

# Parent & Student Handbook 2023-2024

\* Learn \* Serve \* Be Well



## FLEX ACADEMY

Building Main Entrance and Mailing Address: 1402 Freedom Rd. Little Chute 54140

Flex Academy Entrance: 325 Meulemans St. Little Chute 54140

Flex Office Phone: 920-687-6650

District Office Fax: 920-788-7603

[www.littlechute.k12.wi.us/schools/flex-academy](http://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 21<sup>st</sup>-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%
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 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 classroom 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). Quarterly All School Service Learning days will be embedded within each quarter for students to work on their PBL with the help of the teachers at school as well as participate 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. Students will display their hard work at a Service Learning Fair held at the end of the year. Students have quarterly requirements for their Service Learning actively throughout the year.

In addition to their project, students may complete additional service learning activities not connected to their PBL. Additional minutes require documentation of these experiences utilizing the online form found on the parent site. Additional Service Learning Minutes Award is *in addition* to mastery of students Service Learning PBL. We will recognize and acknowledge Service Learning minutes at an awards ceremony. Annual Service Learning minutes are due **May 10th, 2024**.

<b>Additional Service Learning Minutes</b>
<b><i>Grades K-8 Medal Requirements</i></b>
GOLD: 2,250 + Minutes
SILVER: 1,500-2,249 Minutes
BRONZE: 1,000-1,499 Minutes

# Flex Academy Overview

## ***Learner Coach (LC)***

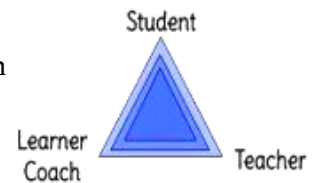
The Learner Coach, also referenced as LC, is the designated guardian (primary contact) for all communications, responsibilities and requirements at the Flex Academy.

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, 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) is a requirement of all adults that sign on to be a student's Learner Coach. The Flex Academy will provide LCD four times per year as a way to support instruction at home. Learner Coaches that do not fulfill the quarterly required LCD will be contacted by their child's teacher.
- **Triad Conferences**  
Two mandatory conferences will be held throughout the year for the student, Learner Coach, and classroom teacher.

## ***Triad Contract/Best Fit Support Plan***

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 Support Plan. With the creation of the Best Fit Support Plan, subsequent meetings will be required in order to ensure that the student is making expected progress. With review of the Best Fit Support 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***

Multi-age learning environments provide a range of levels of work, so the needs of all learners can be accommodated, while providing a supportive learning environment. Benefits include, modeling of behaviors, supportive collaboration, homogeneous and heterogeneous grouping and the increased similarity 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 are expected to be at different levels and are encouraged to learn at their own pace. The multi-age classroom becomes a positive, nurturing, and safe environment for students.

## ***Integrated Curriculum***

Integrated curriculum is an educational approach that prepares children for lifelong learning. An integrated curriculum is one in which children explore knowledge in various subjects related to certain aspects of their environment both online and in person. Integrated curriculum focuses on: A combination of subjects, an emphasis on projects, 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, and additional clubs allow students and families to further explore their personal interests.

### ***Mastery Based Learning***

The Flex Academy is a Mastery Based learning community. In general, it is believed that all students are able to demonstrate mastery of their learning at or above an 80% proficiency. In order to continue to foster these beliefs, we have found that by creating a solid foundation within students' academics at the younger learning years there is greater long term success. Students do have the option to complete work at a faster 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, teachers will advance them. To ensure mastery learning K-8 students will also be assessed via offline assessments which align to grade specific "I Can" Statements.

### ***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 (iReady, FORWARD), offline assessments in class work, offline work, behavioral needs, and Edgenuity 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 schedule 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 put in 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 performance. The Flex Academy uses meaningful assessment tools to measure student progress. Student work habits and social behaviors are also assessed on the report card. If you wish to print a copy of your child's report card, you can do so in your parent portal on Infinite Campus.

### ***Assessment and Reporting***

Continual assessment of learning is duly measured through online and offline assessments. Final 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 future coursework for students. Students will be working on mastering content area goals, as determined by the standards, prior to moving forward.

All of the assessments and reporting done in Flex Academy will reflect progress towards these standards and will determine where students are along the continuum. Every Flex Academy student will participate in the state standardized tests as required by the state of Wisconsin. Testing will be conducted **on site**. Flex Academy students will also take a performance assessment at least two times each year, as a progress monitoring tool for teachers through iReady or its successor.

### ***Flexcursions***

Flexcursions are community based events meant to enhance students academic and social emotional growth. Students take an active role in learning about and participating in activities outside of the school and home. Flexcursions go beyond reading about a concept; students are able to see it, manipulate it or physically participate in an event. Attending a Flexcursion places the students in different social environments, which also fosters a sense of teamwork and community among the students as they experience the Flexcursion together.

- **Mandatory**- One Flexcursion per quarter is required. Students may attend more per family choice.
- **Volunteers**- Individuals that would like to attend a Flexcursion 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**.
- Sign Up Genius- Learner Coaches will sign up 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 sign up for a portion of a trip. Emergencies need to be communicated with a teacher on the trip.*
- Payment- Should 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.
- Reimbursement- If a Flexcursion is missed, no reimbursement will be given. Transferring of “tickets” is not permitted.

## **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 classroom 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**

- In person learning days will typically be two days:
  - one Instruction/personalized learning time (PLT) day and,
  - one Enrichment/PLT day. A Flexcursion can count as an Enrichment/PLT day for the week.
- Students may sign up for additional STEM or all-school activity on most Thursdays following a Flexcursion.
- 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 a 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 there is valid communication to change it to excused.
  - When teachers notice a consistent pattern of tardies we will reach out with the proactive plan below:
    - 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.
  - Days where a Flexcursion takes place, student must be at the appropriate location **by the time listed in SignUp Genius** to avoid a tardy.

### Home-Based Attendance

All Students will receive one school provided agenda; agendas must be sent to school each day and lost agendas will have a replacement fee of \$15. 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.

- Learner Coaches will fill out and sign student agendas for at home learning days to ensure at home requirements are being met. **Core online curriculum within 2 weeks of the pacing guide is a requirement.**
- Typically three days; can include Sat and/or Sun
  - Must be documented in the student agenda and communicated prior to the event with the Administrative Assistant 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 classroom teacher, a Best Fit Support Plan 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 could be a possibility if requirements are not being met.

