

Parent & Student Handbook 2024-2025

* Learn * Serve * Be Well



FLEX ACADEMY

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www.littlechute.k12.wi.us/schools/flex-academy

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Little Chute Area School District

The Little Chute Area School District believes that in order to lead productive and fulfilling lives in a complex and changing society and to continue learning, our graduates shall demonstrate the knowledge, skills, and attitudes to meet our Little Chute Learner Goals.

District Mission Statement

The mission of the Little Chute Area School District is dedicated to fostering a community of learners, where we meet the academic, social, and emotional needs of all students.

District Vision Statement

Little Chute schools will be learning communities where students express a genuine desire to learn in a welcoming and secure environment. We will challenge all learners to become engineers of their own future by nurturing their creative and intellectual growth. We will provide the launch pad for students to excel in any field of interest by developing the whole child in a diverse and technical society.

Flex Academy Charter School

The Flex Academy is a tuition free public charter school serving the Fox Cities area. Our public school serves students in grades K-8 using an innovative blended approach with a focus on personalized learning, Health and Wellness education, and Service Learning.

In the Flex Academy, parents will serve as a Learner Coaches for their children's day-to-day activities. State-certified teachers will collaboratively work side-by-side students and parents to engage in academic experiences from a range of locations including home, within the community, and at school.

Flex Academy Mission

The mission of Flex Academy is to provide a “Flex”ible learning environment promoting student success and total wellness through the use of a personalized approach to learning. The Flex Academy will support all learners in developing the communications, curiosity, and critical thinking skills needed for 21st-century success.

Flex Academy Vision

The vision of Flex Academy is to customize student learning through an integrated learning framework that fosters authentic collaboration, engagement and reflection. Students of Flex Academy will acquire the attitudes, habits, skills, and knowledge necessary for personal, social, civic, and career growth and fulfillment.

The Basics...

All students will experience the following:

1. Blended learning environment - Chromebooks and Face to Face
2. Personalized Learning Time (PLT) driven by student data and need
3. Opportunities for personalized experiences driven by Learner Coaches during At Home Learning Days
4. Mastery-based online curriculum at 80% /Approved Alternative Curriculum
5. A Learner Coach and Flex teacher who are committed to student achievement
6. Assessments to guide instructional decisions
7. Multi-age learning environments
8. Ongoing data monitoring with additional support for students not showing grade level expectations
9. Purposeful teacher led Instruction and Enrichment
10. Goal setting and reflection
11. Health and Wellness activities
12. Service Learning projects
13. Social Emotional Learning
14. Flexcursions
15. Project Based Exploration

Flex Academy Pillars

Personalized Learning

Flex Academy believes in mastering curriculum while integrating students' specific learning styles. We believe that each student is unique, and so learning experiences must consider the abilities, interests, learning styles, and preferred ways of expression of each student. Teachers use multiple assessment data points to instructionally plan for each student, in addition, Tier 2 intervention and special education services are developed to support student growth.

Flex Academy students will be placed in their grade level core math and ELA content. Students at Flex Academy that have met or exceeded their current grade level standards will be given offline "I Can" assessments. These will be used to connect online and offline mastery, as well as, to best place them in content above their current grade level.

Health and Wellness

Flex Academy believes in the importance of the whole child - integrating in a focus on a healthy mind and body. Health and Wellness lessons will be included throughout their school experience. Quarterly, teachers, Learner Coaches, and students will complete a SMART goal setting form within the student's Health and Wellness Portfolio and intentionally monitor and document progress. Students and Learner Coaches will also use their weekly agenda/portfolio to record and monitor quarterly goals. At the end of every quarter, Learner Coaches and students will reflect (at home) on their dimensions of wellness progress by updating the student's Health and Wellness Portfolio. If upon quarterly review, the minimum requirements are not met, support and possible contract will be created with the gradeband teacher to fulfill the Health and Wellness requirement. The goal is not for students to always meet goals, but to be intentional in monitoring progress and having a mindset of ongoing personal growth.

Students will also engage in intentional Social Emotional Learning and character development throughout the school year. At the beginning of each school year, students will review the elements of a "Strong Student" - (Safe, Respectful, A Learner). As a community of learners, we will support each other and engage in activities and lessons to continue to build our best self. At semester, we will recognize students' growth and development in these areas with a Strong Student Award. Supports and resources will be shared with Learner Coaches as well so that these skills can be integrated and built at home.

Service Learning

Flex Academy believes in equipping students with the necessary skills and abilities for career and educational advancement, as well as motivating students to take an active role as leaders in their communities. Students will be guided on one to two Service Learning Project Based Learning (PBL) opportunities that focus on 1-2 quality service project(s) or may have the option to utilize an introductory K-1 Service Learning Portfolio.

Quarterly All School Service Learning days will be embedded within each quarter by participating in Flex organized service learning experiences. Learner Coaches will help guide this PBL at home throughout the school year in order to assist their child(ren) in fully immersing themselves in the experience and collecting the required elements. Service Learning combines service objectives with learning objectives to affect both the learner and the community served. They provide an important service to the community and, at the same time, learn about the impact they made on the community or other people.

Students will display their projects at a Service Learning Fair held at the end of the year. Students have quarterly requirements for their Service Learning actively throughout the year.

Flex Academy Overview

Learner Coach (LC)

The Learner Coach, also referenced as LC, is the designated guardian (primary contact) for all communications, responsibilities, and requirements at the Flex Academy.

The Learner Coach is a pivotal piece in the education of each student and thus requires a time commitment to working one-on-one with student(s), at home on a weekly basis. During at home days, it is required that a Learner Coach nurtures a **minimum of 4 hours** per day to work with student(s). The Learner Coach provides structure and guidance, to administer the Flex Academy curriculum, and oversees the expectations for Service Learning, Health and Wellness, and Flexcursion requirements. It is highly suggested that there is **one** primary Learner Coach who coordinates and oversees communication with all staff at the Flex.

- Learner Coach Development (LCD)

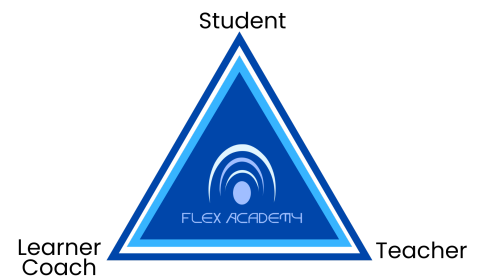
Learner Coach Development (LCD) will occur quarterly, four times a year, to support instruction at home. The goal of LCD is to support the development of the primary learner coach and to facilitate communication between Learner Coaches.

- Triad Conferences

Two mandatory conferences will be held throughout the year for the student, Learner Coach, and gradeband teacher.

