

# Minnesota Flex Academy FAMILY AND STUDENT HANDBOOK 2015-2016

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# INTRODUCTION

This handbook outlines the day-to-day policies and procedures of Minnesota Flex Academy (“MN Flex”). The information contained in this handbook is vital to help students succeed. MN FLEX requires that all students and their parents or guardians read through this handbook and become familiar with its contents. The handbook will be reviewed during student meetings and during various parent meetings. For questions about the contents of this handbook please contact MN Flex staff.

The handbook is divided into sections to make it easier to find information throughout the school year. Use the “Table of Contents” on the previous page to help navigate this handbook quickly and efficiently.

*The “I Understand and Agree Statement” in the Appendix of this document needs to be signed by a parent and student and turned in within the first week of school.*

## **What is Minnesota Flex Academy?**

All students at MN Flex, regardless of gender, personal characteristics, backgrounds, or physical challenges, shall have the opportunity to study all content areas and be supported in their learning (R 1.3) The school will provide equal opportunity in education and employment for all persons and will not discriminate on the basis or race, color, creed, religion, national origin, sex, marital status, sexual orientation, status with regards to public assistance, membership or activity on a local commission, disability or age (see District Policy R 1.3.1).

MN Flex is a public charter school authorized by Innovative Quality School (IQS), nonprofit organization, and operated by contract by K12, Inc. The charter was authorized and approved by the Minnesota Department of Education. Visit our school website at: [www.mnflex.org](http://www.mnflex.org) for more information.

MN Flex represents a new model of “blended” instruction, combining the best attributes of online education with the best attributes of traditional brick and mortar schools. This new, innovative model of education is ideally adapted to the needs of middle and high school students. The school has a specific pedagogical design to meet the needs of many types of learners and a supervisory model designed to meet both students’ developmental needs for support and at the same time their growing independence.

## **MN Flex Mission Statement**

It is our mission to prepare a diverse community of students to be successful in college and careers by providing a flexible blended learning experience that develops analytical, compassionate and disciplined self-directed learners. Flex Academy welcomes all learners.

## **MN Flex Board of Directors**

MN Flex is governed by Flex Public Schools’ board of dedicated volunteers, referred to as the “Board” or “Board of Trustees.” The Board determines policy for the school and upholds the mission and vision of the school. As a collective, they have fiduciary responsibility for the school, hold all service providers accountable, and provide resource and guidance for the school. They welcome the input of students and families and all meetings are open to the community. MN Flex families are welcome to attend the meetings. All meeting dates, agendas, and approved minutes are available on the MN Flex website.

### Administrators, Teachers, & Staff

MN Flex is composed of skilled, dedicated, and motivated administrators, teachers, and staff members. All MN Flex teachers are Minnesota state-certified teachers. As a team, MN Flex staff members work to empower students to flourish by providing effective and data-driven instruction to support students and parents. A listing of Minnesota Flex Academy staff can be found on the school website.

### Administrative Team

Head of School/Principal	Mr. Greg Gentle	Oversees all academics, operations, and budget of the school.
Academic Administrator	TBD	Oversees the day-to-day academics of the students and all academic programs and offerings. Assists students and parents with academic needs. Also, provides support to teachers with training and professional development.
Operations Manager	Kyle Knudson	Manages the daily operations of the school, i.e. excused absences, enrollment, and truancy.
Enrollment Manager	Keri O'keefe	Manages the entire enrollment process, and supports school with marketing events and Informational Sessions.
Office Manager	Amanda Milos	Responsible for supporting the daily operations of the school and all administrative team activities including attendance, reporting and billing.

Staff	Role
Teachers	MN Flex hires highly qualified state-certified teachers to support students with the core content subject areas. These individuals are your first point of contact for any subject specific questions.
Academic Coaches	Academic Coaches support students working in the FLEX area with their daily coursework to ensure they are making adequate progress and they monitor their daily activities. They support positive behavior in the Flex area to ensure it is an environment that is conducive to learning.
Advisory Leaders	Each student will be assigned an Advisory Leader. This individual will assist the students in developing their Personalized Learning Plan, guide students in creating their daily schedule, and conducting activities to educate the students on how to be responsible and caring individuals.

# SCHOOL POLICIES and PROCEDURES

School policies and procedures are an important part of any school because they help set the tone for the school year and provide parents and students with an understanding of how the school functions and what is required in order to have a successful year at MN Flex. Students and Parents are expected to read the following important procedures and policies carefully to better understand the expectations of attending MN Flex.

## ATTENDANCE POLICY

### PHILOSOPHY

Absences affect student performance; therefore, each student is expected to be in daily attendance at Flex Academy. Research shows a significant correlation between student attendance and achievement. Good attendance increases the level of success students experience in the future.

### THE COMPULSORY EDUCATION LAW

Children must attend school from the time they are enrolled in kindergarten until they are 17 years old. According to Minnesota law a student who has unexcused absences on three or more class periods on three days is considered a continuing truant.

### CLASSIFICATION OF ABSENCES

1. Absences from -sponsored activities need to be verified at the time of the absence to be considered excused. Make-up work is required. Examples are field trips, and participation in school-supported services. For a more detailed explanation of excusable absences, please refer to Flex Academy Board Policies at [www.mnflex.org](http://www.mnflex.org).
2. Excused absences need to be called in and verified by a parent/guardian. Make-up work is required. Examples include illness, court appearance, religious holidays, funeral, family emergency, and medical appointments.

Absentee Reporting Voice Mail – 612-470-0601

All students who become ill during the school day are required to check out prior to leaving the building. Failure to check out will cause the student to be considered unexcused.

Any student leaving the building before 4:00 p.m. must sign out in the Attendance Office.

For excessive excused absences the student may be referred to the school student support team. Parents may be asked to provide medical verification of health issues.

3. Unexcused absences include all absences for which parents/guardians have not provided a valid excuse. Unexcused examples include: skipping class, oversleeping, missing the bus, and car problems. Students who are more than 15 minutes late are considered absent unexcused.

A student who leaves the building for any reason without checking out is considered absent without an excuse.

Unexcused absences are subject to consequences such as grade reduction, loss of participation points, detention, loss of opportunity to attend school field trips and activities, truancy filing with Hennepin County Juvenile Court, and/or loss of credit.

Students who are absent from a class three times will be notified by mail. At this point the student will lose the opportunity to attend field trips that require him/her to be absent from class. Coaches and advisors use attendance reports to determine eligibility for participation.

A student will not receive credit for any class in which unexcused absences exceed five for one semester. A student will have the option to appeal the loss of credit at the end of the semester.

4. Tardies are marked when a student is not in class when the bell rings. After five minutes the student will be marked absent unexcused which counts towards truancy. A student who arrives after the bell has rung and has a pass excusing him/her is not considered tardy. Three tardies are equivalent to one unexcused absence in the class and are counted toward truancy.

For a more detailed explanation of attendance policies, please refer to Flex Academy Board Policies at [www.mnflex.org](http://www.mnflex.org).

Acceptable reasons for absence:

1. Sickness (school may require a doctors letter)
2. Doctor's visit, Mental Health/Dentist....
3. Extreme family emergencies (death in the family, etc.)
4. Religious Holidays

Unacceptable reasons are:

1. Staying home to baby-sit
2. Travel without school permission
3. Overslept
4. Missing the bus

Attendance is mandatory at school five days a week from 9:00 AM and 4:00 PM except on school holidays or early release days. Parents of absent students will receive a school communication by 10:30 A.M. and again by 5:30 P.M. ~~Parents of tardy students will receive an auto-dial call by noon.~~ To be successful in our academic program students need to attend school daily and on-time. Students who are absent are expected to make up any missed work.

Habitual Truants

Schools are required by the law to observe the Minnesota Compulsory Attendance Laws. According to Minnesota law, "habitual truant" means a child under the age of 17 years who is absent from attendance at school without lawful excuse for seven school days per school year if the child is in middle school, junior high school, or high school or a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days per school year and who has not lawfully withdrawn from school. Statutory requirements for reporting habitual truants will be followed.



## **Weather Emergencies/ School Closures**

Should school be closed or school hours altered, families will be notified by:

- Parents who have shared an email address with us will also receive the message by email;
- Those families that have shared their cell phone will receive a text message;

It is rare to delay the start of a school day as this often results in the most disruptions for families. If closing school for the day, our goal is to have the message reach families by 6 a.m. whenever possible. If classes are cancelled for the entire day all regular after-school and Community Education classes are also cancelled. School closing information will also be available via WCCO -830 radio and local television stations – Channels 4, 5, 9 or 11. Any information will also be posted on our district website, school websites and on Facebook and Twitter. More information online.

## **Visitors**

Flex Academy welcomes visitors. Flex Academy is a secure campus and the front doors to the school will be locked. Visitors to the school can gain access by ringing the doorbell and utilizing the intercom to communicate with our Office Manager.

- All visitors, including parents, must sign in and out at the front desk with the Office Manager. Visitors are required to wear a badge at all times while on campus.
- Parents wishing to speak with school staff must schedule an appointment.
- Access to the Flex Centers will require a staff escort.

MN Flex has scheduled school tours and student shadowing opportunities. Tours and shadowing events can be found on our website. The Head of School of Minnesota Flex may deny or withdraw access to the school at his/her own discretion.

For the safety of all students it is required that parents/visitors only meet with their child or the student with whom they have documented authorization from a parent or legal guardian.

## **Volunteers**

There are many opportunities for parents or other adults to be involved with activities at Flex Academy such as: assisting with traffic duty, supporting classroom activities, volunteering to assist with office tasks, and more. If you have any interest volunteering at the school, please contact the Office Manager about the required procedures and complete a Volunteer Agreement.