### Special Education Attendance

- The schedule for special education services will depend on students' IEP. 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 needs and possible placement.

### 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 and are approved in advance by the Principal. 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.

- ***Early Release***

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 recognize the Flex Academy calendar is unique, we want to allow for flexibility in when and where learning takes place for families based on our mission and vision, which states school can be done anywhere at any time. To prevent 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).*

Below you will see some flexible attendance options that are permissible at Flex Academy. Please note that they do involve pre-arranged coordination with your child's teacher.

- ***Holiday 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 (ex: Winter Break, Spring Break, etc.). 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 classroom teacher. If missed work is not completed during expected time, attendance will be switched to an unexcused absence.

- ***Educational Travel***

This option should be utilized for families who will be completing work while on vacation. If the Pre-Arranged Absence Form is approved, the classroom teacher/Learner Coach will create a Pre-Arranged Absence Contract for work expected to be completed prior to the return of school. At school days will be listed as excused absences and at home days will receive attendant credit. 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 but will not be completing school work. Missed work will still need to be made up before or following the vacation within two weeks directed by the Absence Approval Document shared by the classroom 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 cancelled 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.

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 Christine Chambers at the District Office immediately 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*

In helping with the structure of school and to allow for maximum learning efficiency, 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)

### ***Flexcursion Permission***

At registration, parents will provide consent for any and all Flexcursions via a handbook signature, which eliminates the necessity for individual permission slips. If a facility requires additional paperwork, it will be linked on the SignUp Genius with further instructions.

## **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 classroom teachers for specific student help and/or support. This time may also be used for benchmarking, mini-lessons, and assessments.

### ***SignUp Genius***

A web-based program used to organize school schedules and classroom needs. Sign ups **must be completed by deadline dates**. If you have an emergency or unforeseen circumstance, you must contact the Administrative Assistant **via email**, for permission to make a change. **DO NOT** contact the classroom teacher.

### ***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

A complete listing of Little Chute Area School District Board Policies, rules, and related documents can be accessed by going to [www.littlechute.k12.wi.us](http://www.littlechute.k12.wi.us). please select the “board policy” link. The following policies and related rules are required to be posted in the Flex Academy Handbook.

Title IX Nondiscrimination Policy Statement – As mandated by the current provisions of Title IX of the Education Amendments of 1972 and under the regulations set forth in Chapter 106 of Title 34 of the Code of Federal Regulations (“the federal Title IX regulations”), the District does not unlawfully discriminate on the basis of sex in any education program or activity that the District operates. Title IX’s requirement not to discriminate in any education program or activity extends to cover, but is not limited to, District students, certain admissions processes, and District employment. Inquiries regarding how Title IX and the federal Title IX regulations apply to the District may be referred to a District Title IX Coordinator (as designated below), to the Assistant Secretary for Civil Rights at the U.S. Department of Education, or to both.

The District’s commitment to nondiscrimination under Title IX and under other state and federal laws is further defined in the policies of the School Board.

District Title IX Coordinators – 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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Reporting Sex Discrimination – Any person (including a person who is not claiming to have been personally harmed/victimized by the alleged discrimination) may report a concern or allegation regarding prohibited sex discrimination (including sexual harassment) to the District. Such reports may be submitted as follows:

1. To a District Title IX Coordinator, either in person, by U.S. mail, by telephone, or by electronic mail, using the contact information listed above. In person reports should be made when the Title IX Coordinator is reasonably available during regular working hours. Reports submitted by telephone, mail, or electronic mail may be made at any time.
2. By any other means that results in a Title IX Coordinator actually receiving the person's verbal or written report.

Filing Formal Complaints of Title IX Sexual Harassment – As required by the federal Title IX regulations, the District has established a formal grievance process for investigating and resolving “formal complaints” of “sexual harassment,” as those terms are defined in the regulations.

An individual who is alleged to be the victim of conduct that could constitute sexual harassment under the federal Title IX regulations (i.e., a Title IX “complainant”), or a parent or guardian who has a legal right to act on behalf of such an individual, may file a formal complaint of sexual harassment. No Title IX complainant is obligated to file a formal complaint, but a qualifying formal complaint is necessary for the District to start an investigation using the District’s formal Title IX grievance process.

Complainants are expected to file formal complaints of sexual harassment with a District Title IX Coordinator by submitting a document or electronic submission in person, by U.S. mail, or by electronic mail, using the contact information specified above.

Additional requirements for formal complaints of Title IX sexual harassment, including a description of the required content for a formal complaint, are set forth in Policy 113 within the School Board’s policies.

District Response to Reports and Complaints of Sex Discrimination and to Formal Complaints of Sexual Harassment under Title IX – The District has established grievance procedures through which the District structures its response to reports that allege unlawful discrimination on the basis of sex in any education program or activity of the District. Those procedures are set forth in Policy 411 Rule and Policy 511 Rule, as published on the District’s website. The purpose of such procedures is to provide for the prompt and equitable resolution of any report or complaint of alleged sex discrimination, excluding formal complaints of sexual harassment under Title IX (which are subject to a different process).

Any time that the District has actual knowledge of sexual harassment or allegations of sexual harassment that could constitute a violation of Title IX, the District has obligations to respond to such knowledge in a manner that is not deliberately indifferent and in a manner that treats the alleged victim(s) of sexual harassment and the alleged perpetrator(s) of sexual harassment equitably. Such a response includes, but is not limited to, offering supportive measures to a complainant and investigating and resolving any formal complaint that presents allegations of Title IX sexual harassment using the formal grievance process that the District has adopted for such formal complaints. District procedures for responding to alleged sexual harassment under Title IX, including the formal grievance process, are set forth in Policy 113 Rule 1, as published on the District’s website.

*School Volunteers (LCASD POLICY 353.1)*

The Board of Education recognizes the need to develop a volunteer program to support district instructional programs and extracurricular activities. The purpose of the volunteer program will be to:

1. Assist employees in providing more individualization and enrichment of instruction in order to improve student achievement.
2. Build an understanding of school programs among interested citizens, thus stimulating widespread involvement in a total educational process.
3. Strengthen school/community relations through positive participation.

