



THE VILLAGE SCHOOL
A NORD ANGLIA EDUCATION SCHOOL

HIGH SCHOOL

HANDBOOK

2023-2024

THE VILLAGE SCHOOL

ABOUT THE VILLAGE SCHOOL

PURPOSE OF THIS HANDBOOK

The purpose of this Parent-Student Handbook is to help acquaint you with The Village School's history, curriculum, philosophy, structure, and to highlight some of the systems and procedures that are unique to our school. Please take the time to read this handbook as it contains some critical information.

NATURE OF THE SCHOOL

The Village School is an independent, co-educational day and boarding school. It was founded in 1966 as a small, private nursery school and is now a vibrant campus of approximately 1,700 students, from early childhood through high school. Our community of students from over 80 nations shares a commitment to uncommon levels of achievement. Our dedicated and caring faculty and staff continue to prepare students for future success at the most prestigious colleges and universities throughout the world.

ACCREDITATION

We are fully accredited by the Texas Association of Accredited Private Schools (TAAPS) and the International Baccalaureate Organization (IBO). Village High School is an official International Baccalaureate World School offering the IB Diploma Program.

NORD ANGLIA EDUCATION

The Village School is a member of the Nord Anglia Education network of schools. As a NAE school, we are driven by one unifying philosophy – we are ambitious for our students, our people and our family of schools. We believe there is no limit to what our students can achieve and our approach supports every child to succeed academically, socially and personally.

MISSION

The Village School, an international community, is committed to developing inquisitive life-long learners prepared to think critically, to collaborate genuinely, and to give of themselves generously, as they prepare to lead the next generation into an ever-changing world.

VISION

The Village School aims to be the premier pre-kindergarten through grade 12 college preparatory school in Houston, known for:

- Igniting student potential and increasing the velocity of student learning through differentiated methods, strategies and personalized learning plans.
- Celebrating a culture of empowerment and continual improvement.
- Offering unparalleled avenues for innovation and creative expression through academics, arts, and athletics.
- Promoting cross-cultural, philanthropic, and life-changing experiential learning opportunities.
- Providing superior counseling and advocacy in the college placement process.

WE BELIEVE THERE IS NO LIMIT TO WHAT OUR STUDENTS CAN ACHIEVE AND OUR APPROACH SUPPORTS EVERY CHILD TO SUCCEED ACADEMICALLY, SOCIALLY AND PERSONALLY





COMMUNITY AGREEMENT

The Village School is an international community committed to developing lifelong learners prepared to think critically, to collaborate genuinely, and to give of themselves generously, as they prepare to lead the next generation into an ever-changing world.

In order to do this, we rely on parents as partners in their children’s education. It is important to realize that as an international community, we come from many different backgrounds, with different styles of communication and cultural norms. However, as a part of this community, we share certain values. It is our expectation that every member of the Village Community act with respect, integrity, openness and courage. These qualities are the foundation for how we approach our work, our learning, our collaborations, and are shared by everyone in our global Nord Anglia Education family. We define them as follows:

RESPECT

- We are thoughtful and considerate in our interactions.
- We are always supportive and cooperative with each other.
- We embrace and celebrate diversity.

This means we **DO** listen to other people’s thoughts and opinions, actively include and accept differences and help others achieve our collective goals.

While we **DON’T** dismiss people’s ideas and opinions that are different to our own, discriminate, hamper or block progress.

OPENNESS

- We are inquisitive and receptive to new ideas.
- We give and welcome constructive feedback.
- We approach change with a positive, can-do attitude.

This means we **DO** listen and actively explore how ideas may work, act considerately when giving feedback, appreciate the opportunity to improve ourselves and are solution-focused.

While we **DON’T** squash or dismiss ideas out of hand without proper consideration, publicly criticize people, react negatively when we hear something we don’t like, or take actions that undermine decisions.

INTEGRITY

- We are honest.
- We stand up for what is right.
- We act in the best interests of our students, employees and community.

This means we **DO** speak out when things are wrong (but in a culturally sensitive way), own the truth and consider our students, parents, employees and wider community when making decisions.

While we **DON’T** deliberately mislead, stand by and ignore something that is wrong, or make decisions based on favoritism and personal preference.

COURAGE

- We voice difficult questions.
- We are not afraid to take risks.
- We confront issues ethically.

This means we **DO** ask difficult questions, encourage creativity and innovation, empower people with the confidence to experiment and confront issues fearlessly and objectively.

While we **DON’T** just accept the status quo, only follow tried and tested methods, lay blame if an initiative is not successful, or take the easy way out.

Handbook Disclaimer

The Village High School Handbook contains established policies and procedures for the current school year. Since it is not possible for a Handbook to address every situation that may arise during a school year, the school administration reserves the right to amend or revoke the policies and procedures in this Handbook at any time as circumstances may require. When changes are made to the Handbook, parents and students will be informed of the change in writing in a timely manner, and this will include a statement about when the change will take effect. All forms mentioned in this document can be found in the high school office or through the Google share folder to which students have access.

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GENERAL INFORMATION

School Hours: 8:00 AM - 3:30 PM on Mon, Tue, Thu, Fri

8:00 AM - 2:35 PM on Wed

School Phone: (281) 496-7900

School Fax: (281) 496-3856

Business Office Hours: 8:00 AM - 5:00 PM Mon-Fri

Reception Hours: 7:25 AM - 4:40 PM Mon - Fri

School Store Hours: 7:30 AM - 4:00 PM, Mon-Fri

Spirit/House Days: Every Friday, beginning August 20, 2023

The School Day

The High school day lasts from 8:00 AM to 3:30 PM. However, students should get to school between 7:30 AM and 7:50 AM to ensure they arrive at class on time. Additionally, many students stay later for tutorials, practices, and other enrichment/ extra-curricular opportunities. There are four classes a day that last 85 minutes and their College and Personal Development (CAPD) course on Monday, Tuesday, Thursday, and Friday. College and Personal Development (CAPD) course is used to cover social-emotional curriculum, college application guidance, and time for clubs. The exception to the above is Wednesday: on this day students finish at 2:35 PM and there is no College and Personal Development (CAPD) course.

The School Week

The school week runs on a block schedule, which rotates every two weeks. You can see the HS schedule [HERE](#).

In brief, the first Monday would start with Period 1, followed by 3, 5, then 7. Tuesday would then be composed of 2, 4, 6, and 8 periods. Weeks that start with Period '1' are known as 'Odd Week' and those that start with Period '2' are called 'Even Weeks'. Each student has each of their classes five times over the course of two weeks.

After School Campus Hours

High School dismissal is at 3:30 pm every day except Wednesdays when students are dismissed at 2:35 pm. It is our expectation students leave campus at the time of dismissal that day. Students with after school activities and athletics may stay on campus until the completion of their activity. After school, students not involved in an activity may only be in the following areas: high school cafeteria or front lobby. Students may not be in the middle school, elementary school, athletic fields, or gyms unless spectating a school event. Students may only be in high school classrooms with the supervision of a teacher.

CONTACTS

HIGH SCHOOL LEADERSHIP	
Bill Delbrugge, Head of School: headofschool@thevillageschool.com	Carl Newman, Director of the High School: carl.newman@thevillageschool.com
Jennifer Thomas, Assistant Director of High School, Internship Coordinator, NAE EDI North America Representative: jennifer.thomas@thevillageschool.com	Sara Conroy, Assistant Director of High School, Curriculum & Instruction: sara.conroy@thevillageschool.com
Kerri Peters, IB Coordinator: kerri.peters@thevillageschool.com	Michael Walker, Dean of Discipline: michael.walker@thevillageschool.com

SUPPORT STAFF	
Natasha Aragon, High School Receptionist: natasha.aragon@thevillageschool.com	Billy Pinkston, Administrative Assistant: billy.pinkston@thevillageschool.com
Randy Noll, Director of Residential Life: randy.noll@thevillageschool.com	Kerri Morgan, CAS Coordinator: kerri.morgan@thevillageschool.com
Jennifer Wee EAL Support Coordinator: jwee@thevillageschool.com	Rayla Willis, Social/Emotional Counselor: rayla.willis@thevillageschool.com
David Farfan, Learning Support Coordinator, Grade Level Leader - Class of 2027: david.farfan@thevillageschool.com	Jason Adams, Grade Level Leader - Class of 2025: jason.adams@thevillageschool.com
Precious Gibson, Grade Level Leader - Class of 2026: precious.gibson@thevillageschool.com	Erin Meyers, Grade Level Leader - Class of 2024 erin.meyers@thevillageschool.com
School Nurses: nurse@thevillageschool.com	

DEPARTMENT HEAD	
Mansoor Ansari Computer Science Department Head mansoor.ansari@thevillageschool.com	Denise Keenaghan English Department Head denise.keenaghan@thevillageschool.com
Patricia Elliston Entrepreneurship Department Head patricia.elliston@thevillageschool.com	Jennifer Siler Fine Arts Department Head jennifer.siler@thevillageschool.com
Michelle Spiers Math Department Head michelle.spiers@thevillageschool.com	Meg Hennessy Science Department Head meg.hennessy@thevillageschool.com
Elizabeth Murray Social Science Department Head Equality, Diversity and Inclusion Champion elizabeth.murray@thevillageschool.com	Asmaa Alaoui World Language Department Head asmaa.alaoui@thevillageschool.com

COLLEGE COUNSELING	
Bridget Adiukwu, College Counseling Coordinator: bridget.adiukwu@thevillageschool.com	Teri Brownson, College Counselor: teresa.brownson@thevillageschool.com
Maria Correa Rodriguez College Counselor: maria.correa@thevillageschool.com	Auna Hearne, College Counseling Coordinator: auna.hearne@thevillageschool.com

SECURITY & EMERGENCY PROCEDURES/SCHOOL CLOSURES

Creating a safe and secure environment for all students and staff is a priority at The Village School. Safety and security are the responsibility of all members of the community.

EXTERIOR DOORS

All exterior doors remain locked with the exception of the main entrance at reception. It is the staff's responsibility to ensure the doors are properly closed.

DELIVERIES DURING THE DAY

Should a student forget an essential item, it can be left at the reception desk. Please ensure the student's name is clearly marked on the item. If the student has a nickname, please write the first and last name only so that the receptionist can locate the correct student when giving notice of the item being dropped off. The receptionist will ensure delivery to the student.

Food items, lunch boxes, common clothing and uniforms will be moved to the designated area for pick up and the students will be informed via email.

Money is to be placed in a sealed envelope with the student's name clearly marked on the envelope as this will be turned over to security for safety reasons.

VOLUNTEERS

Volunteers should check-in at the reception desk. A name badge will be provided and should be worn until the volunteer leaves campus. The volunteer must check out at the reception desk upon departure.

SHELTER IN PLACE

Should this be required, all students will remain in their classrooms or be taken to a safe area. All exterior doors will be locked and communication with parents will be carried out via ParentSquare.

INCLEMENT WEATHER

If it is a concern before school commences, parents will be notified via phone, text and email to keep children home. If inclement weather occurs during school hours and time allows, the Early Dismissal Plan will be enacted to ensure a speedy evacuation of the campus. If it is considered unsafe to move students from the campus, the "Shelter-in-Place" plan will be enacted.

EMERGENCY FIRE DRILL/EMERGENCY EXIT PROCEDURES

- The signal for a fire drill/emergency is a very loud alarm with a blinking emergency light.
- Students are to line up at the door behind the teacher and leave the classroom, remaining in single file. Students should leave all personal items in the classroom.
- The last student out of the room should turn off the lights and close the classroom door.
- Teachers will lead the class silently out of the building and to their designated area in the parking lot
- Teachers will take and report attendance; students should remain silent and continue to stand in line in their class area.
- Students and teachers may not re-enter the building until notified by the administration and/or security.
- All administration with radios and "sweepers" that have been given a radio should ensure they are tuned into channel 5 during all emergencies for communication

LOCKDOWN PROCEDURES

A lockdown is implemented when there is a threat or crisis inside the school perimeter, and evacuation or movement within the school buildings might put students in danger.

Potential reasons for this call are:

- Threatening behavior by a community member on campus
- Unauthorized intruder on campus
- In a lockdown, the school will announce "lockdown" on the PA system and students will remain in their lockdown location until they receive an all clear announcement.
- The Village School will practice these procedures as a drill twice
 - per school year.
- Students and staff will be notified of an emergency lockdown via the intercom system. Staff will also be notified through a text and email alert.
- When a lockdown is initiated, teachers will lock the classroom door, close all blinds, and turn off the lights.
- Students are instructed to take shelter beneath the desks and remain silent.
- Once the threat has been neutralized, notification will be sent via the intercom system.

EMERGENCY NOTIFICATION

ParentSquare will send a phone call, text and email to notify all households and parents within minutes of an emergency or unplanned event that causes early dismissal, school cancellations, or a late start. The home phone and guardian cell phones will be called simultaneously. ParentSquare syncs with our iSAMS system, so please make sure all personal information (phone and email address) are updated in iSAMS.

ID BADGES

All students have been issued a Village School identification badge at the beginning of the school year. Not only does this badge identify the individual as a Village student, students use this badge to access the buildings, pay for lunch in the cafeteria, and access the printers/copiers in the building. It is required that all students have their ID in a clear badge on a navy-blue Village School lanyard. It must be worn around the student's neck at all times while on campus.

Students can replace lost badges for \$20. To replace an ID badge a student can do this in the campus store. Go to the counter to purchase a replacement ID. Keep your receipt. The ID will be made and the student will receive an email when it is ready to be picked up. The ID can be picked up from the high school front desk

LOST AND FOUND

If you have misplaced an item, visit the high school reception desk. It is very important to label uniforms, notebooks, and all personal items using a permanent marker. Any items that are items deemed expensive will be locked at the high school receptionist desk.

If you believe a lost item was stolen, email security@thevillageschool.com to file a report. The email should include date, time and location the item went missing as well as contact information.

CONFISCATION

If a student has an item confiscated they should go to get it back at the end of the school day. If a week passes and they have not picked it up the confiscated item will be taken to the Lost and Found location. The school is not responsible for this item once it is lost & found.

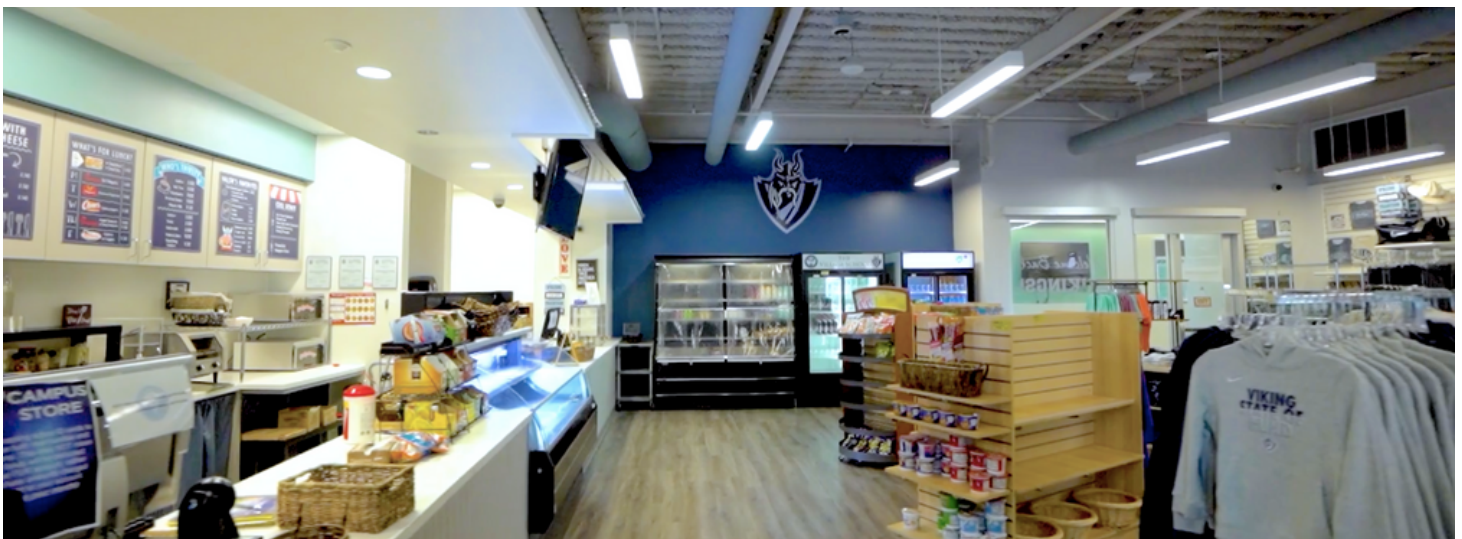
HELMET POLICY

With the permission of a parent or guardian, students are welcome to ride their bikes, rollerblades, scooters, or skateboards to school. All students are required to wear a helmet while riding a bike, scooter, skateboard or rollerblades.

SCHOOL STORE

As a convenience to our student body, we have a school store on campus. The campus store carries a variety of spirit wear, athletic uniforms, outerwear, school supplies, lunch options and snacks/drinks. The campus store is located in the front hallway of the high school. In addition to Apple Pay and credit card checkout options, students will also be able to use their school I.D. card to purchase both merchandise and food/drink items in our store. NO CASH will be accepted. Please note, students will NOT be taking away money from their FLIK accounts, rather in-store amounts charged will be billed to the student's Village account, and accounting will be billed via invoice on a monthly basis. Please review this charge in process with your child.

Access to the school store is only permitted before school, after school and during lunch time. Students are not allowed to go to the school store during class time, including study hall. If students anticipate getting hungry between breakfast and lunch, then they should bring their own snacks from home and keep them in their locker or bag.



PARKING

GENERAL CARPOOL REMINDERS

- Refrain from making U-turns in the middle of the street. If you need to join the carpool line located on the other side of the street, please find a safe and appropriate area to pull into to join the carpool line.
- DO NOT cut in any carpool line. When joining a carpool line, make certain it is the end of the line. Breaking into line will only cause tempers to flair.
- DO NOT use a cell phone during carpool. In addition to it being illegal to use cell phones in a school zone, there is much activity during this time and for the safety of all involved it is important that each driver is fully focused on driving and aware of their surroundings.
- DO NOT block any driveways while waiting in the carpool line.
- Refrain from blocking city bus drop off and pick-up locations.
- A driver should not exit their vehicle during carpool to assist their child.
- Students are only permitted to be dropped off at the designated locations in front of each school. DO NOT drop off students on the street as this is a danger to them and other drivers
- NEVER walk across the street unless an HPD Officer has stopped traffic and has given you the all clear to cross.
- It is important that all vehicles obey the directions from all HPD Police & Security Officers. They are set in place to keep the flow of traffic moving in the safest way possible.

STUDENT DRIVING AND PARKING PRIVILEGES (JUNIORS & SENIORS ONLY)

Student driving and parking on campus is a privilege extended to eligible licensed Village students who comply with all policies and procedures regarding driving on campus. Senior and Junior drivers must complete the Parking Lot Permit Application (found at the front desk or by emailing (billy.pinkston@thevillageschool.com) and pay \$50 for a permit to park in the designated student parking lot in the high school parking lot near the athletic fields.

Repeated driving and/or parking violations, parking on campus without authorization may result in the revocation of driving or parking privileges and could result in the vehicle being towed at the owner's expense. Seniors will only be permitted to leave in their cars for lunch if they have a Parking Lot Permit.

Reckless driving includes, but is not limited to, speeding, loss of traction, kicking up dust/gravel, exhibition of acceleration, and excessive engine noise. Abuse of the privilege to park on campus will result in the immediate loss of the student's parking permit and referral to the Judicial Committee. Please note that parking at Village High School is at your own risk.

The school is not responsible for theft or damage to vehicles or their contents. Please drive SLOWLY and prudently in the parking lots, on Village School Property, and as you approach the school. It is vital that you obey the signals of school personnel directing traffic. The speed limit in the parking lot is 5 mph. If a student is reported for reckless driving in the parking lot, disciplinary action will be taken which may include loss of parking privileges.

Students are advised that there is no expectation of privacy in vehicles driven onto the Village School campus. The issuance of a parking sticker authorizing a student to park a vehicle on the campus of Village School constitutes an implied consent by the student to search of the vehicle for which the decal is issued upon request where it is suspected that illegal, prohibited, harmful items or substances, or stolen property may be contained therein.

Each student who parks a vehicle on the school campus is presumed to know what is contained in his/her vehicle and will be held accountable for anything which may be found in the vehicles.

BUS TRANSPORTATION AND SAFETY

We want our students to have a safe and respectful experience on their rides to and from school. A safe, comfortable bus service is available to students in designated areas for getting to and from school. The bus driver has an important job transporting a busload of energetic students to school and home. We need students to help the driver by:

- Wearing a seatbelt and remaining seated in a seat at all times.
- Understanding that there are many people on one bus; using a quiet voice and classroom appropriate language.
- Being respectful and courteous to the bus driver, attendant, and other riders. Respecting everyone's belongings and personal space.
- Helping the bus stay clean by not eating or drinking at any time.
- Disembarking and loading at the assigned stop; if necessary to alter the student's route, parents may make changes at the bus office.
- Remembering that students are assigned to each bus; students may not bring guests on the school buses without prior permission from the bus office.
- Boarding the bus in a timely manner before the scheduled departure time.

When students do not consistently follow the expectations, they may be suspended from riding the bus. For other consequences, the Assistant Director and the bus office will work together to work with students who are not following all listed expectations.

VISITORS

All visitors/parents visiting, conducting business in the school or walking through the high school to the middle school must present a valid driver's license at reception. The receptionist using the LobbyGuard software scans the license. It views the license information – name, date of birth, and photo – for comparison with a national database of registered sex offenders. If there are no matches, the system prints a visitor's badge with the driver's license photo, check-in-time, and destination printed on the badge, and the visitor is granted permission to enter. If a match occurs, the system immediately alerts school administration and the visitor is denied school access. No data will be shared with any outside company or organization. This system helps us better secure our campus and assists in keeping track of visitors and identifying visitors in our hallways.

GUESTS ON CAMPUS

To protect the safety of our students, The Village School is a closed campus that requires all visitors to be wearing an ID badge or sticker. Guests must be accompanied by a member of staff whilst on campus.