## **Basic Checklist for Success**

- ✓ Students arrive on time and are prepared for class
- ✓ Check Kmail/email daily for important reminders or information from teacher and administration
- ✓ Complete all daily assignments and attend break-out sessions
- ✓ Stay focused
- ✓ Contact teachers with questions and communicate daily

- ✓ Establish a daily schedule and routine
- ✓ Stay organized

## School Basics, Procedures and Expectations

### Withdrawal Process

We will do our best to help students and families succeed in this environment, but we also understand circumstances arise that may cause a family to leave MN Flex. If such circumstances arise, please contact the main office to discuss the withdrawal process. The State of Minnesota requires that the intention to withdraw be communicated to the student's school prior to withdrawing. This can be done by completing *Withdrawal Authorization Form*. *This form can be obtained from the Front Desk and can also be found in the Appendix of this document.* This form requires the legal guardian to fill out the following information:

- Student(s) name(s)
- Current date
- Effective date of withdrawal/transfer
- School the student(s) will transfer to or educational plans
- Reason for withdrawal/transfer
- Parent/legal guardian signature

No student under 16 years of age shall be permitted to withdraw from enrollment without the express, written, and informed consent of their parent or guardian to withdraw from enrollment. Any student who is 17 years old who seeks to withdraw from school, and the student's parent or guardian must:

- (1) attend a meeting with school personnel to discuss the educational opportunities available to the student, including alternative educational opportunities; and
- (2) sign a written election to withdraw from school.

If a student or family becomes unreachable by Kmail/email, phone, or USPS mail and accumulates an excess of 10 consecutive unexcused absences, the school will assume that the family has selected another school to attend and failed to contact Flex Academy. In the event this happens and the school has made a repeated number of attempts to contact the family by phone, email, and certified mail, the school will withdraw the student from the school and student records will be returned to their previous District of Residence. However, if the student or family reappears within the same school year and there is a seat available for the student(s), MN FLEX will require a meeting with the school Administration prior to acceptance and approval or reenrollment.

## **Campus Hours**

The building will not be open to students before **8:45 AM**, and no supervision will be provided for student who arrive prior to that time. Students will not be admitted into the building until 8:45 AM. The school campus closes at 4:30 PM. or at 5:30 PM during student after school activities. Students staying for after school activities are expected to be picked up on time. Students who are chronically picked up late may be ineligible to participate in afterschool programs and activities.

## **Student Drop Off & Pick-Up Procedures**

*Procedure for Drivers:* Parents will adhere to drop-off and pick-up map and procedures that have been distributed by the school. Students are expected to be picked up at the 4:00 PM release time on regular days and at 12:30 PM on teachers' professional development once a month.

### *Parking:*

- Parent parking is available in the parking lot east of the main entrance. Please avoid parking along 65<sup>th</sup> St as we use that space for recess between the hours of 11:00-1:00 PM daily.

*Carpooling:* The school encourages families to carpool to reduce traffic flow and streamline drop-off and pick-up procedures.

## **Parent Drop Off and Pick Up**

*Parents dropping off student need to park their vehicle in the parking lot. Stopping in front of the building entrance main doors is prohibited as it blocks traffic in and out of the Hub Shopping Center. Parking space for student pick up and drop off is available east of the crosswalk and south of the main doors.*

*Students will not be dismissed to individuals not on the approved pick up list without prior notice from the family.*

## **Transportation**

Flex Academy will provide bus transportation to students in selected areas of the surrounding communities. All students will be required to submit a Student Transportation Form. Only the adults listed on the *Student Transportation Form* may pick up or sign a student out from school. Forms cannot be updated by anyone other than each student's parent or legal guardian. School personnel cannot deviate from the means of dismissal indicated on the *Student Transportation Form* unless the form is updated or the Office Manager receives written notification from the student's legal guardian.

## **Student-School-Parent Commitment to Learning/Discipline**

STUDENT:

As a student of Flex Academy, I agree to follow the Flex Academy Social Contract.

1. I will come to school, ready to learn.
2. I will have each day's homework done and ready to hand in.
3. I will work to reach the highest expectations.
4. I will make my parents aware of all parent-teacher conferences and encourage them to attend.
5. I will demonstrate respect for all members of the Flex Academy school community.
6. I will participate in learning conflict resolution.

#### SCHOOL:

As a school, in order to give students every opportunity to be successful, we agree to the following:

1. We will make every effort to provide you with a safe environment.
2. We will offer you challenging instruction in a respectful, learning classroom environment.
3. We will notify your parents whenever you are involved in an unusual situation.
4. We will give your parents respect.
5. We will give you the necessary time to learn and practice conflict management skills.

#### PARENTS and FAMILIES:

I will help my child learn by doing the following:

1. Start each day right; a calm beginning at home makes the school day better. Encourage my child to have a good breakfast and lunch.
2. Try to ensure that my child sleeps at least eight hours each night.
3. Notice my child each day for something he/she has done.
4. Have a special place to put schoolwork or whatever is brought home.
5. Laugh and talk with my child about school experiences and listen attentively to what is said about my child's day.
6. Stress Attendance. If my child is ill, home is the best place; otherwise, my child needs to be at school every day.
7. Keep the lines of communication open between myself and my child's teacher.
8. Inform the school of any family situation, which could influence my child's behavior. Also, if he/she is reluctant to go to school, let the school know so that together we can find the reason.
9. Encourage reading for fun.
10. Stress organization of school notebooks, material, etc . Provide pencils, glue, scissors, paper, etc., for your child to use.
11. Work at home to support the skills taught at school.

#### **Student Behavior & Expectations**

Students are expected to follow school-wide rules and meet behaviors expectations established collaboratively with students and staff members of Flex Academy. *Expectations*

and agreements are collectively known as the Social Contract. There is a standing expectation that all students will treat the school facility with respect and care. Below are the top expectations students are expected to follow at all times.

1. Walk inside the building.
2. Voice levels and language should contribute to a productive, positive, respectful school atmosphere
3. Students are expected to use their break time and passing periods to use the restroom.
4. Students are required to attend class in appropriate attire as defined in the Flex Academy dress code.
5. Students must remove hats upon entering the building and may not wear hats at any time in the building (subject to reasonable religious accommodations).
6. The use of personal electronic devices is prohibited in the building.
7. Students may not use their cell phones within the building. Cell phones must be in the student's backpacks at all times and placed in the student's lockers.
8. Students are expected to follow all requests made by any adults while at school.

Food and drinks are only permitted in the café or break areas, unless permission is given.

Using, possessing, distributing, or being under the influence of alcohol or other intoxicating or controlled substances is prohibited and subject to disciplinary action.

9. Gum is not permitted, unless allowed under special accommodations.
10. The internet will be appropriately used on school computers as outlined in the course materials. Inappropriate use of the internet will not be tolerated.
11. Appropriate language and message content is expected at all times. Teachers may retrieve and print student work, comments, and messages at any time.

## **Student Behavior and Discipline**

### ***Independent Responsibility: Take A Break (TAG)***

Each staff member at Flex Academy accepts responsibility for the maintenance of discipline and for the promotion of a program for the development of wholesome human relations. Proactive strategies emphasizing strong social relationships leading to *Independent Responsibility* for students is at the core of our belief at Flex Academy. However, we recognize that making mistakes is part of the learning process, and will respond to student behavior while respecting the dignity of the student. A student's behavior should conform to acceptable standards of conduct as established by the school's community Social Contract. To that end, we "sweat the small stuff" to ensure that all students are held to a high standard of behavior.

A number of strategies will be used to support positive student behavior and independent responsibility. A building wide practice known as "Take A Break" or TAG is utilized to in response to minor infractions of the classroom and school wide social contract. Students may be asked to take a short in-classroom break to reflect on the rule they broke, or school wide agreement they forgot to practice. TAG is intended to be non-punitive, often delivered by the adult with a smile as gentle reminder that they are not following the social contract. Possible reasons for Taking A Break:

- Side talking or talking over another student;
- Jumping in front of another student in line;

- Playing too rough on the playground;
- Laughing at, or taunting another student that made a mistake
- Unsportsmanlike conduct during Physical Education

When students have taken multiple breaks, or have made an effort to disrupt the learning experience of other students they will TAG Out. A TAG Out takes place outside of the classroom the student to allow the student to reflect on their mistake. During a TAG Out, students complete a reflection sheet. Once they have completed the reflection sheet, they may return to class where the teacher will debrief with the student in order to help them make a better choice. Staff members are expected to notify parents when a child has been in Tag Out.

The staff requests parental support in helping maintain appropriate conduct in the school. Children’s behavior should reflect self-respect and consideration for the rights, feelings, and property of others.

***Logical Consequences for Rule Breaking***

Flex Academy uses a variety of consequences for rule breaking: TAG Out, loss of privileges, and reparations (you break it, you fix it). We use social conferences, problem solving meetings, role-plays and other forms of meetings to get at tough behavioral issues.

In the case of a severe offense(s) and at the discretion of school administration, the verbal and written warnings may be bypassed. While every effort will be made to support your child in developing strong character and pro-social behaviors, when severe infractions occur, a progressive discipline strategy will be used including, detention, suspension or expulsion.

***Communication and Notification:***

Students Behavior Reports to Parents are written as a way to communicate student’s behavior and ask for a parent support and response.

**EXAMPLE 1:**

To the parent/guardian of \_\_\_\_\_ Date \_\_\_\_\_

This is an information notice. Your child is having difficulty following the school rules:

This is what happened:

We are taking the following action:

I have discussed this problem with your child and will expect the rules to be followed in the future.

Please sign and return this form to confirm that you are aware of this incident.

**EXAMPLE 2:**

This is a notice to inform you that your child was asked to “Take A Break” out of the classroom and sent to a “buddy room” for \_\_\_\_ minutes today.

EXAMPLE 3:

To the parent/guardian of \_\_\_\_\_ Date \_\_\_\_\_

This is a conference request notice due to the continuing problems in the area of \_\_\_\_\_

Please indicate when you are available to meet with school staff and your child to work toward improving this situation and/or student's behavior.

EXAMPLE 4:

This is a notice to inform you that an Intervention Planning Meeting will be held to identify appropriate behavioral interventions for your child. Please contact me at your earliest convenience.

Grade \_\_\_\_\_ Teacher \_\_\_\_\_ Signature \_\_\_\_\_

Position \_\_\_\_\_

Please sign and return the Parent Responsive Notice (below) within two days.

Parent Response To Behavior Notice

I have discussed this incident with my child.

Parent comment/action \_\_\_\_\_

Signature: \_\_\_\_\_

**Logical Consequences: Recess Restriction/Lunch Detention**

Flex Academy Administration may restrict a student's recess time under the following conditions when he/she believes that this action is the most logical consequence to bring about improved behavior. Families will be given prior notice.

- The student shall be given time to use the restroom, get a drink of water or eat lunch as appropriate
- The student shall remain under the academic staff's supervision during the period of detention
- Staff shall inform the Head of School of any recess restrictions they impose

Detention after School

- Students may be detained for up to one hour after the close of a regular school day under the following conditions:
- A parent will be given at least 24 hour notice of the day and the time that the detention will be served
- The student shall remain under the supervision of an academic staff member during the period of detention

## **Community Service**

The Head of School or designee, except when suspension or expulsion is required by law, may require a student to perform community service on school grounds during non-school hours instead of imposing other disciplinary action.