A volunteer is a person who serves on an occasional or regular basis at school sites or other educational facilities to support the efforts of professional personnel. Such an adult volunteer will serve in that capacity without compensation or employee benefits of any type. Use of volunteers within the District are not to conflict with any regularly authorized personnel.

Volunteers will work with students under the immediate supervision and direction of a certified person.

The building administrator will be responsible for reviewing volunteer applications and approving individuals for volunteer positions within their building. Volunteers are expected to comply with all rules and regulations set forth by the District. A criminal background check will be conducted on each volunteer who shall come in contact with students prior to the volunteer assignment being finalized.

*Student Nondiscrimination/Equal Educational Opportunity (LCASD POLICY 411)*

The right of students to be admitted to school and to participate fully in curricular, co-curricular, student services, recreational or other programs or activities shall not be unlawfully abridged or impaired because of a student's sex, sexual orientation, race, color, national origin, ancestry, religion, creed, age, pregnancy, marital or parental status, any physical, mental, emotional or learning disability, or any other legally-protected status or classification. Accordingly, the School Board prohibits all forms of unlawful discrimination against students, regardless of the legally protected status or classification that serves as the basis for any prohibited discriminatory conduct, policy, or practice. When based upon a legally-protected status or classification, examples of unlawful and discriminatory acts can include:

1. The denial of admission to any public school;
2. The denial of participation in, equal access to, or the benefits of any curricular, extracurricular, student services, recreational, or other program/activity, including the District’s career and technical education



- opportunities;
3. The discriminatory and inequitable provision of resources among comparable curricular or extracurricular programs; or
  4. Any action, policy, or practice, including segregation, bias, stereotyping, or student harassment, which is detrimental to a person or group of persons and differentiates or distinguishes among persons, or which limits or denies a person or group of persons opportunities, privileges, roles or rewards based, in whole or in part, on a legally protected classification or characteristic.

Children of homeless individuals and unaccompanied youth (youth not in the custody of a parent or guardian) as identified under federal law shall have equal access to the same free, appropriate public education, including comparable services, as those provided to other children and youth who reside in the District. Homeless children and youth shall not be required to attend a separate school or program for homeless children and shall not be stigmatized by school personnel.

The District shall provide all appropriate and legally-required accommodations, educational services, and/or programs for students who have been identified as having a qualifying disability, regardless of the nature or severity of the disability and regardless of whether the student qualifies for the District's special education program. Facilities modifications necessary to provide for appropriate access and participation for persons with disabilities shall be made to the extent required by law.

The District shall also provide for the reasonable accommodation of a student's sincerely held religious beliefs with regard to examinations and other academic requirements. Requests for such accommodations shall be made in writing and shall be submitted to and acted upon by the building principal. Accommodations may include, but are not necessarily limited to, being excused from participation in an activity, alternative assignments, release time from school to participate in religious activities, and opportunities to make up work missed due to religious observances. Any such accommodations granted under this policy shall be provided to students without prejudicial effect.

This policy shall not be interpreted to prohibit the District from (1) providing special programs or services based on student need, such as gifted and talented programming, special education, school-age parents, bilingual-bicultural programs or services, at risk or alternative programs, and other special programs or services; or (2) placing a student in a school, program, class, or activity based on objective standards of individual need or performance.

Complaints alleging a violation of any aspect of this policy may be filed and shall be processed in accordance with the District's student discrimination complaint procedures, as adopted in connection with Board Policy 113 and this policy.

Any person who is determined to be responsible for any form of unlawful discrimination, any act of prohibited retaliation, or other violation of a District nondiscrimination policy, including this policy, is subject to appropriate disciplinary action and/or other appropriate consequences that are within the District's lawful authority.

Policy Provisions Incorporated by Reference. The following provisions of Board Policy 113, which addresses the District's commitment to nondiscrimination across all aspects of the District's programs, activities, and operations, are applicable to this student-focused policy and are incorporated by reference:

- The designation of nondiscrimination coordinators, including the District's Title IX Coordinator(s). The District's primary nondiscrimination coordinator for student matters, as identified in Board Policy 113, is also designated to receive any student discrimination complaints arising under section 118.13 of the state statutes and Chapter PI 9 of the Wisconsin Administrative Code. Board Policy 113 provides the direct contact information for the District's nondiscrimination coordinators.
- Procedures under which any person may submit a report, concern, or allegation of prohibited student discrimination or prohibited retaliation to the District.

- Notice that the prohibitions against sex discrimination established by Title IX of the federal Education Amendments of 1972 (“Title IX”) and by the regulations set forth in Chapter 106 of Title 34 of the Code of Federal Regulations (“the federal Title IX regulations”) apply to the District and extend to protect District students and employees.
- Procedures and conditions under which an individual who is alleged to be the victim of conduct that could constitute sexual harassment under the federal Title IX regulations (i.e., a Title IX “complainant”) may file a “formal complaint” of “sexual harassment,” as those terms are defined in federal regulations for purposes of Title IX.
- The prohibition that no official, employee, or agent of the District or any other person (including a student) may intimidate, threaten, coerce, or unlawfully discriminate against any individual (1) for the purpose of interfering with any right or privilege secured by any nondiscrimination statute or related regulation, or (2) because the individual has made a report or complaint, or testified, assisted, participated, or exercised a legal right to refuse to participate in any manner in an investigation or proceeding conducted under any District nondiscrimination policy.
- The limitations on the extent to which the District can provide or assure confidentiality, but also the commitment to observe any specific confidentiality requirements established by state or federal law.
- The prohibition against bad faith conduct and abuse of process in connection with any report or complaint of possible discrimination or retaliation.
- The responsibility of the administration to issue/post all required notices related to this policy and to the state and federal laws that prohibit student discrimination.
- The responsibility of the administration to maintain adequate records relating to reports and complaints of discrimination or retaliation.

External Complaints and Proceedings. By following the procedures and timelines established by the applicable non-District entity, complaints of unlawful student discrimination may also be filed externally with the Wisconsin Department of Public Instruction, the Chicago office of the U.S. Department of Education’s Office for Civil Rights, or, in appropriate circumstances, with any state or federal court or other agency of competent jurisdiction.