Triad Contract/Best Fit Plan of Support

The Flex Academy model is a successful collaboration between students, Learner Coaches, and teachers working to provide an environment that enhances personalized learning through mastery-based instruction. Learner Coaches, teachers, and students sign an annual learning contract in order to create a mutual understanding of each of these roles. If contract requirements are not being met, a meeting will be held with the Triad members to create a plan of success through the use of the Best Fit Plan of Support. With the creation of this plan, subsequent meetings will be required in order to ensure that the student is making expected progress. With review of the plan, placement will be discussed on an ongoing basis to ensure that Flex Academy is the best fit for the learner.



Multi-Age Learning Environment

We foster personalized learning, peer mentoring, and a strong sense of community, enhancing both academic and social development in order to accommodate student needs at their level. Benefits include modeling of behaviors, supportive collaboration, homogeneous and heterogeneous grouping, and the increased connection of their classroom to the real world. Multi-age classrooms provide older students with the valuable experience of developing their nurturing skills, as well as, the younger students have role models for learning. Students may be at different levels and are encouraged to learn at their own pace. The multi-age classroom is a positive, nurturing, and safe environment for students.

Integrated Curriculum

Integrated curriculum is an educational approach that prepares children for lifelong learning; in which children explore knowledge in various subjects related to certain aspects of their environment both online and in person. Curriculum focuses on: a combination of subjects, an emphasis on projects, supplemental sources that go beyond textbooks, relationships among concepts, "Flex"ible schedules, and "Flex"ible student groupings. Flexcursions, PBL's, STEAM opportunities, Social Emotional Learning, Service Learning, Health and Wellness, extra curricular options outside of school, and school based clubs (based on school availability for age appropriateness) allow students and families to further explore their passions and interests.

Mastery-Based Learning

The Flex Academy is a Mastery-Based Learning community. We believe that all students are able to demonstrate mastery of their learning at or above an 80% proficiency. Cultivating a solid foundation of academic excellence fosters lifelong learning for all. Students have the option to complete work at an increased pace, as long as mastery is being demonstrated both online and offline. If a student has proven mastery, and is capable of continuing their education forward for the next grade level content, they will be advanced. To ensure mastery learning, K-8 students will also be assessed via offline assessments which align to grade specific "I Can" Statements before advancement is considered.

Tiered Intervention/Special Education

The Flex Academy reviews and monitors student progress on an ongoing basis in order to intentionally provide support for all students. Multiple measures, such as: online assessments (school determined assessment, FORWARD), offline assessments, in class learning, behavioral supports, and Edgenuity/Alternative Curriculum are reviewed in this process. For students who are not demonstrating grade level expectations academically and/or socially/emotionally, the gradeband teacher will contact the Learner Coach to discuss additional needed supports that may include tiered intervention.

Student intervention may occur before school, during PLT, and/or after school as determined appropriate by the team/teacher schedule. Review of intervention will be shared with the family every 6-8 weeks. If needed, a Special Education Referral may be initiated, following the review of interventions. The Special Education Referral initiates a process in which further testing/observations may be required before determining need for Special Education services. There is a full time Special Education Teacher/Social Emotional Learning Teacher on staff to support both regular and special education students' individual needs.

Report Card

Report cards are issued at the conclusion of each quarter. Grading of student progress will be based on their performance in relation to quarterly requirements, with mastery denoted at semester. The mastery-based grading system is as follows- M(Mastered), IP(In Progress), NA(Not Assessed), NM(Not Mastered). The Flex Academy uses multiple assessment tools to measure student progress. Social and emotional development are assessed on the report card at semester. If you wish to print a copy of your child's report card, you can do so in the parent portal on Infinite Campus.

Assessment and Reporting

Ongoing assessment of learning is duly measured offline and online. Summative assessments to measure mastery take place in the classroom and are necessary to facilitate personalized learning and retention of grade level standards. This real time data is integral to personalized learning and will help determine additional formative support for students. Students will work on mastering content area goals, as determined by the standards, before progressing with academic requirements.

Every Flex Academy student will participate in the state standardized tests as required by the state of Wisconsin. Testing will be conducted **on site**. In addition, Flex Academy students participate in a school based performance assessment at least two times each year. This is an essential element that allows ongoing progress monitoring that includes determining learning needs, gaps, and need for additional support.

Flexcursions

Flexcursions are community-based events designed to enhance students' academic and social-emotional growth. Students actively engage in learning and participating in activities outside of the classroom. Flexcursions go beyond reading about a concept; students can see, manipulate, or physically participate in real world activities. Attending a Flexcursion places students in diverse social environments, fostering teamwork and community as they experience the Flexcursion together.

Individuals that would like to attend a Flexcursion as a volunteer will need to commit to help oversee a group of students; this includes supervising behavior, safety, and program expectations. *We do not allow adults to attend without committing to fulfill our volunteer needs.* Annually, **all** volunteers are required to fill out a Parent Volunteer and Confidentiality Form (found on the Parent Page) to be turned into the office **2 weeks prior**. Ability to volunteer will be determined by space availability and may result in a lottery system.

Quarterly Requirements:

- One Flexcursion per quarter is required. Students may attend more per family choice.
- Learner Coaches will signup for Flexcursions on a quarterly basis, once a signup is locked add-ons will only be considered by scheduling a meeting with the Administrative Assistant.
 - If a parent chooses for their student to work/stay at home and miss a Flexcursion they signed up to attend, the student will receive an unexcused absence.
 - Volunteers and students are expected to stay for the **entire event**. **We do not allow families to signup for a portion of a trip. Emergencies need to be communicated with a teacher on the trip.*
- Payment will be made through the Parent Portal (found on the Parent Page) or with cash into the office. Parents are responsible to know the amount due and follow payment deadlines. *If a Flexcursion is missed, no reimbursement will be given. Transferring of "tickets" is not permitted.*

Flexcursion Permission Slips

All Flexcursions require permission to attend and details regarding transportation, meals offered and times of each trip will be communicated at the beginning of each quarter.

Flex Academy Policies and Procedures

Student Code of Conduct

Flex is committed to fostering a mindset of academic excellence and personal ownership. Teachers are expected to create a positive learning climate for students. Students are expected to abide by all rules of behavior established by the Board of Education, administration, and gradeband teachers. The purpose of the Code of Conduct is to ensure the rights of each student to attend a safe, positive, and productive learning environment. Dangerous, disruptive, or unruly behavior will not be tolerated. Examples of such behavior may include, but are not limited to the following:

- Possession or use of a weapon or other item that might cause bodily harm
- Possession or use of alcohol, cigarettes, or drugs not covered under the district's medication policy
- Fighting, taunting, baiting, inciting, and/or encouraging a fight or disruption
- Pushing or striking a student or staff member
- Behaviors that create an intimidating, hostile, or offensive environment;
- Obstruction of classroom activities
- Dressing or grooming in a manner that presents a danger to health or safety, or causes interference in the school environment
- Repeated interruptions, confronting staff argumentatively, making loud noises, or refusing to follow directions
- Repeated violation of classroom, lunchroom, or recess rules
- Behavior that causes the teacher or students fear of physical or psychological harm
- Verbal/physical threats
- Willful damage to school property
- Defiance of authority (willful refusal to follow directions given by the staff)
- Leaving supervised area out of anger or defiance of adult authority
- Possession of personal property prohibited by school rules
- Repeated use of profanity
- Leaving school grounds without permission

Student Dress

Students are expected to dress appropriately and take pride in their appearance while at school. Students are not allowed to wear clothing that advertises or promotes alcohol, tobacco products, or other drugs by name or logo. Clothing that could be viewed as offensive or that detracts from the learning environment is prohibited. Parents will be contacted if a student does not comply with the clothing guidelines. When the weather becomes cold or rainy, please be sure students are dressed appropriately to go outside for recess.