## **School Lockers**

The inspection of the interior of lockers may be conducted by school authorities for any reason, at any time, without notice, without consent and without a search warrant. The personal possessions of students within a school locker may be searched only when school authorities have reasonable suspicion that the search will uncover evidence of a violation of law or school rules.

## **Video Surveillance**

The district authorizes the use of video/electronic surveillance systems to monitor activity on school property and buses as a means to protect the health and safety of students, staff and visitors.

## **Dress Code**

Students are required to dress appropriately for school wearing the approved Flex Academy school uniform.

### COLORS:

#### *Bottoms:*

Only khaki bottoms are acceptable regardless of type of bottom clothing item.

#### *Tops:*

Boys: Navy or light blue

Girls: Navy or light blue, white shirts may be worn under jumper

### PANTS and SHORTS:

- All bottoms must be of reasonable size, no more than 1 size larger
- Belts must be worn at all times
- No more than 4 pockets, 2 in front and 2 in back
- No stripes, loops, tears or slits
- Must be hemmed and worn at waist
- Standard straight legged pants—cannot be widened

### POLO SHIRTS and BLOUSES:

- Long or Short sleeve polo shirt in solid uniform color with Flex Academy logo embroidered. Must be tucked in with belt (boys) or waistband (girls) showing
- White long or short sleeved dress shirt with collar may be worn under girl's jumper

### SWEATERS and SWEATSHIRTS:

- Must have Flex Academy logo
- Solid navy or light blue



- Pull over sweatshirt only (no zip up sweatshirt) with logo
- No hoods on sweatshirts
- Sweater must be cardigan or pull-over style
- Must wear collared uniform shirt underneath

#### JUMPERS, SKIRTS, SHORTS and PANTS:

- No more than 1 size larger than waist
- Solid khaki shorts, jumper, skirt or pants
- No slits, designer zippers or other decoration
- Must be hemmed and worn at waist
- Skirt, short and jumper length must be measured with arms down two inches below fingertips towards knee
- If your student wears pants under the skirt or jumper, it must be black or khaki in color. No designs are acceptable.

#### JACKETS/OUTERWEAR, CAPS and HATS:

- No bandanas
- Hats, caps, headbands or sweatbands worn outside only and forward-facing
- No jackets or outwear worn inside the building

#### SHOES and OTHER UNIFORM ITEMS:

- No winter boots worn in Flex centers or classrooms
- Belts must be worn by boys at all times

### **Medication and Health Sensitivities**

#### **Medications**

The following must be provided before a medication (either prescription or over the counter) may be administered to a student at school: a written authorization from a parent/ guardian, and a signed order from the licensed prescriber stating the name and dose of medication, times and duration for administration. Medications must be sent in the original container or pharmacy labeled container. Students may carry asthma medication and an EpiPen at school, but a self-medicated form must be completed.

#### **Illness/Injury at School**

When a student becomes ill or injured at school, they are evaluated by health office staff. The parent/ guardian or designated emergency contact will be notified if the student needs to go home or if parent/guardian consultation is required. If emergency care is needed, 911 will be called.

#### **Allergies**

Minnesota Flex Academy requires all students and families to be sensitive to any health issues of other students or families. Signs may be posted in the school to indicate there are students in the building with severe allergies, such as allergies to peanuts. Please respect the posted signs and immediately remove any products that may contain the indicated ingredient and

refrain from bringing such products onto campus. If students have allergies of any type, it is imperative to notify the main office and the student's academic advisor immediately.

### **Field Trips and School Events**

Students will have the opportunity to attend various field trips and school events throughout the year. These events will take place throughout the school year and parents will be notified in advance of these opportunities.

Students wishing to attend any school-based field trip will be required to have a permission slip completed, signed by a parent and returned to the school. Permission slips must be returned prior to the day of the trip and will not be accepted the day of the trip. Students will always be accompanied by at least one teacher or staff member and often parents are invited to chaperone. Field trips are taken at the discretion of the teacher in conjunction with the curriculum.

### **Student ID's**

Students are also required to carry their student ID card on campus each day. The ID's will include each student's name, picture, and student number., Photo identification ID's will be provided once to each student at the beginning of the school year. If students lose their school ID, it will need to be replaced immediately. Replacement ID's cost \$5 and can be obtained from the Office Manager.

### **Cell Phone Use**

- Students may not use cell phones while they are in the school building, unless they have explicit permission from school staff.
- Students may not use their phones during breaks or passing periods.
- If any student violates this policy, his/her cell phone will be confiscated and given to the office staff until the end of the day. Students are subject to additional consequences as noted in Code of Conduct. Repeated offenses will require a parent to pick up the phone from the school.

### **Supplies**

Flex Academy is tuition-free and does not charge any specific fees for academic programs or services provided to families. Certain expenses do fall within the responsibility of enrolled families however these expenses are not meant to cause financial hardship to our families. For full details of our student fees policy please see guidelines in the appendix of this handbook. A list of suggested supplies will be provided at the beginning of the school year. Additional supplies will be communicated on an as-needed basis by individual teachers.

### **Maintain Current Contact Information**

If your telephone number or email address change, please notify the school office immediately. It is imperative that we have current and accurate information with which to get in touch with parents/guardians, in case of emergency. In the event that your home address changes you

will need to come to the school and provide an updated proof of residency, which can be verified with a utility bill (light, water or gas), mortgage/rent statement, etc.

### **Checking K-mail/Email**

We rely heavily on our internal K-mail system and email. One can access Kmail through the Online School (OLS). Kmail is used to communicate between teacher(s), parents, and students. Parents can also communicate with other MN Flex staff, i.e. the Head of School. It is important that parents/guardians log into their Kmail at least daily, if not twice daily to stay informed. Teachers and the school communicate important messages and reminders about assignment deadlines and school events via Kmail. Kmail is confidential and should be used as the main communication system for parents and staff.

### **Monitor Student Progress**

Without an actively involved parent, students will be challenged to find success at school. It is each parent or guardian's responsibility to monitor and ensure that their child is keeping up with daily coursework. Parents (or a legal guardian) should regularly access information regarding their student's OLS course percentages through the OLS's progress screen and the student's academic status through the online grade book, Engrade. Academic Coaches monitor daily progress at school, but parents or guardians should be checking in with their child after school hours to ensure expected online progress and completion of offline assignments.

#### How can a parent monitor student progress?

The OLS progress screen provides up-to-date percentages illustrating the academic standings for each student's individual courses. The online grade book, Engrade, provides current academic status of their child on assignments, assessments, mastery of standards, etc. In addition, parents will be given their student's progress report at the end of the first and third quarters, and a report card at the end of each semester.

#### How does a parent know if their child is appropriately progressing through the OLS?

Parents and guardians should refer to the *Personal Learning Plan* to determine the appropriate pace of coursework and work with their teacher to ensure they are meeting progress expectations and mastery of standards. This plan is designed to help parents and students stay on track to meet the outlined percentages for each subject every month. The plan is individualized and well detailed in order to outline for the students the skills they will need to work on, what schedule they should follow, and required sessions the students must attend, etc. The plan is developed by the team (teachers, Academic Administrators, parents and students) and adjusted to meet the needs of each student.

### **K12 Curriculum Materials & Computer Hardware**

Flex Academy provides students with appropriate materials to engage in the curriculum on a daily basis; i.e. a computer, textbooks, workbooks, and other curricular supplies. These materials are school property and must be kept in good condition.

- Parents are responsible for the repair or replacement of all lost, stolen or damaged equipment, materials, or school property.

- Parents are to comply with this policy and all the terms and conditions of the Use of Instructional Property Agreement submitted with the enrollment materials.
- If a family withdraws their student from Flex, parents are expected to return all school equipment and materials to the office.

### **Computer Use**

Students will be assigned the use of a school-supplied computer on a daily basis to use at the school for school work and school designated activities. In the event a student would like to check out a computer to continue working at home, students will be required follow Flex Academy procedures.

Students are expected to use the computer equipment for educational purposes only. In addition, parents or other family members using the equipment are to comply with the Use of Instructional Property Agreement completed as part of the enrollment process upon registering to attend Flex Academy. If a student is using his/her home computer, the student is responsible for computer hardware and software issues. If a technical need arises in regards to course material or a course CD, the student should contact K12 Technical Support at (866) 512-2273 and the technical support staff will assist him/her with the issue.

Communications and Internet access should be conducted in a responsible and professional manner reflecting the school's commitment to honest, ethical and non-discriminatory practice. Therefore the following is prohibited:

- Any use that violates federal, state, or local law or regulation.
- Knowing or reckless interference with the normal operation of computers, peripherals, or networks.
- The use of MN Flex Internet-related systems to access, transmit, store, display, or request inappropriate materials.
- Any use that is deemed to adversely affect MN Flex.
- Violation of MN Flex or K<sup>12</sup>'s Terms of Use for any MN Flex or K<sup>12</sup> website.

MN Flex reserves the right to review any material transmitted using MN Flex instructional computing resources or posted to a MN Flex instructional computing resource to determine the appropriateness of such material. MN Flex may review this material at any time, with or without notice. Email or K-mail transmitted via MN Flex instructional computing resources is not private and may be monitored or reviewed at any time.

### **Student Indemnification Provision**

In order to access online curriculum at MN Flex, students must access the Internet, but such access must be used in a responsible, safe, efficient, ethical and legal manner. With expanded access to electronic information, availability of inappropriate material is not uncommon. Some sites contain illegal, defamatory, inaccurate, or offensive information. Although it is impossible to control such misuses, MN Flex believes that with responsible use, the benefits of the Internet as an educational tool outweigh the negatives. MN Flex especially appreciates partnering with MN Flex parents to teach responsible Internet use. The following policy on acceptable use of MN Flex technology equipment and resources by students is intended to provide the MN Flex community with guidance as to how to use the valuable

educational tool that is the Internet in a responsible manner. Please see the Appendix for the MN Flex Acceptable Use Agreement, which must be signed by a parent or guardian.