Students who wish to host a guest on campus must request permission from the High School Administration. We encourage our alumni to come on campus to visit with students and staff but ask that they do so during the lunch periods (11:15AM–1:25PM) so as not to disturb classes. All visitors, including alumni, must sign in at the front desk and receive a visitor's badge. All guests on campus need to be in school appropriate dress.

LUNCH

Students are permitted to bring lunch from home or buy lunch from the cafeteria. Students buying lunch from the cafeteria must use their ID card to buy lunch. Students are not permitted to buy lunch for anyone other than himself or herself. Students may NOT order lunch to be delivered on campus. Students are expected to clean up after themselves and throw all garbage into the trash cans around campus and return plates, cups, and utensils to the dish area. Students may only eat lunch in the cafeteria or the outside patio. Students may not eat anywhere else in the high school. Seniors are permitted to eat lunch off campus as long as they have turned in their permission form.

SENIOR LUNCH PRIVILEGE

With parent approval and a completed Senior Privilege Release Form, seniors may leave campus during lunch, except when notified by the school administration. Seniors choosing to leave campus must leave within the first fifteen minutes of lunch and sign out by leaving their Village ID with the security officer on duty when exiting the high school parking lot. Upon returning, the student must pick up his or her Village ID from the security officer on duty and get to their next class on time. Seniors are permitted to have their cell phone while they are having lunch off campus. Their cell phone must be returned to their locker upon return from lunch.

There are no off-campus privileges for students in 9th, 10th, or 11th grade. Underclassmen that leave campus will be subject to disciplinary action. If problems recur with tardiness or underclassmen leaving campus with a senior, this privilege will be revoked from the individual(s) who violate this policy.

REVOCATION OF SENIOR PRIVILEGES

Senior privileges can be revoked at any time by high school administration. Reasons leading to revoked senior privileges include, but are not limited to:

- Excessive missing assignment detentions
- Not meeting IB deadlines
- Excessive tardies
- Judicial Committee consequence

The student and parent will be notified when the privilege(s) are revoked. There will be a clear explanation regarding the reason why the privileges were revoked and how/when the privilege(s) can be reinstated.

STUDENT LOCKERS

Village School will provide a locker for a student contingent on the agreement to use a combination lock at all times to secure school and personal belongings. A lock will be issued to all students, however they are welcome to bring their own. All lockers made available for student use on the school premises are the property of The Village School. Lockers are under the jurisdiction of the school, notwithstanding the fact that they are assigned to individual students. The school reserves the right to inspect all lockers at any time, whether or not students are present. Students may not share lockers and may not open any locker but their own. Any locker problems should be reported to the High School Receptionist.

Students are responsible for maintaining lockers in an orderly fashion and may not mar or deface them in any way. No adhesive of any kind should be used on the lockers, nor can any writing occur directly on the lockers. Students may use magnetic backed tape to affix decorations to the inside of their lockers. Students may not keep power generators in lockers. Only school sponsored decorations or birthday celebration decorations may be placed on the outside of the lockers. By the last day of school students are responsible to clean out their lockers and remove all decorations. Students will be charged for any costs incurred in cleaning lockers or fixing any damages incurred during the school year.

ACADEMIC MATTERS

GRADUATION REQUIREMENTS

Students at The Village High School must earn a minimum of 26 credits to graduate. The distributional requirements are listed below. Students earn 1 credit for each full-year course and ½ credit for semester long courses.

- 4 credits of English
- 4 credits of Social Science
- 4 credits of Math
- 4 credits of Science*
- 2 credits of World Language
- 6 credits of Electives*
- 1 credit of Fine Arts
- 1 credit of Physical Fitness Education/Sports Participation (2 semesters/seasons)
- 40 hours of Community Service (10 hours per year of attendance)

*Students in the graduating class of 2026 and 2027 must earn 4 credits of science and 6 credits of electives. Students graduating prior to 2026 must earn 3 credits of science and 7 credits of electives.

GRADUATION INFORMATION AND PLANNING

In order to graduate from The Village School, every student must earn 26 credits and complete forty hours of community service. Students earn credit for every course they complete with a passing grade while at Village or while attending a different accredited institution (if a transfer student only). Students should map out a plan for each of their high school years by considering which courses they will take, and in which years they will take them. Students are encouraged to use the Four-Year Plan document when discussing courses for the upcoming school year. In order to be on track for graduation, students should meet or exceed the number of credits and service hours listed below:

Grade Completed	Number of Credits to be on Track	Number of Service Hours
9	7	10
10	7	10
11	6	10
12	6	10
Total	26	40

REQUIREMENT SPECIFICS

- Once the graduation requirement for a particular subject has been met, any additional credits taken within that discipline will count toward Elective credit, except for PE.
- Students who are acquiring English as a non-native language are exempt from studying a second non-native language.
- Students who completed one world language credit in middle school will be able to apply the course toward the World Language graduation requirement; however, every student must complete 26 credits in high school to graduate and no more than one credit in World Language will be carried over from middle school to high school.
- Students who completed advanced math courses in middle school will be able to apply those courses toward the Math graduation requirement; however, every student must complete 26 credits in high school to graduate. Additional courses taken can be used for advancement and will be noted on the transcript.
- 9th grade students may not enroll in any study hall periods; 10th through 12th grade students may not enroll in more than one study hall period.
- Of the four required Mathematics credits for graduation, students must earn a credit in Algebra II unless their incoming math placement is above Algebra II.
- Students must earn a credit in Biology before graduation.
- Please note, meeting graduation requirements does not necessarily mean students have met the minimum requirements for entrance into American Colleges and Universities. Please consult with a college counselor for more information.
- Village High School students are required to participate in 10 hours of community service per school year. Students may earn credit for community service projects performed outside of the school on the condition that the school receives proper documentation. Students record their community service hours electronically in MobileServe. Successful completion of the CAS program as part of the IB Diploma program fulfills 20 hours of this requirement.
- Seniors failing to fulfill graduation requirements are not permitted to participate in the Commencement Exercises or other Senior Events. The diploma will be awarded upon completion of the graduation requirements.
- The school reserves the right to cancel a class that does not meet a minimum enrollment number and to redistribute students within different sections of a course in order to balance section enrollments.

WORLD LANGUAGE REQUIREMENT

- Native or heritage speakers may not take a course in their native or heritage language for level I and II of a World Language.
- Students are required to commit to the language they choose for their World Language credit.
- Although two years of World Language credit is required to graduate, students are strongly recommended to take 3 or more years of a language to demonstrate a commitment to fluency and comprehension of a language, which increases the quality and competitiveness of college applications.

PHYSICAL EDUCATION REQUIREMENT

High school students at The Village School are required to fulfill one full year of physical education. This can be accomplished in one of three ways:

Sport teams;

- Participation on a sports team for a full season may earn the student 0.5 credits toward this requirement.
- Maintaining a 90% attendance record is required throughout the season.
- A cut or drop from an athletic team would require the student to enroll in a physical education class or an off-campus PE activity.
- Participation for the duration of two sport seasons will fulfill the student's 1.0 credit physical education requirement.
- Any additional participation on an athletic team will not earn credits for graduation.

Off-campus PE credit

- Any student interested should set up a meeting with the PE Coordinator to seek approval and appropriate forms.
- The deadline to sign up for off-campus PE credit in each semester aligns with the add/drop deadlines for each semester.

Physical Education classes

- PE classes are offered each semester at varying times to accommodate all schedules.
- These classes are a full year and will merit 1 PE credit upon completion.

TRANSFER CREDITS AND MIDDLE SCHOOL COURSES

All transfer students are required to turn in official transcript(s) from their previous school(s) within two weeks of enrolling at Village. The Village School Registrar will evaluate the transcripts and determine the number of credits that will be recognized by The Village School and those credits required to fulfill all of the graduation requirements. The Village School will recognize and give graduation credit for high school level courses in world language and in mathematics completed before high school (e.g. Spanish I or Algebra I), but students are still required to meet the minimum 26 credits needed for graduation at The Village School. All outside approved credits will be displayed on the Village transcript but will not impact the Village grade point average.

PLACEMENT EXAMS

All new students to The Village School are required to take placement exams in Mathematics, Reading, and English (if a student is learning English as an additional language) in order to evaluate skills and to find the most appropriate course level. Students learning English as an additional language are given a composite of tests involving reading, listening, and writing to assess the student's level and progress. EAL students will be permitted to move courses according to their skill improvement throughout the year. World Language placement exams may also be required depending on a student's course selection.

SELECTING COURSES

At The Village school, we encourage students to be ambitious in their course selections. Students can choose rigorous college-level courses, explore electives that spark their curiosity, and strive to maintain a school-life balance that includes extracurricular activities, community service, and time for friends and family. As students select courses for each year, they always should plan ahead to graduation and beyond. The process of course selection should consider the following in order:

1. Completing Village graduation requirements.
2. Maintaining an appropriate level of personal challenge and balance in the overall program, including extracurricular activities.
3. Meeting the expectations of target universities.
4. Completing program requirements for the International Baccalaureate, Entrepreneurship, or Pre-Medical Science Diploma

Students are encouraged to complete the Village Four-Year Plan form when discussing course selection each year.

ADD/DROP PERIOD

Students should think of their course selections as a commitment. We encourage students to take advantage of all the resources at Village as they make their choices, and we expect students to maintain these decisions. We recognize, however, that changes may be necessary in some circumstances. Therefore, during the first two weeks of the school year in August and the first week of the Spring semester in January, there is an Add/Drop period during which students may request to change a class. The existence of this Add/Drop period does not, however, guarantee that it will be possible for a student to make the schedule change that he or she wants to make. For this reason, it is especially important to select the right classes in the Spring to ensure that each student is set up to succeed throughout the year. All Add/Drop decisions will involve the student, parent(s), college counselor(s), and teacher; students must complete the Schedule Change Request Form for each change.

It is highly discouraged for students to change IB courses in the spring semester. In the 2023/2024 school year, the final day of the Add/Drop period will be August 23rd for the Fall semester, and January 12th for the Spring semester.

WITHDRAWAL FROM A CLASS

After the Add/Drop period, a student must withdraw officially from a class in order to leave it. Parental permission is required to withdraw from a class. Withdrawing from a class, especially to move down a level, is not recommended and may not be possible due to scheduling complexities. Withdrawal from a class is indicated by a "W" on the student's transcript. Students and parents should discuss the implications of earning a "W" in terms of the college admissions process. After October 6th of each school year, students may not drop any classes until the end of the semester. Withdrawals from classes are not permitted after the Spring semester Add/Drop period.

COURSES FOR ADVANCEMENT

The faculty and administration at The Village School believe that the classroom environment provides the greatest potential for student learning and interaction. However, the school recognizes that some students may demonstrate a need to challenge themselves academically beyond their current level of study in a subject area. The purpose of ‘course advancement’ is to offer such students the opportunity to ‘move ahead’ by enrolling in an accredited online/summer school course that may lead to course advancement. Course advancement is for a very small number of students who must show proficiency in a course in order to receive credit on their transcript. Course advancement must follow standard prerequisite expectations, for example, a student must first earn credit for Spanish I before that student can earn credit for Spanish II. Placement in the next level course will be determined by the final grade earned on the online/summer course and the grade earned on the Village School final exam for the equivalent course, held at the start of the school year.

Completion of an online / summer course does not guarantee a placement in a higher-level course at The Village School and will be contingent upon space availability. Please note that the list of approved summer courses are NOT Village courses and the school is not responsible for material covered (or not covered) in another institution’s course; we, therefore, cannot guarantee that a student will pass the Village exam by taking an online / summer class.

Students must meet the following criteria to enroll in and receive credit for a course taken for advancement purposes:

- The course must be taken at an accredited institution with prior approval from the Director of Curriculum and Instruction.
- The course must be equivalent to a year-long Village course in that subject area.
- Students must earn a minimum final grade of 85%, or equivalent, on the online/summer school course.
- Students must earn a minimum grade of 85% on the Village final exam in the same course.
- Students must present verification of online/summer course completion (transcript or completion notice) on the day of the final exam.

The following guidelines must be adhered to prior to enrolling in any course for ‘advancement’:

- Students must have prior written consent from the Director of Curriculum and Instruction for any course taken for advancement.
- Students may enroll in no more than two online/summer courses (one unit of credit each) for advancement purposes, during their high school career.
- Online / summer courses must be from accredited institutions; recommendations and counseling are offered by the Registrar. Approval must be obtained from the Registrar prior to enrolling in any online/summer school course. The Registrar also assists with awarding of credit after completion of the online/summer course.
- The Course Advancement Form must be signed by: the student, the parent, the Registrar, and the Director of Curriculum and Instruction.

GRADING SYSTEM & ESSENTIAL SKILLS RUBRIC

All courses are graded on a semester basis according to the following scale. Coursework completed during the semester will count towards 80% of the overall semester grade and the semester exam will count towards the remaining 20%. Students and families are able to view the ‘live’ grade book for each class in Canvas. As soon as a teacher inputs an assignment/assessment grade into Canvas, students and parents can view it. Each instructor is asked to evaluate the effort the student demonstrates in the course – the essential skills of the student.

Class Grade	
A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

MODERATION REQUESTS FOR CONTESTING GRADES

Any student who disagrees with a final mark on an assignment or assessment may request interdepartmental moderation in order to contest it; however, said student then agrees to accept the moderated outcome, whether that grade is higher or lower.

Students must contact the teacher and Department Head to request moderation. Reasoning for the request must be included and it is up to the Department Head to determine the validity of the request. Moderation upon request takes time and effort on the part of faculty in addition to existing workload, therefore moderation will not be conducted on a ‘check and see’ basis simply to obtain an idea of another teacher’s marking practices in comparison to the teacher who assigned the work in question. Moderating teachers are selected by the head of department.

ESSENTIAL SKILLS

Each instructor is asked to evaluate characteristics students demonstrates in their course – the essential skills of the student:

Criterion	ES1 Class Participation and Engagement	ES2 Attitude and Conduct	ES3 Independent Study Skills
Exceeds Expectations (EE)	The student always follows instructions, listens, and contributes frequently and appropriately to lessons and discussions. The student always demonstrates a high level of effort, intellectual curiosity, and focus. When working with a group, the student always looks for opportunities to be helpful.	The student always shows maturity and respect towards classroom materials, classmates, and their teacher.	The student is always timely, proactive, and prepared for class tasks and assignments. The student's work shows that the student put forth their best effort and followed instructions when completing it.
Meets Expectations (ME)	The student almost always follows instructions, listens, and contributes frequently and appropriately to lessons and discussions. The student almost always demonstrates a high level of effort, intellectual curiosity, and focus. When working with a group, the student almost always looks for opportunities to be helpful.	The student almost always shows maturity and respect towards classroom materials, classmates, and their teacher.	The student is almost always timely, proactive, and prepared for class tasks and assignments. The student's work shows that the student put forth effort and followed instructions when completing it.
Below Expectations (AE)	The student inconsistently follows instructions, listens, and contributes appropriately to lessons and discussions. The student inconsistently demonstrates a high level of effort, intellectual curiosity, and focus. When working with a group, the student inconsistently looks for opportunities to be helpful.	The student inconsistently shows maturity and respect towards classroom materials, classmates, and their teacher.	The student is inconsistently timely, proactive, and prepared for class tasks and assignments. The student's work shows that the student put forth some effort and followed some instructions when completing it.
Not Meeting Expectations (BE)	The student rarely follows instructions, listens, or contributes appropriately to lessons and discussions. The student rarely demonstrates a high level of effort, intellectual curiosity, and focus. When working with a group, the student rarely looks for opportunities to be helpful.	The student rarely shows maturity and respect towards classroom materials, classmates, and their teacher.	The student is rarely timely, proactive, and prepared for class tasks and assignments. The student's work rarely shows that the student put forth effort and rarely followed instructions when completing it.
No Evidence (NE)	Not Observed	Not Observed	Not Observed

ACADEMIC UNDER ACHIEVEMENT: FAILURE

A course failure may jeopardize a student's continuation at the school. Students who fail the equivalent of two one-credit courses in one year may be subject to dismissal. To meet graduation requirements, students must retake the course in the next academic year or in an approved summer program (see "Credit Recovery").

ACADEMIC STATUS CONDITIONS

Academic status will be evaluated with the release of every progress report. If a student is in academic jeopardy, his or her record will be placed in one of the following:

Academic Notice may be used to convey one or both of the following states:

1. That a student has below a 70% in one or more courses;
2. That, in the faculty's judgment, a student has not been applying adequate effort in his or her courses. It may result in a student not being able to participate in extracurricular activities.

Academic Probation signifies a general, serious concern that a student cannot or will not complete the academic program successfully. This is defined as being on academic notice for two or more months or having a grade of 60 or below in one or more classes for over a month. It may result in a student not being able to participate in extracurricular activities until the grade has been remedied.

Advise Out/Conditional Re-enrollment: In February, students who struggle to perform academically are notified that their enrollment for the subsequent school year is contingent on an improved performance for the remainder of the current school year. Should the conditions of re-enrollment not be met by the end of April, there will be a parent conference to 'advise out'. This means that, in the faculty's judgment, a student will be more productive and have a more positive educational experience at another school.

CREDIT RECOVERY

It is expected that core graduation requirements will be completed at The Village School. Exceptions to this may be made on a case-by-case basis and require the prior written consent of the Director of Curriculum and Instruction. Credit recovery is available to students in the following circumstances only: a failed course that is required for graduation or a course required for graduation into which the student cannot be scheduled.

Online/summer courses provide students remediation and make-up opportunities. The following guidelines must be adhered to prior to enrolling in any program:

- Students must have prior written consent from the Director of Curriculum and Instruction for any course taken for credit.
- Students may not be enrolled in more than two online/summer courses (one unit of credit each) at any given time, prior to their regularly scheduled graduation date.
- Online/summer courses may not be taken in lieu of regularly offered courses unless it is specifically for credit recovery purposes.

- Online/summer courses must be from accredited institutions; recommendations and counseling are offered by the Registrar. Approval must be obtained from the Registrar prior to enrolling in any summer/online program. The Registrar also assists with awarding of credit after completion of summer/online courses.
- The Credit Recovery Approval form must be signed by: the student, the parent, the Registrar, and the Director of Curriculum and Instruction.
- No credit will be granted until the transcript/completion certificate has been submitted to the Registrar.
- Students and parents should be aware that online courses are self-paced; students must be self-motivated and independent learners.

ASSESSMENTS:

REGULAR ASSESSMENTS

Regular subject-level tests are an important tool in assessing the students' knowledge of the lessons learned during class time and assigned work. It is important that students be present for scheduled tests. High school students are responsible for being cognizant of scheduled tests/quizzes/projects/papers. Students will be issued disciplinary referrals for missing tests. If teachers or the school administrators observe that students are frequently absent for tests, a conference will be required.

All high school classes will utilize the IB testing protocols for regular assessments. Test-taking protocols require that students place all personal belongings against the walls of the classrooms, submit cell phones to the teacher, and place calculator covers on the floor. Students in non-language tests are permitted to use a paper translator if English is not their first language. The copy of the translating dictionary must be provided by the student and must be given to the teacher/proctor of the test before the test so that it may be checked. The translating dictionary must not have any notes or markings in it (a "clean" copy). Electronic translators are not permitted in tests or exams.

All tests will be no longer than 60 minutes and all quizzes 30 minutes. We have this restriction because of the impact of long tests on student mental health and wellness we have observed in previous years. Additionally, classes following an 80–90-minute test were affected negatively, decreasing the quality of student learning in classes due to mental tiredness.

A student may only be required to take (or have due) two "major" tests or papers in a given day; on rare occasions there will be exceptions. When a student discovers that there is a third test, he or she is encouraged to raise the matter with the teacher and Department Head. This policy does not apply to term-long projects or research papers.

LATE WORK

One of our Viking Principles states: "Village Vikings always come prepared and on time." In an effort to increase student responsibility and improve time management skills, we have made a change to the Late Work Policy.

All work is due at the time requested by the teacher. When a student does not submit an assignment on time, the student will be assigned after-school detention. If during this after-school detention, the student is able to complete the assignment and submit it, there will be no late penalty on the grade. The student will be eligible to earn full credit for the work.

You are strongly encouraged to submit what you have done during the duration of the detention so that you can be graded out of 100%. The duration of the detention should be enough time to complete the assignment, but if you are unable to complete the assignment in detention, you will need to choose between submitting an incomplete assignment for full credit or taking a grade penalty (maximum grade of 70%) and handing it in within a 72-hour window. Teachers are not obligated to accept any work that is overdue by more than 72 hours.

The after-school detention will take place from 3:30pm-4:30pm, Monday, Tuesday, Thursday, and Friday. If, due to extenuating circumstances that can be documented, the student is unable to attend the assigned detention, we will allow the student to submit the work with no late penalty later that evening, provided the student serves the next scheduled after-school detention. If a student is in this situation and needs this allowance, the student should immediately contact Ms. Thomas and explain the circumstances.

STANDARDIZED TESTS & FINAL EXAMS

For grades 9 and 10, the MAP Test is administered twice per year in September and April. Students must be present at these standardized testing time; appointments and planned absences should not be scheduled. Students will be excused for illness only.

If a student misses a standardized test for any reason other than illness, a testing fee will be assessed if the testing cannot successfully take place during the school day. An individual plan will be designed for the student to make up the missed test(s).

MAP

MAP tests are unique in that they are adaptive tests your child takes on a computer. The MAP tests are useful as broad indicators of student performance on the International Baccalaureate Diploma, ACT, and SAT.

- A Reading score of over 225 indicates that a student has sufficient language and analytical skills to tackle the challenging research and writing components that are a part of all IB subjects.
- Those who score 239 are also said to be on track to score at least 24 points on the ACT and 1180 on the SAT, whilst those with 248 tend to be around the 29-point mark or 1340 on the SAT.
- A Math MAP score of 240 indicates a student is ready to begin an IB Math SL course and a score above 265 indicates they are ready for the challenges of IB Math HL.
- A Math score of 258 usually shows a student is on track for 24 points on the Math section of the ACT and 580 on the SAT. A MAP Math score of 271 suggests they will hit 29 points on the ACT or 680 on the SAT.
- Students with an average combined (Math, Reading, and Language Usage) score of 250 or above have tended to score very highly on full the IB Diploma i.e. over 40 points).