School Medication Policy

According to LCASD policy, the dispensing of medication at school should be avoided whenever possible. If a student needs to receive medication during school hours, the following procedures must be followed:

- *Over the Counter Medication* – Parents must provide the medication in the original container and complete the medication consent form available on the District Website or Parent Page.
- *Prescription Medication* – Parents must complete the medication consent form available on the District Website or Parent Page along with written instructions and a signature from a physician for school personnel to give medication. Parents must provide medication in a pharmacy labeled container that indicates the student's name, name of drug, unit measure, dosage, and sequence for giving the medication.

For safety purposes, **parents must personally deliver** prescription and over-the-counter medication to the school office. Students are prohibited from having medication on their person or in their belongings while at school with the exception listed below:

- *Student Possession and Use of Other Prescription and Nonprescription Medication-*
The District may permit responsible students, as determined in advance by the agreement of the parent or guardian and building principal (in consultation with a nurse serving the school as needed), to possess and self-administer medications other than asthma inhalers and epinephrine auto-injectors. Refer to Policy 453.4.

Cell Phones and Electronic Equipment

Flex recognizes the legitimate safety purpose of students possessing cellular telephones. However, all students have a right to learn and engage in school activities without distraction or disruption from the use of personal electronic equipment. As a result, students are prohibited from using cellular telephones, electronic pagers, two-way communication devices, or gaming devices during the school day, unless the device has been approved by the teacher for educational purposes. All devices must be turned off and out of sight during the school day (stored in lockers or backpacks). Violation of this policy will result in the device being taken from the student. The device will be returned at the end of the day or parents will be called to pick up the device from the office. The school is not responsible for any damage to or theft of electronic equipment brought into the school environment.

Student ID Card

Student Photo ID cards are provided to students at Flex and should be on students during school days. Students will use their ID Card for purchasing school lunches, checking out items in the LMC (with teacher approval), and to get into all M.S./H.S. Sports Events for free.

Balloon or Flower Delivery

Delivery of balloons or flowers to school is **strongly** discouraged. Balloons or flowers in a classroom interfere with the learning environment. If balloons or flowers are delivered to school, students will be notified to pick up the delivery from the office at the end of the day. ALL BALLOONS MUST BE LATEX FREE. No exceptions as we have students with latex allergies.

Title One Notification

Schools that received Title One funds are required to disclose to parents the qualifications of teachers and Title One support staff. Possible parent questions may include:

- Is my child's teacher licensed to teach the grades or subjects assigned?
- Has the state waived any requirements for my child's teacher?
- What was the college major of my child's teacher?
- What degrees does my child's teacher hold?
- Are there instructional aides working with my child? If so, what are their qualifications?

All Little Chute Area School District teachers have a Bachelor Degree and many teachers have advanced degrees. All teachers are fully licensed for their assignment. A list of teacher qualifications can be accessed through the [Department of Public Instruction website](#). Instructional aides who work within the Title One Program are defined as highly qualified.

Police Liaison Program

The PSL is a law enforcement officer who, by definition, has an obligation to serve, protect, and uphold the law. The PSL is a listener and a friend to young people and a resource person to families, the school, and the community. The PSL serves an educational function by assisting in instruction designed to acquaint students with the law, the ways in which it operates on the local/state level, and how it touches their lives.

Crisis Response

The LCASD and Flex have a detailed crisis response process as well as a trauma response process. Staff and students participate on a regular basis in various drills (fire, tornado, school lock down, etc.) to promote an orderly school environment in the event of an emergency. Actual school emergencies will be communicated to parents, as time permits, through the LCASD's mass communication protocol (telephone and e-mail).

Attendance Policy

As a public charter school, Flex Academy is required to monitor student attendance in accordance with all applicable statutes and Wisconsin state law. Students are required to follow the school calendar, which includes a minimum number of school days. In our blended learning environment, we intentionally plan to take full advantage of our face to face time, so we do want to partner with families and communicate clearly our attendance expectations. Flex Academy will follow the Little Chute Area School District Policy 431 with specific Flex policies found below.

School-Based Attendance

- Required In-Person Learning Days (2 Days):
 - 1 Instruction/Personalized Learning Time (PLT) day and,
 - 1 Enrichment/PLT day - a Flexcursion can count as an Enrichment/PLT day for the week
 - *May include additional all school days or Flexcursion*
- Students may sign up for additional STEAM/Career Days on most Thursdays following a Flexcursion. *At home work requirements will still be required to be met if a student is attending additional days.*
- Student attendance will be recorded by teachers while at school, Flexcursions, and any school facilitated activities.
- Teachers will sign student agendas during Instruction and Enrichment days to ensure required In-person days are being met.
 - If a parent wants their student to work/stay at home and miss a day/Flexcursion they were signed up to attend, the student will receive an unexcused absence.
- If your student is signed up to attend school, or a school facilitated activity, and will not be able to attend, the Administrative Assistant must be notified **one hour** prior to the start of the event **via email** in order to not automatically receive an unexcused absence. Notice of absences that occur after 48 hours after the absence will not be considered excused.
- Tardies
 - Students that arrive anytime after **9:50 am** (unless noted differently on the signup), will be marked tardy. All tardies are considered unexcused. A tardy that **exceeds 30 minutes** from the

start of the day, this will be considered an unexcused absence, unless valid documentation is provided.

- o When teachers notice a consistent pattern of tardies, they will reach out to schedule the following:
 - 3 tardies = student and teacher will meet, Learner Coach will be contacted, along with documentation added to Infinite Campus.
 - 6 tardies= student and Learner Coach required to meet with administration, a school tardy letter will also be mailed.
 - 9 or more tardies = student and Learner Coach required to meet with administration and the school resource officer. A school tardy letter will also be mailed.
- o Days where a Flexcursion takes place, student must be at the appropriate location **by the time listed in the signup** to avoid a tardy.