### Rules for Student Use of the Internet

1. Always use a computer in a way that shows consideration and respect of others.
2. Users may not use obscene, profane, lewd, vulgar, "or any language that would violate any Board policies concerning bullying, harassment, or discrimination.
3. MN Flex takes the integrity and authenticity of its students' work very seriously. Students must not cut, copy or plagiarize Internet content or the work of their classmates.
4. Email is not private. Students should not say anything via email that they would not mind seeing on a school bulletin board or in the local newspaper.
5. Students should beware of emails from anyone, particularly adults they do not know, asking for personal information, attempting to arrange meetings, or engaging in personal contact. Students should immediately notify their teachers, Academic Coaches, other MN Flex personnel, and/or parents if they receive a message that is inappropriate or makes them feel uncomfortable.
6. Students' email with their online classmates should be course-related. Students shall not send unsolicited email to on-line classmates including, but limited to, chain mails.
7. Students shall not post personal information on the Internet or other web sites about themselves or other people. "Personal contact information" includes addresses, telephone numbers, school address, work address, pictures or video bites or clips.
8. Students shall not agree to meet with someone they have met on the Internet without their parent's approval and participation.
9. Students shall not attempt to gain unauthorized access to any other computer system. This includes attempting to log in through another individual's account or access another person's files. These actions are illegal, even if only for the purposes of "browsing," "snooping," or "electronic discovery."
10. Students shall not deliberately disrupt or harm hardware or systems, interfere with computer or network performance, interfere with another's ability to use equipment and systems, or destroy data.
11. Students shall not download malware, hacking programs, create hidden files, or any other content that is intended to disrupt, alter or bypass the school firewall or filtering protocols.
12. Students shall not use MN Flex equipment to engage in illegal acts, such as arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, threatening the safety of other individuals, accessing or sharing unauthorized copyrighted music, movies, and other intellectual property, etc.
13. Students shall not use MN Flex equipment to solicit information with the intent of using such information to cause personal harm or bodily harm to others.
14. Students shall not post information that could endanger an individual, cause personal damage or a danger of service disruption.
15. Students shall not knowingly or recklessly post false or defamatory information about a person or organization.
16. Students shall not engage in personal attacks, including prejudicial or discriminatory attacks. Students may not harass another person. Harassment is persistently acting in

a manner that distresses another person, or violates any Board policies concerning bullying, harassment, or discrimination.

17. Students shall not engage in “cyber-bullying” as defined in Board policy. (See the Board’s policy on inappropriate use of technology for more specific descriptions and definitions of cyber-bullying).
18. Students shall not repost a message that was sent to them privately without permission of the person who sent them the message.

### System Security Obligations

1. Security is a high priority, especially when the system involves many users. If students identify a security problem in the MN Flex computers, network or Internet connection, notify a teacher or other Flex Academy personnel.
2. Protect your password. Keep it secret from anyone other than your parents.
3. Students should take all necessary measures to avoid the inadvertent spread of computer viruses by following MN Flex virus protection procedures.
4. All students and staff shall review and comply with requirements of the Children’s Internet Protection Act (CIPA) [Pub. L. No. 106-554 and 47 USC 254(h)] as follows:

### **Introduction**

It is the policy of Flex Academy to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use or dissemination of personal identification information of minors; and (d) comply with the Children’s Internet Protection Act [Pub L. No. 106-554 and 47 USC 254(h)]

### **Definitions**

Key terms are as defined in the Children’s Internet Protection Act

#### Access to Inappropriate Material

To the extent practical, technology protection measures (or “Internet filters”) shall be used to block or filter internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by the Children’s Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Subject to staff supervision, technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.

#### **Inappropriate Network Usage**

To the extent practical, steps shall be taken to promote the safety and security of users of Flex Academy’s online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

Specifically, as required by the Children’s Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called “hacking,” and other

unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

### **Education, Supervision and Monitoring**

It shall be the responsibility of all members of the Flex Academy staff to educate, supervise and monitor appropriate usage of the online computer network and access to the Internet in accordance with this policy, the Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21<sup>st</sup> Century Act.

Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Principal or designated representatives.

The Principal or designated representatives will provide age-appropriate training for students who use Flex Academy's Internet facilities. The training provided will be designed to promote Flex Academy's commitment to:

- a. The standards and acceptable use of Internet services as set forth in the Minnesota Flex Academy's Internet Safety Policy;
- b. Student safety in regard to:
  - i. Safety on the Internet
  - ii. Appropriate behavior while on online, social networking Web sites, and in chat rooms;
  - iii. Cyber-bullying awareness and response.
- c. Compliance with the E-rate requirements of the Children's Internet Protection Act (CIPA)

Following receipt of this training, the student will acknowledge that he/she received the training, understood it and will follow the provisions of the District's acceptable use policies.

### **Adoption**

This Internet Safety Policy was adopted by the Board of Flex Academy at a public meeting, following normal public notice, on June 12, 2013.

# PROGRAMS & SERVICES

## **English Language Learners Services (ELL)**

According to Federal and State laws, students who are not proficient in the English language must receive language instruction so that they can succeed socially and academically in a general education class. All incoming students complete a Home Language Survey, which will indicate whether an English Language assessment, such as ACCESS, needs to be administered to the student. Based on the final score, a determination will be made whether the student qualifies for ELL testing and services.

A student who is identified as an English Language Learner will be supported by a teacher who is ELL certified who will implement SLOP strategies to facilitate high quality instruction in content areas. The ELL program will focus instruction in four primary domains: speaking, listening, reading, and writing. Students who are eligible to receive ELL services will be contacted individually by the Flex Academy EL coordinator.

## **Special Education and 504 Services**

Flex Academy is responsible for providing a free and appropriate education under the Federal Individuals with Disabilities in Education Act (IDEA). All children from ages 3-22 with disabilities are entitled to programs and services. Flex Academy is required to provide access to the curriculum for students in their least restrictive environment.

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with a disability in any program receiving federal financial assistance. Section 504 defines a person with a disability as anyone who:

- has a mental or physical impairment which substantially limits one or more major life activity such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working;
- has a record of such impairment; or
- is regarded as having such an impairment.

For children with current Individualized Education Plans (IEP) or 504 plans, the Special Education Teacher assists parents in accessing and coordinating services. Students who require special education services will be contacted by the Special Education Teacher regarding these services. In addition to scheduling services and evaluating students, another main function of the Special Education Teacher is to provide learning strategies to students in order for them to make progress toward annual goals. The team will also work together to develop a positive partnership with parents, students, community service providers, and regular education teachers.

## **Response to Intervention (RtI)**

RTI is a prevention model that is used to limit or prevent academic failure for students who are having difficulty learning. Scientific research-based interventions are used to bring students up to grade level achievement. The RTI model that is used at Flex Academy is a three-tiered system. Each tier provides increasingly individualized instruction, continuous monitoring of



progress, and criteria for changing interventions and/or tiers through a team decision making process. In general, the tiers include:

Tier 1: High quality instruction and behavioral supports provided in general education classrooms

Tier 2: Small group instruction and intensive specialized interventions provided with consistency by highly trained teachers.

Tier 3: More individualized intervention and/or referral for special education.

Teachers, students, and families are active participants in the process. Parents are notified throughout the process and are provided guidance on how to appropriately assist in implementing the interventions. If the interventions do not positively affect the student or the team does not see academic improvement, then further testing may be required to determine if Special Education services are needed.

### **Guidance Counseling**

The school understands and responds to the challenges presented by today's diverse student population. Flex Academy provides a variety of programs and services to help students achieve success in school. Some of the supports provided by the school guidance counselor include:

- Individual and small-group counseling
- Peer facilitation
- Consultation/collaboration
- Crisis interventions
- Personalized Learning Plans
- Advisory Program

MN Flex works with students to pass coursework and stay on track with goals and career plans. The Flex Academy advisory program consists of daily sessions led by an assigned Flex Academy Advisory Leader who will support students with:

- Any academic needs
- Creating success plans to help students stay on track to graduate (high school students)
- Short and long-term academic goal setting
- Academic counseling and guidance
- Progress monitoring of daily coursework
- Engage in Responsive Classroom activities

# MIDDLE SCHOOL COURSES & REQUIREMENTS

## **K<sup>12</sup> Curriculum**

The MN Flex Middle School curriculum requires students to take one Math, Science, English, History course.. Electives are available for 6<sup>th</sup> – 7<sup>th</sup> grade students who are meeting the demands of the core curriculum. The curriculum is mastery based, with assessments built into every lesson to guide and tailor the pace of progress to each child's needs.

**Math:** Balancing mastery of fundamental skills with critical thinking and problem-solving, K<sup>12</sup> Math emphasizes an active, multi-sensory approach that ensures students understand the concrete realities that underlie mathematical concepts. Regular practice and review ensures mastery of basic skills.

**Language Arts/English:** K<sup>12</sup> Language Arts/English helps students develop important reading and writing skills, while also inspiring a love of literature. Combining Literature, Language Skills, and Spelling lessons, the Language Arts/English program emphasizes classic works, teaches writing as a process, and prepares students for standardized tests in the areas of language skills and reading comprehension.

**Science:** The K<sup>12</sup> curriculum is unique in offering real science for young students. K12 Science balances hands-on experience with systematic study of scientific terms and concepts. Students perform many experiments to help them understand scientific principles and receive guided instruction in important scientific concepts.

**Social Studies/History:** K<sup>12</sup> History, with integrated topics in Geography and Civics, opens young minds and imaginations to far off-lands, distant times, and diverse peoples. K12 History emphasizes the story in history—beginning with an overview of American history, continuing through the story of civilization—from the Stone Age through Modern World Studies. Sixth Grade students will experience a curriculum based on the history, economics, geography and civics of Minnesota.

**Art:** Following the timelines in the History lessons, K<sup>12</sup> Art introduces students to great works of art from different cultures and eras while engaging them in creative activity—painting, drawing, and molding with clay. Students are introduced to the elements of many different artists of various time periods, while learning artistic techniques. *This course is only available to students in 6<sup>th</sup> and 7<sup>th</sup> grade only.*

**World Languages:** K12 has partnered with Middlebury College to provide an engaging and unique method of instruction that allow for highly effective learning.

## **The Online School (OLS)**

The Online School, frequently referred to as the OLS, is the “engine” that drives the internet-based curriculum. The OLS allows students and parents access to lessons, assessments, attendance, progress, planning and teaching tools. A student's daily work centers around this Online School. Access to the OLS requires a connection to the internet through an Internet

Service Provider (ISP) and a unique login for enrolled families. The OLS can be accessed through My Info, via the MN FLEX website, or directly at this address: [www.k12.com](http://www.k12.com).