Students can exceed the score that MAP indicates they are on course for in several ways: improving their study techniques and habits, having greater focus and participation in class, and utilizing extra help offered by the teacher.

The MAP test will be available once all students have completed the test. Students and Parents can access their MAP Growth Test results on iSAMS, [CLICK HERE](#) for instructions on how to access.

PSAT & SAT

Each October, students in 10th and 11th grade will participate in either the PSAT or an official SAT at The Village School. The PSAT is administered to every 10th-grade student. In 11th grade, students have the option of selecting to sit for the PSAT (the National Merit qualifying exam) or an official SAT. All 11th grade students are required to participate in testing. Students must be present at these standardized testing time. Appointments and planned absences should not be scheduled during these times. If a student misses a standardized PSAT or SAT test for any reason, the testing fee will still be assessed. Because these exams are nationally standardized exams, no make-up dates are available.



SEMESTER EXAMS

Semester examinations give students an opportunity to demonstrate their abilities over a broader range of skills and materials than permitted by regular assessments. Semester examinations are administered for each academic course at the end of the fall and spring semesters. Semester examinations and projects will be worth 20% of each semester grade. During the semester exam periods, no student lie activities, major rehearsals, or athletic competitions are scheduled. Students must be present at the assigned testing times. It is unacceptable to have appointments and planned absences scheduled during these times. If a particular student has no semester examination scheduled on an examination day, he/she need not report to school.

In the event that a student requests to write an exam earlier or later than the scheduled date, teachers are required to put in extra time and effort to write another exam in order to preserve the integrity of the original. To recognize this extra time and effort spent by the teacher, the school will charge the student \$200.00 per rescheduled exam. The intent of this policy is to discourage students and their families from departing early and creating an extra burden on their teachers and the school. The \$200 fee is due to the business office before the rescheduled exam is scheduled to be taken.

To best prepare our students for the IB exams in their senior year, we utilize the IB test-taking protocols for all midterm and final examinations. This means that students must leave all personal belongings outside of the exam room, including all backpacks, purses, and electronic devices. Calculator lids are not permitted inside the exam room and all pencil cases must be clear plastic.

SEMESTER EXAMS

ONLY Seniors may be exempt from semester exams in courses taught in the spring semester. The exemption report will be run two weeks prior to the beginning of semester exams. The required criteria or exemption is the following:

Full IB Diploma candidates will not be exempt from the official IB exams

Students will be exempt from Village semester exams if they meet the following criteria:

- IB Classes in which the student is earning a 75% or higher
- Non-IB Class in which the student is earning an 80% or higher
- 3 or fewer excused absences in the course being requested for exemption
- 3 or fewer excused absences in study hall
- 3 or fewer excused absences in advisory
- No Judicial Committee appearances

All seniors are required to take semester exams in December and all IB students are required to take IB Mock exams in February.

MISC ELIGIBILITY, RANKING, HONOR ROLL, AWARDS ETC.

EARLY DISMISSAL & ELIGIBILITY REQUIREMENTS FOR TEAM ATHLETICS AND EXTRACURRICULAR ACTIVITIES

Students who participate in team athletics or extracurricular activities are not excused from their academic responsibilities. All assignments must be completed on time. There may be occasions when a student will request to miss class due to a scheduled game or activity. Students are responsible for informing the teacher before the missed class and are responsible for all work completed in the class. Any work that is due during the missed period is to be submitted before the student leaves for the activity. If the student does not complete the work, he or she may not be able to participate until the work is completed. If an activity is canceled (e.g., for inclement weather), students should be prepared to attend class and do any of the expected class work including formal assessments.

To participate in extracurricular activities, students must be in school or in a school-sponsored activity for **four hours** of the academic day (refer to attendance policy for exceptions). Additionally, a student must maintain a passing grade in all of their courses. If a student is earning an F (59% or below) in any class at the time of the monthly progress reports, he/she is automatically excluded from any extracurricular competitions or major performances for at least two weeks. The school administration and the program director will communicate with one another frequently to ascertain when appropriate progress in student performance warrants reinstatement of eligibility for participation in activities and competitions. This rule is not intended to be punitive; it is designed to remind students of the importance of academics and good effort. This rule allows the students more time to concentrate on improving academic scores and/or reflecting on his/her behavior. While ineligible, students may practice with the team, but may not participate in any competitions. They may not travel with the team to away competitions and may not dress out in uniform for home competitions.

If a student is assigned a detention, it will take precedence over any extra-curricular activities, including athletic and fine arts practices. Students may ask the Assistant Director to reschedule a detention due to an athletic competition or major fine arts rehearsal. Failure to contact the Assistant Director before missing a detention may result in further disciplinary action. Please refer to your student-athlete handbook for forms, policies, and procedures related to competitive athletics.

ACADEMIC REQUIREMENTS FOR ATHLETICS

In accordance with the academic mission of The Village School, it is important the student-athlete remains focused on academic excellence during seasons in which they participate. Coaches are expected to support the school's academic mission and the development of the student athlete. In support of this, The Village School has established a system to support all students and maintain best practices both inside and outside of the classroom to ensure student success.

The Village School's Athletics Department is governed by the Texas Association of Private and Parochial Schools (TAPPS) and enforces TAPPS rules concerning academic eligibility. Under TAPPS By-law 135, Chapter K, "No Pass, No Play", students who are failing more than one class at a designated grade check point are ineligible for a period of two weeks. The Village School goes further, enforcing "No Pass, No Play" for a single failing class.

Designated Grade Check Points:

- S1: Progress Report: 10/27/2023
- S1: Report Card: 1/16/2024
- S2: Progress Report: 3/22/2024
- S2: Report Card: 6/3/2024

Additionally, to better support students and catch students that are struggling, athletic grade check in's will be required quarterly, between designated grade check points. Students failing at this time will not be deemed ineligible, but will be required to attend tutorials and develop plans for academic success with their coach, grade level leader and assistant athletic director.

Designated Grade Check-In Points:

- Q1: Grade Check-in: 9/08/2023
- Q2: Grade Check-in: 11/10/2023
- Q3: Grade Check-in: 2/09/2024
- Q4: Grade Check-in: 4/19/2024

BEHAVIOR ELIGIBILITY REQUIREMENTS FOR ATHLETES

Our athletic program provides a variety of experiences to enhance the development of positive student habits and attitudes that will prepare them for life outside of athletics. This includes student athletes' behavior and academics.

The consequences for having behavioral or academic issues range from missing team practice(s) to game suspension(s).

A referral is a warning and documentation given to a student that a particular behavior is unacceptable to the community. Any faculty or staff member at the instance of the infraction may issue a referral to a student. This referral is logged in the student's iSAMS account. The Athletic Department will be notified when an athlete receives a referral.

If a student-athlete should receive 10 referrals during their season, the student will be ineligible for the next game (one game) *. The student who is serving a game suspension will be able to attend the game and sit on the bench with the team.



If a student should receive five Missing Assignment Detention in a two-week period, the athlete will miss two consecutive practices to catch up on missing work and/or adjust study schedule to better manage their time.

This eligibility requirement will start on the first day of each season.

- Fall: 8/1/2023
- Winter: 10/17/2023
- Spring: 1/16/2024

*Those students-athletes already over 10 will start on the number they exceed ten (e.g. those on 15 will start on 5.) *

CREDIT, GRADE POINT AVERAGE, AND SCHOOL RANKING

Students will receive graduation credit for courses in which they earned a grade of 60% or above. Students will not receive credit for a course in which they earn a grade of 59% or below, or courses in which they receive an Incomplete; these grades are considered failing grades (see "Failure"). A student may only earn one credit for each year-long academic course. If a course is studied for a second time, the student will only be given credit for the course once. Certain exceptions include participation in: Concert Band, Chamber Orchestra, Chamber Choir, Jazz Ensemble, Speech and Debate, Language Support Skills, Yearbook, Journalism, Photojournalism, and Film Production.

A grade point average (GPA) is a number representing the average value of the final semester grades earned in the student's courses. The GPA is calculated at the end of each semester by adding up the student's final semester grades and dividing that figure by the number of grades awarded. All grades for courses taken at The Village High School during the academic year will count towards the student's cumulative grade point average.

ACADEMIC HONOR ROLL

Students earning a 96% or above weighted GPA at the end of each semester are considered to be Honor Roll students. Students that meet this criteria will earn an Honor Roll certificate that will be mailed home.

RANKING

The Village School is a non-ranking school, which means that Village does not give each student a numerical rank (based on GPA) in comparison with their peers. The only exception to this policy is that the school must rank students at the conclusion of the 11th grade in order to determine which percentage band a student belongs to; this is in compliance with Texas State requirements. There are four bands used by public Texas universities to potentially offer automatic admittance (sometimes with other qualifications). These bands are the top 6% (varies by year), 10%, 25%, and 50%. Students and universities are never told their specific rank number; instead, they are told only the band to which they belong, and this information is reported only to Texas public universities. To determine this ranking, Village uses the student's 11th grade weighted (not cumulative) GPA. To be included in the ranking, the student must be enrolled and attending class prior to the end of the Fall Add/Drop period, August 28th, 2023, of 11th grade. Early withdrawal students are not included in the rank.

VALEDICTORIAN AND SALUTATORIAN

It is an American high school tradition to recognize its Valedictorian and Salutatorian. The Valedictorian is the graduating senior with the highest cumulative grade point average. The Salutatorian is the second highest ranking graduate. These designations will be determined at the end of the Spring Semester of the senior year by calculating each student's cumulative weighted GPA for his/her 11th and 12th grade year at The Village School.



PASS/FAIL AND SELF-TAUGHT IB CLASSES

Some classes, such as PE, Research Methods and Self-Taught IB classes, do not earn number grades and instead earn a grade of Pass or Fail. Students earn credit for those classes in which they earn a Pass, and no credit for classes in which they earn a Fail. The grades for these courses are determined by the teacher and are primarily based on the effort the student puts into the required work for the class. Pass/Fail classes are not included in the student's grade point average calculation.

GRADE WEIGHTING

Grade weighting will be provided for those grades earned in Honor, AP, and IB courses. The report card and transcript will reflect the actual grade earned in the course; when a student's semester grade-point average (GPA) and cumulative GPA are calculated, the calculations will include the grade weighting increases below.

Honors Courses

Students will receive a 4-point increase to the grade for each course.

Advanced Placement (AP) Courses

Students will receive a 6-point increase to the grade for each course.

IB Subjects (for non-IB Diploma Candidates) *

Standard Level Courses - Students will receive a 6-point increase to the grade for each course.

Higher Level Courses - Students will receive an 8-point increase to the grade for each course.

*These apply to students studying an IB course in any grade level.

IB Diploma Candidates

Students will receive a 7-point increase to the grade for each graded course regardless of the level of courses taken, except for TOK and Pass/Fail classes. TOK will receive a 6-point increase to the grade and Pass/Fail classes will receive no point increase. In general, a full IB student will earn an additional 48-points distributed across their IB courses unless they are taking an IB class as Pass/Fail. An additional 2.5 points will be awarded to the overall GPA calculation to account for the time and commitment given to CAS and the EE.

GPA EXEMPTION

Due to IB grade weighting pushing the maximum grade to 106 for SL courses and 108 for HL, and a non-IB course having a maximum grade of 100, it could be possible that a non-IB course will lower the student's weighted GPA. Therefore, students who are full IB Diploma candidates will have one non-IB course excluded from their weighted GPA calculation. Please note, the grade of the course will still appear on the transcript; it will only be excluded from the weighted GPA calculation. While the course being waived will not calculate into the Village GPA, it can/will be used to calculate NCAA eligibility.

Students must meet the following criteria for the exemption:

- 11th and 12th grade students only
- Carry the full IB Diploma
- Have a grade of at least 80/100 or above in IB coursework
- Have a history of grades at least 90/100 or above in the excluded course
- A student must maintain membership in the excluded course for the entire academic year
- A student cannot exclude an IB course from their GPA calculation

TRANSCRIPTS

Official and unofficial transcripts may be requested from the registrar at registrar@thevillageschool.com. Official transcripts are sent directly to other educational institutions and may not be emailed. Any outstanding balances with the business office must be paid before unofficial or official transcripts are released.

VERIFICATION OF ENROLLMENT (VOE)

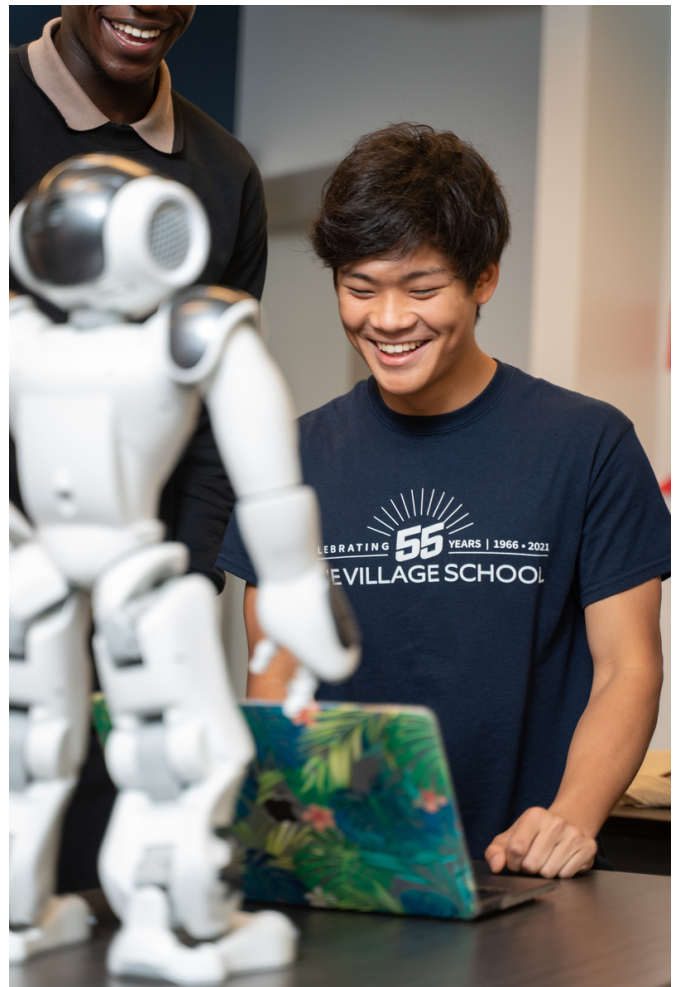
Verification of Enrollment requests should be directed to the registrar at registrar@thevillageschool.com with at least two weeks' notice.

TEXTBOOKS

Students are required to purchase course textbooks as dictated by the teacher of each course. Students may purchase their books through any book vendor, and the required list of texts can be found on the school's website. Students must acquire their own copies of books for all of their courses by the end of the Add/Drop Period.

21st CENTURY SKILLS

At The Village School, high school students have daily interactions with a myriad of different software applications and hardware devices. Students are empowered by technology through goal-setting, digital portfolios, and peer feedback and construct knowledge when employing high level research methods, evaluating online information, and utilizing personal digital organizational skills. The principles of design are applied regularly during classroom lessons through creative work, and students become well-versed in many different technology applications being used in the professional market today. Innovation and exploration are encouraged through the design thinking process that emphasizes finding solutions to real-world problems, the ability to think abstractly and procedurally, and a comfortability with ambiguity. Finally, Village students are global communicators as they are given opportunities to collaborate with online communities through Nord Anglia's Global Campus, create and manage personal learning networks, and leverage the power of online platforms to empower others, address societal inequalities, and promote good.



ACADEMIC CURRICULUM

THE INTERNATIONAL BACCALAUREATE (IB) PROGRAM

IB Mission Statement (from www.ibo.org)

“The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organization works with schools, governments, and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.”

The Village School has been an authorized IB World School since 2010. The IB program was designed to develop a universal two-year high-school curriculum that provides appropriate challenges to students with a broad range of abilities, interests, cultural backgrounds, and nationalities. IB courses will be chosen in the spring semester of sophomore year with help from the College Counselors and the IB Coordinator, after a series of information/guidance sessions during grade 10. All IB courses are taken over two years. Successful completion of IB courses and a passing grade on IB exams may result in university recognition and credit.

(<https://blogs.ibo.org/blog/2018/05/05/getting-ib-credit-at-university/>)

Students can choose to take some individual IB courses, or the full IB Diploma. All IB courses require a combination of examinations, which students take in May of their senior year, and a portfolio of relevant student work called the Internal Assessment (IA). Students enrolled in IB courses must complete the IB examinations in May of their senior year to receive an IB certificate or IB diploma. There are additional fees payable for each IB course taken, which are due on a yearly basis. These fees cover the costs associated with running an IB program, including examination fees, registration fees, and secure mailing fees. Families will be billed after the first semester Add/Drop period has ended. All IB students and their parents are required to sign an agreement called the “IB Program Agreement” in which they acknowledge responsibility for the additional fees and for putting in the extra commitment that is required of IB students.



THE IB DIPLOMA PROGRAM

Taken as part of the IB Diploma Program, IB courses comprise a rigorous, nationally and internationally-recognized program of study. During this two-year program, students' study six subjects chosen from at least five different subject groups. In addition, students are also required to complete an Extended Essay (EE), study Theory of Knowledge (TOK), and participate in Creativity, Activity, Service (CAS). Students must study three, but no more than four, subjects at Higher Level (HL) to be eligible for an IB Diploma. The remaining two or three subjects are taken at Standard Level (SL). In Math and Language Acquisition courses, the level of study (HL or SL) will be determined by the student's prior courses. In all other classes, the student and teacher will discuss whether the student will take the SL or HL examination.

HL AND SL COURSES

The distinction between Higher Level and Standard Level courses is due to the depth and volume of content for which the student is responsible. HL courses have more assessment objectives compared to SL courses, tend to be more rigorous, and have lengthier examination papers. Students will be placed in IB classes in Math and Language Acquisition based on their prior achievement. Students must choose between SL and HL at the start of the two-year course for classes in language acquisition, language and literature, science, computer science, and mathematics. For all other IB courses, students will make the distinction between SL and HL at the end of their junior year, with the help of their instructor.

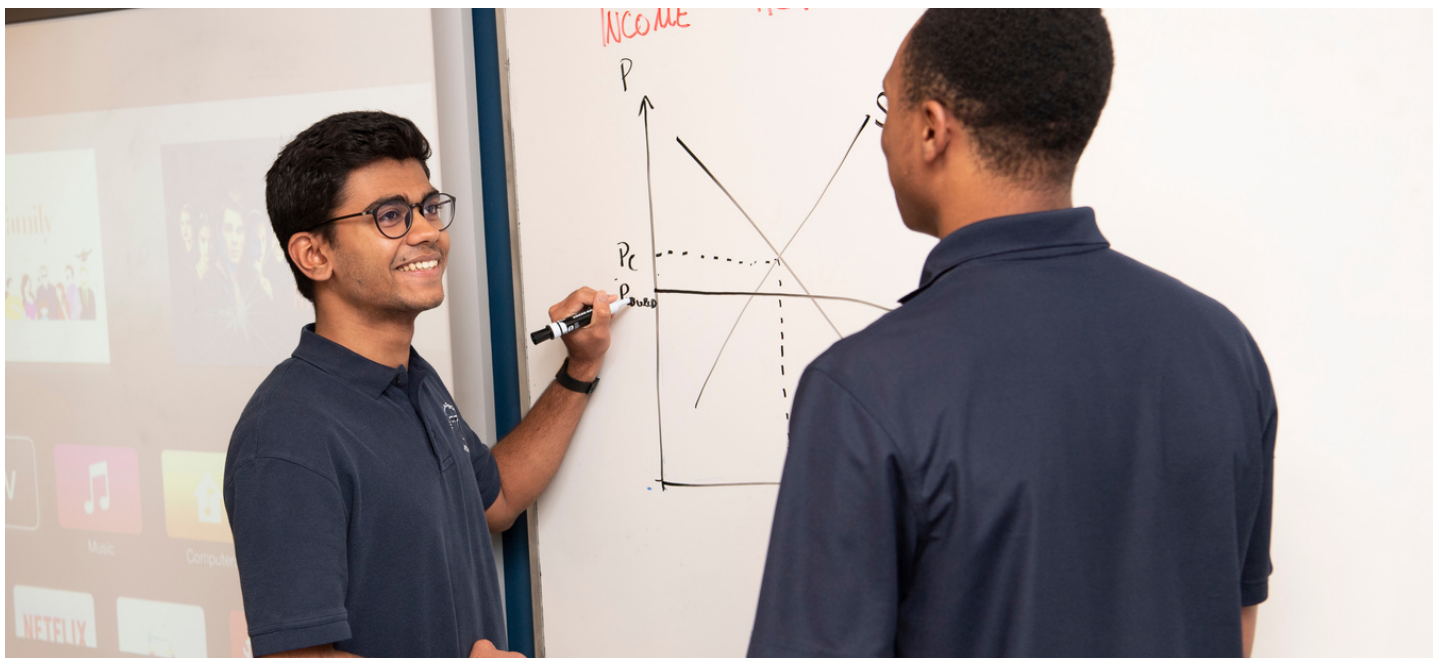
CONTINUATION IN THE IB DIPLOMA

Students must complete the following in order to continue as an IB Diploma candidate when starting their senior year:

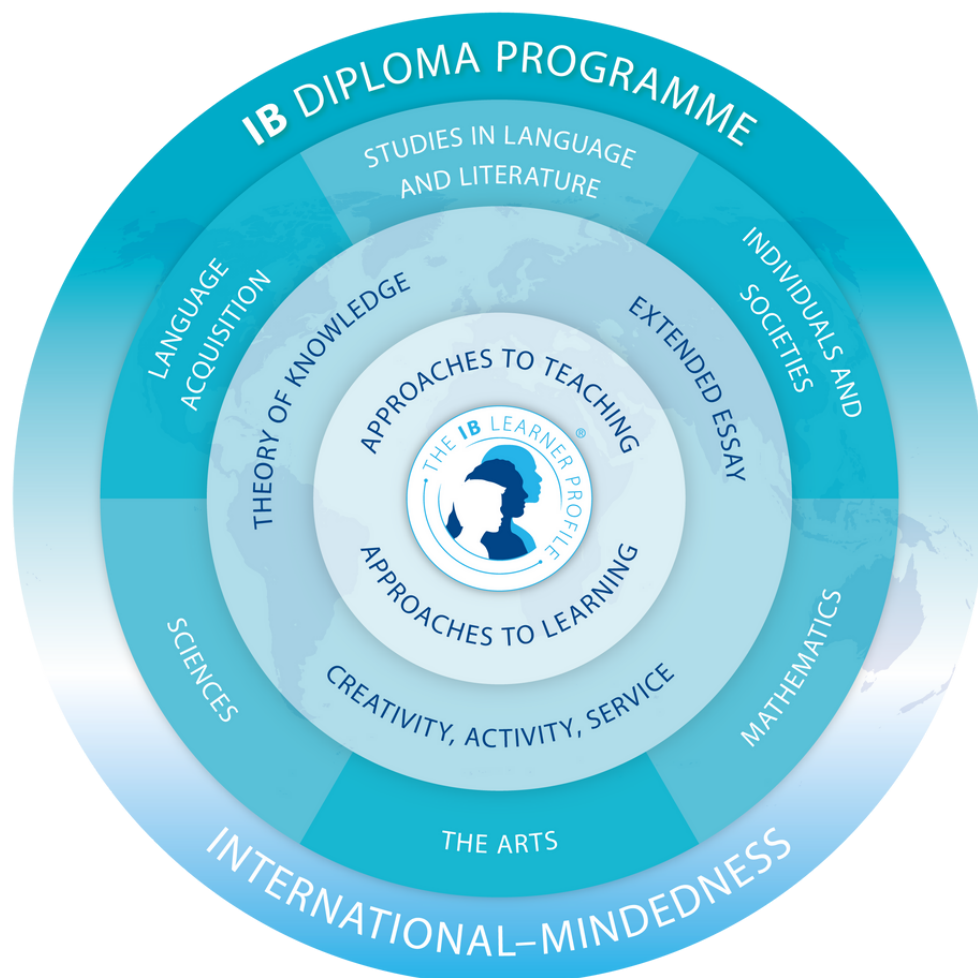
- 4000 words on the EE
- Complete TOK Exhibition
- 12 experiences and 12 Reflections for CAS logged into Managebac

ENTRY INTO THE IB DIPLOMA

Students enrolled in the Village School as 10th graders will be advised by their teachers and the IB Coordinator as to whether it will be feasible to attempt the full IB Diploma Program. Students must earn at least a 225 on the MAP: Reading and Language Usage tests to attempt the full IB Diploma Program. Students new to Village wanting to accept the challenge of the IB Diploma Program will be reviewed on a case-by-case basis regarding past academic experience and attitude. First-year IB Diploma candidates will have a probationary period and will be reviewed throughout the first year. NOTE: If a student is not performing to a satisfactory standard in one or more IB classes, Core requirements, or is not meeting internal and external deadlines, they will be placed on a system of monitoring. If the monitoring does not result in an improvement in performance, the student will be withdrawn from those aspects of the program. One of the core elements to success in the Diploma Program is the student's approach to learning. It is therefore imperative that the student pursuing the IB Diploma remains in good academic standing throughout the program. All students and their parents will be required to sign the IB Program Agreement before the end of the aa/drop period. This agreement will be delivered to the family at the time of academic advising. The signed agreement should be returned to the IB Coordinator before the end of the add/drop period.



THE IB DIPLOMA PROGRAM CURRICULUM MODEL



IB COURSES OFFERED

** Indicates the course only available at the Standard Level*

Group 1: Language and Literature (Language A)	English A: Language and Literature English A: Literature Spanish A: Language and Literature Chinese A: Language and Literature Other Languages: School Supported Self-Taught Literature *
Group 2: Language Acquisition (Language B)	English B Spanish B Spanish Ab Initio * French B French Ab Initio * Mandarin Ab Initio * (online) Arabic Ab Initio
Group 3: Individuals and Societies	History Economics Psychology Business Management Social and Cultural Anthropology Philosophy * (online) Digital Society (online)
Group 4: Sciences	Biology Chemistry Physics Environmental Systems and Societies *
Group 5: Mathematics	Mathematics: Analysis & Approaches Mathematics: Applications & Interpretation
Group 6: Arts and Electives	Music Theatre Dance Visual Art Film * (online) Computer Science Choice of subject from Group 2 – 4

SCHOOL SUPPORTED SELF-TAUGHT IB LITERATURE COURSES

School Supported Self-Taught (SSST) Literature is a course designed for students to study literature in their native language and therefore requires that the student is a fluent reader, writer, and speaker in the target language. Students who take this option must have had a literature background in their native language. SSST courses require a student to be highly motivated and an independent worker. The class is Self-Taught, with guidance from the school. The course will be listed on the transcript but will be assigned a Pass/Fail grade since there will not be a teacher to grade assignments. The Pass/Fail will be based on work habits and the production of assignments by the due dates. Students are required to find a tutor who can read and give feedback on their work regularly.

IB BLENDED LEARNING OPTIONS

We are excited to offer a variety of online IB courses through Pamoja Education. Pamoja Education online IB courses have been developed under the IB's rigorous quality assurance standards. Their online courses are aligned to the IB subject guides, meet IB course requirements, are taught by experienced IB teachers specialized in online pedagogy, and prepare for the same assessments as a traditional face-to-face course. Online teachers instruct students in innovative ways using interactive live lessons, audiovisual tools, and group and private discussions. Students share a learning space with fellow classmates from around the world and are divided into sections of approximately 30 students. Students should expect to commit the same amount of time as they would in face-to-face IB courses (including homework) and will be scheduled to attend a class period to complete work set by their online teacher. The Village School's Site-Based Coordinator (SBC) will oversee the students and monitor their engagement. Parents will be notified if the online teacher has any cause for concern. In order to be successful, the student must have the following traits: self-motivated, independent learner, good oral and written skills in the English language, tech-friendly, and have a high level of interest in the course.

Online courses are formally assessed in the same way as courses undertaken face-to-face, including the same internal and external assessments. The course will be listed on the transcript but will be assigned a Pass/Fail Grade. The following courses are available to be studied online at an additional cost to the family of approximately \$1600 per year: Mandarin ab initio SL (group 2), Digital Society HL/SL (Group 3), Philosophy SL (Group 3), and Film SL (Group 6). Although Pamoja does offer some of the courses that are taught at The Village School, students will not be permitted to choose those subjects to study online.

Students may not sign up for the online courses on their own. Please contact the IB Coordinator, Kerri Peters: kerri.peters@thevillageschool.com if you are interested. For more information, visit <http://www.pamojaeducation.com>.

IB SCORES AND DIPLOMA PASSING CONDITIONS

IB courses are given final, cumulative scores on a scale of 1-7. Scores are the sum of all internal and external assessments; the percentage of weight given to each component of a course depends on each subject. Typically, internal assessments will count between 20% and 30% of a final course's score. Diploma candidates must earn a minimum score of 24 points for six courses in order to earn the IB Diploma. In addition to this minimum point score, students must also obtain at least 12 points on their 3 HL subjects (the 3 highest levels are used if the student takes 4 HL's) and 9 points on their SL subjects. To achieve the full IB Diploma, students must also successfully complete a program of Creativity, Activity, and Service, and obtain at least a D for TOK and Extended Essay.

A student will not achieve the IB Diploma due to any one or more of the following reasons:

1. CAS requirements have not been met.
2. The candidate's total points are fewer than 24.
3. An N has been given for theory of knowledge, extended essay or for a contributing subject.
4. A grade E has been awarded for one or both of the Theory of Knowledge and the Extended Essay.
5. There is a grade 1 awarded in a subject/level.
6. Grade 2 has been awarded three or more times (HL or SL).
7. Grade 3 or below has been awarded four or more times (HL or SL).
8. The candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
9. The candidate has gained fewer than 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

Students can earn additional points toward their IB Diploma Points total according to the Theory of Knowledge/Extended Essay matrix below..

		TOK Grade					
		A	B	C	D	E	N No Grade
EE Grade	A	3	3	2	2	Failing Condition	Failing Condition
	B	3	2	2	1	Failing Condition	Failing Condition
	C	2	2	1	0	Failing Condition	Failing Condition
	D	2	1	0	0	Failing Condition	Failing Condition
	E	Failing Condition	Failing Condition	Failing Condition	Failing Condition	Failing Condition	Failing Condition
	N No Grade	Failing Condition	Failing Condition	Failing Condition	Failing Condition	Failing Condition	Failing Condition

RECEIVING OFFICIAL IB RESULTS

Final scores for IB courses are provided via a secure website in early July after the relevant courses have been completed. Students will need their IBIS password and pin code available to access their results.

UNEXPECTED SCORES/RE-GRADING EXAMS

Occasionally, their official IB score in one or more subjects surprises students. Students can request that their subject exam papers (not Internal Assessments) be re-graded by IB. This request must be done via email to the IB Coordinator as soon as possible after the issue of results in July. The cost involved in a re-grade changes each year, therefore the cost of this service will be shared upon request. The IB Coordinator will check that payment has been made to the business office before the request for a re-grade will be submitted to IB. If a re-grade results in the grade increasing, a refund will be given. Students must also be aware that a re-grade request may result in a lowering of the original grade.

IB RESULTS SENT TO UNIVERSITIES

Official university transcripts for IB courses must be obtained from the IB Organization directly. Students will be asked to submit their university choice/choices to the IB Coordinator in the second semester of 12th grade. Final IB scores can be sent directly to the university admission departments. This service is free as long as the deadlines are met. The deadline for UCAS requests to be submitted is April 30th. The deadline for USA colleges/universities is July 1st. If requests are made after the deadlines there will be a fee for this service. The student will need to request the service via the website:
http://rrs.ibo.org/replacement_orders/index.cfm.

IB GRADING

The Village School recognizes that scores provided by the IB Organization represent external standards that, although representative of the values we seek in students, do not always reflect a student's work in the classroom. To that end, Village provides its students with percentage grades rooted in IB standards but based on performance and effort in the classroom. In major assessments and exams, students will receive both a raw IB level and a school grade, based on the following chart:

IB level	School Grade awarded
7	96-100
6	90-95
5	83-89
4	76-82
3	70-75
2	60-69
1	0-59

ADVANCED PLACEMENT COURSE

Students can choose to take AP courses. All AP courses have an examination, which students take at the end of the year in May. Students enrolled in AP courses must complete the AP examinations in May to receive an AP score. There are additional fees payable for each AP course taken, which are due on a yearly basis. These fees cover the costs associated with running an AP program, including examination fees, registration fees, and secure mailing fees. Families will be billed after the first semester Add/Drop period has ended. All AP students and their parents are required to sign an agreement called the "AP Program Agreement" in which they acknowledge responsibility for the additional fees and for putting in the extra commitment that is required of AP students.

ENTRY INTO ADVANCED PLACEMENT COURSES

Students enrolled in the Village School will be advised by their teachers, the AP Coordinator, and their College Counselor as to whether it will be feasible to attempt AP courses. Students must earn at least a 235 on the MAP Language Usage and a 240 on the MAP Reading tests in order to attempt an AP course. If a student is not performing to a satisfactory standard in one or more AP classes or is not meeting internal deadlines, they will be placed on a system of monitoring. If the monitoring does not result in an improvement in performance, the student will be withdrawn from those aspects of the course. One of the core elements to success in an AP course is the student's approach to learning. It is therefore imperative that the student taking an AP course remains in good academic standing throughout the course. All students and their parents will be required to sign the AP Program Agreement before starting an AP course. This agreement will be delivered to the family at the time of academic advising. The signed agreement should be returned to the AP Coordinator before the end of the add/drop period.

CHOOSING AP SUBJECTS

The faculty and administration at The Village School believe that the classroom environment provides the greatest potential for student learning and interaction, especially in AP courses. However, the school recognizes that some students may demonstrate a need to challenge themselves academically beyond their current level of study in a subject area. The purpose of AP self-study courses is to offer such students the opportunity to test in an AP course that the school does not offer or that does not fit into their schedule. To register for an AP exam for an AP self-study course at The Village School, students must enroll in an accredited school course. AP self-study is for a very small number of students who must show proficiency in a course to register for the AP exam. Please note that the list of approved summer courses are NOT Village courses, and the school is not responsible for material covered (or not covered) in another institution's course to prepare a student for an AP exam; we, therefore, cannot guarantee that a student will be successful on the actual AP exam.

Students must meet the following criteria to enroll in a self-study AP course and be registered for an AP exam:

- The course must be taken at an accredited institution with prior approval from the Director of Curriculum and Instruction
- The course must be equivalent to a year-long Village course in that subject area
- Students must earn a minimum final grade of 85%, or equivalent, on the course
- Students must earn a minimum of a 3 on an AP mock exam
- Students must present verification of course completion prior to AP exam registration

Students who are registered for an AP exam through The Village School will be charged an additional fee to cover the cost of the AP exam.

AP COURSES OFFERED

Arts	2-D Art and Design
History and Social Science	Human Geography Macroeconomics Microeconomics Psychology United States History
Math and Computer Science	Precalculus Computer Science A Calculus AB * Calculus BC * Statistics
Sciences	Physics 1
World Languages and Cultures	Spanish Language and Culture

RECEIVING OFFICIAL AP SCORES

Final scores for AP courses are provided via My AP in July after the relevant courses have been completed. Students will need their My AP credentials to access their results.

AP RESULTS SENT TO UNIVERSITIES

Official AP scores must be obtained from College Board directly. Students will be able to send their scores to one college, university, or scholarship at no cost. Additional score reports may be sent for a fee.

Consult <https://apstudents.collegeboard.org/sending-scores/free-score-send> for more information.

AP GRADING

The Village School recognizes that scores provided by the College Board represent external standards that, although representative of the values we seek in students, do not always reflect a student's work in the classroom. To that end, Village provides its students with percentage grades rooted in AP standards but based on performance and effort in the classroom. In major assessments and exams, students will receive both a raw AP level and a school grade, based on the following chart:

AP Score	School Grade Awarded
5	93-100
4	85-92
3	75-84
2	60-74
1	0-59

PRE-MEDICAL SCIENCE DIPLOMA

The Village School is excited to offer the Pre-Medical Science Diploma Program curated for students interested in pursuing a career in medicine. In collaboration with our science department and industry professionals, the Pre-Medical Science Diploma (PMSD) is a career-specific program where enrolled students will take a variety of courses directly related to medical science. The foundation of this program is built on courses such as Medical Terminology, Public Health, and Biology, all of which are prerequisites for acceptance into the PMSD. In addition to foundational and rigorous coursework, students will be immersed in experiential learning through partnerships with industry-leading healthcare organizations. Upon completion of the PMSD, students will receive a comprehensive Pre-Medical Science Diploma, showing evidence of preparation for a future career in medicine.

There are additional costs associated with enrollment in the Pre-Medical Science Program courses. Families will be expected to pay the fees associated with the IB courses that they take in addition to administrative and lab fees associated with the Pre-Medical Science courses.

Goals:

- To prepare future healthcare professionals for successful careers
- To develop leaders in healthcare research and practice
- To provide access to healthcare professionals through mentorship
- To engage students in skills based experiential learning opportunities

Advantages:

- Rigorous curriculum designed in partnership with industry professionals
- Experiential learning infused into all program courses and co-curricular activities
- Research driven Senior Capstone Project where students will present and publish

Co-curricular Activities:

- Internships with industry professionals
- Observation of surgery and medical procedures (as access permits)
- Engage in on-going, collaborative research with industry professionals through the Senior Capstone Project
- Active participant in clubs including Medical Mindset and Health Occupations Students of America (HOSA)
- CPR/First Aid Certification

Students interested in pursuing a career in medicine should strongly consider the Pre-Medical Science Diploma and all it has to offer. Taking the courses in this program will allow students to be more competitive when choosing university options and more prepared as they pursue a career in medicine.

COURSES

During their sophomore year, students who intend to pursue the Pre-Medical Science Diploma should take the year-long Health Science course. This course will prepare students to take the higher-level skills-based health science courses in the 11th and 12th grade years. Failure to take the Health Science course in 10th grade may preclude students from pursuing the Pre-Medical Science Diploma.

In addition to the core Pre-Medical Science Diploma Program courses listed below, students who wish to earn this diploma will be required to complete Biology, Chemistry, Anatomy & Physiology, Pathophysiology, IB Biology, IB Chemistry, and IB or AP Psychology.

Pre-Medical Science Diploma Program Core Courses:

- Medical Terminology (9th/10th grade, no prerequisite)
- Public Health (9th/10th grade, no prerequisite)
- Health Science (10th grade, prerequisite: Biology, Medical Terminology, Public Health; for 10th graders this can be taken concurrently with Medical Terminology and Public Health)
- Research Methods in Medicine (11th grade, Pre-Medical Science Diploma Candidates only, IBDP candidates may replace this course with Research Methods)
- Health Science II (11th/12th grade, Pre-Medical Science Diploma Candidates only)
- Health Science Practicum* (11th/12th grade, Pre-Medical Science Diploma Candidates only)
- Health Science Preceptorship* (12th grade, Pre-Medical Science Diploma Candidates only)

* Credit for the Health Science Practicum or Health Science Preceptorship can be earned through approved internship/externship experiences in a laboratory or clinical setting. Please contact the director of the PMSD program for more information about internship expectations.

Pre-Medical Science Diploma Program Electives:

- Sports, Exercise and Health Science (prerequisite: Anatomy & Physiology)
- The Biochemistry of Food (prerequisite: Chemistry, Anatomy & Physiology)

For full course descriptions, please see the Science course section of the curriculum guide.



RECOMMENDED FOUR YEAR PLAN

IB and Pre-Medical Science Diploma					
Grade 9		Grade 10	Grade 11		Grade 12
English I		English II	IB English		IB English
World Language		World Language	IB Language		IB Language
World History/Human Geography		US History	IB Chemistry		IB Chemistry
Biology		Physics	IB Biology		IB Biology
Math		Math	IB Math		IB Math
Chemistry		Anatomy & Physiology	IB Psychology		IB Psychology
Medical Terminology	Public Health	Health Science	Pathophysiology Honors		Health Science II
Elective (Fine Art, PE, etc.)		Elective (Fine Art, PE, etc.)	Research Methods	TOK	TOK
Health Science Practicum					

*Advanced Health Science Preceptorships: Clinical or Laboratory completed through approved internship

Pre-Medical Science Diploma					
Grade 9		Grade 10	Grade 11		Grade 12
English I		English II	English*		English*
World Language		World Language	Elective *		Elective*
World History/Human Geography		US History	IB Chemistry		IB Chemistry
Biology		Physics	IB Biology		IB Biology
Math		Math	Math*		Math*
Chemistry		Anatomy & Physiology	Pathophysiology		AP Psychology
Medical Terminology	Public Health	Health Science	Research Methods in Medicine	Health Science Practicum	Advanced Health Science Preceptorships: Clinical or Laboratory
Elective (Fine Art, PE, etc.)		Elective (Fine Art, PE, etc.)	Health Science II		

*Can be taken at the IB or Village Track Level

THE ENTREPRENEURSHIP DIPLOMA

Recognizing the need for a program that prepares students to develop the skills for the jobs of tomorrow and navigate the business trends of an ever-changing, global economy, The Village School is proud to offer the Entrepreneurship Diploma. Created in collaboration with our business faculty members and industry partners, the Entrepreneurship Diploma is a career specific program where enrolled students will take a variety of courses directly related to Entrepreneurship and Business. In addition, students will gain practical experience in running a business, working with teachers and mentors who will take them through the process of launching their own business ideas. This includes Ideation & innovation, Researching and developing marketing strategies, creating their own business plans, and pitching the idea to potential investors. Upon completion of the Entrepreneurship Diploma, students will receive the Entrepreneurship Diploma, showing evidence of preparation for a future career in business.

STUDENT EXPECTATIONS

The Village School students may enter the Entrepreneurship Diploma at the beginning of their 11th grade year having completed the necessary prerequisites. The Entrepreneurship Diploma is a two-year commitment during which students must participate in several “beyond-the-classroom” experiences, complete an internship, and write and pitch their Senior Capstone Project during their 12th grade year. Participating in a variety of business pitch competitions enables students to gain feedback on their business and sell their product(s) or service(s).

There are additional costs associated with enrollment in the Entrepreneurship Diploma Program courses. Families will be expected to pay the fees associated with the IB courses that they take in addition to administrative fees associated with the Entrepreneurship courses.

Goals:

- To provide an experience-based program where students learn by going through the rigorous process of setting up and running their own businesses
- To develop students’ leadership, problem-solving, divergent thinking, communication skills which will make them adaptable and desirable to the 21st workplace
- To provide access to business professionals through mentorship

Advantages:

- Innovative curriculum designed to give students the knowledge and experience they need to run a business
- Experiential learning infused into all program courses and co-curricular activities
- Demonstrates a strong interest in business which is desirable for college applications

Co-curricular Activities:

- Internships with industry professionals
- Active participation in clubs including Business Brains and Distributive Education Clubs of America (DECA)
- Participate in pitch competitions which provide opportunities to network with other participants, connect with mentors and investors, and learn about new resources available for entrepreneurs.

Students interested in pursuing a career in business should strongly consider the Entrepreneurship Diploma and all it has to offer.

Courses

During 9th or 10th grade, students who intend to pursue the Entrepreneurship Diploma must take the Entrepreneurship Core courses. In addition, they should pursue courses relevant to their area of interest if they want to specialize in marketing or web and app design. These courses prepare students to take the Entrepreneurship Diploma Courses during their 11th and 12th years.

During the 11th and 12th years, students must take three IB subjects including IB Business Management, related to their area of interest. These courses could include science-related courses, such as IB Physics or IB Computer Science; or Social Sciences related courses, such as IB Psychology or IB Economics.