Home-Based Attendance

Agenda usage is required in order to measure and validate at home learning attendance. Learner Coaches will be required to ensure that agendas are filled out and signed, at minimum **three days per week**, as a way to record at-home attendance. Students may receive attendance credit by completing work Monday-Sunday.

All students will receive one school provided agenda. Agendas must be sent to school for each in person day to be checked by the gradeband teacher for attendance purposes. As a blended learning program, use of the agenda to measure at home learning is essential.

Agenda Requirements:

- Learner Coaches will fill out and sign student agendas for at home learning days, ensuring at-home requirements are being met. **Core online curriculum within 2 weeks of the pacing guide is a primary requirement before other work.**
- Typically three days; can include Saturday and/or Sunday
 - Must be documented in the student agenda and communicated prior to the event with their gradeband teacher since this is different from the traditional school week to ensure we are crediting attendance correctly.
- Weekly, teachers will circle any missed agenda signatures and give parents until the end of that week to sign for attendance credit. After the week is over, no signatures will be accepted for attendance credit. *For the first two weeks of school, monitoring and support will be given in order to assist with expectations before an unexcused absence is given.*
- When a pattern of unsigned agenda/incomplete work requirements is determined by the gradeband teacher, a Best Fit Plan of Support meeting will be set up to create a plan of support. This plan will be reviewed every 2-3 weeks as a team with the gradeband teacher and Learner Coach.
- Teachers will review student academic progress on an ongoing basis. Learner Coaches/students will be contacted if there appears to be a discrepancy between agenda notations and student progress. When teachers notice a concern with transparency of at-home learning, teachers will connect with the Learner Coach to clarify expectations and offer support.
 - Please note, changes to attendance will occur if requirements are not being met.

Lost agendas will have a replacement fee of \$15.

Special Education Attendance

- The schedule for special education services will depend on the student's IEP needs. The schedule of the Special Education Teacher will be determined based on student services and the ability to best meet student needs. Mutually agreed times that fall outside of a typical school day will be included as part of that student's attendance record.

- Student's IEP services are an integral part of their growth and development and although not monitored directly through Infinite Campus, are considered an expectation. If a student missing instruction is affecting their IEP progress, a review/revise IEP meeting will be scheduled to discuss if student needs are able to be met at Flex Academy given the blended learning environment.

Types of Absences

- **Excused Absences**

LCASD registers absences as excused only for reasons including; personal illness, illness in the family or family emergencies, personal appointments of a professional nature, death in the family or funerals, religious holidays, court appearances, special educational events, approved school activities, and special circumstances that show good cause. Absenteeism from school for reasons other than those cited shall be regarded as unexcused. The administration reserves the right to make **all final** attendance decisions.

- **Unexcused Absences**

When students are absent for reasons other than those permitted under Excused Absences, those absences will be recorded as unexcused absences. If the student agenda is not filled out or is not meeting requirements of expected at-home learning responsibilities, an unexcused absence will be given.

Students that need to leave early for an appointment etc. will be picked up outside the Flex Academy doors. Parents must notify the Administrative Assistant with a reason for the early release. Students will **NOT** be released from class until the appropriate person has arrived and notified the office.

Pre-Arranged Absences

We acknowledge the uniqueness of the Flex Academy calendar and aim to provide families with flexibility in when and where learning occurs, in line with our mission and vision that education can happen anywhere and anytime.

To avoid unexcused absences, families must complete the Pre-Arranged Absence Form (found on the Parent Page) **a minimum of 10 days prior** to planned absence. The Flex Academy Team, including Administration, will meet to review all requests. **Pre-Arranged Absence Forms that are not filled out at least 10 days prior to the absence, will be listed as an excused absence (or unexcused if exceeding absences as set by the Department of Education is 10+ absences).*

Flexible attendance options offered at Flex Academy. Please note that they do involve pre-arranged coordination with your child's teacher.

- Break Exchange

This option should be utilized when families want to switch a school set vacation to a different vacation time. The switch must be within 1 week of the school set vacation (Fall Break, Winter Break, Spring Break). If the Pre-Arranged Absence Form is approved, the student and Learner Coach are responsible to complete any work missed as directed by the Absence Approval Document shared by the gradeband teacher. If missed work is not completed during expected time, attendance will be updated to an unexcused absence.

- Educational Travel

This option should be utilized for families who will be completing work expectations while on vacation. If the Pre-Arranged Absence Form is approved, the gradeband teacher and Learner Coach will create a Pre-Arranged Absence Contract for expected work to be completed while on travel. At school days will be listed as excused absences and at-home days will receive attendance credit if requirements are met. If all contract expectations are not met, students will receive unexcused absences. *Students that are 2+ weeks behind on school work may not receive attendance during this time.*

- Family Vacation

This option should be utilized when families will be on vacation and will not be completing school work. Missed work will still need to be made up within two weeks directed by the Absence Approval Document shared by the gradeband teacher.

Truancy and Expulsion Policy

Flex Academy educators and the Administrative Assistant will monitor student attendance on a consistent basis in correlation with student progress and to follow attendance policy. Flex Academy follows guidelines set by the LCASD and correlation of state statutes.

- Attendance Letters
 - Sent home after 5 unexcused absences within a semester
 - Sent home after 10 absences
 - Sent home after 15 absences

School Closings Related to Weather

The District Administrator will close schools when weather conditions threaten the health or safety of students. If school is canceled all extra-curricular activities and practices will be canceled for that day. Parents will be notified via voice and/or email from Infinite Campus Messenger. Please plan ahead as to how you will handle a school closing. If school would be canceled, the pacing guides will still be in effect for that week.

The following stations will broadcast notices of school being closed: WBAY, Channel 2; WFRV, Channel 5; WLUK, Channel 11; WGBA, Channel 26; WHBY 1150 AM; WIXX 101.1 FM.

Custodial and Non-Custodial Parents

Flex will maintain strict neutrality between parents who are involved in a legal action affecting the family, unless otherwise directed by court order. If there are court-imposed restrictions regarding visitation, contact, or exchange of information for a parent, a certified, original copy of the current court order needs to be on file in the office. Without written legal documentation, the school cannot impose restrictions on the non-custodial parent.

School Visitors

A safe environment for students, staff, and parents is a priority at Flex. Staff members are required to wear identification badges. All visitors **MUST** bring their state issued ID to be scanned into our electronic Raptor system, which will be utilized to conduct a background check. Visitors must wear a name tag while in the school. Any adult in the building without a name tag will be asked to report to the office. When visiting, please use the buzzer and state your purpose for your visit through the intercom system. Office staff have the discretion to deny a visitor access to the building.

School Volunteers

Annually, all volunteers are required to fill out and turn in the Parent Volunteer and Confidentiality Forms before working with any students. Due to the District “paperless” policy, Learner Coaches are responsible for printing out the forms and turning them into the Flex office at least **7 days** prior to any student contact.