Each family should identify a parent who will have an OLS account that allows you to view all courses, lessons, and progress. It is extremely important that parents do not give their username and password to students, because students should not have access to answer keys, attendance, and marking progress. In the event you learn your child has access to your account, it can be changed immediately by going to “My Account” and editing your password.

All students are required to have their own “Student” account. A Student Account can be set up by the parent by following the directions below or it will be set up by the Academic Coaches.

Students should not have access to any adult’s OLS account information for any reason. Students must log in using their own personal username and password. This information will be tracked through the OLS and their active participation on the OLS may be considered by the teacher when promoting your child to the next grade level. If your child does not already have an account, please follow the directions below with your child to set up their account.

*Directions for setting up a Student Account on the OLS:*

1. Log into the OLS
2. Click on My Account in the top-right corner of the OLS landing page.
3. Select Edit from the Student Accounts area
4. Click on the student’s name
5. Enter a username and password and re-enter it in the box below it.
6. Select Save, then Ok
7. You will return to the first screen of “My Account”. Select Exit to return to the OLS home page
8. Students can then log into the OLS and My Info using their own username and password

*Note: Parents can also edit their own and their students’ usernames and passwords under “Account Set-Up”.*

### **Portfolio Work Sample Requirements**

Work Samples are required to be turned into teachers on a monthly basis, which will be compiled into a portfolio. These samples are designed to validate the work students are doing and may be used to determine student’s mastery of specific skills. Teachers will identify a project or work sample for students to include in this monthly portfolio. Students also have the option to include an additional sample of their choice. Although the student choice is optional, it gives students an opportunity to choose something they are proud of that demonstrates their best efforts.

Content area teachers will provide students and parents a list of guidelines and grading criteria throughout each semester. Please ensure students are aware of the assignments and that

work is submitted on time. More specific information about the work sample submission requirements and process will be outlined in the teachers' syllabi.

## **Study Island**

Students in all grades may have access to a computer-based internet test preparation program called Study Island. Study Island is a provider of web-based state assessment preparation programs to use throughout the school year and provided to students at no charge. Each program is based on the state standards for a particular grade level with tracking tools for the achievement of individual students, classes and grade levels.

Study Island provides practice in an assessment-like environment where students receive immediate feedback with explanations. School administrators, teachers, and Parents work together to provide students with a positive, confidence-building experience in Study Island. The program is designed to help students master Minnesota's academic content standards specific to grade level, to increase knowledge and understanding of objectives covered on the state test and other state-standardized assessments. Students will be required to spend at least thirty minutes a day on Study Island for practice on grade-level standards. Some students will be required to complete assignments on Study Island from their teacher in addition to their general coursework on the OLS as needed to help remediate skills and improve deficiencies. Completion of Study Island activities will be reflected on progress reports and report cards. Parents will be able to access a parent account to view their child's progress on the program. Students and parents can access Study Island from their OLS account.

# MIDDLE SCHOOL COURSE PROGRESS & GRADES

The Minnesota Flex Middle School curriculum is "mastery based", which requires students to earn an 80 percent or higher on all lesson assessments. Students who receive less than 80 percent need to relearn the concepts before retaking any assessment. Although the curriculum is accessible on the Online School, there are a number of activities and lessons offline. Students are required to use the additional materials and textbooks they were provided to complete all of their assignments. Middle School students should expect to complete unfinished work from the day as homework.

## **Course Progress**

Students are expected to make one year's worth of growth by the end of the school year, so it is an expectation the students are working on their OLS courses on a daily basis and seeking resources if they are not achieving 80% or higher on the assessments. As long as the students are on track according to their individualized pacing guide and are receiving 80% or higher on the assessments embedded in the curriculum, then students will have the adequate

skill level and knowledge to move onto the next courses and grade level by the end of the school year.

Parents and students have daily access to information regarding their progress through the Online School's *Planning and Progress* screen. The Online School progress screen provides up-to-date percentages illustrating the academic standings for each student's individual courses. Students will be provided with a progress report at the end of the first and third quarter and a report card at the end of the first semester and end of the school year.

Students, and parents can use the Progress Chart below to determine the appropriate pace of coursework. This chart is designed to help students stay on track to meet the outlined percentages for each subject every month.

### Pacing Guidelines

Students will work with their Advisor to ensure the appropriate pacing is followed throughout the year. The plan will be communicated to the parents via Kmail. MN Flex teachers and coaches will work closely with parents and students to guide them through the curriculum so they can meet progress goals. The chart below is an example of the pacing guide that will be created to guide a student through the middle school curriculum.

Monthly Progress % Guidelines	<i>Progress percentage guidelines to help pace coursework throughout the year</i>								Year-End Promotion %
	10/7/11	11/11/11	12/23/11	1/20/12	3/2/12	4/13/12	5/4/12	5/25/12	6/20/12
<b>MATH, LITERATURE, &amp; LANGUAGE SKILLS</b>									
Excellent Progress	12%	27%	39%	50%	60%	70%	80%	90%	100%
Minimum Requirement	10%	20%	30%	45%	50%	60%	70%	80%	90%
<b>HISTORY &amp; SCIENCE</b>									
Excellent Progress	12%	27%	39%	50%	60%	70%	80%	90%	100%
Minimum Requirement	9%	18%	27%	35%	42%	49%	56%	63%	70%
<b>ART*</b>									
Excellent Progress	12%	27%	39%	50%	60%	70%	80%	90%	100%
Minimum Requirement	6%	12%	18%	25%	30%	35%	40%	45%	50%

*\*May not be required for all students.*

*World Language expectations are different for 8<sup>th</sup> graders, so be sure to check with your teacher.*

### Progress Chart for Late Starters

Students who enroll late in the school year will work closely with their Advisor to ensure course promotion percentages can be met by the end of the school year. It is likely those who start late in the school year will need to work smarter and possibly have more content to complete at home in order to not be behind at the end of the school year.

## Late Assignment Policy and Grading Policy

To be successful, students should turn in their work on time. It is each student's responsibility to check for daily assignments in the teacher's Course Announcements and Assignment Calendar for each course.

### **Progress Reports**

Progress reports will be distributed two times a year, at the end of the first and third quarter (refer to the school calendar for these dates). Progress percentages will be based on "core" lessons only (does not include optional lessons) and can be viewed on the Progress tab of the Online School at any time throughout the school year. Progress Reports are intended to help students and parents determine if they are on track to complete courses and achieve benchmark goals or standards at their age-appropriate grade level.

### **Semester Report Cards**

Report cards will be distributed two times a year, once at the end of the first semester and again at the end of the school year. Report Cards will show a student's Online School course progress in "core" lessons for all subject areas (does not include optional lessons), state-standards mastered at their grade level in Math and Language Arts/Literature, and grades from classroom assignments. .

### **Middle School Grade Calculation**

Middle School students will also receive letter grades for their semester and year-end report cards based on grade-level learning standards. Multiple measures will be used in determining grades for language arts, mathematics, science and history. For calculating a letter grade in these subjects, final grades will be based on (1) progress in the Online School ; (2) Classroom assignments (i.e. Portfolio Work Samples) ; and (3) Mastered objectives.

### **Grades in middle school will be based on the following:**

Math, Literature/Language Skills, Science and History: Online School progress (70%), Class assignments, Projects and Portfolio Work Samples (40%), and Standards Mastery (30%).

History, Science, & Art: Online School progress (50%) and Portfolio Work Samples (50%).

Students' progress in the Online School will count as one measure, regardless of the grade level on which the student is working in. Because the curriculum is mastery-based, grades will be determined based on the amount of "core" content that is completed.

# MIDDLE SCHOOL COURSE & GRADE PROMOTION REQUIREMENTS

## **Mid-Year Course Promotion**

All students are required to make at least one year's worth of growth by the end of the school year. For students who may be completing courses in the middle of the year, mid-year promotions can allow students who are working behind grade level the opportunity to catch up and make up significant losses of material. Mid-year promotions also support those who are ahead in their coursework, which allows them to continue working in a particular subject area at a more rapid pace. Students working ahead in one subject area must show sufficient progress in all courses before course level advancement may be considered.

Throughout the year, each teacher will closely monitor student progress of course material, including but not limited to; OLS progress, completion of in class assignments, completion and grade level ability of work samples, and mastery of standards. When students have demonstrated mastery of the course through the criterion outlined in this policy, then they may be considered for a mid-year course promotion.

Sufficient progress in all courses is expected before any course level advancement may be considered. Mid-year course promotions will not be granted after the start of the second semester and will not be available for Science, History, Art, or World Language courses (students will work at their age-appropriate grade level in each of these subject areas). Advancement of students from one course to another requires the final approval of the Head of School.

### Criterion Must be Met for Mid-Year Course Promotion:

The subject matter Teacher and Academic Coach (and parent if needed) will discuss whether course advancement is appropriate for any student. To be considered for a mid-year course promotion, students have to meet all of the following criteria:

1. Complete 100 percent of their Mathematics and/or Language Arts/Literature course(s).  
*Mid-year course promotions do not apply for Science, History, Art\*, or World Languages\*.*
2. For students on grade level who are eligible to be promoted to the next course, master administered Achievement Exercises, complete monthly work samples, and show sufficient progress in all other courses.
3. The student must demonstrate mastery on a course assessment administered by the teacher at school.

If a student shows an unusual amount of progress in a short amount of time, the Teacher or Academic Coach is required to test the student to determine whether or not the subject matter has been mastered. If it is clear that the material is not mastered, the progress will be erased and the student will need to redo the lesson(s) in the Online School to learn the content before being assessed for mastery.

*\*May not be required for all students.*

### **Year End Course Promotions**

Students are expected to attain mastery in all coursework before the end of the year but most importantly should focus on the areas of Math and Language Arts. Students should complete all lessons in each course and do 100 percent of the lessons that appear for each subject because courses in the subsequent grade levels assume completion of lessons in the prior course level. However, K<sup>12</sup> curriculum allows students to focus on accelerating strengths and improving weaknesses, so the expected percentages have been modified to help students achieve success and earn the minimum foundation of skills to move forward in the next course. See the *6 & 7<sup>th</sup> Grade Course Promotion Requirements* on the next page for these specific requirements.