Entrepreneurship Diploma Program Core Courses:

- Introduction to Entrepreneurship (9th grade, no prerequisite)
- Business & Professional Skills (9th grade, no prerequisite)
- Entrepreneurship II (10th grade, prerequisite: Introduction to Entrepreneurship)
- Fundamentals of Finance, Accounting & Investment (10th grade, prerequisite: Introduction to Entrepreneurship)
- Marketing, Sales & Negotiations (10th grade, prerequisite: Introduction to Entrepreneurship)

Students who are not pursuing the full Entrepreneurship Diploma yet are interested in the content may be able to enroll in Introduction to Entrepreneurship, Business & Professional Skills, Fundamentals of Finance, Accounting & Investment, and Marketing, Sales & Negotiations. Due to high demand, the courses are assigned to Entrepreneurship Diploma cohort students first, then the general student population. For more information about enrolling in these courses, please contact Patricia Elliston: patricia.elliston@thevillageschool.com

For full course descriptions, please see the Entrepreneurship course section of the curriculum guide.

IB and Entrepreneurship Diploma			
Grade 9	Grade 10	Grade 11	Grade 12
English I	English II	IB English	IB English
World Language	World Language	IB World Language	IB World Language
World History	US History	IB Business Management	IB Business Management
Biology	Physics	IB Science	IB Science
Math	Math	IB Math	IB Math
Chemistry	Elective (Fine Art, PE, etc.)	IB Economics/Computer Science/Film	IB Economics/Computer Science/Film
Introduction to Entrepreneurship (0.5) Business & Professional Skills (0.5)	Fundamentals of Finance, Accounting & Investment (0.5) Marketing, sales & negotiations (0.5)	Study Hall (0.5) Design Thinking for Entrepreneurship (0.5)	Student Specialism II, e.g. Social Media Marketing & Brand Management (0.5) / Mobile App Design (0.5) Small business operations (0.5)
Introduction to Computer Science / Introduction to Graphic Design	Student Specialism I, e.g. Digital Marketing, Build your first app (0.5), Software for Business (0.5) Entrepreneurship II (0.5)	Research Methods (0.5) TOK (0.5)	TOK (0.5) Study Hall (0.5)

Entrepreneurship Diploma			
Grade 9	Grade 10	Grade 11	Grade 12
English I	English II	English*	English*
World Language	World Language	Elective (Fine Art, PE, <u>etc.</u>)*	Elective (Fine Art, PE, <u>etc.</u>)*
World History	US History	IB Business Management	IB Business Management
Biology	Physics	IB Choice 2	IB Choice 2
Math	Math	Math*	Math*
Chemistry	Introduction to Computer Science/Introduction to Graphic Design	IB Economics/Computer Science/Film	IB Economics/Computer Science/Film
Introduction to Entrepreneurship (0.5) Business & Professional Skills (0.5)	Fundamentals of Finance, Accounting & Investment (0.5) Marketing, sales & negotiations (0.5)	Student Specialism I, e.g. Digital Marketing, Build your first app (0.5), Software for Business (0.5) Design Thinking for Entrepreneurship (0.5)	Student Specialism II, e.g. Social Media Marketing & Brand Management (0.5) / Mobile App Design (0.5) Small business operations (0.5)
Elective (Fine Art, PE, etc.)	<u>Elective</u> (0.5) Entrepreneurship II (0.5)	Elective (Fine Art, PE, etc.)	Study Hall

*Can be taken at the IB or Village Track Level, students must take at least 3 IB courses including IB Business Management and IB Economics, IB Computer Science, or IB Film

LEARNING BEYOND THE CLASSROOM: TRIPS

EXPERIENTIAL LEARNING TIPS

Experiential learning engages students in critical thinking, problem-solving, and decision making in contexts that are personally relevant to them. During each school year, day trips and long-term trips off campus are scheduled and are a required part of the curriculum. Attendance on the class trips is mandatory; students not attending the trips will be marked as absent and these absences will count towards the semester maximum of absences. Students that do not participate in the experiential learning trips (for health reasons) are required to remain at home. Refunds are not available. Please see the High School Portal on the school website for all required permission forms for the trips. All Village School rules apply to students while on any Village sponsored trip.

SENIOR RETREAT

All seniors are required to attend the Senior Retreat. The senior retreat is scheduled based on the IB exam schedule and the school calendar.



LIBRARY, HOMEWORK AND STUDY HALL

LIBRARY (1ST FLOOR COMMON AREA IN CHAMPIONS HALL)

All students will have borrowing privileges. Books may be checked out when the librarian is present. A hold will be placed on a student's account if a student has any outstanding books or materials. Library hours are 7:30am to 4:00pm.

Rules:

- Food and drinks are not allowed in the library.
- Students must present their ID card/badge to check out resources.
- Check out privileges will be suspended if there are overdue resources. Privileges will be reinstated once the material is returned or the cost for replacement is paid.
- The cost of replacing a book is \$20.00. The money will be held for 30 days in case the book is found. After the time period has expired the money will not be refunded.
- Special requests for books and other resources must be made 24 hours in advance. • After using the library please straighten chairs and tables, pick up trash, and return supplies to the proper location.

COURSEWORK

One of our Viking Principles states: "Village Vikings always come prepared and on time." In an effort to increase student responsibility and improve time management skills, we have made a change to the Late Work Policy.

All work (in class and assigned homework) is due at the time requested by the teacher. The course teacher will communicate with the parents when an in-class assignment has not been submitted.

In Class Assignments

A teacher can assign work to be completed in the allotted class time. Students will be graded based on the work submitted during the class and will not be given the opportunity to make up the assignment during the Missing Assignment Detention. While the nature and length of tasks and assignments vary widely, ample class time to complete work should not be misused in order to then attempt to take advantage of the Late Work policy via a Missing Assignment Detention.

Assigned Homework

The Village School faculty subscribes to the position that out-of-class homework assignments fulfill an integral curricular function. These assignments may serve one or more vital needs in each instance, including preparation for ensuing classes, individual practice of basic course skills, review of problem solving techniques, testing one's understanding of course content, helping to orient and organize students for time-structured assignments, and providing teachers with individual accounts of student progress in all these areas. Students are urged to budget their time effectively and are expected to use their available unstructured time during the school day to complete some of their homework. This is an important learning experience and appropriate preparation for college.

Specific Homework Expectations:

- Sharing/copying homework is considered academic dishonesty and will be subject to discipline. • All high school students should expect an average of 30 minutes of homework per subject. • IB students will have additional homework expectations per class and must complete all outside IB requirements.
- Students who have missed assignments due to an absence will need to complete them in a timely manner upon their return to school. In the case of an extended absence, the parent/guardian may contact the school and request any missed assignments.
- Students who find they repeatedly spend more than an average of 25 minutes per subject should consult the teacher and his/her grade level leader.

LATE WORK

An after school Missing Assignment Detention will be assigned to students who fail to submit assigned homework by the assigned due date. The after-school detention will take place from 3:30pm-4:30pm on Mondays, Tuesdays, Thursdays, and Fridays in the Study Hall room on the 2nd floor of Champions Hall. The student will also be given a Level 1 Infraction.

If the student completes and submits the assignment by the end of the detention session, the student has the ability to earn the maximum allotted points for the assignment. Any missing assignment will be given a zero in Canvas as an indicator that an assignment has not been submitted, though this will be removed if the student follows the protocol outlined above. If a student does not attend the detention they will receive a Level 2 Referral and will only be able to earn a max of 70% on the assignment, as long as it is submitted within 72 hours after the original due date. Students have 72 hours to submit late work. Teachers are not obligated to accept any work that is overdue by more than 72 hours.

If a student cannot attend the missing assignment detention due to extenuating circumstances that can be documented, the student will be required to complete the Missing Assignment Detention Reschedule Online Form. Once the reschedule has been approved, we will allow the student to submit the work assignment with no late penalty. The assignment must be submitted on the day of the original scheduled detention and provided the student serves the next scheduled after-school detention in order to still earn the maximum allotted points for the assignment. This form should be submitted by 2:00 PM on the day of the assigned detention.

If a student continues to miss deadlines for during a grading period they will be receive a 'Below Expectations' grade on the Essential Skills in the Independent Study criterion.

If a student accumulates 5 missing assignment detentions or fails to attend 3 missing assignment detentions, this will result in a Saturday detention. Saturday will run the last Saturday of the month. The student and parent will be notified when any detention is assigned to a student.

If the student continues to miss the assigned detention, the student will be referred to the Judicial Committee.

SUMMER READING AND TEXTBOOKS

There isn't mandatory summer reading but it is certainly beneficial for students to purchase their textbooks or reading books in the summer and familiarize themselves with the content. Here are some suggested books to widen your subject knowledge or improve your approach to learning, study habits and organization:

- [Books about Study Skills](#)
- [Books to widen your subject knowledge](#)
- [Books that can improve the quality of your writing](#)
- [Books to support the Entrepreneurship Diploma](#)

Textbooks: Click [**HERE**](#) required textbooks for each high school course. It is the family's responsibility to purchase the relevant textbooks. Students in the Residential Life Program do not need to purchase these books. These are purchased by the RL team and will be given to them when you arrive at the school.

General Resources: Click [**HERE**](#) for the High School Supplies List

STUDY HALL POLICY

Students may be assigned to a Study Hall. All students must report to the study hall room assigned to them and sign-in on the attendance sheet. Students are required to remain in the study hall room for the duration of the period and study quietly. Students are expected to be pursuing schoolwork or pursuits with an educational value. This period is reserved for studying and students should not be in the hallways or outside during that time. Students who do not abide by the rules will be subject to disciplinary action.

12th graders may be allowed to leave the study hall room to use other areas of the schools to study when permitted. 12th graders are required to sign in for attendance purposes and then may leave the study hall room. When 12th graders are permitted to leave the study hall room they are only allowed to have study hall in the cafeteria, learning commons, patio, and/or common areas. 12th graders are not allowed to leave campus during their study hall period unless they have been authorized by their parents/guardians and have received permission by the High School Leadership team.



GENERAL POLICIES AND PROCEDURES

ATTENDANCE

All students benefit from being present at school everyday. Attendance provides the opportunity to acquire specific skills and meet course goals and objectives that may not otherwise be possible if the student is not in attendance. Classroom activities, discussions, laboratory work, group work, and presentations cannot be duplicated and are an intrinsic part of the educational experience. Extended absences are disruptive to the education of the student and his/her progress may suffer.

The following absence reasons will be marked as excused with proper documentation:

- Passport Renewal
- Medical Appointment
- DMV/DPS Appointments
- Illness (3+ days requires Medical Note)
- Scheduled/Documented/Admin Approved Non-Village Events

The following absences will not be counted against the student's attendance record:

- School Activities
- Visa
- Medical Leave (Approved)
- College Visit (2 per semester 12th WITH documentation)
- College Interviews (Documentation Required)
- Inclement Weather
- Funeral (max 3 days)
- Religious Holiday (max 3 days)
- School Day Testing
- Admin Excused

Students who will be absent from school for reasons other than those listed above will be given an unexcused absence.

Recognizing that learning is impaired by frequent absences, it is The Village High School's policy that a student may not receive academic credit for a course when he or she is absent from that course (excused or unexcused) for more than six (6) days per semester. Absences due to school-sponsored events are not counted towards this total. (i.e. If a student has 6 or more unexcused in first period math but attends all other classes, he or she may not earn credit for the math class.) Students who exceed the number of allowed absences will be referred for administrative review by a committee consisting of the Division Leader and Grade Level Leader.

During the review process all available information regarding student absences will be reviewed and a decision will be made to determine course of action. Students who exceed the allowed absences in a course per semester may not earn credit in that course. Should this occur, the student must then complete an online or summer course to earn the credit lost due to excessive absences (see Credit Recovery). If teachers and/or the student support team observe that students are frequently absent or consistently absent from the same class period or on test days, parents will be notified and a conference will be requested. The school reserves the right to review each student's situation case-by-case basis and make determinations as appropriate.

REPORTING ABSENCES

Parents must email hsattendance@thevillageschool.com the morning of a student's absence. A parent email from the parent email listed in isams indicating the reason for absence(s) is required for the absence to be determined excused or unexcused.

If a student is absent for three or more days due to illness, we will require a written doctor's excuse. If a student is planning to be absent from school, they are required to give a three day notice via a planned absence form. The planned absence form can be found in the student newsletter or the front lobby. The planned absence form should be turned into Arrangements for school work during an absence must be made in advance with the student's teacher(s) and Grade Level Leader.

LEAVING FROM AND RETURNING TO SCHOOL FOR APPOINTMENTS

If a student must leave school for an appointment, parents must call, or send an email to hsattendance@thevillageschool.com by 8:30 A.M. the day of the appointment; this is especially important for student drivers going to an appointment on his/her own. Students driving themselves to an appointment must sign out at the front desk. Parents who are driving their students must sign students out at the reception desk. Parents may NOT go to the classroom to get their student. Students will not be dismissed from the class until the teacher is contacted by the receptionist for pick up. Students must leave via the front of the school ONLY. When returning from an appointment, the student must sign in at the front desk. All students who have driven themselves to an appointment must have an official note from the physician, dentist, or orthodontist. Students will be given a pass to return to class

TARDINESS

It is important that students are on time for each class. Students should be in their classrooms on time for the start of the period. If a student walks into the classroom after the bell rings, the student is considered tardy to class. The student will be marked tardy in iSAMS and will receive a referral for a tardy. This is a Level 1 infraction. For every 5 tardies in a class, the student will be given an unexcused absence. Students who are chronically late will be handled on an individual basis.

PLANNED ABSENCES (ABSENCES FOR REASONS OTHER THAN ILLNESS)

The student must complete the Village School Planned Absence form a minimum of three days before the planned absence. Students must take ownership of this process. The form requires a parent signature and is due in the Assistant Director - Student Life's office by 8:00 A.M. the day before the planned absence. The absence will be considered unexcused until the form is completed and turned in. All class work is due the day the student returns from the extended absence. Students must complete tests as scheduled by teachers. Planned absence forms should be turned in to the Assistant Director - Student Life's office.

COLLEGE VISITS

Seniors are allowed a minimal number of college visit days and must complete the Planned Absence form with documentation from the college visit. They are allowed 2 days in the fall semester and 2 days in the spring semester. Exceptions can be made for unusual circumstances, e.g., performing-arts auditions/portfolio reviews, or official athletic recruitment visits.

POLICY AGAINST EXTENDING SCHOOL BREAKS/VACATIONS

Student absences that extend the school breaks/vacations/ school trips listed below are not permitted and will result in a zero on all missed work, including major assessments. All absences around these school break/vacations will be recorded as unexcused, will affect grades, and could affect award of credit.

- Summer break
- Labor Day weekend
- Fall break (Thanksgiving)
- Winter break
- Martin Luther King weekend
- Spring break
- Any overnight school trips

There are some exceptions

- Travel related to visa
- Health reasons

MAKE-UP WORK

A student who is absent is required to make up all coursework missed, regardless of whether the absence is excused or unexcused. It is the student's responsibility to consult with his/her teacher(s) upon returning to school regarding any questions related to information, assignments, or quizzes/tests missed. For each day of absence due to illness, a student will have one day to complete and submit his/her missed work. Teachers will mark missing work as a zero in the grade book until the assignment has been turned in. Students should check Canvas for homework assignments. Missing assignment detention will apply to deadline extensions due to absences and will be given for outstanding make up work.

If a student misses an exam, the student is responsible for rescheduling the missed exam with their teacher within one week of their return. Students that do not reschedule the missed exam will be expected to take the exam during the next class period of said class or during their next available study hall, failure to do so will result in the student earning a zero on the exam.

UNIFORMS

Our school uniform helps create a comfortable and focused learning environment and identifies students as part of The Village School. It reflects the seriousness of purpose and a concern for the academic experience. The uniform is intended to minimize distraction so that students can be comfortable, and focus on school activities.

Unless otherwise stated, students are required to wear the uniform for the entire school day. While representing The Village High School on and off-campus, students are expected to wear the school uniform. Students judged by any member of the faculty or administration to be dressed inappropriately shall be given the opportunity to rectify the situation immediately through one of the following actions:

- Changing into correct uniform if they have it in their possession
- A parent/ guardian bringing the correct uniform item to school
- Purchase of correct uniform from Used Uniform Collection
- Purchase of appropriate polo shirt from the school store

Students who repeatedly violate the uniform policy will be subject to disciplinary consequences.

The administration will have the final authority in matters concerning the appropriateness of the students' dress, jewelry, makeup, and hairstyles. Students' compliance with the spirit and purpose of these dress standards is important to the smooth functioning of the school.

All uniforms can be purchased from [Dennis Uniform](#).

Monday - Thursday: Daily Uniform

Friday: Spirit Wear

Required Daily Uniform

- Dennis Uniform polo with Village logo - navy blue, light blue, white, gray, navy white pinstripe, navy wide stripe
- White or checkered Oxford Shirt with Village logo with or without Village tie (OPTIONAL) • Village collared polo purchased from the campus store
- Plaid or navy skirt - The skirt length should be at mid-thigh or at fingertip length with the arm fully extended down.
- Khaki shorts in khaki or navy color - The short length should be at mid-thigh or at fingertip length with the arm fully extended down.
- Khaki pants in khaki or navy color or lightweight navy tech pant
- Socks may be knee-high or lower
- Shoes - close-toed with no heel
- Blazer with Village logo (OPTIONAL)
- Brown or Black Loafer Style Shoes (Sperry's, etc.) (OPTIONAL)



Village High School Daily Uniform

Monday - Thursday

- Polo from Campus Store
- Shoes of choice
 - closed-toe
 - no heel
- No sweatpants
- No athletic shorts
- No athletic leggings

The advertisement features a grid of clothing items. The top row shows six polo shirts in various colors and patterns: navy with white stripes, navy with white horizontal stripes, light blue, gray, white, and navy. The bottom row shows six options for pants and skirts: navy pants, khaki pants, navy shorts, khaki shorts, a navy pleated skirt, and a plaid skirt. The background is a repeating pattern of the school crest.

Look Good. Feel Good. Do Good.

Outerwear

- Any jacket with Village logo from Dennis Uniform
- Outerwear sold at the Campus Store
- Outerwear colors permitted are navy, light blue, gray, white, and/or black
- Village Sweatshirts - Hoods may not be worn over the head inside any school building.
- Red Boston Sweatshirts are ONLY permitted on Spirit Wear Fridays.

Winter Coats tend to be a variety of sizes and colors. They can be worn when students are outside, but will need to be removed when students return indoors.

Not Permitted at Any Time

- Blankets
- Athletic tights
- Athletic shorts
- Jean shorts
- Thigh high socks/tights
- High heels
- Fishnet stockings
- Hats
- Crocs
- Expensive accessories

Village Outerwear should be one of the following:

- Village outerwear from Dennis Uniform
- Outerwear sold at the Village Campus Store
- Village hoodies (in school colors with Village polo worn underneath)
- Outerwear color permitted are navy, light blue, gray, white and/or black

Outerwear examples are sold at the campus store.

Students should not wear expensive jewelry or bring expensive purses to school. The school is not liable for the loss or damage of any valuables.

Confiscated hats, blankets, non-Village outerwear, and or non-permitted items can be picked up in the High School Director, High School Assistant Director, or GLL's office. For repeat offenses, a parent must come and pick up the item. Any inappropriate clothing/accessories must be picked up by a parent. They will not be returned directly to the student. At the end of the semester, any unclaimed items will be donated.

Spirit Days

Fridays are designated as “Spirit” Day. On spirit days students can wear the following:

- Uniform bottoms or jeans - They must be clean and in good repair (No holes or fraying).
- Any Village shirt
- House shirt
- Village Club Shirt
- Village Team Shirt

Free Dress Days

Free Dress Days will only occur on special occasions designated by the administration. Students should not wear clothing that is suggestive or provocative, excessively short or tight, dirty, patched or torn. Any writing on clothing must be appropriate for a school setting. Students may not wear: hats, tank tops, sleeveless tops, mesh shirts, cropped shirts, pajamas, spaghetti straps, miniskirts, athletic leggings, or see-through fabrics. Students may not have bare midriffs. Footwear must be closed-toed.

Consequences for Violations of Dress Code

(See Behavior Expectation section to see disciplinary action taken when students receive referrals.)

Any time a student is not in the proper uniform:

- The student’s parents will be notified.
- The students will be given a referral.
- The student will be given the opportunity to change into the proper uniform.
 - The student will be provided with a clean Village polo/khaki pants/skirt from the high school. If the student does not return the borrowed uniform item, the student’s account will be charged.
- The parent has the option to bring the uniform items to school for the student to change.
- The student will not return to class until they are following our uniform policy.

Any time a student a student has violated the skirt or short length:

- If a student’s skirt or short length does not meet the uniform policy expectations, the issue will be privately addressed and given an opportunity to correct the length.
- The student’s parents will be notified.
- The student will be given a referral.
- If this is addressed more than two times, the student will no longer be allowed to wear skirts or shorts and will be asked to wear the pant options available to students instead.



Senior and College Shirts

Every school year the senior committee helps to decide on the design of the senior logo for the year. Senior students are permitted to wear their senior sweatshirt during the regular week as a senior privilege. Underclassmen are not permitted to wear the senior sweatshirt/t-shirt, nor can they wear any previous senior class sweatshirt/t-shirt. If an underclassman is seen wearing a senior sweatshirt, the senior sweatshirt will be confiscated.

We are proud of our senior class and want them to feel proud of their accomplishments.

Starting on April 1st and for the remainder of the school year, the senior class may wear the sweatshirt/t-shirt of the college or university of which they have committed to attend next year during the regular academic week.

BEHAVIORAL EXPECTATIONS

The Statement of Personal Commitment is the foundation The Village High School aims to guide the development of academic excellence and personal integrity in each student. It is a statement of intent and sets a high standard for all students to strive towards.

STATEMENT OF PERSONAL HONOR:

“By becoming a member of The Village School community, I agree to abide by the school’s standards, policies, and procedures. On my honor, I will conduct myself according to the highest standards of integrity in all areas of school life, and I will treat others always with honesty, civility, and respect.” Students are reminded that they should adhere to the Statement of Personal Honor, not only for their benefit but for the benefit of others as well. Students are responsible for their own actions and are held accountable for all expectations and responsibilities within this handbook. Students not adhering to The Village High School rules and policies will be subject to disciplinary action and possible dismissal. All members of The Village High School community, whether on campus or off campus and whether in person or online, are expected to adhere to the Statement of Personal Honor.