Notices and Published Nondiscrimination Statements. The District Administrator and the District’s designated nondiscrimination coordinators shall ensure that notice of this policy and its accompanying complaint procedures is published at the beginning of each school year as a class 1 legal notice. In addition:

1. A student nondiscrimination statement shall be included in the District’s student and employee handbooks, course selection handbooks, and other published materials distributed to the public describing school activities and opportunities; and
2. The District’s student nondiscrimination complaint procedure shall be included in the District’s student and employee handbooks; and
3. The District shall also provide students and parents of students with notices required under the federal Title IX regulations relating to prohibited sex discrimination.

Evaluation and Reports. The District Administrator and the District’s designated nondiscrimination coordinators shall ensure that the District annually prepares an summary compliance report regarding student nondiscrimination and that the District completes an evaluation of the status of nondiscrimination and equality of educational opportunity in the District at least once every five years, as further specified under the regulations of the Department of Public Instruction.

*Student Discrimination Complaint Procedures (LCASD POLICY 411 Rule)*

## I. Purpose

These procedures have been developed to process reports or complaints that allege any of the following:

- A. The District has not complied with the student nondiscrimination requirements of section 118.13 of the state statutes and the statute's implementing regulations.
- B. The District has unlawfully discriminated against a student or non-employee under the current provisions and regulations of Titles IV and VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, Section 504 of the Rehabilitation Act, or Title II of the Americans with Disabilities Act;
- C. A student has in some other way been unlawfully discriminated against on the basis of sex, sexual orientation, race, color, national origin, ancestry, religion, creed, age, pregnancy, parental or marital status, any physical, learning, mental, or emotional disability, or any other legally-protected status or classification;
- D. That there has been a violation (including violations by other students) of any of the Board's student nondiscrimination, student anti-harassment, or other equal educational opportunities policies.

With respect to Title IX, these procedures serve as District grievance procedures for resolving reports and complaints of sex discrimination under Title IX within the District's education programs and activities, except for formal complaints of Title IX sexual harassment (which are subject to a separate grievance process) and except for allegations that Title IX discrimination has occurred against an employee of the District.

In addition, these complaint procedures may also be used in any situation where another Board policy or District procedure directs or allows the use of these complaint resolution procedures.

*Non-Applicability to Special Education:* Under state and federal law, discrimination complaints and appeals relating to the identification, evaluation, or educational placement of, or the provision of a free appropriate public education to, a student with a disability under the Individuals with Disabilities Education Act must be processed in accordance with established appeal procedures outlined in the District's special education procedures. Accordingly, such complaints and appeals relating to special education will not be processed under these complaint procedures.

## II. Nondiscrimination Coordinators; Filing a Report a Complaint

### A. Nondiscrimination Coordinators

The contact information for the District's primary nondiscrimination coordinator for student matters (i.e., where one or more students is alleged to be the victim of unlawful discrimination or otherwise aggrieved under a District nondiscrimination policy) is as follows:

Director of Pupil Services  
Alexandra Baierl  
1402 Freedom Rd.  
Little Chute, WI 54140  
(920) 788-7605  
abaierl@littlechute.k12.wi.us

The above-identified coordinator's role includes serving as a District Title IX Coordinator, as a Section 504 and Americans with Disabilities Act Coordinator, and as the District employee designated to receive any student discrimination complaints arising under section 118.13 of the state statutes and Chapter PI 9 of the Wisconsin Administrative Code.

In the event the above-identified coordinator is affected by a conflict of interest for a given matter or temporarily absent or otherwise unavailable, Board Policy 113 identifies and provides contact

information for a deputy coordinator.

#### **B. Procedures for Filing a Complaint or Report**

Using their District-provided contact information, any person may report a concern or allegation of prohibited student discrimination or prohibited retaliation to any the District's designated nondiscrimination and equal opportunity coordinators. The report or complaint may be submitted (1) in person (whether verbally or in writing), (2) by U.S. mail, (3) by telephone, or (4) by electronic mail.

Refer to Board Policy 113 for additional information and procedures regarding the submission of reports and complaints of prohibited discrimination and retaliation.

#### **C. Acknowledgement of the Report or Complaint**

Normally within 15 business days of the date that a District nondiscrimination coordinator received a report or complaint of unlawful discrimination that is subject to these procedures, a District's nondiscrimination coordinator or his/her designee shall provide the person making the report or complaint with a written acknowledgement of receipt.

If the person who submitted the report or complaint does not receive the acknowledgement of receipt within that timeframe, they are strongly encouraged to contact a District nondiscrimination coordinator to verify that the report or complaint was received as intended.

#### **D. Concerns with Safety, Confidentiality, or Retaliation**

Any person who presents a report or complaint or who participates in any manner in an investigation or other proceeding under these procedures should arrange to discuss any concerns about safety, confidentiality, or retaliation with a designated nondiscrimination coordinator (see Board Policy 113) or with the District Administrator as early as possible in connection with their involvement in the process — including at or even prior to the time that a report or complaint is filed. The District's nondiscrimination policies further address the issues of confidentiality and protections for retaliation.

### **III. Pre-Investigation Considerations/Procedures; Other General Provisions**

#### **A. Referral to Nondiscrimination Coordinators**

If, for any reason, a report or complaint alleging prohibited discrimination or retaliation under these procedures is initially brought to the attention of a District official, administrator, or supervisor other than a designated nondiscrimination coordinator, such other person shall refer the report or complaint to an appropriate coordinator. This referral expectation does not relieve a person who is initially submitting such a report or complaint from following the District's established report/complaint submission procedures.

All reports and complaints of sex discrimination, including sexual harassment, shall be referred to a nondiscrimination coordinator who serves as a District Title IX Coordinator.

#### **B. Coordination with Title IX Sexual Harassment Regulations and Procedures**

To the extent a report or complaint concerns conduct that could constitute "sexual harassment" as defined in Chapter 106 of Title 34 of the Code of Federal Regulations ("the federal Title IX regulations"), additional requirements and obligations apply to the District and its designated Title IX Coordinator(s), including but not limited to the obligations to contact the alleged victim of the sexual harassment, to consider and implement supportive measures, and to avoid implementing disciplinary sanctions against the alleged perpetrator of the sexual harassment until after an appropriate determination of responsibility.

Further, as required by the federal Title IX regulations, the District has adopted a separate grievance process (see 113-Rule 1) for the resolution of documented “formal complaints” of “sexual harassment,” as those terms are defined in the federal regulations (see 34 C.F.R. §106.30). Accordingly, formal complaints of Title IX sexual harassment will be processed pursuant to the separate grievance process.