Students starting late will work together with their Advisory Leader/Teachers to work towards fulfilling the promotion requirements. It is extremely important all students work to meet these requirements so they are ready for the coursework in the next grade level. General education students will receive History, Science, and Art\* at their age-appropriate grade level and will not be allowed to work in any subject area more than two years below grade level. Students will be promoted to the next grade level if they demonstrate competency of state standards and successfully complete the curriculum as it is outlined below.

Students who do not make adequate progress in one or more subject areas in the Online School, or fail to demonstrate mastery of course material through submission of monthly work samples or class work, may be required to meet with their Teacher, Academic Coach, Advisory Leader or Guidance Counselor and could potentially face grade retention.

### **6 & 7<sup>th</sup> Grade Course Promotion Requirements**

If students are to flourish, they must be adequately prepared for the academic challenges of high school. Therefore, it is mandatory every MN Flex student meets the following course promotion requirements:

*\*Each core lesson is considered “complete” when the student has mastered the objectives as measured by the lesson assessment with a score of at least 80 percent or higher.*

#### **6<sup>th</sup> Grade:**

- Minimum of 90 percent of K<sup>12</sup>'s Language Skills 6 and Literature 6 Core Lessons Completed with 80 percent Mastery
- Minimum of 90 percent of K<sup>12</sup>'s Integrated Math (Math 6) Core Lessons Completed with 80 percent Mastery
- Minimum of 70 percent of K<sup>12</sup>'s Earth Science Core Lessons Completed with 80 percent Mastery
- Minimum of 90 percent of K<sup>12</sup>'s Intermediate World History A Core Lessons Completed with 80 percent Mastery
- Minimum of 90 percent of K<sup>12</sup>'s Core Intermediate World Art A Lessons Completed with 80 percent Mastery
- Fulfilled attendance requirements required by MN Flex

#### **7<sup>th</sup> Grade:**



- Minimum of 90 percent of K<sup>12</sup>'s Language Skills 7 and Literature 7 Core Lessons Completed with 80 percent Mastery
- Minimum of 90 percent of K<sup>12</sup>'s Pre-Algebra Core Lessons Completed with 80 percent Mastery
- Minimum of 90 percent of K<sup>12</sup>'s Life Science Core Lessons Completed with 80 percent Mastery
- Minimum of 90 percent of K<sup>12</sup>'s Intermediate World History B Core Lessons Completed with 80 percent Mastery
- Minimum of 90 percent of K<sup>12</sup>'s Core Intermediate World Art B Lessons Completed with 80 percent Mastery
- Fulfilled attendance requirements required by MN Flex

Students who do not obtain the minimum progress expectations defined above for Math and Language Skills and Literature and demonstrate mastery of the material may be required to participate in a summer school program and may face grade retention. Students will be tested in the fall or when they complete 100 percent of the course for mastery at which that point the teacher will promote them to the next course.

### **Homework**

Homework at Flex Academy is directly related to content taught in the OLS, or in the classroom. Homework assignments will include:

- Individual and group projects;
- Unfinished work from assigned OLS lessons;
- Additional skills practice

Flex Academy teachers will periodically assign homework, but not nightly unless a student is struggling to keep up at school. Homework assignments should be able to be completed independently to enrich or reinforce skill and experiences taught at school.

# TESTING REQUIREMENTS

## State Standardized Testing

As members of a public charter school, our students participate in the following state standardized tests:

- Grade 6 and Grade 7 Minnesota Comprehensive Assessments (MCAs) and alternate assessment, Minnesota Test of Academic Skills (MTAS)
- English Language Learners: ACCESS (English Language Proficiency Assessments)

The MN Flex faculty administers all State standardized tests at the school. Information will be provided to students and families prior to testing.

## Benchmark Assessments

The school will administer a benchmark assessment to be able to assess each student's strengths and weaknesses so teachers can target their instruction and develop the appropriate personalize learning plan to meet the needs of the student. The benchmark assessments will be a web-based, adaptive test which quickly pinpoints the proficiency level of each student. All students will be required to take these assessments at least two times per year in the area of Reading and Math. Since the assessment is adaptive, each student will receive a unique assessment and the number of items may vary. Reports will be provided to teachers, parents, and students in order to understand the overall score as well the type of growth achieved at the end of the year.

## Academic Integrity Policy

Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism or collusion. Actions which are deemed suspicious will be investigated fully and disciplinary actions will be taken for persons directly involved or contributing to the actions with others.

Academic integrity is a concept used to address the many facets of authenticity within a student's work.

A student who upholds a high standard of academic integrity maintains that the work he/she turns in is authentic and true to the knowledge he/she has acquired. As the technology age has helped grant people quick access to any and all information on the web, academic integrity is becoming more of a standard in educational institutions as they begin to hold students to higher accountability measures. It is important that students taking courses online are equipped to appropriately utilize this technology. MN Flex seeks to establish academic integrity within the school community. MN Flex has identified the following as unacceptable practices, including, but not limited to:

1. Cheating in its various forms, whether copying another student's work, allowing your own to be copied, using unauthorized aids on an assignment, getting answers from an online source, essay, quiz, or test, having someone else complete an assignment, essay, quiz, or test for you, submitting as your own another person's work, rescheduling a test on a false excuse;

2. You will treat the assessment as "closed book"—meaning that you may not use any textbooks, references, or other materials (printed or electronic) during the assessment—unless your teacher or the specific assessment otherwise instructs (for example, you are specifically told to refer to certain pages in a book as part of the assessment).
3. Plagiarizing (e.g. presenting as your own the words or ideas of another person), including inadequate documentation of sources (electronic, internet, or print) and excessive dependence on the language of sources even when documented, relying on similar order of sentences while altering a few words or word order;
4. Submitting the same work for more than one course or assignment without prior written approval from the instructor(s);
5. Using copyrighted material without appropriate citation or copying software or media files (such as music, movies, etc.) without permission;
6. Fabricating data: This includes falsifying or manipulating data to achieve desired result, reporting results for experiments not done or falsifying citations in research reports;
  7. Destroying, tampering, or altering another student’s work to impede academic progress;
  8. Signing in to a Class Connect session for another student who is not present, using a false name, or indicating that you have “stepped away” from the session when you are actually present;
  9. Falsely reporting completion of any assignments

At the instructor’s discretion, depending on the nature of the offense, the student’s grade or ability to earn credit for the course may be affected if a student violates any of the standards above. All students who violate the principles of academic integrity will be reported to the Administration and violations will lead to further disciplinary action according to the Student Code of Conduct.

### **Plagiarism & Source Citation**

Plagiarism is the act of submitting someone else’s work as an original piece of work. If a student uses another person’s writing or original work, the student must cite their words using an appropriate manuscript style in the Works Cited page, Endnotes, or in a Bibliography. Students should speak with their teacher in regards to the specific citing requirements. Plagiarism is a serious academic violation. Plagiarism will result in no credit and will also be considered as a disciplinary issue and may result in removal from MN Flex.

The following are some examples of plagiarism:

- Turning in another student’s work as one’s own.
- Copying a paper from a source text (including the internet) without proper acknowledgement or permission.
- Copying materials from a source text supplying proper documentation, but leaving out quotation marks.

- Paraphrasing materials from a source without appropriate documentation.
- Turning in a paper from a “free or fee term paper” website.
- Buying a paper from a research service or term paper mill.
- Copying text from an online translator to complete written assignments in foreign language courses.

Always ask yourself, did this idea originally come from me or from someone else? If it originally came from someone else, remember to play it safe and cite the content with the author and source.

\*Students are required to sign the Academic Integrity Policy found in the Appendix of this handbook and submit it to their MN Flex teacher. There is also a copy of this policy in every course.

Students who violate any of the guidelines outlined in these policies will have the following consequences:

1st Offense: WARNING – “0” will be given for the assignment and will result in a loss of grade

2nd Offense: NOTICE - Meeting at school with the teacher, student, and parent

3rd Offense: NO CREDIT - Loss of credit for the course and given an “F” for the grade

# COMMUNICATING AND GETTING SUPPORT

Communication is a key element to the success of the students attending MN Flex. Students will have many staff dedicated to supporting them in their educational journey. Parents are also an incredibly valuable advocate for each student's success, and MN Flex welcomes participation and involvement from all parents. Given the intricacies of the Flex model, it is important students and parents know who to contact when they are need of support.

## **My Info**

We rely heavily on our internal email (K-mail) system to communicate daily. Access it by logging into the Online School [www.ols.k12.com](http://www.ols.k12.com) to communicate with your Teacher(s), Advisory Leader, Academic Coaches and other MN Flex Staff. While many things will be reviewed and discussed with students during the school day, we cannot rely solely on them for sharing important information to parents, so we will use this system to communicate important information about our school. It is important that you make it a habit to check your Kmail each day, as this will be the way our staff can communicate important messages and reminders. Be sure to read any new messages and try to respond to questions or requests within 24 hours.

## **Online Parent Resources**

Parents are encouraged to take advantage of any support opportunities to be proficient and understand elements of the online platforms so you can help your student(s) flourish. For any additional questions about these offerings, please contact the Flex main office for additional guidance or support.

- **Getting Started**  
Visit [www.k12.start.com](http://www.k12.start.com) to learn more about how to have a successful start at MN Flex. Please be aware that not all of the videos will be applicable to the Flex model, but there are a number of great ones to watch and learn from.
- **Speaker Series Recorded Session**  
There are over 200 archived Speaker Series sessions that are geared to support parents and Learning Coaches. You find topics on anything, from how to schedule a school day to how to teach spelling. There is a wealth of information available with a click of the mouse, so be sure to check out these great resources!

## **OLS Help Section**

From the landing page of your Online School account, select the "Help" button in the upper right hand corner to access a number of resources. In the OLS Help section, Learning Coaches can find video tutorial clips, course introductions, scope and sequences, planning and progress tools, tips and tricks, Grolier's Encyclopedia link, and much more. Be sure to check out this wonderful resource!

## **Parent Teacher Organization (PTO)**

We have a parent-teacher organization that holds regular meetings. They support our school by helping us to organize student, family and school activities, as well as, our school volunteers. If a parent is interested in participating in the PTO, please contact the main office for more information.