CLASSROOM EXPECTATIONS

In Village School High School classrooms, we hold certain expectations for all students to ensure a positive and conducive learning environment.

1) Demonstrating a Strong Work Ethic

We expect students to consistently demonstrate a strong work ethic, putting forth their best effort in everything they do. This includes actively engaging in class activities, actively participating in discussions, and striving for excellence in their assignments. We encourage students to show their interest and enthusiasm for the subject matter by asking thoughtful questions, taking detailed and accurate notes, and actively contributing to the lesson. We value their curiosity and encourage them to actively seek knowledge and deepen their understanding.

2) Fostering Collaboration, Teamwork and Active Listening

Collaboration is a vital skill, and we expect students to approach group work with a genuine spirit of teamwork. They should be prepared to take on leadership roles when necessary and be willing to be led by their peers. By fostering a collaborative atmosphere, we believe students can enhance their problem-solving skills and develop effective communication and teamwork abilities. Active listening is an essential aspect of classroom dialogue. We expect students to attentively listen to their peers during discussions, demonstrating their interest and respect for diverse perspectives. Through active listening, students can broaden their horizons, gain new insights, and engage in meaningful conversations that enrich their learning experience.

3) Cultivating Respect and Empathy

Respect and empathy are core values in our classroom. Respectful interaction with teachers is essential. We expect students to communicate with their teachers in a courteous and respectful manner, seeking clarification when needed and addressing any concerns or disagreements in a mature and appropriate way. By fostering a positive teacher-student relationship, we can create an atmosphere conducive to learning and growth. We expect students to treat their peers and teachers with kindness, understanding, and empathy. They should demonstrate respect in their interactions, actively listening to others, valuing different perspectives, and engaging in constructive conversations. By fostering a respectful and empathetic environment, we create a safe space for everyone to learn and grow.

4) Preparation and Punctuality

Preparation is key to full participation in the classroom. We expect students to come to class well-prepared, having completed the necessary readings, assignments, and any required preparations. This ensures that they can actively engage in class activities, contribute meaningfully to discussions, and maximize their learning potential. Punctuality and preparedness are vital habits for success. We expect students to consistently arrive on time to class and appointments, bringing all required materials and being ready to actively participate in the learning process. Planned absences require proactive communication. We expect students to notify their teachers in advance of any planned absences and to make every effort to complete missed assignments in a timely manner. By maintaining open lines of communication, we can ensure a smooth continuation of their learning journey.

5) Responsible Technology Use

In this digital age, responsible technology use is crucial. Students should exercise good judgment when utilizing technology in the classroom, selecting appropriate websites, apps, and tools that enhance their learning experience. They should demonstrate digital literacy and understanding of ethical considerations, using technology responsibly and refraining from engaging in activities that are disruptive or inappropriate.

6) Upholding Authenticity and Academic Integrity

Authenticity and academic integrity are highly valued. We expect students to produce genuine and original work, properly attributing sources and acknowledging the contributions of others. Ethical and honest practices should be upheld during the preparation for and completion of assessments, projects, and presentations.

7) Taking Responsibility for the Learning Environment

Taking responsibility for one's learning environment is important. We expect students to maintain a tidy workspace, including pushing in their chairs, disposing of trash appropriately, straightening their tables, and returning supplies to their designated places. By promoting a clean and organized environment, we create a space that encourages focus and productivity.

8) Maximizing Independent Study Time

Independent study time is an opportunity for self-directed learning. We expect students to utilize the independent study time provided during class efficiently. By engaging in focused and purposeful independent study, students can further their understanding, reinforce concepts, and develop their critical thinking and problem-solving abilities.

9) Completing Homework Diligently

Homework completion is an essential part of learning beyond the classroom. We expect students to complete all assigned homework promptly, recognizing its importance in reinforcing concepts and practicing skills independently. By completing their homework diligently, students can deepen their understanding and solidify their knowledge. We expect students to meet all deadlines and give their best effort to each task and assignment. They should demonstrate strong organizational skills, prioritize their responsibilities, and allocate sufficient time and effort to complete their work successfully.

10) Learning from Mistakes and Feedback

Learning from mistakes and incorporating feedback are integral parts of the learning process. We expect students to view mistakes as opportunities for growth and improvement. They should actively seek and incorporate feedback into their future assignments, reflecting on their work and striving for continuous progress.

BEHAVIOR OFF CAMPUS

Our support, guidance, and concern for students developing into responsible citizens does not stop at the school gates. Students engaged in unlawful activity, acts of intimidation, digital bullying, or physical violence may be held responsible under school disciplinary guidelines. This is true especially when other Village students are involved, and the action off campus affects the climate or learning of students on campus.

ACADEMIC INTEGRITY

As an academic community devoted to the life of the mind, The Village High School requires every student to demonstrate complete intellectual honesty in the preparation of all assigned academic work. The individual student is responsible for ensuring that his or her work does not involve plagiarism or academic dishonesty. Ignorance of the nature of plagiarism or academic dishonesty may not be offered as a mitigating circumstance. Students with uncertainties and questions on matters relating to footnoting, citation of sources, paraphrasing lecture notes, and proper recognition of collaborative work on homework assignments and laboratory reports should consult with the teacher for whom they are preparing work.

Academic Dishonesty occurs when students obtain or assist others in obtaining credit for work that is not their own. It is any form of cheating that uses deceit to misrepresent what an individual actually knows or is able to do in order to complete an assignment or test. Forms of academic dishonesty may include, but are not limited to, the following:

- Copying information from another person's assignment, test or quiz
- Allowing a student to copy from one's assignment, test or quiz
- Communicating with another student during a test or quiz
- Receiving information about an assignment, test, or quiz that has not been released by the teacher
- Using unauthorized notes including, but not limited to, invisible ink, cheat sheets, writing on one's body or belongings
- Using unauthorized devices including, but not limited to, mobile phones, iPods, tablets, smart watches, and cameras
- Removing examinations or parts of examinations without the knowledge or consent of the teacher
- Stealing or accepting stolen copies of tests and/or answer keys
- Submitting falsified information for grading purposes
- Submitting a previously completed assignment for a different class
- Submitting a paper or project which is not the student's own work
- Changing answers when self-correcting work
- Calling in sick or otherwise avoiding a deadline, test, or quiz date
- Plagiarism
- Altering a teacher's grade book
- Using professional help such as an author, expert, tutor or purchased service in violation of guidelines established by the teacher
- Any other violation intended to obtain credit for work which is not one's own

Academic dishonesty is reported to Grade Level Leaders, Department Head, Assistant Director, and referred to the Judicial Committee.

Plagiarism is the act of taking and using another person's work as one's own. It is taking and presenting, as one's own, the ideas, research, writings, creations, or inventions of another. Types of plagiarism include word-for-word, mosaic (rearrangement or rewording without documentation) and indirect (paraphrasing of a passage without documentation). Paraphrasing is the close restatement of another's idea using approximately the language of the original. Paraphrasing without acknowledgment of authorship is also plagiarism and is as serious a violation as an unacknowledged quotation.

Disciplinary action for plagiarism

Minor Assignment/First Draft

- First offense: A referral will be entered in iSAMs, zero in gradebook for assignment, parent contact, after school detention.
- Second offense: A referral will be entered in iSAMs, parent contact and referred to Judicial Committee.

Major Assignment/Final Draft

A referral will be entered in iSAMs, parent contact, and referred to Judicial Committee.

Digital Submissions

Work submitted via Canvas or on any digital or virtual platform must be double checked for accurate submission before final submission. Corrupt files that cannot be opened, Google/Office docs submitted without permission for access, and/or submissions of blank documents will not be a valid reason for an extension of any kind. This matter will be at each teacher's discretion in accordance with individual circumstances regarding technical issues evaluated on a case by case basis.

Use of ChatGPT

ChatGPT is an artificial intelligence language model developed to generate human like responses to input it receives from user. While the use of artificial intelligence tools can offer valuable educational benefits it must be used ethically and responsibly within our school environment.

Students are strictly prohibited from using ChatGPT for cheating, plagiarism, or any form of academic dishonesty. This includes submitting generated content as their own work.

HARASSMENT / BULLYING POLICY

Students are expected to uphold the rights and well-being of others. Therefore, impinging on the well being or violating the rights of others is an unacceptable breach of these standards. Impinging on the rights of others includes sexual assault/harassment, and any other harassment, and may include, but is not limited to, physical assault and battery and verbal threats based on race, color, ancestry, national origin, gender, gender identity, religion, sexual orientation, disability, or age. In addition, verbal assault over the telephone or the Internet is considered a violation of this rule. Harassment or assault and battery will make a student liable for immediate dismissal, as will any act or threat of violence against an individual or against the school.

The Village School will neither condone nor tolerate actions that constitute harassment of any kind. This includes bullying that creates an intimidating, hostile, or offensive environment.

Bullying is a type of harassment that can be defined as repeated physical or psychological intimidation that creates a pattern of abuse or harassment over time. It is an act that generates a climate in which students and/or teachers feel fear, pain, distress, or intimidation. Bullying can be classified into four categories: physical, verbal, relational, and cyber.

- Physical Bullying involves hurting/damaging the body or property of another person. • Verbal Bullying involves using words to hurt another through taunts, name-calling, humiliation, and remarks with a racist, homophobic or sexual nature.
- Relational Bullying involves isolating, rejecting, excluding, tormenting and blackmailing others through direct contact or technology.
- Cyber Bullying is a type of relational bullying that utilizes technology such as email, texting, blogs, social networking and chat sites, camera, and video.
- If a social media account is made and Village students following the account will be given a level 2 referral. Following the account is considered condoning the cyber bullying.

Any student who feels that he or she has been the victim of harassment, or who witnesses or learns of the harassment of another student, is encouraged to discuss the matter with his or her advisor, the counselor, grade level leader, the school administration, or any other adult with whom the student feels comfortable. Retaliation against a person who reports harassment provides information during an investigation of harassment or witnesses or has reliable information about harassment is strictly prohibited. If an instance of harassment is reported to a faculty/staff member, the faculty/staff member will immediately inform the Dean of Students.

The Dean of Students will investigate the complaint and will notify the parents of the aggressor and the target. After a thorough investigation the Dean of Students will make a decision that is appropriate for all parties concerning whether harassment occurred and, if so, what the appropriate remedy should be, including but not limited to disciplinary action, educational and counseling remedies.

SUPPORTIVE AND PRODUCTIVE LANGUAGE

The Village School expects all students, teachers, administrators, and parents to use supportive and productive means of communication with one another while on campus, in school-based events, and online. In the classroom, we encourage students to express themselves and have honest conversations that reflect mature discourse. Profanity and derogatory language toward or about an individual group of people is NOT supportive and productive communication.

DEROGATORY LANGUAGE OR HATE SPEECH

Derogatory language is defined as a term, slur, or phrase expressing negative connotation or low opinion of someone showing a lack of respect, usually used to express criticism, hatred, or disregard. Hate speech is defined as “abusive or threatening speech or writing that expresses prejudice against a particular group, especially on the basis of race, religion, or sexual orientation.” Because we are a school that is supportive of our diverse population, we cannot allow such divisive language to be used in our school setting. Should a student be found to have engaged in such language, he or she will be reported to the Assistant Director for disciplinary action as outlined in our Judicial Committee process. Students can expect a suspension and, depending on the severity and nature of the language, a recommendation for expulsion.

We understand that all individuals may or may not agree with one another in debates, but that healthy dialogue can lead to increased learning and awareness. While teachers are present within the classroom to monitor such discussions, we know that conversations often carry over to the hallways. At all times, we expect students to be respectful and cognizant of their language when not in the presence of teachers and other staff. These parameters around language are designed to promote a safe and welcoming environment for all of our community members.

SEXUAL HARASSMENT POLICY

Sexual harassment is defined as unwanted sexual attention from peers, subordinates, supervisors, customers, clients, or anyone with whom the victim may interact within the course of fulfilling a job or school responsibilities. The range of behaviors included in this definition is broad but generally includes verbal or written comments of a sexual nature, obscene language directly addressed to the victim, hostility toward the victim on the basis of sex, subtle pressure for sexual activity, leering, pinching, patting and other forms of unwanted touching. Such unwanted sexual overtures are strictly prohibited at The Village High School in all relationships between members of the school community.

Incidents of sexual harassment may be handled in a variety of ways, depending on the personal preference and decision of the victim. Students may choose to deal directly with the offender (in a non physical manner), but where they feel they are unable to respond in this way, they are encouraged to report the incident to the staff member with whom they feel most comfortable. The staff member will be required to report the incident to the Director or Assistant Director. The Safeguarding Lead will be notified and will guide in the investigation process. It is expected that those involved with a sexual harassment investigation will protect the confidentiality of all information relating to the case.

Sexual harassment is regarded by The Village School as an extremely serious offense in violation of an individual’s civil rights. If, after careful investigation of an incident, a student is found to have engaged in sexual harassment, such activity may be considered grounds for dismissal from The Village School.

PUBLIC DISPLAYS OF AFFECTION

The Village School is a school environment; therefore, public displays of affection between students (inappropriate touching, sitting on one another, kissing, sexual acts, etc.) are not acceptable and will not be tolerated. This policy also extends to the experiential learning trips, retreats, field trips, and all school-sponsored activities.

THEFT POLICY

Students are expected to respect community property and the property of others. Theft includes, but is not limited to, the use or possession of unauthorized keys, the use or possession of another’s property without permission, the use or distribution of “pirated” or other copyrighted software, and the destruction or abuse of personal or community property.

VANDALISM POLICY

The intentional destruction or abuse of school property, or the property of any community member, known as vandalism, or the tolerance of such actions undermine the health of the community. Properly functioning safety equipment (alarms, detectors, fire-fighting equipment, signs, etc.) is vital to everyone's safety. Tampering with safety equipment is a serious violation, not only because it can cause malfunctions but also because it conditions individuals to be less sensitive to safety procedures. Theft and vandalism are not tolerated at The Village School. In addition to claiming monetary compensation, the school will deal with theft and vandalism harshly.

LOITERING POLICY

No students are permitted to loiter in the bathrooms, parking lot, or their cars while on campus. This will be deemed suspicious behavior and will result in a staff member or security approaching the students and investigating what is happening. Students who loiter in groups in bathroom stalls will be deemed as suspicious behavior and lead to backpack searches.

DRUGS, DRUG PARAPHERNALIA, AND ALCOHOL POLICY

This policy on substance abuse and behavior attempts to safeguard the health, welfare and dignity of each individual within The Village School community and of the community as a whole. It is the responsibility of the school and parents to teach each student self-pride and proper care for their emotional and physical wellbeing. We expect that every member of our community — teachers, parents, students, and administrators -- will model appropriate values that reflect our tradition view of the sanctity of one's body and mind, and will act to help, support, and protect our youth as they struggle to understand, develop, and live by such values.

For the purpose of this policy statement, "drug" refers to any illegal or controlled substance, alcohol, drug paraphernalia, drug devices, or any harmful substance that when inhaled or ingested causes mind altering or physical reactions.

Therefore, students may NOT possess, consume, distribute or provide any drug on campus or at any activity connected with The Village School. Additionally, it is not acceptable for a student to return to the jurisdiction of the school showing evidence of having consumed alcohol or using drugs. Students should be reminded that any guests on campus will be held to the same expectations. All prescription medication must be registered and kept with the school nurse and not in a student's locker, car, or with personal belongings.

In the event that a student is suspected of nicotine, alcohol or other drug use, said student will be administered an onsite drug test in accordance with the school policy that governs such testing on campus. Violations of the drug and alcohol policy will result in immediate confiscation of the drug in question and disciplinary consequences. Students suspected of using illegal substances may be subject to a locker, bag, and/or car inspection. The student will go through the disciplinary process and recommendations will be made by the Judicial Committee.

Further, in the event that a student compromises the standing of his or her peers by willfully distributing alcohol or drugs on campus or at a school-related activity, or is involved in an otherwise severe violation of this policy, said student will be subject to immediate dismissal.

The Village School reserves the right to impose a disciplinary response for conduct of a student off campus at any location or time when, in the School's judgment, the student's conduct threatens the safety or welfare of its students or employees, interferes with or obstructs the mission or operations of the School, or threatens the reputation of the School, its students, or employees. Such disciplinary responses could include but are not limited to, requiring non-confidential medical assessment and treatment for alcohol or substance use/abuse, testing for alcohol or substance use/ abuse, loss of membership or leadership positions in artistic, athletic or extra-curricular activities, disciplinary probation, suspension or dismissal.

Likewise, in accordance with the School's Digital Citizenship Agreement, in situations where a student communicates in any way via the internet or via a cell phone that he or she has engaged in the use of alcohol or other drugs and this activity becomes known to the school, the student will be held accountable at school. The student will go through the disciplinary process and recommendations will be made by the Judicial Committee.

The Village School may also impose a disciplinary response upon, or decline to enroll, a student whose parents have permitted, organized or promoted activities that involve serious violations of The Village School's alcohol and substance use policy.

The Village School believes that communication in this, as with other important issues, is enormously important. The School, therefore, reserves the right to contact parents when a concern about a student's behavior, in regards to alcohol and/or substance use, has come to the attention of school administrators.

DRUG TESTING POLICY GENERAL STATEMENT

It is the policy of The Village School to maintain a safe and drug-free environment for all students. The presence of drugs, as defined in the Student Handbook, in the school setting and the influence of these substances on students during school hours or at school-related functions are contrary to good health, effective learning, school policy, and state and federal law. Students who possess, use, or are under the influence of nicotine and/or drugs at school, therefore, are in violation of The Village School's Drug and Alcohol Policy and are subject to disciplinary action. A Reasonable Cause Drug Testing Program helps protect all members of the School community while facilitating aid for those individuals clearly in need. In addition to or in lieu of testing, the School reserves the right to enlist the services of a substance-abuse professional to evaluate a student's particular needs. This program is a vital part of the Drug and Alcohol Policy and is in keeping with the mission and guiding principles of The Village School.

REASONABLE CAUSE DRUG TESTING

1. Reasonable Cause - Reasonable cause will be determined by the Head of School, or if the Head of School is unavailable, by one of the following: the School Nurse, High School Director, Assistant High School Director, or Dean of Students. The Reasonable Cause Committee, composed of two of the aforementioned individuals, unless there is a reason to believe the student is an immediate danger to himself or herself or other members of the School community, must recommend testing a student.
2. Prior Notice - No prior notice other than the protocol mentioned in the Policy Statement is required for Reasonable-Cause Drug Testing. Once the Reasonable-Cause Committee has determined that a test should be administered to a particular student, the student and parents will be notified and the testing procedure initiated.
3. Drug Testing Parent Acknowledgment Form - All students to be tested and one of their parents will be required to sign a Drug Testing Parent Acknowledgment Form acknowledging they understand the student is being tested for drug use. Refusal to be tested indicates an unwillingness to abide by school policy and the student will be immediately withdrawn from The Village School.
4. Reporting Results - Results of drug tests will be reported directly to the Dean of Students and communicated by him/her to the High School Director, Assistant High School Director, Head of School and Counselor. The parents and the student or students in question will be informed of the results, and in the event of a positive test, the student or students will be required to take confirmation tests. In the case of an illegal substance that is detectable in the human body for only short periods of time, the first test, should it prove positive, is confirmation of an illegal substance, and the student is subject to disciplinary action and/or rehabilitation.
5. Retest - Should the student's test result in a positive outcome. The student will be subject to a retest in 90 days. If the retest should result in a positive, the student will then be immediately dismissed from The Village School.

GENERAL PROCEDURE FOR APPROVED DRUG TESTING

1. Upon approval of testing from the Reasonable Cause Committee the following procedure will take place: A onsite drug test onsite is recommended by the Judicial Committee and approved by the high school administration. **OR**
2. A school official will approach a student suspected of nicotine or drug use. The student will be advised of the School's decision to mandate onsite drug testing with the school nurse.
3. The student will report to the nurse's office. The on site saliva drug test will be administered by the school nurse. A parent or guardian will be called and after the completion of the on site saliva drug test. Should the student be required to have additional testing, this will be at the cost of the parent/guardian.
4. After testing, the student will be sent back to class unless circumstances exist that would prevent him or her from fulfilling his or her academic responsibilities. If a student is not capable of attending classes, he or she will be sent home with a parent or guardian immediately. Under no conditions will a student who cannot fulfill his or her responsibilities at Village be permitted to drive him or herself home.
5. The Dean of Discipline, in consultation with the Head of School and the High School Director, will determine whether the student's behavior is cause for disciplinary action prior to receipt of the test results. School response in the event of a positive and/or confirmed drug test, a student is subject to disciplinary action. Depending upon the nature and severity of the offense, school responses may include disciplinary probation, in-school suspension, out-of-school suspension, required counseling, or expulsion. Any student who, after a positive test result, is allowed to remain at The Village School and will be retested in 90 days. If the retest results in a positive test the student will be immediately dismissed. If the student's retest results in a negative the student will then be subjected to random, unannounced onsite drug testing for not less than two continuous semesters. A positive result on a random follow-up test is cause for dismissal.

SELF-REFERRAL

Village School encourages students who need counseling for drug or alcohol use to seek help from the School. A student who discloses a drug or alcohol problem to the Social Emotional Counselor for the purpose of seeking help will not be subject to disciplinary action as long as the self-referral occurs prior to the School's knowledge of the problem and as long as the student complies with the Counselor's recommendations regarding evaluation and follow-up. The student will, however, be subject to the same rules as any other student and will be subject to disciplinary action for any future violations of school rules. After the completion of the self-referral, parents/guardians will be notified.

SMOKING & VAPING POLICY

The Village School is a smoke free community. Tobacco possession or use, including vaping, for students under the age of 21 is illegal in Texas and under United States Federal Law, and violates our Drugs, Drug Paraphernalia and Alcohol Policy. Students of any age may not possess or use tobacco products on or off campus while the school year is in session. Possession or use of electronic cigarettes, or the likeness of a cigarette, including but not limited to herbal cigarettes, is also a violation of this rule and will require the student to be onsite nicotine or drug test by the school nurse using a saliva test. Students may also be required to undertake a more thorough test off campus if a member of staff reports suspected use. Violations will result in disciplinary action via the Judicial Committee.