The District is not required to use these complaint procedures to further address any report, complaint, allegation, or basis for a finding of potential misconduct or liability that reaches a determination, or that is otherwise resolved, through the separate Title IX grievance process.

#### C. Interim Measures

In conjunction with the District’s receipt of notice of any report or complaint of alleged discrimination, harassment, or retaliation, or any other matter that is directed to these procedures for a resolution, a District nondiscrimination coordinator or an administrator acting on behalf of a coordinator may consider the potential need for and may implement interim measures that are taken before the resolution of the report or complaint (e.g., safety planning, a “no contact” directive, or other steps needed to protect the complainant or other persons). A complainant may also affirmatively request the consideration of such interim measures. To the extent a report or complaint concerns conduct that could constitute Title IX sexual harassment, the District’s consideration and implementation of any such interim measures shall be consistent with the requirements of the federal Title IX regulations.

#### D. Substitution of Parties

If a report or complaint is initially submitted to the District by someone who is not claiming to have been personally harmed or victimized by the alleged conduct or challenged policy (such as a witness or a person who received a third-party account of an incident or allegation), the District reserves discretion, for purposes of these procedures, to substitute the actual party in interest in place of the person who initially submitted the complaint or report. The District will inform the person who initially submitted the complaint or report of any such decision to substitute the actual party in interest as the complainant.

#### E. Authority to Dismiss Complaints or Specific Allegations

The District retains discretion to dismiss a complaint, or specific allegations, without completing the steps of these complaint procedures for any of the following reasons:

1. The allegations, in whole or in part, raise issues over which the District does not have authority or jurisdiction or that are not amenable to a resolution through these procedures;
2. Mootness (e.g., a challenged policy or practice has been changed);
3. The District determines that specific circumstances prevent the District from gathering evidence that is sufficient to reach a determination regarding the allegations;
4. Due to a lack of timeliness (e.g., an unreasonable or unduly prejudicial delay in reporting), as further addressed in Board Policy 113;
5. Abuse of process; or
6. The complainant requests to withdraw the complaint and the District consents.

A decision to dismiss a complaint or any allegations for purpose of these complaint procedures does not prevent the District from otherwise addressing a matter through other processes. Accordingly, any such dismissal may include a decision to re-direct the complaint to another internal procedure.

An actual party in interest may, within 5 business days of being notified of a dismissal decision, submit a written request to the District Administrator asking for the District

Administrator to review/reconsider such decision.

#### F. Modification of Procedures to Address Conflicts

In all cases, these procedures shall be implemented in a manner that avoids conflicts of interest, including but not limited to situations where one of the individuals acting on behalf of the District in the resolution process is alleged to have engaged in the conduct that is the basis for the allegations. The primary means of avoiding conflicts is to substitute different individuals in place of any individual who has a conflict of interest. Provided that the District Administrator is not personally affected by a conflict of interest, all concerns with conflicts of interest or potential conflicts of interest shall be brought to the attention of the District Administrator, and the District Administrator is authorized to direct or approve such substitutions if he/she determines that it is necessary or appropriate to do so.

If a report or complaint alleges that the District Administrator has engaged in the improper conduct that is the basis for the allegations, or if the District Administrator or School Board determines that the administrator is affected by some other material conflict of interest, a designated nondiscrimination coordinator or the District Administrator shall forward the complaint or report to the Board President. The Board President shall engage District legal counsel for the purpose of formulating a recommendation on any modifications to these procedures that may be appropriate to address the District Administrator's conflict of interest. Such recommendation may include the appointment of an outside investigator, and the Board President is authorized to appoint/engage such an outside investigator. When the District Administrator is affected by a conflict of interest, the Board President is also authorized to assign an individual to serve as the complaint manager for any formal investigation (see below) and to perform any other responsibility that these procedures assign to the District Administrator, including, upon advice of counsel and with notice to the Board, making decisions regarding the dismissal of a complaint. In addition, in any case where the District Administrator is alleged to have engaged in the conduct that is the basis for the allegations, the Board shall automatically serve as the body that, following an investigation, makes a determination regarding any allegations of misconduct on the part of the District Administrator. Any appeal of the Board's decision shall be treated as a request for reconsideration and final decision by the Board.

Beyond the modifications identified in this section, any additional modifications of these procedures that are deemed necessary or advisable in order to address conflicts of interest shall be approved by the Board.

#### IV. Informal Resolution (other than for complaints of Title IX sexual harassment)

##### A. Conditions on the Use of Informal Resolution

The District permits, but does not require, attempts to informally resolve reports, complaints, or other concerns regarding (1) possible student-related discrimination, harassment, or retaliation, or (2) other claims or allegations that are addressed under these procedures. However, both of the following conditions apply:

1. If any such report, complaint, or concern relates to conduct that could constitute "sexual harassment" as defined by the federal Title IX regulations, informal resolution may be attempted only if a formal complaint of Title IX sexual harassment is pending and the attempt at informal resolution is conducted pursuant to the Title IX regulations and the District's separate grievance process for such formal complaints.
2. No person is required to participate in an informal resolution process (i.e., if such a process is offered, then participation is voluntary). A person who initially agrees to participate in an informal resolution process may withdraw from the process prior to its conclusion without penalty.

##### B. Description of the Process

1. An attempt to reach an acceptable informal resolution may be initiated at any point after the District has been notified of a report or complaint that would otherwise be resolved using the formal investigative and decision-making steps defined below, including after a formal investigation has been initiated.
2. Although various administrators/supervisors may be involved in attempting an informal resolution, an appropriate nondiscrimination coordinator should still be notified of the complaint or report and involved in the decision to offer/pursue an informal resolution.
3. An informal resolution process is intended to be flexible, but generally includes any process that departs from the formal investigative and decision-making steps defined below. For example, an informal resolution may involve calling resolution meetings, gathering relevant information (e.g., regarding requested remedies), seeking agreement on facts that are not in dispute, holding mediated resolution sessions, and/or offering one or more options for changes to the relevant circumstances.
4. Attempts at informal resolution may resolve some, all, or none of the issues/allegations submitted for resolution. Any unresolved issues and allegations may proceed to be further processed under these procedures.
5. The person(s) facilitating the informal resolution process on behalf of the District shall document the allegations/issues that were submitted for attempted resolution and the outcome of the process. If such documentation is prepared by another person, the record shall be provided to the appropriate nondiscrimination coordinator.