Withdrawal Procedure

Withdrawals can be done at the Flex Academy office with the Administrative Assistant. All school materials, including technology, must be returned in the condition that they were supplied. If materials are not returned in that condition, payment for those materials will need to be settled before the withdrawal process will be finalized.

School Property Policy

Flex Academy provides Chromebooks, materials, books, and other curricular supplies. These materials are school property. Parents are responsible for the repair or replacement of all lost, stolen or damaged school property. All property and equipment must be returned in good, working condition upon withdrawal from Flex

Academy or at the end of each school year. All printed materials are copyrighted, and unauthorized copying of those materials is a copyright infringement. Materials cannot be sold or transferred and are to be used solely by the student in his or her studies while enrolled in the school.

Student Records Procedure

Student records are maintained between the Flex Academy office and the Little Chute Area School District. Parents/legal guardians are directed to contact the Administrative Assistant to obtain additional copies of the student's progress report.

- **Change of information-** address, telephone, email address, or place of employment changes, must be updated by parents in their Parent Portal account. If you need further assistance please contact our District Registrar in the District Office at (920) 788-7605.

Extra-Curricular Code

All Flex Academy students have the opportunity to take part in LCASD activities and clubs. Please see the weekly newsletter and District Homepage for activities/club offerings and opportunities. Those activities which involve performances or competitions require that students be academically eligible to participate. Please view the IS/MI handbook (linked on the District Website) for more information.

Fundraising

All school fundraising activities **must** be approved by the Flex Academy office. Students and parents may not solicit funding or sell merchandise for themselves by using the Flex Academy name or out-of-school organizations or causes unless approval has been given.

User Agreements

Internet User Policy

All Flex students must agree to the following policy in order to use the Internet:

We, the Little Chute Area School District, believe that the Internet is a powerful tool in the search of knowledge and information. The resources available to us stretch across the world. Like any tool, the Internet must be used properly. The vast majority of Internet sites are valuable, important resources. I agree to use this resource responsibly and appropriately. For purposes of this contract, a SUPERVISOR is defined as a teacher, administrator, librarian, paraprofessional, or other adult in charge of the computers. SCHOOL COMPUTERS include personal computers and servers on premise and leased off premise for district use.

1. I will never share my password or account with anyone. I have full responsibility for the use of my account. I will be held responsible for any violations of these rules that can be traced to my account.
2. I am aware that giving out personal information on the Internet can be dangerous. Names, addresses, telephone numbers and other personal information should not be given out.
3. I will not use the network for any illegal activities. Illegal activities include tampering with computer hardware or software, unauthorized entry into computers, or vandalism or destruction of computer files. In some cases, such activity is considered a crime under state and federal law.
4. I will not vandalize computers, software, or network devices.
5. I will not download or upload files to school computers without permission of my instructor and/or technology support personnel. Downloaded files may contain viruses, which could damage the computer and cause the school to shut down its computing availability.
6. I will not intentionally search for, view, and/or distribute inappropriate materials.
7. I will obey the rules of copyright.
8. I will not post personal communications in a public forum without the author's prior consent. All messages posted in a public forum such as a news group may be copied in subsequent communications, so long as proper attribution is given.
9. I will use appropriate language and avoid offensive or inflammatory speech. Profanity or obscenity will not be tolerated on the school network. I must use language appropriate for school situations as

indicated by school policy. Internet users must respect the rights of others both in the local community and on the Internet at large. Personal attacks are an unacceptable use of the network. If I am the victim of a personal attack, ("flame") I will bring the incident to the attention of a teacher or system administrator.

10. I understand that certain Internet processes require extensive resources (i.e. streaming audio, streaming video, on-line gaming, etc.). I will not use such processes unless directed by a supervisor.
11. I understand the district utilizes an Internet Filter for my protection. I will not disable nor attempt to bypass this filter. Flex staff will have access to student disks or data sources which are used on school computers and to student folders on the web. All work completed at school will fall under policy guidelines.

Parent/Student Signature of Handbook Agreement

Students and families need to abide by the guidelines and regulations of this handbook. Failure to comply with the guidelines and regulations of the Parent/Student Handbook will require a meeting with the teacher and Administration. By completing online registration, families are agreeing to the terms listed in this handbook.

Technology Handbook Agreement

During online registration, students and parents will digitally read and also sign off on the Technology Handbook, a copy can be found on the Parent Page. By signing, families agree to all financial and digital responsibilities listed in the handbook.

School Fees

School fees are expected to be paid prior to the student's first day of class.

Beginning of the Year Fees

- Chromebook warranty (\$30)
 - Required to be paid before taking home a Chromebook. Free/Reduced status does not apply to this fee.
- Book/Materials Fee (\$35)
- School Supplies (Lists for each gradeband are emailed prior to orientation)

Mid-Year Enrollment Fees

- Chromebook warranty (\$30)
 - Required to be paid before taking home a Chromebook. Free/Reduced status does not apply to this fee.
- Book/Materials Fee (\$17.50)
- School Supplies (Lists for each gradeband are emailed prior to start date)

Flex Academy Definitions

Blended Learning Environment

Blended learning is a formal education program in which a student learns at least in part through the delivery of content and instruction via digital media with some element of student control over time, place, path, or pace.

Personalized Learning Time (PLT)

Teachers will use student data to determine large or small groups or 1:1 needs during PLT. Students may work with varying teachers depending on needs. Learner Coaches may collaborate with gradeband teachers for specific student help and/or support. This time may also be used for benchmarking, mini-lessons, and assessments.

Signups

We will be utilizing Google Forms for our Flexcursion/Events. Signups **must be completed by deadline dates**. If you have an emergency or unforeseen circumstance, you must contact the Administrative Assistant (not gradeband teacher) **via email** , for permission to make a change.

Project Based Learning (PBL)

Is a student centered approach to learning. Students develop a thought and plan as to what they believe. It is believed that students acquire a deeper knowledge through active exploration of real-world challenges and problems.

Flexcursion (Field Trips)

"Flexcursion" is the terminology we use for Field Trips or offsite learning opportunities. We believe that exposing students to new environments allows them to learn and explore the world around them.

Amendments

FLEX ACADEMY reserves the right, at its discretion, to modify, add, or remove portions of this handbook at any time by posting the revised policy/procedure online. It is recommended that you check periodically for changes.

PERTINENT SCHOOL BOARD POLICIES AND PROCEDURES

By signing off on the handbook you agree to abide by the Little Chute Area School District Policies which have been adopted by our Board of Education. Board policies can be found in their entirety on our school website www.littlechute.k12.wi.us by selecting Board Policies or BoardDocs. The policies referenced below are required to be posted in our school handbooks. Please note that these policies may be updated throughout the year through our Board of Education adopted process. This list is not all-inclusive and if students or guardians have any questions regarding policies, they should seek information from their principals or district administration.