**Confidentiality**

Every effort is used in maintaining the confidentiality of students attending Minnesota Flex Academy. Parents must give permission before a student's name or image can be displayed in a public manner. Before confidential student information is transferred over the Internet, it is password protected or encrypted, and can only be decrypted by another party employed or assigned by MN Flex. Flex employees follow FERPA (Family Rights and Privacy Act), and the Minnesota Government Data Practices Act which provide students and parents specific rights involving student's educational records. Student files are accessible only to employees of Flex who have an interest in the education of those students. Parents and students should be careful not to share their K<sup>12</sup> Online School (OLS) username and password with any unauthorized individuals. If a parent or student believes the security of the OLS has been compromised, the parent should go to "My Account" to change their username and password or contact their teacher immediately.

HANDBOOK APPENDIX

# Documents & Resources

## Important Contact List

Contact:	Contact Info:	Type of Support Provided:
K <sup>12</sup> Customer Care	(866)512-2273	<ul style="list-style-type: none"> <li>• Online School (account setup, basic navigation)</li> <li>• K<sup>12</sup> computer hardware problems (CPU, monitor, printer)</li> <li>• K<sup>12</sup> computer technical assistance or software problems</li> <li>• Tech support</li> </ul>
Business Operations Manager	TBD	<ul style="list-style-type: none"> <li>• General questions about the school</li> <li>• Facility questions</li> <li>• Questions about enrollment</li> <li>• Attendance questions and to report excused absences</li> <li>• Student records, transfers, or withdrawals</li> </ul>
Academic Coaches & Teachers	TBD	<ul style="list-style-type: none"> <li>• Academic questions</li> <li>• School policies and procedures</li> <li>• Program offerings and support</li> <li>• Testing information and dates</li> <li>• Special Education &amp; 504 plans</li> <li>• High School graduation requirements and credit recovery</li> </ul>
Head of School	Mr. Greg Gentle	<ul style="list-style-type: none"> <li>• Escalate issues regarding concerns or staff</li> <li>• Ideas to further support the school and get involved</li> </ul>
K <sup>12</sup> Help Website	<a href="http://help.k12.com">http://help.k12.com</a>	<ul style="list-style-type: none"> <li>• For a list of frequently asked questions on a variety of topics</li> <li>• Material lists</li> <li>• Backordered items</li> </ul>
My Info	<i>Access is through a Parent's OLS account landing page.</i>	<ul style="list-style-type: none"> <li>• Communicate with teachers and/or staff via k-mail and respond to messages sent from your teacher, staff, or administration</li> <li>• View the status of shipped materials</li> </ul>



**Transfer Authorization Form**

Student First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

Grade Level: \_\_\_\_\_ Date: \_\_\_\_\_

**Reason for Transfer:** *(Please check only one box that best applies)*

- Student needs freedom of virtual school
  - Parent/personal health issues
  - Parent's job interfered/unavailable
  - Moved out of area served by school
  - Enrolling in another K12 option
  - Time commitment/organization skills
  - School workload
  - IEP Team Decision
  - Lack of self-paced option
  - School too structured
  - Socialization issues
  - Workload
  - Wants to try new school option available
  - Curriculum/material too challenging
  - Other (please specify)
- 

**Please answer the following two questions:**

1. Based on your experience, how likely are you to recommend Flex to a family or friend?  
 Very Unlikely  Unlikely  Neither likely nor unlikely  Likely  Very Likely  Don't know
  
2. Based on your experience, how likely are you to recommend Flex to a family or friend with a similar family or life situation as you?  
 Very Unlikely  Unlikely  Neither likely nor unlikely  Likely  Very Likely  Don't know

**Release of Records:** *(Required section in order for transfer to be complete)*

I hereby authorize Flex Academy to release my child's Minnesota Student Records, Medical Records, and Test Scores to the following school:

School Name: \_\_\_\_\_

Phone Number: \_\_\_\_\_ Contact: \_\_\_\_\_

SchoolAddress: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Parent/Guardian Name (please print): \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

# Student Code of Conduct

Flex Academy is committed to preparing their students for college and life beyond school. This is done by developing and fostering our school values of respect, responsibility, scholarship and citizenship. We embrace a positive behavior intervention and support system on our campus. In order to ensure that all students and staff learn and work in a safe and supportive environment, it is important that our code of conduct is strictly, fairly and consistently enforced, without regard to race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, familial status, disability, sexual orientation, or age: or any other basis protected by federal, state or local law, ordinance or regulation to the extent protected by law.

Flex Academy makes every effort to have their staff members trained in crisis prevention techniques to support them in maintaining a safe and orderly learning environment.

## Rights and Responsibilities

### PARENTS/GUARDIANS SHOULD:

- Accept and respect the right of Flex to require standards of conduct for all students and non-students while on school campus and all school activities
- Set an example of appropriate conduct for students
- Keep in regular contact with their child's teachers concerning their child's conduct and progress.
- Assure that their child attends school daily
- Promptly report an absence or tardy
- Provide the student with the resources needed to complete school work.
- Assure that their child is healthy, well groomed, and clean
- Report immediately to school authorities any school-related problem or condition which affects their child or other children of the school community
- Maintain accurate and up-to-date telephone numbers, address and email at the school
- Assure that your child is picked up from school at the end of the school day or activity, in a timely manner

### STUDENTS SHOULD:

- Attend school daily and on time.
- Come to class with appropriate working materials and ready to learn.
- Be respectful to (all) individuals and property.
- Conduct themselves in a safe and reasonable manner.
- Be well groomed, neat, clean, and dressed appropriately for a learning environment.
- Abide by the rules and regulations set forth by the, administration, building classroom teacher and support staff.
- Be responsible for themselves and complete work to the best of their ability.

### STAFF SHOULD:

- Recognize and understand student needs and promote worth, dignity, and educational success.
- Make every reasonable effort to contact a parent if a student is absent or experiencing academic or behavioral difficulties.
- Establish clear and concise classroom expectations for students.
- Maintain an atmosphere conducive to good behavior.

- Plan a flexible instruction to meet the needs of all students.
- Promote effective training of discipline based on fair and impartial treatment of all students.
- Develop a good working relationship among staff and students.
- Encourage parents to maintain communication between the school and home.
- Involve the entire community in improving the quality of life within the school and community.
- Be respectful for all students and staff members.
- 

## Code of Conduct

### CODE OF STUDENT CONDUCT

- A. Disciplinary Action. Disciplinary action may be taken for any student conduct that interferes with the operations of the school or the welfare of the student or others. This discipline policy applies to all school buildings; school grounds; school property; school-sponsored activities or trips; school bus stops; school buses; school vehicles; school contracted vehicles; vehicles approved for school purposes; the area of entrance or departure from school premises or events; and all school-related functions. It applies to behavior that occurs outside of school when that behavior interferes with or impacts the learning of any student.
- B. Examples of Unacceptable Behavior. The following are examples of unacceptable behavior subject to disciplinary action by the school. This is not intended to be an exhaustive list. Any student who engages in any of these activities will be disciplined in accordance with this discipline policy. The Principal and teachers have discretion and authority to impose appropriate discipline based on the facts and circumstances at hand.
1. Causing damage to or attempting to damage school property or property belonging to another person;
  2. Stealing or attempting to steal school property or property belonging to another person;
  3. Fighting;
  4. Physical assault or attempted physical assault;
  5. Verbal assault including, but not limited to, use of language that can reasonably be expected to create fear, intimidation, humiliation, or language that is abusive, harassing, or derogatory;
  6. Possessing, using, or transmitting any firearm, knife, explosive, weapon, or other object capable of causing bodily injury; or a look-a-like of the same;
  7. Possessing, using, transmitting, or being under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, intoxicant, or controlled or regulated substance of any kind;
  8. Possessing, using, or transmitting tobacco or tobacco paraphernalia;
  9. Verbal or physical acts of defiance of school authority;
  10. Truancy, skipping class, tardiness;

11. Use of profanity or vulgar language, or defamatory language, or the use of language which may reasonably be expected to incite violence or create a substantial disruption to the educational process; wearing attire depicting the same
12. Threats of violence, bomb threats, or threats of injury to individuals or property;
13. Violating any local, state, or federal law;
14. Violating bus rules;
15. Violating school parking or school traffic rules;
16. Leaving school property without permission;
17. Creating, possessing, or transmitting pornographic, slanderous, or libelous images or material of any kind;
18. Gambling;
19. Hazing;
20. Bullying;
21. Cheating on a test or other dishonesty in school work;
22. Violating locker rules or improperly accessing another student's locker;
23. Violating any school policy or regulation;
24. Behavior that is detrimental to the health, welfare, or safety of other students;
25. Any student behavior that is detrimental or disruptive to the educational process, as determined by the school's Principal

C. Disciplinary Action Options. The specific form of discipline chosen in a particular case will be based on the facts and circumstances of the misconduct and is solely within the discretion of the school. Violation of school behavior expectations may, in the discretion of Flex Administration and teachers, result in one or more of the following actions:

- Conference with student and parents
- Behavior contract
- Meeting with guidance counselor
- Loss of privileges
- Removal from the classroom or learning lab
- Detention
- Suspension
- Expulsion
- Referral to Student Study Team
- Referral for criminal prosecution
- Other appropriate consequences

Behavior Policy rules and policy shall be consistent with Flex Board policy, and law. Rules and Behavior standards will be revised as necessary and will be reviewed yearly by the Board.

D. Detention. "Detention" means to require a student to remain outside of normal school hours as a disciplinary action or because of some misbehavior on the part of the student. A student may be detained for disciplinary action or academic need. Reasons for detaining will be clarified.

1. Detention may be given by the Principal or a teacher. If a teacher assigns more than two hours of detention, it must, in each instance, be approved by the Principal or designee.
2. The student must be given 24 hour notice if transportation is a factor. Detention does not preclude the student from using school bus transportation when available.
3. Students in elementary grades may not be kept after school without first contacting the parents. Parents of students in middle school are contacted for each detention assigned. Suspension usually occurs after 10 detentions.
4. Supervision of detention is the responsibility of school administration and staff.
5. When detention conflicts with after school activities, detention shall be given higher priority. Exceptions can be determined by the teacher, School Director or designee.

### ***Search and Seizure***

If the school administration has reasonable grounds to believe that a search will turn up evidence that a student has violated or is violating the law or the rules of the school, they are authorized to search the student using measures reasonably related to the objectives of the search, including if appropriate and her/ his personal property or any school property used by the student, and seize any item the possession of which is specifically prohibited by law, Flex Academy Board policies or school rules.