V. Formal Investigation and Determination Procedures (other than for formal complaints of Title IX sexual harassment)

The formal complaint procedures listed below shall be initiated based on a written statement of the complaint or other report of the relevant claims/allegations. The written statement may be a statement that was submitted by a complainant, or a statement that is prepared by a District-designated nondiscrimination coordinator or a designee. If necessary, the written statement may be amended during the process, or the District may otherwise inform the parties of any clarifications of or changes to the claims or allegations under investigation.

The District will normally attempt to make an initial determination of a complaint under these procedures within 90 days of the date that a District-designated nondiscrimination coordinator, or an administrative-level designee of the coordinator, is first notified of the claims/allegations. However, if the District determines that there is a legitimate need to extend the normal timeline, the District shall inform the parties of such need and, if required by Chapter PI 9 of the Wisconsin Administrative Code, request the parties' consent to the extension.

Step 1: The District will designate a complaint manager, who will normally be one of the District's designated nondiscrimination coordinators. The complaint manager will be the primary point of contact regarding the complaint for the relevant parties, ensure that appropriate communications from the District are provided to the parties, and ensure appropriate record-keeping in connection with the complaint process.

Step 2: In consultation with the complaint manager, the District Administrator or the Director of Pupil Services or their administrative-level designee shall assign one or more individuals to conduct an investigation of the claims/allegations, decide the merits of the matter at this Step, and determine what responsive, remedial, or disciplinary actions will be taken or recommended (if any). The complaint manager shall ensure that the District provides the appropriate parties with written notice of the initial administrative determination of the complaint.

Step 3: If any complainant or alleged responsible party under the complaint is dissatisfied with the determination reached at Step 2, the individual may, within 10 business days\* of the date that notice of the initial determination is delivered to the parties, file a written request for

reconsideration with the office of the District Administrator. (The request may be submitted via electronic mail to the District Administrator or to such other person who is acting as the appeal authority in this step.) The request for reconsideration shall state the specific reason(s) why the party believes the administrative determination should be modified.

1. Prior to reaching a decision that would modify the previous determination, the District will give the other parties to the matter at least 5 calendar days\* to submit a statement regarding the asserted grounds for modification.
2. The District Administrator will normally issue a written decision on reconsideration to the parties within 30 calendar days of the date the request for reconsideration is received unless further investigation is initiated and/or the District Administrator determines that an extension of time is otherwise needed. The District shall notify the parties of any extension of the 30-day timeline and, to the extent necessary under Chapter PI 9, request the parties' consent to the extension.

\* Deadline extensions for parties: A party may submit a written request (including via email) for an extension of the applicable deadlines in this step to the Office of the District Administrator. The request shall specify the length of the extension being requested and the reason for the extension. The District Administrator or other person acting as the appeal authority may grant such a request (in whole or in part) upon a determination of good cause and a lack of undue delay or other materially prejudicial effect.

Step 4: If the complaint involved allegations of student discrimination in violation of section 118.13 of the state statutes and Chapter PI 9, the complaining party may appeal any negative final decision of the District (e.g., the decision at Step 3) to the State Superintendent of Public Instruction. Using the procedures identified in Chapter PI 1 of the Wisconsin Administrative Code, such appeals must be filed in writing within 30 calendar days of the District's final decision and sent to the Department of Public Instruction, Equal Educational Opportunity Office – Pupil Nondiscrimination, P.O. Box 7841, Madison, WI 53707.

Additional appeal to the State Superintendent: If the complaint involved allegations of student discrimination in violation of section 118.13 of the state statutes and Chapter PI 9, a complainant may also appeal directly to the State Superintendent if the District has not provided a written acknowledgement within 45 days of the receipt of the complaint or has not made a final determination within 90 days of receipt of the written complaint.

## VI. External Agency or Court Filing

Where otherwise permitted by law, nothing within these locally-established complaint resolution procedures shall preclude individuals from filing, on a timely and procedurally appropriate basis, (1) a discrimination complaint or request for enforcement directly with the U.S. Department of Education's Office of Civil Rights (OCR) in Chicago (Region V), as authorized by various federal laws; or (2) a complaint or suit with another external governmental agency or court having proper jurisdiction. Such agencies and courts independently determine the extent to which any given complaint falls within their realm of authority. Unless otherwise required by an applicable law or procedural requirement, such actions may be taken in lieu of or in addition to filing a complaint under the District's local procedures. Any party with a complaint is independently responsible for determining the applicable outside agencies or courts with which a complaint or suit may properly be filed and the applicable filing deadlines and procedures.

## VII. Maintenance of Complaint Records

The District shall maintain records for each report or complaint that is processed under these procedures. Such records shall identify at least the following:

1. The date the report or complaint was first received by the District.



2. The identity of the person submitting the report or complaint and the identities of the actual parties in interest to the complaint, if known.
3. The claims or allegations made in the report or complaint and any other allegations that are investigated in connection with the report or complaint.
4. Documentation of any interim measures implemented by the District.
5. Documentation of the outcome of any informal resolution process that was attempted.
6. A record of the determination of the complaint, including any dismissals, any initial determination(s) on the merits, and any determination(s) made in connection with an appeal, including the identity of the relevant decision-makers.
7. Any remedies or sanctions that are granted/imposed following a determination that substantiates any claims or allegation(s).

*Anti-Bullying and Anti-Harassment (LCASD POLICY 412)*

The Board believes that bullying and harassment are complex school and community issues that have pernicious consequences, first and foremost, for those individuals who are the victims of the behavior. However, bullying and harassment also have negative consequences for those who engage in the behavior, for the overall school environment, and for the broader community.

Definition of Bullying

As used in this Policy, the term “bullying” includes severe, systematic, or repeated conduct, including written, spoken, nonverbal, or physical behaviors or communications, that:

1. Is done with the purpose of threatening, intimidating, or degrading another person, or causing another person fear, physical harm, emotional harm or distress, social isolation, or humiliation; AND
2. The conduct does one or more of the following:
  - a. Substantially interferes with any student’s education;
  - b. Substantially interferes with a person’s ability to participate in or benefit from any school activity or program;
  - c. Endangers the health, safety, or property of the target(s) of the behavior; or
  - d. Creates a threatening, intimidating, hostile, or offensive environment within any District school, activity, or program.