Nondiscrimination and Access to Equal Educational Opportunity, Title IX- Policy 2260 and 2264 (as of 7/23/24)

The Board does not discriminate on the basis of race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex, (including gender status, change of sex, or gender identity), or physical, mental, emotional, or learning disability (Protected Classes) in any of its student program and activities. This policy is intended to support and promote nondiscriminatory practices in all District and school activities, particularly in the following areas:

- A. use of objective bases for admission to any school, class, program, or activity;
- B. prohibition of harassment towards students and procedures for the investigation of claims (see Policy 5517);
- C. use of disciplinary authority, including suspension and expulsion authority;
- D. administration of gifts, bequests, scholarships, and other aids, benefits, or services to students from private agencies, organizations, or persons;
- E. selection of instructional and library media materials in a non-discriminatory manner that reflects the cultural diversity and pluralistic nature of American society;
- F. design and implementation of student evaluation practices, materials, and tools, but not at the exclusion of implementing techniques to meet student's individual needs;
- G. design and configuration of facilities;
- H. opportunity for participation in extra-curricular and co-curricular activities provided that separate programs for male and female students may be available provided comparable activities are made available to all in terms of type, scope, and District support; and

- I. the school lunch program and other school-sponsored food service programs.

These policies outline definitions, procedures for reporting, and the investigation and complaint procedures as well as the training of all staff.

The District employees who hold each of the positions identified below serve as Title IX Coordinators for the District:

Director of Pupil Services Alexandra Baierl 1402 Freedom Rd. Little Chute, WI 54140 (920) 788-7605 abaierl@littlechute.k12.wi.us	Business Manager Karen Moore 1402 Freedom Rd. Little Chute, WI 54140 (920) 788-7605 kmoore@littlechute.k12.wi.us
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Bullying- Policy 5517.01

This policy includes the definitions of bullying, and harassment as well as the complaint procedures. If you have any suspicions or concerns regarding bullying, please contact your child's principal or associate principal.

Student Anti-Harassment- Policy 5517

This policy speaks to the prohibited harassment, notices, definitions, and the different types of harassment. It also includes procedures to file a complaint and the investigation procedure. Our district Compliance Officers are Karen Moore, Business Manager, and Alex Baierl, Director of Pupil Services

Technology Resources and Other Electronic Equipment- Policy 5136.01

Student Technology Acceptable Use and Safety- Policy 7540.03

These policies outline what is defined as technology resources and equipment along with what is acceptable and unacceptable. There is an additional handbook that outlines our student technology procedures and expectations.

Search and Seizure- Policy 5771

This policy outlines that the Board has charged school authorities with the responsibility of safeguarding the safety and well-being of the students in their care. In the discharge of that responsibility, school authorities may search school property such as lockers used by students or the person or property, including vehicles, of a student, in accordance with the following policy.

Student Attendance Procedures

The School Board believes attendance is a key factor in student achievement and believes that students must be in regular school attendance in order to successfully achieve the goal of high school graduation.

Any person having under their control a child who is between the ages of 6 and 18 years of age (including through the end of the term in which the child becomes 18 years of age), or a child enrolled in 5-year-old kindergarten in the District, shall cause the child to attend school regularly in accordance with state law. The child is expected to attend school on each day school is in session, unless he/she is excused from school attendance for any of the following reasons or has graduated from high school:

1. PRIOR PARENT-EXCUSED ABSENCES

A student excused in writing by his/her parent or guardian prior to an absence is excused from school attendance. A student may be excused by the parent or guardian under this provision for not more than 10 school days in the school year. Students so excused are responsible for making up work missed

during the absence. It is the student's responsibility to make arrangements with their classroom teacher(s) to complete any assignments or examinations that are or will be missed during the absence. Absences falling into this absence category include discretionary absences known in advance such as family vacations/travel, family weddings, hunting, and, unless within the number of visits counted as school-excused absences under the next section of these procedures, college visitation days.

2. OTHER EXCUSED ABSENCES OF A TEMPORARY NATURE

- a. Illness, including reasonable treatment for such illness, where the student is temporarily not in proper physical or mental condition to attend school. A written statement from a health care provider may be required to be submitted as proof of the student's condition for student absences due to illness that are 3 school days or more in length. Such health care provider's excuse shall state the period of time for which it is valid, and shall not exceed 30 days.
- b. Medical appointments (although the District strongly encourages parents and guardians to make every effort to schedule non-emergency medical examinations and appointments, e.g., for health maintenance/preventative care, at times that avoid or at least minimize the student's loss of instructional time);
- c. Religious holidays or instruction to the extent authorized by law;
- d. Family emergency;
- e. Severe weather conditions that, in the parent's or guardian's reasonable judgment, are a danger to the health and welfare or safety of the student;
- f. Funerals of a family member or friend;
- g. Up to 3 days per school year for college visitations by high school juniors and seniors;
- h. Suspension from school;
- i. Mandatory court appearances;
- j. Visiting a parent or guardian who is on active military duty and has been called to duty for or is on leave from deployment to a combat zone or combat support posting, or has returned from deployment to a combat zone or combat support posting within the past 30 days;
- k. Serving as an Election Official – Students may be excused to serve as an election official provided they have at least a 3.0 grade point average or the equivalent and have the permission of their parent(s) or guardian and the building principal;
- l. Sounding Taps – A student in grades 6 to 12 may be excused for the purpose of sounding "Taps" during a military honors funeral for a deceased veteran;
- m. Any other reasonably non-discretionary absence deemed appropriate by the school attendance officer.

Parents and guardians are required to notify the school of an absence prior to or on the day of the absence. All students with excused absences will be given the opportunity to make up class assignments missed during the absence, including tests and examinations.

It is the student's responsibility to contact the teacher(s) to make arrangements for making up the work missed during an absence from school.

As indicated above, absence from school during a period of suspension will be considered an excused absence for purposes of this policy. Students serving a suspension will be permitted to make up class work and examinations missed during their suspension from school under the same conditions as other excused absences.

Students who are participating, with District approval, in extracurricular activities, athletics, and other District-sponsored programs or events during any portion of an instructional day are not considered absent from school, but teachers shall treat their absence from class as excused with the right to make up work to the same extent permitted in connection with excused absences from school.

3. PROGRAM OR CURRICULUM MODIFICATIONS

A child may be excused from regular school attendance pursuant to a program or curriculum modification, as further defined under state law, that has been requested by the student's parent or guardian and approved by the building principal or designee.

Program or curriculum modifications shall be requested in writing. The administrative decision in response to the request shall likewise be provided in writing. If a child, or his/her parent or guardian, is not satisfied with the decision made by the building principal or designee, he/she may ask the School Board to review and act on the request. The Board shall render its determination upon review in writing, if the student's parent or guardian so requests.