WEAPONS POLICY

Weapons, including knives, all forms of guns (including, but not limited to: revolvers, rifles, handguns, paintball guns, pellet guns, bb guns, and air rifles), ammunition, or explosives, may not be brought onto the campus (including in vehicles parked in any parking lot used by the school) and its extensions or to any school function, either on campus or off. These items present unwarranted dangers to the community and can do harm even by accident. Using any object in a threatening manner as a weapon is also a violation of this policy.

Students who violate the Weapons Policy risk dismissal. Furthermore, the school forbids students' having facsimile weapons at school, such as toy guns or plastic swords or knives, except in special circumstances (e.g. as a prop for a theatre production) approved in advance by the high school administration.

SENIOR SUSPENSION WEEK

Beginning on the Friday two weeks before commencement, any senior who violates a major school rule will not be allowed to participate in any Senior activities for the remainder of the school year. Upon completion of the student's academic work and other conditions as required by the High School Assistant Director - Student Life, the student will receive a Village High School diploma by mail but will not be permitted to participate in graduation or any other Senior events. If the offense is egregious or if it constitutes the student's second offense, the student will be liable for dismissal.

DISCIPLINARY PROCESS

All members of the Village community have a role in our disciplinary process. Our infractions are separated into levels. Students who incur infractions can be subject to disciplinary action via the judicial committee, athletics, and/or within their honor society

LEVEL 1 INFRACTIONS

Level 1 infractions are inappropriate behavior that is not frequent or serious enough to significantly interrupt the learning climate or endanger the well-being of others. The teacher or staff member who witnesses the infraction addresses most behaviors of this type.

LEVEL 2 INFRACTIONS

Level 2 infractions are inappropriate behavior that reaches the level where its frequency and nature is disruptive to the learning environment. It is expected that school efforts to develop collaborative approaches to building and maintaining a positive school climate will reduce the occurrence of such behavior. The Grade Level Leader works in collaboration with the teacher or staff member who witnesses the infraction to address these types of behaviors. Level 2 infractions can be referred to the Judicial Committee.

LEVEL 3 INFRACTIONS

Level 3 infractions are any behavior that significantly disrupts the educational process or the daily operation of the school; that harms or has the potential to harm any member of the school community; or that reflects poorly on the school, including any violation of criminal law, regardless of when or where it occurs. Level Three Infractions require immediate and urgent intervention. The Grade Level Leader works in collaboration with the teacher or staff member who witnesses the infraction to report these behaviors to the High School Assistant Director - Student Life. Level 3 infractions are referred to the Judicial Committee.

PROCEDURE FOR LEVEL 1 INFRACTIONS

The teacher or staff member who witnesses the infraction, although they may be referred to the High School Assistant Director - Student Life typically handles Level 1 infractions. The teacher or staff member will address the student verbally what infraction has been made and they will receive a referral in iSAMS. The iSAMS referral will send an email notification to the student's parent/guardian, Grade Level Leader and student.

PROCEDURE FOR LEVEL 2 INFRACTIONS

The teacher or staff member who witnesses the infraction will address the student verbally what infraction has been made and they will receive a referral in iSAMS. The iSAMS referral will send an email notification to the student's parent/guardian, grade level leader, and student. Level 2 infractions are typically referred to the High School Assistant Director - Student Life, who will speak with those involved before deciding on a course of action. The student or students involved parent(s)/guardian(s) will be contacted and informed of the behavior issues. Any Level Two Infraction will be reported to the High School Assistant Director - Student Life and typically go before the Judicial Committee.

PROCEDURE FOR LEVEL 3 INFRACTIONS

The teacher or staff member who witnesses the infraction will address the student verbally what infraction has been made and they will receive a referral in iSAMS. All Level 3 infractions and repeated Level 1 or 2 will be handled by the High School Assistant Director - Student Life. Any Level 3 Infraction will be reported to the High School Assistant Director - Student Life and go before the Judicial Committee.

JUDICIAL COMMITTEE

PURPOSE

The Judicial Committee exists to discuss conduct that is not consistent with the standards and values of The Village High School. The Judicial Committee is a restorative disciplinary process intended to promote personal responsibility, social accountability and, ultimately, greater trust within the Village community. The Judicial Committee serves as a critical advisory mechanism to the high school administration and faculty in the areas of disciplinary standards and sanctioning policies. The recommendations made by the Judicial Committee to the administration are based on school policy. However, Village is a school – and in a school we have an opportunity to make use of every opportunity for education and personal growth, including through disciplinary problems. It is a simple fact of human existence that we learn some of our most valuable lessons by making mistakes and reflecting on them. We believe most students can learn from their mistakes. The primary duty of the Judicial Committee, therefore, is to look for sound reasons to give students a second chance.

In incidents of possible or alleged violations of any level of infractions, the Judicial Committee will directly address the accused student or students, consider degrees of culpability and subsequently make recommendations to the administration. Sanctions that are then approved or modified by the Director and/ or High School Assistant Director - Student Life. In the event the Director or High School Assistant Director - Student Life alters or turns down a recommendation from the Judicial Committee, the Director or High School Assistant Director - Student Life will, as appropriate, meet with the Judicial Committee to clarify the decision.

The High School Assistant Director - Student Life will determine the cases that will go to the Judicial Committee based on the explanation of leveled infractions. In the event that the incident includes significant personal issues and/or external legal considerations, the Administration may decide to exclude the Judicial Committee from direct involvement OR may utilize the Judicial Committee in an advisory capacity regarding the incident. Students should note that referral to the Judicial Committee may be grounds for dismissal from any/all Village School Honor Societies.

HOW THE COMMITTEE SHALL BE FORMED

The Committee is a group of two faculty members and four students, students are members of the Judicial Committee Pool, and an additional student chairman. Additionally, on the committee is a faculty chairman who votes only to break deadlocks. If a student participates in extracurricular activities and/or is a residential student, a faculty representative from this department will be present for the judicial review. It is believed that all members of this community are qualified to sympathetically and rigorously examine and understand the circumstances of the life of any of their peers. It is believed that every member of the Village community can honestly and courageously defend its standards. Therefore, Village allows students to apply to be a member of the Judicial Committee. The Committee's only objective is to make disciplinary recommendations to the High School Assistant Director - Student Life; no disciplinary decisions are made. Recommendations must always be based on a careful evaluation of what is best for the student, balanced by what is believed to be best for the greater school community. Students and faculty make their recommendations as representatives of the community; they have a right and even a duty to defend its interests.

Application and Vetting of Student Members

Every Student has the right to apply for positions on the Judicial Committee. Applications will be accepted at the beginning for the academic year. Candidates for all positions should:

- Be students at The Village School
- Be of good behavioral standing
- Be of good academic standing
- Provide 2 staff recommendations

The Judicial Committee members shall hold office for one academic year. The Judicial Committee members will participate in a restorative justice training. The Judicial Committee members will meet throughout the school year for ongoing training and case reviews.

COMMITTEE PROCEDURE

1) The formation of committee meetings will occur during CAPD period if a case of violation against the student handbook is brought to the attention of the High School Assistant Director - Student Life. The High School Assistant Director - Student Life will ascertain the legitimacy of the violation in question and contact the appropriate parties. If the case is deemed legitimate, then it will appear on the Judicial Committee docket. If no cases are on the docket, then the committee will not meet.

2) The committee meetings proceed as follows:

The Dean of Discipline or member of the HSLT will first formally present the committed infraction by the student to the committee. The student is then brought into the meeting. The committee will then begin the meeting by asking the student to explain in their own words what happened. The meeting is then open for questions from the Committee. Questions will first focus on understanding the circumstances of the infraction: a clear, unambiguous narrative of the events. Next, the Committee endeavors to understand why the student made the decision and whether he or she seems to have learned from his/her situation. Once the Committee is satisfied that it understands the circumstances and feels it has gained some insight into the student's character, the Committee dismisses the student.

The Committee then discusses what it has learned until all members feel they understand the situation as well as can be and are able to make a sound recommendation. As a matter of form, the Committee will always first consider a vote for or against dismissal; if the vote is to retain the student, the Committee then considers what disciplinary recommendation(s) to make. When the Committee agrees on these, it makes its recommendation(s) known to the Dean of Discipline. The committee's work is then complete.

3) Recommendation approval

After the recommendations are submitted from the committee to the Dean of Discipline, the Dean of Discipline sends a report of the incident, committee meeting notes, and recommendation from the committee to the Director of the high school, High School Assistant Director - Academics, and the Head of School for approval. The Director of the High School, in consultation with the High School Assistant Director - Student Life, makes all final decisions regarding Disciplinary Probation and In/Out-of School Suspension; and the Head of School, in consultation with the High School Assistant Director - Student Life and the Director of the High School, makes all final decisions regarding Dismissal. All requests for reviews of disciplinary infractions, procedures, and/or consequences will be referred to and approved by the Director of the High School.

****A student who is assigned to go before the Judicial Committee can have a staff advocate attend the meeting as support. The staff advocate is recommended to be the student's CAPD teacher.**

DISSEMINATING THE DECISION

The High School Assistant Director - Student Life will contact the student and parent/guardian to discuss the outcome of the Judicial Committee. The Dean of Discipline will also send written communication of the outcomes along with a checklist for the student to complete. The Dean of Discipline will forward the decision to the parent, student, and Registrar. From this moment on, the student will be placed on a Judicial Committee Contract, until the completion of the Judicial Committee Contract or the expiration of the Contract. It is the responsibility of the Judicial Committee to follow up on the completion of the Contract. If the Judicial Committee Contract expires, then the incident will be brought to the High School Assistant Director - Student Life for a violation against the student handbook.

Committee Incident and Recommendation Confidentiality

Committee members must keep confidential:

1. The recommendation of the committee
2. The details of the incident that violated the Student Handbook
3. The opinions of all members of the committee.

It is essential to keep confidential the details learned in committee. If asked about a recommendation, Committee members should always communicate that Committee recommendations are private; the phrase "I can't discuss Committee recommendations or details of cases, but it involved a violation of Village community standards." This privacy policy serves to protect committee members as well as students appearing before the Committee. All committee members must pledge to observe and hold to these strict boundaries of confidentiality or be removed from the Judicial Committee pending investigation with possible further disciplinary action.

JUDICIAL COMMITTEE PROCEEDINGS

1. The Dean of Discipline or member of HSLT will present the case to the Judicial Committee.
2. The student will have the chance to present to the Judicial Committee and bring one staff member of the community as an advocate.
3. At the completion of the review the student is dismissed and concludes with the Dean of Discipline.
4. The Judicial Committee will need a majority decision for a recommendation to be made to the administration. The administration is encouraged to support the decision, but has the right to amend it. All disciplinary responses are available for the Judicial Committee to recommend.
5. Meetings are 'closed' for confidentiality.

APPEALS PROCESS

Appeals by students or their families seeking reconsideration or review of a judicial decision must be made in writing to the Dean of Discipline within two days of notification of the decision.

Reviews will be based on the written appeal, the record, and any other information deemed appropriate. In-person hearings or meetings will not be granted.

Appeals are rarely granted. They are usually considered only if significant new information is presented that was not known at the time of the original decision, or, if an egregious procedural error is determined to have occurred. Any decision to appeal will be final.

DISCIPLINE REPORTING TO UNIVERSITIES

As a voting member of the National Association of College Admissions Counselors (NACAC), we are honor bound to abide by their Statement of Principles and Good Practices, which includes our obligation to be ethically transparent. This means that at any point in the college application process, the college counselor can inform the colleges and universities of significant changes in the applicant's status. This policy practice reflects the character and integrity of our institution. The Village School will report student conduct records to colleges at their request or the student's status has changed. When the application for admission requires an explanation of disciplinary action the student will be required to craft an honest and thorough letter of explanation that will be sent with each application. The student's college counselor will advise the student throughout this process. Further explanation of our policy and procedures are available with the High School Assistant Director - Student Life or Director of College Counseling.

Beyond communication with college admissions officers, student records and personal information remain confidential and can be released only with the written permission from a student and/or parent.

DISCLOSURE TO THE COMMUNITY

The Director, High School Assistant Directors, and/or Director of Residence Life routinely provide details of infractions to faculty members with whom the students involved work closely: advisors, classroom teachers, residential parents, and coaches. In addressing a specific infraction and its impact on the high school community, the Head of School or the Director of the High School might also communicate the infraction details to other groups: faculty members, VSPA leaders, and student leaders, for instance. Administrators will strive to balance the community's needs with students' privacy.

DISCIPLINARY RESPONSES

The Village School believes that all students are capable of learning from their mistakes. The goal of the discipline system at The Village School is to encourage students to take responsibility for their actions, to make appropriate choices and to develop self-respect and self-discipline. The following responses to behavior infractions may be used:

Referral - A referral is a warning and documentation given to a student that a particular behavior is unacceptable to the community. Any faculty or staff member at the instance of the infraction may issue a referral to a student. Three level 1 referrals will result in an early morning detention.

Detention - (Early Morning or Lunchtime) - Three referrals for level 1 infractions, or any single Level 2 infraction will result in a detention. Detention will occur every Tuesday from 6:30 a.m. to 7:30 a.m. Students who are given a detention will forfeit their right to attend any before school activity including athletic practices. Students given detention will be notified, along with their parents, on the Friday afternoon prior to detention. Students who arrive later than 6:40 a.m. will not be permitted into detention and will be scheduled for detention the following week.

Detention Rules:

- No electronic devices are permitted into detention. Teachers may provide students with a note giving permission to use a laptop for academic related homework.
- Students must be working the entire time. Appropriate work includes doing homework, studying, or reading school material. Magazines are not considered worthy reading material. Failure to bring work will result in completing work assigned by the detention supervisor.
- Aside from bottled water, no food or drink is allowed.
- Students must remain silent for the duration of detention.

Dean's Contract- A student who has been assigned to attend a Judicial Committee meeting will be put on a Dean's Contract. In this meeting the recommendations of the committee will be outlined in the Dean's Contract the Dean of Students will present a letter to the parent/guardian and student outlining the outcomes from the Judicial Committee. A Dean's Contract is active until the items are completed or the designated time indicated in the letter. If the terms and conditions have not been met then the contract may be extended or upgraded to further disciplinary action. The Dean's Contract letter will remain on file and will be taken into consideration if the student is subsequently involved in rule violations or continues to behave inappropriately within the given timeline.

Behavior Contract - A student is placed on behavior contract for violating a Level 2 or 3 Infraction by recommendation and approval of the Judicial Committee. A behavior contract is a period of final trial, during which the student is responsible for obeying all the school rules and for fulfilling the specific terms of probation. It is a time when, through cooperative behavior and a positive attitude, the student must demonstrate a desire to remain a member of the school community. A student on a behavior contract may lose privileges, be removed from leadership positions, and be denied the right to participate in certain school activities. A violation of the terms of the behavior contract (at any time during his or her years at The Village High School) will render the student liable for dismissal. The Dean of Students will inform parents of reasons for and the purpose of the behavior contract.

In-School Suspension - A student who violates a Level 2 or 3 Infraction by recommendation and approval of the Judicial Committee may be placed in In-School Suspension for one or more days up to three days maximum. A student on In School Suspension must report to a location designated by the Dean of Students at 8:00 a.m. each day. From 8:00 a.m. to 3:30 p.m., the student must stay in the designated location and may not leave without permission from the Dean of Students or administrative staff. He or she is expected to use that time to do schoolwork. All electronic devices, including cell phones, will be confiscated for the duration of the day. The student may use his/her laptop to do school related work with permission from the Dean of Students. He or she will not be permitted to participate in any extracurricular activities or attend any school-sponsored events that day. If a student is serving In-School Suspensions on a consecutive Friday and Monday, he or she is not permitted to participate in any extracurricular activities or attend any school sponsored events over the weekend.

Out-of-School Suspension - A student who is suspended out of school is not allowed to be on campus or attend any school-sponsored events during the period of suspension without explicit permission from the Dean of Students or Director of the High School. If the suspension carries over from one week to the next, the student is not permitted to be on campus or attend any school sponsored events over the weekend.

TECHNOLOGY

CELL PHONES

The Village School aims to promote a focused and productive learning environment by minimizing distractions and ensuring student safety. For this reason students will need to follow the following guidelines regarding cell phone usage during school hours:

- During the school day, students are not permitted to access or use their cell phones within the school premises, including classrooms, hallways, and common areas.
- All cell phones must be stored securely in students' lockers from the beginning of the school day until the end of the school day.
- At their teachers discretion, students may use personal headphones or earbuds connected to their laptop.
- If a student needs to contact someone outside of the school during the school day they may request permission from a teacher or school staff member to use the phone at the front desk or utilize a teacher's desk phone.
- If a student needs to scan work done on paper during class they should use the webcam on their laptops to do so.
- Exceptions to the general cell phone policy may only be granted by school administration for extenuating circumstances or special events.

By implementing this cell phone policy, we aim to create an environment that supports academic focus, promotes face-to-face interactions, and ensures the safety and well-being of all students. We appreciate the cooperation and support of students, parents/guardians, and the entire school community in maintaining a positive and distraction-free learning environment.

Consequences for Violation

Students found using or accessing their cell phones during the school day, without authorization, will be subject to disciplinary actions as per the school's code of conduct.

- At the beginning of the year, students will be issued with a warning if they have their cell phones during the school day.
- After the first two weeks of school any student found with their phone will receive an infraction and have it confiscated until the end of the day. Parent/guardian will be notified once the infraction is inputted into iSAMS.
- After the 3rd infraction, parents, guardians or YGLs will need to pick up the cell phone from administration

Students are responsible for adhering to the cell phone policy and ensuring their cell phones are stored securely in their lockers during school hours. Teachers and staff members are responsible for enforcing the cell phone policy and guiding students regarding its proper implementation. The school administration will review and update the cell phone policy as necessary to reflect changing circumstances and technological advancements.

PRINTING

Printers are available for student use. They are located in the common area on the third floor and in the hallways of Champions Hall (B building). Your student ID is required to use the printers.

LAPTOPS

The Village School recognizes the value that technology brings to the educational process when utilized correctly. Thus, all Village High School students are required to bring a laptop for use in the classroom. We recommend an Apple MacBook Pro or Macbook Air laptop to ensure all students are using the same platform and systems, however, it is not compulsory to get this brand.

VHS MATHEMATICS CALCULATOR POLICY

A graphing calculator is required for all math courses. Our courses have some exams that require the use of a calculator and some exams where the use of a calculator is prohibited. Students need to know how to show their process and do calculations without a calculator, but it is equally important that they learn how to use the current technology. It is the student's responsibility to obtain and bring the appropriate calculator that is in good working order every day to class. Students are not allowed to share calculators during a test or quiz.

The TI-84 Plus graphing calculator is the recommended model for Village School math and science classes. Teachers are knowledgeable in the use of the TI-84s and can provide assistance and tips on how to use this model. If a student wants to purchase another model or brand, he/she needs to check with the teacher to make sure it is on the allowed calculator list as provided by IB. Also, the student will have to learn how to use it without teacher guidance. Supply checks will be done after the second week of school to make sure every student has an appropriate graphing calculator.

As a math department, we have a small number of calculators to loan when a student is in need. The student will receive a discipline referral for being unprepared for class if this happens repeatedly. Calculators can be checked out through classroom teachers or from the department head office. Calculators must be returned by the end of the school day on the same day they were borrowed unless other arrangements have been made.

TECHNOLOGY USAGE POLICY

The Village School is pleased to offer student access to computers and a network for the Internet. When used appropriately, technology serves as a dynamic tool for learning that optimizes productivity, connectivity, collaboration, and creativity. Whenever using technology at Village, students are agreeing to the Digital Citizenship Agreement (see Appendix C). It is important that students understand this policy and take their roles as technology users very seriously. The use of the Internet at school is a privilege and any student caught sending illegal, defamatory or derogatory remarks elsewhere will be subject to disciplinary action. The use of inappropriate or illegal software on school computers is not acceptable. Students are expected to treat all hardware and software with the utmost care and will be held monetarily responsible for any damages.

The following rules apply to all students using computers and the Internet at school. A zero tolerance policy will be enforced. Any violation of these rules will result in disciplinary action and/or a loss of computer privileges for the remainder of the school year including being withdrawn from a computer course without credit.

1. No games may be played or copied on any school computer unless the computer instructor/IT staff member grants permission.
2. Students may not use the Internet in an inappropriate manner.
3. No food or drinks are permitted in the vicinity of any school computer.
4. Students may not alter any network server, the school website, computer setups or defaults. 5. Students may not borrow or copy another person's data, programs, or application software, including files from the hard drive. Doing so is considered an act of theft. Copying programs or application software is illegal and constitutes a copyright violation and will result in a referral to the Dean of Students. 6. Altering and/or accessing another's computer files, data, directories, or programs without permission is considered vandalism. Students may store only class exercises and projects on assigned subdirectories and disk as designated by the instructor.
5. Any intrusion of the security on one of the school's computers is considered vandalism.

Email and other forms of electronic communications and/or research capabilities provided by the school or routed through the school's computers and communications links are subject to the same general guidelines of appropriateness and good taste that characterize all student conduct and work at school. In addition, students should be aware that the privacy of their e-mail and other electronic communications is not guaranteed. The school reserves the right to monitor student's e-mail and other electronic communication at its discretion.

All members of the community are expected to assist in the enforcement of this policy. Persons in violation of this policy are subject to a variety of sanctions, including, but not limited to, the loss of computer, loss of telephone or network access privileges, and disciplinary action. Violation of the rules pertaining to the computer network shall be reported to the Dean of Students and the appropriate administrative staff. The school may initiate or assist in the prosecution of violations that constitute criminal offenses as defined by local, state or federal law.

STUDENT LIFE AND SUPPORT SERVICES

STUDENT SUPPORT TEAM

GRADE LEVEL LEADERS

Grade Level Leaders are assigned to a class year. The Grade Level Leader will provide continual support at the students' progress through their high school years. This allows for the Grade Level Leader to develop and foster strong relationships with students and their families. The Grade Level Leader will adopt a collegiate approach, working as a team with High School Leadership, Advisors, and other school staff, taking responsibility for the well-being, behavior, and approach to the school day of their students. Grade Level Leaders will monitor grades, attendance, and behavior on a weekly basis. Grade Level Leaders will also serve as high school experiential learning trip leads.