Bullying will often, but not in every case, involve evidence of either (1) an imbalance of real or perceived power, or (2) an attempt to establish, assert, or demonstrate such a power differential through the conduct.

Younger students might better understand the meaning of “bullying” when the term is defined to include conduct that one person uses on purpose to hurt, belittle, embarrass, or scare another person, where the person who is being bullied would have difficulty protecting or defending himself/herself.

“Cyber-bullying” is defined as bullying that involves the use of digital technologies, including but not limited to, e-mail, cell phones, text messages, instant messages, chat rooms, and social media. Cyber-bullying is prohibited and treated the same as all other types of bullying.

Definition of Harassment

Harassment based on a student’s legally-protected status is separately addressed in School Board Policy 411.1. As used in this policy, the term “harassment” means:

1. Either:
  - a. A course of conduct or a single, severe incident directed toward one or more other persons that is based on some actual or perceived distinguishing characteristic that, although not a legally-protected status, is similarly an inappropriate basis for any mistreatment (such as a student’s physical appearance, economic status, or social status); or
  - b. A course of conduct (even over a short period of time) directed at one or more other persons that

- does not serve a legitimate purpose; AND
2. The conduct does one or more of the following:
    - a. Substantially interferes with any student's education;
    - b. Substantially interferes with a person's ability to participate in or benefit from any school activity or program;
    - c. Endangers the health, safety, or property of the target(s) of the behavior; or
    - d. Creates a threatening, intimidating, hostile, or offensive environment within any District school, activity, or program.

Examples of conduct that "does not serve a legitimate purpose" (most of which are also independent violations of one or more laws or other District conduct rules/expectations) include the following:

1. Any act done with the intent to frighten, intimidate, threaten, harm, degrade, or physically or verbally abuse another person (e.g., stalking, hazing, etc.);
2. Any act, attempt, or threat of theft, vandalism, extortion, or other property damage;
3. Any act, attempt, or threat to inflict physical pain or injury;
4. Improperly interfering with another person's freedom of movement or his/her ability to complete their work or engage in a District program or activity;
5. Acts undertaken to annoy another person; or
6. Any conduct that an individual persists in doing following a District or law-enforcement directive to cease or avoid engaging in the conduct.

### Bullying and Harassment Are Prohibited

The District prohibits students from bullying or harassing any person when either the aggressor and/or the target (victim) of the behavior is (1) at school or on school grounds; (2) at any school sponsored activity; (3) using District-provided transportation; (4) under the supervision of a school district authority; or (5) otherwise within the scope of the District's disciplinary jurisdiction (such as conduct that occurs away from school that endangers the health, safety or property of a person who is at school).

The District also prohibits the bullying or harassment of students, whether by another student, a District employee, a non-employee acting as an agent or contractor of the District, or another person who is present in, or who engages in conduct that sufficiently impacts, the educational environment or the applicable District program or activity.

### Reports/Complaints; District Response

The District shall establish and implement procedures under which incidents and concerns involving bullying, harassment, or any related allegations of retaliation can be reported and addressed in an appropriate manner. All such procedures shall be consistent with the following:

1. In addition to any other reporting procedures that may be established, any person may report an allegation of bullying or harassment under this policy directly to a school principal or to any of the District's nondiscrimination and equal opportunity coordinators. (Board Policy 113 identifies and provides contact information for the designated coordinators.)
  - a. The report or complaint may be submitted (1) in person; (2) by U.S. mail; (3) by telephone; or (4) by electronic mail.
  - b. To avoid miscommunication, the District encourages written complaints. However, no matter how a report or complaint is presented, the person making the report should clearly and expressly identify that he/she is reporting a concern with bullying or harassment under this policy.
2. The District's response to a particular incident, report, or complaint shall take into consideration the totality of the relevant circumstances and be reasonably proportional to the seriousness of the alleged or substantiated conduct. However, when the District has notice (e.g., via a report or complaint) of alleged or substantiated bullying or harassment of a student that is based, in whole or in part, on a student's legally protected classification, the District shall process the matter as provided under the

District's nondiscrimination policies and under the applicable state and federal nondiscrimination laws.

3. Violations of this policy will normally be addressed through remedial interventions and/or District-imposed consequences. Possible consequences for students who engage in bullying or harassment (or prohibited retaliation) include, but are not limited to, revocation of school-related privileges, temporary removal from class or school activities, suspension, expulsion, and/or referral to law enforcement officials for possible legal action. When an employee is alleged to have engaged in bullying or harassment (or prohibited retaliation) the imposition of any disciplinary consequences will be addressed under the District's procedures for handling such personnel matters.

### Confidentiality

Although absolute confidentiality cannot be assured, the District will maintain the confidentiality of reports and complaints under this policy to the extent required by any applicable law, and the District will otherwise make efforts to maintain confidentiality where non-disclosure does not interfere with the District's ability to appropriately process and respond to the report or complaint. Nonetheless, investigating a matter often involves disclosing (directly or indirectly) the identity of persons involved in the particular events/issues. Individuals who have specific concerns about confidentiality should arrange to discuss those concerns with the District as early as possible in the process.

### Retaliation Prohibited

Retaliation is prohibited against any person who has reported (or who is believed to have reported) a possible violation of this policy, a person accused of violating this policy, or against any person who otherwise participates in any investigation, inquiry, or other proceeding related to an incident, report, or complaint of bullying or harassment. Retaliation includes, but is not limited to, any form of intimidation, harassment, or inappropriate disparate treatment. Any such retaliation is a serious violation of Board policy independent of whether the report, complaint, or allegation in question is substantiated. Allegations or concerns regarding retaliation may be reported to the District using the procedures that are established for reporting other alleged violations of this policy.

### Bad-Faith Conduct Prohibited

The District prohibits all persons who are subject to the District's rule-making authority from knowingly providing false information regarding alleged bullying or harassment, fabricating any incidents/allegations, or other similar bad-faith conduct or abuse of process.

### *Student Attendance (LCASD POLICY 431)*

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 (LCASD POLICY 431 Rule)*

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 truanancies and notified the student's parent or guardian of the truanancies 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).