4. PARTICIPATION IN A BOARD-APPROVED ALTERNATIVE PROGRAM

A child who is 16 years of age or older may be excused from regular school attendance to attend an alternative educational program leading to high school graduation or a high school equivalency diploma in accordance with state law provisions.

5. HIGH SCHOOL STUDENTS WHO ARE NO LONGER SUBJECT TO COMPULSORY ATTENDANCE

For any student who is 18 years of age or older and no longer subject to compulsory attendance and truancy referral, the student will still be held to the distinctions between excused and unexcused absences. In addition, by state law, the District may not grant a high school diploma to any student unless, during the high school grades, the student has been enrolled in a class or has participated in an activity approved by the school board during each class period of each school day, or the student has been enrolled in an alternative education program.

Students who are absent from school without an acceptable excuse as authorized above will be considered truant and shall be dealt with in accordance with state law and established District procedures. Students with unexcused absences (truant students) will be permitted to make up tests and examinations that were missed during the unexcused absence period provided that that test/examination can be completed independently and by a reasonable deadline that is established by the teacher. Such students will also be permitted to make up assignments missed during their truancy to the extent such assignments can be completed independently and were not integrated with an in-school or group-based activity that the student missed while truant. Truant students may receive less than full credit for make-up assignments and make-up tests/exams. Teachers shall be expected to apply the same standard for making up missed classroom assignments to all truant students on a fair and consistent basis. With the approval of the building principal, a school may establish periods of supervised study, either during or outside of the regular school day, during which students who need to make-up work will be expected to complete the make-up work. The District shall not deny student credit in a course or subject solely because of a student's unexcused absences.

The building principal shall serve as the primary school attendance officer and deal with all matters relating to school attendance and truancy. The building principal may designate one or more licensed staff members as deputies who shall also be permitted to serve in the role of school attendance officer provided that each such deputy is sufficiently familiar with the relevant requirements and procedures.

The District Administrator and building principals shall establish necessary procedures to encourage regular student attendance, to identify excused and unexcused absences, and to determine appropriate action to respond to and serve as a deterrent to truancy. These procedures shall be in line with recommendations of the county truancy committee(s), the District's truancy plan, and state law requirements.

Teachers, students, and parents and guardians shall be informed of the District's student attendance policy and procedures annually via school handbooks or other means necessary to provide proper notice of student attendance-related responsibilities.

Student Attendance Procedures

1. RESPONSIBILITIES FOR STUDENT ATTENDANCE

a. Parent and Guardian Responsibilities

For all student partial-day or full-day absences from school (except for absences resulting from a period of a school-imposed suspension), the student's parent or guardian is:

- i. Expected to call the school office's attendance line prior to 8:30 a.m. on the day of each absence in order to verify that the student is absent with the parent's or guardian's knowledge, except that no such call is necessary for any absence(s) that the parent arranged and that the school excused in advance; or
- ii. Required to submit a written communication to the school office identifying the date(s) the student will be (or was) absent from school and the reason(s) for the absence. This written notification must be provided:
 1. Prior to the absence for all parent-excused absences, as identified in the Board's attendance policy; or
 2. Either prior to or immediately following the absence for all school-excused absences, but always within 24 hours following the student's return to school from the absence in order for the absence to be considered excused, except when a different time period has been approved by the building principal.
 3. Adult students who are not living with parents or guardians (students 18 years of age or older) may carry out these responsibilities in lieu of their parents or guardians.

b. Student Responsibilities

- i. During the entirety of the scheduled school day for students, students are required to attend all of their classes, lunch periods, and other school-approved activities on time, unless either they are absent from school for an excused (or excusable) reason or some other school-approved or school-directed exception applies.
- ii. Failing to attend all or a portion of a scheduled class, lunch period, or other activity (e.g., skipping class) without an appropriate excuse or school approval subjects a student to appropriate consequences as both an attendance matter and as a violation of school rules, including in situations in which the student remains on school grounds but is not in a location where he/she is supposed to be.
- iii. Other than at the regular student arrival and departure times for the day in question, students are required to check in and check out at the school building's designated attendance office whenever they arrive at, leave from, or return to school during the scheduled school day for students.
- iv. Students are expected to make up class work and any examinations missed during an absence to the extent permitted by Board policy and as directed by their classroom teacher(s). Make-up work related to excused absences is handled differently from work related to unexcused absences.

c. Teacher Responsibilities

- i. Teachers are required to emphasize the importance and necessity of good attendance.
- ii. Teachers shall allow students to make up class work and examinations missed during an excused or unexcused absence in accordance with Board policy, and shall not deny credit in a course solely because of the student's unexcused absences. Teachers are permitted to establish reasonable deadlines for the completion of make-up work.
- iii. Teachers are required by law to take daily attendance in their classes and to maintain a record of student absences.

d. School Attendance Officer Responsibilities

School attendance officers have responsibility for all matters relating to school attendance and truancy and have all of the powers and duties specified in state law. For example, each school attendance officer shall:

- i. Determine daily which students enrolled in the school are absent from school and whether that absence is excused in accordance with Board policy.

- ii. Receive, review and act on requests for and notifications of pre-planned, parent-excused absences.
- iii. Receive and, after consulting with appropriate school personnel to determine the district's response, respond in writing to requests from students or their parents or guardians for program or curriculum modifications.
- iv. Upon the request of a teacher, assist teachers and students with excused or unexcused absences in formulating a plan for the completion of make-up work. The attendance officer may also assign students with unexcused absences to a period of detention or a supervised directed study program for the purpose of making up class work and tests/examinations missed during an unexcused absence.
- v. In the event of a challenge to or possible error in a student's attendance records, evaluate the totality of circumstances and determine whether a student's official attendance records should ultimately reflect that the student was attending, tardy, or absent with or without an acceptable excuse. The reason for any discretionary changes to a student's existing official attendance record shall be sufficiently documented.
- vi. Notify, or cause a designee to notify on his/her behalf, the parent or guardian of a student who has been truant of the student's truancy and direct the parent or guardian to return the student to school no later than the next day on which school is in session or to provide an excuse. Subject to Section B of these procedures regarding tardiness, "truancy" means any absence of part or all of one or more school days during which the school attendance officer or teacher has not been notified of the legal and excusable cause of such absence by the parent or guardian of the absent student, and also means intermittent attendance carried on for the purpose of defeating the intent of the compulsory attendance law. The notice under this paragraph must be given before the end of the second school day after receiving a report of an unexcused absence. The attendance officer shall first attempt to notify the parent/guardian by personal contact or telephone call, keeping a written record of the contact or attempted contact. In the event that contact cannot be established in person or by telephone, the notice shall be sent by mail.
- vii. Notify the parent or guardian of a student who is a habitual truant by registered or certified mail when the student initially becomes a habitual truant. Subject to Section B of these procedures regarding tardiness, "habitual truant" means a student who is absent from school without an acceptable excuse for part or all of 5 or more days on which school is held during a semester. The notice shall include the following:
 - 1. A statement of the parent's or guardian's responsibility under state law to cause the student to attend school regularly.
 - 2. A statement that the parent or guardian or student may request program or curriculum modifications for the student and that the student may be eligible for enrollment in a program for children at risk.
 - 3. A request that the parent or guardian meet with appropriate school personnel to discuss the student's truancy. The notice must include the name of the school personnel with whom the parent or guardian should meet; a date, time and place for the meeting; and the name, address and telephone number of a person to contact to arrange a different date, time or place. The date for the meeting must be within five (5) school days after the date that the habitual truancy notice has been sent to the student's parent or guardian. However, with the consent of the student's parent or guardian the date for the meeting may be extended for an additional five (5) school days.
 - 4. A statement of the penalties that may be imposed under state law on the parent or guardian if he/she fails to cause the student to attend school regularly.
- viii. After a notice of habitual truancy has been issued to the student's parent or guardian in any school year, notify the parent or guardian of any further unexcused absences as provided in the District's truancy management plan.