SOCIAL EMOTIONAL COUNSELOR

The Village School counseling program provides a comprehensive, developmental counseling program committed to fostering the social/emotional, academic, and career development of all students. School counselors are professional school advocates who provide support in order to ignite student potential and academic achievement. In partnership with other educators, parents/guardians, and the community, school counselors facilitate the support system to ensure all students in The Village School have access to and are prepared with the knowledge and skills to contribute at the highest level as productive members of society.

The social emotional counselor is a provided resource for our students and families. The mission of the counseling program is to facilitate meetings and enhancing students' social, emotional, and overall development. By serving the 9-12 grade, the counseling program provides age-appropriate services, removes barriers, and provides support that gives students the opportunity to develop ways to manage issues they are facing while at Village.

Per the Village terms and conditions of the enrollment contract, "The parents authorize the School's guidance counselors or other School administrative staff, as appropriate, to meet and counsel with the Student regarding emotional, social, or family circumstances. The Parents understand that some of these conversations may be privileged and confidential. The Parents release and hold the School harmless from any liability which may arise from the provision of such counseling services."

LEARNING SUPPORT COORDINATOR

The learning support coordinator is to serve as a resource for students with learning differences and disabilities. This office provides tools, strategies, psycho-educational testing referrals, and overall support to students, parents and teachers.

- Provide case management for students qualifying for ongoing academic support.
- Streamline process for identifying students with learning differences.
- Act as liaison to students, teachers, parents/guardians, admissions personnel and administrators to facilitate academic success of students with unique learning needs.
- Create, disseminate, and document accommodations for appropriate classroom and standardized testing given to students receiving accommodations.
- Refer for diagnostic evaluation, tutoring and community resources.
- Collaborate with EAL Specialist, College and Socio-emotional Counselors to ensure overall success of students

The Village School may consider a student to have inclusion needs if they meet one or more of the following categories:

- Communication difficulties (speech and language disorders);
- Physical or sensory difficulties;
- Specific Learning Difficulties/SLD (including but not limited to: Dyslexia, Dyspraxia, Dysgraphia, ADHD, Asperger's);
- Medical conditions;
- Mental health issues;
- Social, emotional or behavioral difficulties;
- Difficulties in reading and writing English as an English Language Learner.

Possible services provided within the classroom are based on recommendations made by a licensed professional, but may include:

- Preferential seating
- Small Group testing
- Extended Time
- Use of breaks

Provided by the Learning Support Coordinator

- 1:1 Accountability Meetings
- Executive functioning coaching
- Small group reading sessions
- Note-taking & study skills strategizes

There are many different academic and non-academic indicators of an inclusion need, therefore identification is a process that relies on open, honest communication between the school and parents. Where students already have identified learning needs, it is the moral responsibility of the parents to make the school aware of this during the admissions process and disclose relevant documents relating to this. Failure to disclose a known inclusion need to the school in advance during the application process could be considered grounds for the cancellation of the educational contract. All applications must be open and indicate the willingness of the family to work with the school for the benefit of the student.

At The Village School, identification of inclusion needs may be through some or all of the following:

- Summative assessment data (psychological evaluation reports, other test/exam results, SAT/ACT score reports, IB exam data);
- Formative assessment and observations (in class daily observations by class or subject teachers); • In-school screening with the Learning Specialist following a teacher or parent referral; • Parental observations/concerns;
- Professional judgements of class and subject teachers.

The Referral Process

• Step 1: Reasons Identified

The class or subject teacher considers reasons for making a referral for one or more of the following reasons: progress may be poor, there may be concerns over quality of work or the student's ability to access the curriculum appropriately, behavior may be a concern, and the student has not responded to intervention by the teacher. These concerns are discussed with the students' parents, and they are fully aware of the referral to the Learning Specialist.

• Step 2: Referral Made

A referral is made to the Learning Specialist along with samples of work and relevant Data.

• Step 3: Information Gathered

The Learning Specialist will begin gathering information via informal meetings with the other teachers and the student. The Learning Specialist will then contact parents.

• Step 4: Nature of Support

Recommendations will then be made as to the nature/level of support required by the student; it may also be a recommendation that the student have a 'formal learning evaluation carried out by a suitably qualified professional. No financial support is available within school for this external testing.

• Step 5: Intervention Takes Place

Where the support of the school's learning specialist is recommended, there is no additional cost to parents for services offered within the mainstream curriculum. If additional services through outside vendors are recommended, the school assumes that parents maintain financial responsibility. No financial support is available within school for supplemental services.

• Step 6: Accommodations are Produced

The Learning Specialist shares the accommodation plans and/or treatment plans with the student's teachers. Individual Accommodation plans should be used when a student requires support that is in addition to high quality classroom teaching with appropriate differentiation and is different to that required and received by their peers for progress to take place. Where students are working one-to-one with specialists such as speech or occupational therapists or a reading specialist, it is the expectation that this specialist will have a suitable treatment plan and will share this openly with the school.

- Step 7: Monitoring the Accommodations/Treatment Plan

The school has in place an inclusions log, which tracks which students are using the services offered and how often.

- Step 8: Reviewing the Accommodations/Treatment Plan with Student and Parents. The Learning specialist holds two official meetings per year with the student and parents. The meeting at the start of the school year is to discuss which accommodations will be in place for the student and to give suggestions on how to start the year well. The meeting at the end of the year is to reflect on how the school year went and to find out if any changes need to be made for the following year. Enrollment and continued re-enrollment are based upon the school's belief that we can adequately meet the needs of the student and ensure that good academic progress is made. The final decision in such instances is that of the Division Head.

- Step 9: Reviewing the Accommodations/Treatment Plan with Teachers. At the end of each school year, the Learning Specialist meets with the teachers to get feedback on the treatment plans for the students, so that adjustments can be made for the following year.

EAL AND RL SUPPORT COORDINATOR

The English as an Additional Language (EAL) and Residential Life (RL) support coordinator is a designated person who will work with students who have been identified as needing support in language acquisition. The coordinator will monitor EAL students' progress and help develop intervention plans. The coordinator will work in collaboration with the Learning Support Coordinator when creating support plans and accommodations for any testing. The EAL and RL Support Coordinator will work collaboratively with the RL Year Group Leaders and Grade Level Leaders.

RESIDENTIAL LIFE YEAR GROUP LEADER

Residential Life Year Group Leaders are assigned to a grade level within the residential community. The RL Year Group Leader will provide continual support of the student's wellbeing and academic progress each grade level. This allows for the Year Group Leader to develop and foster strong relationships with students and their families. The Year Group Leader acts as the student's guardian on behalf of the family during their time in the boarding program. The Year Group Leader will adopt a collegiate approach, working as a team with High School Leadership, Advisors, and other school staff, taking responsibility for the well-being, behavior, and approach to the daily lives of their students. Year Group Leaders will monitor grades, attendance, and behavior on a weekly basis and work collaboratively with the Grade Level Leaders.



COLLEGE COUNSELING

The philosophy of the College Counseling Department at The Village School is to help each and every student to realize their potential and find their best-fit college or university. The College Counseling department will introduce both students and parents to grade level appropriate activities including, but not limited to: classroom visits, advisory sessions, individual meetings, parent programming, specialized informational sessions and academic advising.

Communication from the College Counseling Department comes in many different formats, all of which rely heavily on email or other technology. As updates are needed or there is important material to disperse to our entire class, student/parent emails will be sent directly from the College Counseling Department. Additionally, the College Counseling News will include information on grade level specific activities the team is conducting through advisory. It will also include enrichment opportunities for our students and information on admissions representatives visiting our campus.

Our goal is to create a four-year college counseling program that prepares students for the application process from 9th grade. Students in 9th and 10th grade are encouraged to participate in a variety of activities to help develop the whole student. Academic achievement is important from the first semester of **9th grade**, and students are expected to put forth their best effort. In 9th grade, each student is assigned a college counselor who will remain with them throughout their high school career.

Beginning in **10th grade**, college counseling conferences with the student and parent are encouraged but not required. In these meetings, academics will be assessed, standardized testing explored and early conversations begun about the college application process. Students and families are also encouraged to visit local universities or colleges to get a sense of what it means to be a student on a campus. In 10th grade, students should start thinking about factors that will be important to them when they choose a college, such as location, domestic or international, geography (urban/suburban/rural), choice of major, tuition cost, etc. In 10th grade, students will meet with their college counselor to participate in academic advising into 11th grade and beyond.

In **11th grade**, students will meet more often with the college counselor. In their first semester, students will have targeted meetings in a group setting with their college counselor. In these meetings, we will discuss standardized testing and other topics easily delivered in a large-group setting. Beginning in their second semester of 11th grade, students will meet with their college counselor regularly in a smaller advisory period class. Here, we will have an in-depth introduction to Family Connection (Naviance) and all of the tools that it has to aid students in making college decisions. During the second semester, a plan will be developed helping students know when to prioritize standardized testing, know when to start applications, and know how to craft useful resumes and college-appropriate essays. A junior/parent meeting is required of all Village High School 11th graders and their families. These meetings take place from January – March.

Regardless of whether students are working with an educational consultant or with an independent agent, students are expected to partner with their college counselor at The Village School.

In **12th grade**, students will meet in small advisory-style classes with their college counselor typically once a week. In these meetings, we will work on applications, discuss deadlines and time management, and otherwise be available to answer any questions that might arise for our students. A senior/parent conference is recommended at the beginning of the 12th-grade year to discuss the road ahead. We want to make sure that students and parents are communicating and in agreement with regard to the college application process.

For this program to be successful, student engagement is a must.

Students are expected to:

- Meet with the college counselor as often as needed • Secure teacher letter(s) of recommendation
- Submit junior survey and other required paperwork in a timely manner
- Inform the college counselor of all colleges/universities to which they will apply • Search for colleges and universities with assistance from the college counselor • Complete their own applications, essays and supplemental answers with assistance from the college counselor as needed
- Send their testing results (SAT, Subject Tests, ACT, TOEFL) directly from the testing agency to their colleges and universities in a timely manner.

College counselors will forward transcripts, letters of recommendation, school reports, school profile, and any other required paperwork OTHER THAN STANDARDIZED TEST SCORES promptly and will work with students to help them find the best undergraduate program to fit their needs and admission profile. Honest communication and feedback between students, families and college counselors will be one of the most important factors in helping the student to achieve success.

COMMUNICATION

The relationship between home and school is a critical component in a student's success. Communication is the key to this relationship. Communication among students, parents, and teachers is an important element of student success at The Village School. To facilitate this communication, the school relies upon school mailings, parent events, and e-mail. It is important that parents and students check their email regularly. Students are responsible for all information sent via email. The school and division calendar, news and updates are posted in ParentSquare.

iSAMS

iSAMS is the student management system used to house all family and student information. Families and students can login to iSAMS to view schedules, progress reports, MAP score reports, attendance records, report cards, and/or discipline reports.

CHANGES OF ADDRESS, TELEPHONE NUMBERS, OR E-MAIL

ADDRESSES All Village families can edit their telephone numbers and email addresses through their iSAMS portal. Please notify the high school office of any changes in home addresses immediately. Please send an email to info@thevillageschool.com with your new address. This is very important, as we depend upon having the correct information in order to communicate with you in a timely manner.

CANVAS

Canvas is the student learning management system used to house all student courses. The course syllabus, course calendar, announcements, assignments, discussions, grades, presentations, and/or course files notes can be found in the students' Canvas account.

PARENTSQUARE

ParentSquare is the school's official communication platform that delivers school, division and group/club news and updates, calendars, sign ups and links. Families and students will receive a weekly newsletter through ParentSquare which provides important information for the upcoming week.

NEWSLETTERS, CALENDARS, AND E-MAIL

Throughout the academic year, you will receive weekly electronic high school newsletters (Division News), student newsletters, and/or other electronic communications. Please read the information – do not delete it. The most up-to-date school calendar exists in ParentSquare. You can sync this calendar with your device.

CONFERENCES

Conference dates with parents and students will be scheduled throughout the year. Other conferences with teachers may be arranged by appointment at any mutually convenient time. There will be a Back to-School Night for the high school in September. This will give the parents an opportunity to meet other parents, as well as our staff.

We want to keep the lines of communication open between students, parents, and teachers at all times. If a situation arises, please follow the sequence below, as it will involve those people who have firsthand knowledge and who are in closest contact with the student at the earliest stage.

1. Request a meeting with the teacher. In that note/e-mail, suggest a convenient meeting time and include a brief description of the subject matter so that the teacher will be prepared for the conference.
2. If further discussion is needed, make an appointment to meet with the Department Head of that course.
3. Should a resolution not be able to be reached, contact the Assistant Director of the High School or the Director of the High School. This can be done by calling the division office or sending a written request to either of the directors.
4. If no resolution has been reached, bring the situation to the attention of the Head of School.

VILLAGE ADVISORY PROGRAM

The Advisory Program is Village's co-curricular program, which provides instruction and support for its students as they grow and develop through their secondary school years. The components of the program are coordinated through the High School Assistant Director - Student Life, Grade Level Leaders, Social Emotional Counselor and College Counseling. The Committee plans, supervises, reviews and modifies aspects of the school's non-academic program. The Student Life Program includes grade level activities, advisory lessons, assemblies, house meetings, college counseling, sex education and speaker series. Some aspects of the Student Life Program are described below.

ADVISORY CLASSROOM

Each student is assigned a faculty advisor who serves as a liaison between the student, the parents, and the school and also as a supporter of the student in her/his learning experience. The advisory classes are distributed by grade and college counselor. The advisor reviews the student's curricular, extracurricular, and social progress, raises concerns, gives encouragement, and applauds achievements. The purpose of the advisory period is to create a distinct group to which each advisee belongs and to build character in a non-academic setting.

ADVISORY POLICY

All students will be assigned to Advisory that will continue for their time at Village. Topics addressed will include Student Handbook, School Community and Spirit – including but not limited to House activities, Time Management, Social and Emotional skills, and periodic Academic Reviews. Attendance is required and will be taken. Advisory is a Pass/Fail course visible on a student's transcript. Failure to participate or attend advisory will result in a Fail on a student's transcript.

Roles and responsibilities of Advisee:

- To actively engage and participate in advisory group activities
- To cultivate and promote a healthy and safe school climate for all students & staff • Develop, pursue, and achieve academic and personal goals
- Access advisors to obtain answers to academic and extracurricular needs
- Help the group solve current issues or concerns
- Pass/Fail - to pass advisory, the student cannot be absent more than 6 times per semester and actively participate in advisory lessons.

SEX EDUCATION

As part of our Social-Emotional Curriculum, The Village School has scheduled Get Real: Comprehensive Sex Ed That Works, a comprehensive sex education program, for students in their 10th-grade year. The program delivers medically accurate, age-appropriate information on a range of topics pertaining to sexual health and relationships.

All Get Real lessons use the principles of social and emotional learning. These principles are: self awareness, self-management, social awareness, relationship skills, and responsible decision-making. By building in time for practice and assessment of these skills, students are given the foundation to make responsible decisions, as well as to build and maintain healthy relationships in all aspects of their lives.

This program recognizes parents and caregivers as the primary sexuality educators in the lives of their children. Through homework assignments and resource packets, parents and other trusted caregivers have the opportunity to explore their own values about sex and sexuality and learn medically accurate facts and information. Parents and teens will also learn about communication techniques so they can comfortably speak with each other about relationships and topics related to sex education. Positive communication between parents and children helps establish family and individual values, which enable young people to make healthier, safer, and better-informed decisions related to sexuality.

The Village School is strongly committed to both parent and student involvement in this program. A Get Real parent orientation and information about the program will be provided prior to the start of the program. Parents may review the curriculum and ask any questions before the program begins. In addition, a parent may remove their child from all or any part of the program without any academic, disciplinary, or other consequences. A consent form is sent to parents via email to opt-in or out of the program. Students who do not participate in the programming will attend an alternative advisory session. The Social-Emotional Counselor works with the organization to provide this programming for our families.

STUDENT LEADERSHIP

STUDENT GOVERNMENT ASSOCIATION

The Student Government Association provides service to The Village School by promoting student leadership, coordinating school activities and acting as a means of communication between the student body and faculty/administration. The SGA is comprised of the elected Vanguard (i.e. President, Vice President, Secretary, and Treasurer) and grade representatives.

HONOR SOCIETIES

The Village School is committed to building a community that pursues rigorous academic goals and personal responsibility. We have several honor societies students have the opportunity to be a part of if they met the criteria set by each honor society.

Honor Societies available to high school students:

- National Honor Society
- Mu Alpha Theta
- French Honor Society
- National English Honor Society
- Science National Honor Society
- Tri-M
- Sociedad Honoraria Hispanica
- Quill and Scroll
- National Honor Society of Dance
- Rho Kappa (Social Science Honor Society)
- Computer Science Honor Society

HOUSE SYSTEM

Each student and teacher is assigned to one of two Viking Houses. The purpose of the house system is to promote student leadership and community building. Students and teachers are assigned a house when they join the high school. The house system is divided into two major groups, with subgroups to be introduced at a later point, each having an equal number of students from grades 9 through 12. The houses are assigned based on students' advisories. Participation in house meetings, events, and activities is required.

HOUSE	COLOR	VIRTUE
Loki	White	Courage
Thor	Blue	Virtue

Each house will have faculty leaders who are responsible for overseeing all functions of their house. The houses are student-driven with the teacher facilitating and providing guidance.

Guardian: The lead teacher of the House (teacher or staff member), responsible for the overall level of spirit, engagement efficacy of the house. The “tone” of the House starts here! If the Guardian does not show spirit and enthusiasm, their Captains won’t either. A Guardian is a mentor for the student leaders of your House. It is their responsibility to develop the leaders among the members of their House.

Captain: One of the 2-3 student leaders that will be facilitating many of the decisions for the house, under the advisement of the Guardian. Primary leaders/facilitators of House Meetings during the year.

Sentinels: The teachers in the House. They are to be used in whatever way helps the House grow in strength and spirit, under the leadership of Captains and Guardians. Are expected to be a part of all House Meetings and events in some capacity: planning, participation, engagement, leading groups, etc. as per their gifts, for the betterment of the House. (Grade level sponsors?)

Lieutenants: Student leaders elected from within the house to help assist the guardians and captains in running the House.

Houses:

- Maintain House bulletin boards
- House communications - distributing information from the administration with regards to meetings, ways of earning house points, events, etc.
- Plan and implement a community service initiative
- Budget for each house will be given by the Dean of Students - Guardian will track cost for house events

RESIDENTIAL LIFE PROGRAM

The Village School is proud to maintain a residential program in which students from around the world are housed on and off campus while attending The Village School. Several countries are represented, offering a rich diversity of cultures and languages.

International residential students enroll to experience a U.S. education, often with the goal of being admitted to U.S. colleges and universities. In addition, residential students from within the U.S. seek the quality education that The Village School provides. The residential program is intended for students in grades 8-12, and exceptions are considered on a case-by-case basis.

Any non-residential student who would like to visit residential life students should get permission from the Residential Life Parent on duty and sign in at the visitor log. Guests must stay in the residential life common areas and are not permitted to enter student rooms.

ACTIVITIES AND CLUBS (CO-CURRICULAR ORGANIZATIONS)

The Student Government provides oversight and coordination for the activities component of the Village Student Life Program, including student publications, clubs, student organizations and special interest groups. In an effort to provide students the opportunity to stretch themselves and to help develop the 'whole child,' weekly clubs are offered at Village. Students and staff have the opportunity to create clubs to offer to the student body. Teachers are encouraged to sponsor student led clubs during this time. Teachers that are not sponsors of a club will be required to supervise a "study hall" offered during club time for students that do not wish to participate in the clubs offered. Clubs can be specifically focused on any appropriate topic, niche, etc. A club formation is sent out two times per year, in August and January. A club renewal form is sent out in August to renew any preexisting clubs. The club applications will be reviewed by the Student Government treasurer and HS administration. Once the club is approved it will be included in the club information list available to staff, students, and parents.

Clubs will meet on Fridays during advisory period or outside of school. There a limited number of meeting spaces available for clubs to meet on Fridays. Clubs requesting for Friday meeting time is based on the seniority of a club as well as first come first serve basis of the application submission timestamp. Some examples of clubs on campus include: Habitat for Humanity, Muslim Student Association, Gardening Club, DECA, etc. A comprehensive list will be provided for the community to know what is offered.

A club fair takes place on campus the following Friday of the club application deadline. All approved clubs will have the opportunity to showcase their club at the club fair. The students will receive a club sign up form via email to select a club they would like to join. Students are not required to select a club to join. If they do not join a Friday club, the student will be assigned a study hall room. If a staff member is sponsoring a club, they are responsible for:

- Supervising all club meetings
- Taking attendance at club meetings
- Providing guidance in the planning of club activities

FUNDRAISING

The Village School recognizes that co-curricular organizations, athletic teams, and students involved in CAS projects may want to organize events and/or sell merchandise in order to raise money. The Student Government Association (SGA) must approve all fundraising activities. Students/groups seeking approval for a fundraising event or sale must submit a Fundraising Approval to the SGA no later than two weeks before the desired event/sale.

SERVICE LEARNING

In an effort to realize the principles of responsibility, honesty, and respect, the community service requirement provides opportunities for Village students, faculty, and staff to work within our own environment and in the Greater Houston community. Committed to direct human service and active involvement in community development, the members of The Village School community have much to offer our neighbors and are keenly aware of how much our neighbors have to teach us.

The process of working with, learning from, and helping others brings participants a deeper understanding of themselves and their potential, the hope that change is possible, and that caring does make a difference. Throughout the year, students have opportunities to make a commitment to an on-going service activity, as well as to participate in intensive service projects, which range from a few hours to a full day. Students are required to complete ten (10) hours of community service each year at Village High School. In order to earn credit towards the ten-hour requirement, students need to complete a reflection of their experience, including an explanation of something learned. Students may earn credit for community service projects performed outside of the school on condition that the school receives proper documentation. IB Diploma students will complete the CAS program in lieu of the ten hours required in eleventh and twelfth grades.



THE VILLAGE SCHOOL

A NORD ANGLIA EDUCATION SCHOOL

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