, pegged, flare
- No elastic or gathered at the ankles or calf

Skirts/Shorts/Skort:

- Length: Two inches above the knee or longer
- Skirts can be pleated, flat front, or A-line
- Shorts can be cuffed or uncuffed, but not frayed

Belts:

- Belts are optional when wearing pants, capris, skorts, skirts, or shorts with belt loops
- Appropriate length for waist size
- No words, logos, studs, etc.

Tights, Legging, Knee Socks or Ankle Socks:

- Color: Any color- no stripes or patterns, and no visible logos

Shoes:

- Shoes may lace, buckle, velcro, or slip-on (No mule style shoes)
- Tennis shoes are acceptable

- Shoes need to be properly tied, if applicable (No dragging shoe laces)
- No house slippers or shoes that resemble slippers
- Sandals are permissible as long as they are strapped at the ankle (No flip flop, beach wear, Teva's or Crocs)

Outerwear:

- Winter/rain coats may be worn to/from school and at recess only
- Outerwear may be any color and with or w/out a hood
- No Long trench coats
- Outerwear is removed before entering any building

Hats:

- May be worn to and from school and at recess, however may not be worn in class or in any building
- No drug or alcohol related logos, symbols or references
- Simple pattern or stripes are permissible

Accessories/Jewelry:

- Piercings are limited to the ear lobe only
- No gauged ear lobes
- Necklaces are permissible
- One bracelet is permissible, although no bangle or charm style bracelets

Grooming and hygiene:

- Sixth grade and older students may wear make-up
- Hair should be clean with well-kept appearance, out of eyes

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Every Student Succeeds Act

At this point in time parents may choose to not have their children take the statewide assessment; however doing so will still have a negative impact on the school and the mandated participation rate required for each school district in the State of Idaho. If you determine that you will not have your child participate in the statewide assessment, you must speak with school administration at the earliest date possible. Please note the stipulation for “opting out” may change during the year, so you will want to maintain ongoing communication with school officials.

Village Leadership Academy Handbook Acknowledgement

We have read the Handbook together and discussed the contents. Our signatures below indicate that we understand and will follow the rules and policies of Village Leadership Academy and will support the philosophies of the school.

We understand the importance of every child being in school on time each day.

Student & Grade

Student & Grade

Student & Grade

Student & Grade

Student & Grade

Parent Signature & Date

(Only one parent needs to sign acknowledgement)