- ix. If the district determines that a nonresident student attending school in the District under the open enrollment program is habitually truant from school during either semester in a given school year, the District may prohibit the student from continuing to attend school in the District as an open enrollment student in the succeeding semester or school year.

2. TARDINESS AS IT RELATES TO ABSENCES AND TRUANCY

The District recognizes that a student, without an acceptable excuse, may arrive late for school or for a particular class or activity on an occasional and sporadic basis, and that such tardiness should not immediately and in all cases result in a finding of truancy. At the same time, repeated tardiness is inconsistent with the purpose of the compulsory attendance law and can be disruptive to a student's learning and/or to school/classroom operations. Further, regularly tolerating tardiness without any consequence can inhibit the development of a student's personal responsibility. Accordingly, If a student accumulates more than five tardy notations in his/her attendance record during a term for high school, middle school, and intermediate school students and during a semester for elementary students, the school attendance officer or a designee will attempt to contact parent or meet with the student and/or the student's parent or guardian to evaluate the reasons for the tardiness, to consider any available strategies the parent/student can use to avoid future tardiness, and to establish progressive consequences. Following such a conversation or meeting (or attempt to hold a meeting) that involves the student's parent or guardian, tardiness during the remainder of the term for high school, middle school, and intermediate school students and during a semester for elementary students that also involves an unexcused lack of the student's physical presence at school will be considered an instance of truancy under these procedures, but prior to such a meeting (or attempted meeting) such tardiness will not be considered truancy.

In grades K through 12, a student will be marked tardy (rather than absent) if he/she is not present at school and in his/her assigned classroom at the established start of the instructional day, but the student arrives within 30 minutes of that time. Tardy students who initially arrive at school after the normal arrival time for students on the day in question shall check in at the designated school attendance office before proceeding to their classroom or other assigned location.

In grades 7 through 12, a student will be marked tardy (rather than absent) if he/she is not at school or not otherwise present in his/her regularly assigned class/activity (or another school-approved location) at the start of each instructional period where attendance is taken, but the student arrives within 5 minutes of the beginning of the period.

Tardiness that was not caused by any of the reasons that qualify as an excused absence is considered unexcused, and any opportunities for make-up work shall be provided according to make-up work procedures that apply to unexcused absences.

A student who arrives at school late because the student's school-provided transportation arrived late shall not be considered tardy and the student's non-attendance in the relevant class/activity shall be deemed excused in all respects.

3. PROCEDURES LEADING TO LEGAL REFERRAL

Prior to any proceedings being brought against a student for habitual truancy or against the student's parent or guardian for failing to cause the student to attend school regularly, the school attendance officer must provide evidence that appropriate school personnel have, within the school year during which the truancy occurred, done all of the following:

- a. Documented the student's truanies and notified the student's parent or guardian of the truanies as required by law and these procedures.
- b. Met with the child's parent or guardian to discuss the student's truancy and various options under the law, or attempted to meet with the parent or guardian and received no response or was refused.

- i. This meeting may also be used to obtain parent consent for any evaluation(s) (e.g., special education) which the district has determined are necessary and which require the consent of the student's parent or guardian.
 - ii. This meeting is not required if it is not held within 10 days of the District's initial notice to the parent or guardian that the student is a habitual truant (after the student's fifth unexcused absence during a school semester).
- c. Provided an opportunity for educational counseling to the student to determine whether a change in the student's curriculum would resolve the student's truancy problem, and have considered any appropriate program or curriculum modifications.
 - i. The school attendance officer or designee should specifically review the compulsory attendance and truancy laws regarding curriculum modification options.
 - ii. The educational counseling may generally be conducted by school counselors, principals, or teachers.
 - iii. If the student has a disability and either an individualized education program (IEP) or Section 504 plan, the relevant team shall be involved in any decisions affecting the student's curriculum, educational program, or placement.
- d. Evaluated the student to determine whether learning problems may be the cause of the student's truancy and, if so, taken appropriate action or made appropriate referrals to overcome the learning problems. However, the student need not be further evaluated for learning problems as a prerequisite to a legal referral for truancy if tests administered within the previous year indicate that the student is performing at his/her grade level.
- e. Conducted an evaluation to determine whether social problems may be the cause of the student's truancy, and, if so, taken appropriate action or made appropriate referrals.

With respect to the evaluations identified in items 3.d and 3.e of these procedures:

- The evaluations should include at least a review of the student's records, communication with the student, the student's teacher(s), and the student's parent(s) or guardian(s). Additional steps, such as direct observations may also be considered.
- The evaluations should be conducted with the broad purpose of identifying any type of contributing cause to the student's truancy and are not limited to the question of whether the student may have a disability that, if confirmed, could qualify the student for special education or related services. However, if at any point there is a suspected disability under the Individuals with Disabilities Education Act (IDEA) or Section 504, school personnel shall refer the student to the appropriate disability-related evaluation process.
- If the truant student has already been identified as a student with a disability under the IDEA or under Section 504, then the evaluations shall involve the members of the student's IEP or Section 504 team, and the relevant plan should be reviewed and adjusted if the team concludes that it is necessary or appropriate.

The activities in items 3.c., 3.d., and 3.e. of these procedures need not be carried out if the school attendance officer determines and is able to show that appropriate school personnel were unable to carry out one or more of the activities due to the student's absences from school.

School personnel shall properly document all of the above-identified activities that occur prior to or in connection with any truancy-related legal proceedings that are brought against a student and/or a parent or guardian. That is, school personnel are expected to maintain documentation related to all notices (including those provided in person or via phone), meetings, evaluations, and referrals, as well as documentation related to any attempts to carry out the above identified activities that could not be completed due to a refusal, a lack of any response, the student's ongoing absences, etc.

If the steps outlined above have been followed, a legal referral may be made in accordance with the District's and county truancy plan(s).