#### *Electronic Communication Devices (LCASD POLICY 443.5)*

As a privilege and with the primary goal of encouraging students to use technology in a responsible manner for educational purposes, students may be granted limited permission to possess and use personal electronic devices at school (before, during, and/or after the normal school day) and/or in other school-supervised settings. Such limited permission shall be consistent with the following general parameters:

1. The Little Chute Area School District shall not be responsible for the safety or security of personal electronic equipment that students choose to bring to school. Students who bring any personal electronic device(s) to school do so at their own risk to possible theft, damage, misappropriation of data/equipment, or other loss.
2. The rapid expansion of communications technologies, the increasing prevalence of multi-function devices, and the extent to which numerous electronic devices are now internet-enabled, lead the Board to conclude that the regulation of electronic communications devices has become merged with the broader topic of acceptable use of technology within the school setting. Accordingly, the Board delegates to the administration the authority to develop, implement, enforce, and revise as necessary rules that govern students' acceptable use of technology and that incorporate specific expectations related to the possession and use of communications devices and other personal electronic devices.
  - a. Students in the various schools have different needs, levels of understanding, and maturity levels. Accordingly, rules regarding student possession and use of communications devices and other personal electronic devices may differentiate among students by grade level or on another reasonable basis.
  - b. The rules may address both instructional and non-instructional uses of the devices.
  - c. The rules shall permit students at all grade levels to use a personal electronic device to contact a responsible adult in any emergency situation that involves an immediate threat to the health or safety of any person.
  - d. At all times other than emergencies as identified in the paragraph above, permission to possess and/or use personal electronic devices at school or in any school-supervised setting shall be subject to further modification or limitation by a teacher, activity supervisor, or any school administrator.
  - e. Consistent with state law requirements, a copy of the District's rules regarding student possession and use of electronic communications devices shall be provided to students on an annual basis.
3. Students who receive limited permission to possess and/or use any personal electronic device receive those permissions as a privilege, not a right. Students who violate any law or any applicable school policy, rule, or directive in connection with their possession or use of personal electronic devices shall be subject to disciplinary action in accordance with established procedures.

#### *Locker and Student Searches (LCASD POLICY 446)*

Although student lockers are considered the property of the Little Chute Area School District, the District expects students to assume full responsibility for the contents of their lockers. Unauthorized or illegal items found in a locker are presumed to be the property and/or responsibility of the person assigned to the locker. A search of a student's personal belongings contained within a locker may be conducted if there are grounds to believe that the search will provide evidence that the student has violated or is violating the law or school rules. The term lockers includes gym lockers and any other storage spaces assigned to the students.

The District retains exclusive control of lockers. A locker may be searched without notice, without student consent, and without a search warrant. Lockers may be searched by administrators and any persons designated by administrators. Law enforcement officers may search lockers at the request of, or in conjunction with school authorities.

A police department's canine units may be used to detect the odor of controlled substances or improvised explosive devices and/or its components in school buildings and on school grounds at the discretion of the District Administrator in conjunction with building level administration. Canine units may be used when there is reasonable suspicion of controlled substances or improvised explosive devices and/or its components on premises or to enact the belief that random searches will be beneficial to ongoing prevention efforts.

Searches, conducted by an administrator and a faculty member of the same gender as the student or a police officer, may extend to a student's person, purse, duffel bag, backpack, or any similar articles. Searches, conducted by an administrator or designee, may extend to a student's vehicle parked on school property. The search must be based upon reasonable suspicion, based on personal observation or reliable information from a third party, that the student has dangerous or illegal items and/or substances in his/her possession.

Any unauthorized items found during a search will be confiscated and held for disciplinary proceedings, turned over to law enforcement officials, or returned to the parent/guardian of the student at the administrator's discretion. Unauthorized items may include but are not limited to alcohol, drugs, drug paraphernalia, weapons, hate crime evidence, gang related effects or other items deemed inappropriate on school property. The parent of a minor student will be notified of items confiscated that are against school rules or policies. Students will be notified of the student and locker search policy through the student handbook distributed annually. The Little Chute Area School District does not assume responsibility for the loss, damage, or destruction of student property.

# 2023-2024 School Calendar

## FLEX ACADEMY

1402 Freedom Rd.  
920-788-7605 (Fax) 920-788-7603  
Little Chute, WI 54140

Registration & Picture Dates at Bottom

- Aug 7-18, 25 Floating Staff Inservice/PL Day\*
- Aug 15 & 22 New Teacher Days
- Aug 21 & 22 Flex Staff Days
- Aug 23 & 30 Staff Inservice\*
- Aug 24 Professional Learning\*
- Aug 29 Learner Coach Orientation
- Aug 31 School Starts Welcome Back - All Students
- Sept 1 & 5 Triad Conferences/Students Learn at Home
- Sept 4 No School - Labor Day
- Nov 3 Academic Review Q1
- Nov 22-24 No School - Fall Break
- Dec 22-29 & Jan 1 No School - Winter Break
- Jan 19 Academic Review Q2
- Jan 29 Flex PD/Students Learn at Home
- Jan 29 Half PL (AM) & Inservice (PM)\*
- Feb 16 Students Learn at Home
- Mar 22 Academic Review Q3
- Mar 25-29 No School - Spring Break
- May 27 No School - Memorial Day
- May 30 Academic Review Q4
- May 30 Last Day of School
- May 31 Flex Staff Day (AM) & Staff Professional Learning (PM)\*
- June 3 & 4 Flex Staff Day

August 2023						
S	M	T	W	T	F	S
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27	28	29	30	31		

September 2023						
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October 2023						
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29	30	31				

November 2023						
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December 2023						
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January 2024						
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28	29	30	31			

February 2024						
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25	26	27	28	29		

March 2024						
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24	25	26	27	28	29	30
31						

April 2024						
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28	29	30				

May 2024						
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26	27	28	29	30	31	

June 2024						
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23	24	25	26	27	28	29
30						

July 2024						
S	M	T	W	T	F	S
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			



# FLEX ACADEMY

Governance Council Approved: 3/6/2023

Important Dates:

Registration opens July 17, 2023

Registration closes on Aug. 14, 2023

Picture Day Aug. 22, 2023

School Times:

Flex school day: 9:50 am - 3:00 pm

Flex office and staff are available starting at 8:00 am

\*Start time at 7:30am

\*Staff PL and Inservice begins at 7:30am

First & Last Day of School

No School

End Of Quarter