### **Lockers:**

School lockers are the property of the school and are loaned to students for their use. School authorities have the legal right to access lockers and search them at any time, for any reason and without notice. Students are to use only the locker assigned to them. Students are not to share their combination or locker with another student and are responsible for their own possessions. The school will not assume responsibility for lost or stolen articles. To decrease the likelihood of locker theft, students are asked to keep their locker locked at all times, spin the dial after closing the door, and make sure the entire door is closed. Valuable items should not be left in the locker. Students are liable for damage to their lockers. If the locker is defaced or damaged in any way, the student may be assessed costs for restoration or repair. Anyone found defacing, damaging or vandalizing a locker or any other school property will face disciplinary consequences and/or referral to the legal system.

## **Corporal Punishment**

An employee or agent of Flex Academy shall not inflict corporal punishment or cause upon a student to reform unacceptable conduct or as a penalty for unacceptable conduct.

Corporal Punishment means conduct involving:

- (1) hitting or spanking a student with or without an object; or
- (2) unreasonable physical force that causes bodily harm or substantial emotional harm.

For the purposes of this policy, teacher, school principal, school employee, school bus driver or other agent of the school may, in exercising the person's lawful authority, use unreasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.

## **General Behavior Standards**

The following Behavior standards apply to all students:

- Students may not interfere with a teacher's responsibility to teach and a student's right to learn
- Willful defiance of school authority and disruptive behavior will not be tolerated
- Students are to conduct themselves in a responsible and respectful manner at all times. Fighting, pushing, horseplay, biting, shoving, kicking or throwing of objects, at any time are considered poor behavior and will not be tolerated
- Students must treat each other with respect, courtesy and tolerance. Name calling, slurs (racial, ethnic, or personally demeaning comments) will not be tolerated
- Students are responsible for arriving on time, to be in the appropriate attire, to have appropriate materials and be ready to learn
- Students are only allowed in the building under appropriate adult supervision. There is no loitering or loud noises in the halls, corridors, outdoor space or café. Students are only allowed in designated areas
- Food items may be consumed only at break, lunch and designated areas and times. Eating food or drinking beverages other than water is not allowed in classrooms, learning labs, or lobby
- Students should observe all traffic laws to and from school. Students should cross streets at marked crosswalks, remain in designated areas and respect the property of others.
- Students riding their bikes, skateboards or scooters to and from school must obey all traffic laws and wear safety helmets if they are under the age of 18.
- Students must walk their bikes, skateboards and scooter while on campus
- Students should wait to be picked up in the designated areas and not cross the street in the front of the school

## **School and Personal Property**

- Students must treat school property and the personal property of others with respect
- Students/parents will be held responsible for any necessary financial reimbursement
- Students are responsible for all textbooks and materials assigned to them. Lost, damaged, or stolen items must be paid for, and students/parents will be billed for the replacement cost.

- Personal belongings not related to school activities may not be brought to school unless specific permission from a staff member has been given
- The sale of any items on campus is prohibited without the approval of the school administration

## Prohibited Items

- Possession or use of a firearm on the school grounds, or on the way to and from school, is prohibited and will result in expulsion, subject to review by the Board on a case by case basis.
- Possession or use of knives or weapons of any kind on the school grounds , or on the way to and from school, is prohibited and is cause for suspension or expulsion
- Possession or use of firecracker, caps, matches, or types of flammable or explosive material is not permitted on school grounds and is cause for suspension or expulsion
- Dangerous, potentially harmful, or disruptive objects are not permitted. This rule also applies to items that mimic dangerous items.
- Possession, use, sale, buying or arranging to buy or sell drugs, alcohol, and other controlled substances is prohibited and will result in suspension or expulsion
- Possession, use, sale, buying or arranging to buy or sell tobacco is prohibited and is cause for suspension

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### Prohibited Activities

- The school is a closed campus, except for those students who have earned off campus privileges for academic achievement. Once students arrive at school they may not leave until they have been officially dismissed or they have received specific permission
- Students are allowed in the building only under appropriate adult supervision.
- Any actions or words, which may be defined or interpreted as sexual harassment will not be tolerated
- Profane, vulgar, or obscene language or action will not be tolerated
- Gambling of any sort will not be tolerated and may result in suspension
- Extortion, arson and theft will not be tolerated and may result in suspension and/or expulsion
- Cyber bullying/cyber harassment will be subject to discipline by school administration

### Use of Electronic Devices

- Students may carry a cell phone to school and to school-sponsored activities.
- Students may not use cell phones during instructional time unless in an emergency situation as defined by staff. Students may use cell phones on campus before and after school.
- It is the student's responsibility to ensure that their cell phones are turned off and out of sight during unauthorized times.
- All cell phones are required to be placed in the student's backpack prior to the start of class and placed in their designated locker.
- Students who violate the above restrictions will be considered responsible for creating a disruption to the instructional environment and are subject to disciplinary action including suspension, as well as, confiscation of phone which will be returned to the student's parent or guardian



- Students shall be personally and solely responsible for the security of their cell phones and other electronic devices. Flex Academy is not responsible for the theft, loss or damage of these devices.

## Harassment

Flex Academy is committed to providing students with an educational environment that is free of harassment. Harassment is unwelcome conduct that is based upon actual or perceived sex/gender, sexual orientation, race, color, creed, national origin, religion, disability, receipt of public assistance, or marital status and age.

(1) Harassing conduct may take many forms, including verbal acts and name-calling, as well as nonverbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful, or humiliating.

(2) It is unwelcome if the student or employee did not request or invite it and considered the conduct to be undesirable or offensive.

(3) The conduct is considered harassment if it creates a hostile environment by interfering with or denying a student's participation in or receipt of benefits, services, or opportunities in the Flex's programs.

Flex harassment, a major offense. Harassment constitutes cause for disciplinary action, up to and including suspension and expulsion.

### A. Sexual Harassment

Sexual Harassment means unwelcome sexual advances, request for sexual favors, and other verbal, visual or physical conduct of a sexual nature, made by someone from on in the work or educational setting, under any of the following circumstances:

- Submission to the conduct is explicitly or implicitly made a term or a condition of a student's academic status or progress
- Submission to or rejection of the conduct by a student is used as the basis for educational or academic decisions affecting the student
- Such conduct substantially or unreasonably interferes with a student's academic performance or creates an intimidating, hostile, or offensive educational environment
- Even if the conduct or language is not sexual in nature, harassment based on the victim's sex may create a sexually discriminatory working or learning environment
- Sexual harassment also includes any act of retaliation against a student for reporting violations of school's policy or for participating in the investigation of a sexual harassment complaint

### B. Sexual Orientation/Gender Identity Harassment

Sexual orientation. "Sexual orientation" means having or being perceived as having an emotional, physical, or sexual attachment to another person without regard to the sex of that person or having or being perceived as having an orientation for such attachment, or having or being perceived as having a self-image or identity not traditionally associated with one's biological maleness or femaleness.

Examples of harassment may include, but are not limited to:

- Slurs, epithets, threats, verbal abuse, or derogatory comments based on sexual orientation or gender identity
- Jokes, stories, obscene letters, drawings, pictures or gestures based on sexual orientation or gender identity
- Spreading rumors regarding another's sexual orientation or gender identity
- Inappropriate touching or physical assault of another know or perceived to be gay, lesbian, bisexual or transgender

### C. Racial Harassment and National Origin Harassment

Racial, color, creed or national origin harassment/violence includes:

- (1) Intimidation or abusive behavior toward a student, based on perceived or actual race, color, creed or national origin, that creates a hostile environment by interfering with or denying a student's participation in or receipt of benefits, services, or opportunities in the Flex 's programs.
- (2) Racial violence: Racial violence is a physical act of aggression or force, or the threat thereof, which is directed toward a student based upon their perceived or actual race, color, creed, or national origin.

### D. Disability Harassment

Disability harassment means

- (1) Intimidation or abusive behavior toward a student based on disability that creates a hostile environment by interfering with or denying a student's participation in or receipt of benefits, services, or opportunities in Flex 's programs.
- (2) Disability harassment also may deny a student with a disability a free and appropriate public education (FAPE). Harassment of a student based on disability may decrease the student's ability to benefit from his or her education and amount to a denial of FAPE.

### E. Religious Harassment

- (1) Intimidation or abusive behavior toward a student based on perceived or actual religious beliefs that create a hostile environment by interfering with or denying a student's participation in or receipt of benefits, services, or opportunities in the Flex 's programs.
- (2) Religious violence is the threat of or an actual physical act of aggression or force which is directed toward a student or employee based upon their perceived or actual religion.

## Cyber Bullying

All forms of harassment over the Internet, commonly referred to as “cyberbullying”, are unacceptable and viewed as a violation of this policy and Flex Academy’s acceptable computer use policy and procedures.

- A. “Use of technology” includes, but is not limited to the following:
1. Sending or posting e-mail messages;
  2. Sending text messages;
  3. Sending or posting pictures or images;
  4. Website postings;
  5. Blogs.
- B. “Sexting” includes, but is not limited to, the act of sending, receiving, viewing, or reading any sexually explicit text messages, photo messages, video messages, or voice messages. Sexting is considered inappropriate for the school setting and is therefore prohibited in communications involving any [SCHOOL NAME] technology. Sexting may also be disciplined if the action constitutes cyberbullying as defined below.
- C. “Threats” are actions that a reasonable person would interpret as a serious expression of an intent to cause a present or future harm.
- D. “Cyberbullying” includes the use of technology to:
1. Communicate a threat;
  2. Stalk; or
  3. Terrorize students or staff; or
  4. Other speech that creates a hostile environment based on race, gender, religion or sexual origin for students or staff; or
  5. Any other form of communication that causes:
    - a. A substantial disruption of or material interference with the work of the school;
    - b. A communication that substantially interferes with or impinges upon the rights of other students or staff; or
    - c. Violates Flex Academy’s policies prohibiting bullying and harassment.

E. "Reasonable likelihood of disruption" cyberbullying as defined above may be disciplined if :

1. The speech creates a foreseeable risk of material disruption to the work of the school; or
2. The speech creates a foreseeable risk of interference with the rights of others.

### **Bullying**

**Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students creating an actual or perceived imbalance of power between the student engaging in bullying and the target of bullying that has or can be reasonably predicted by repeated forms or pattern to have one or more of the following effects:**

1. Placing the student in reasonable fear of harm to the student's person or property.
2. Causing a substantially detrimental effect on the student's physical or mental health.
3. Substantially interfering with the student's educational opportunities and performance.
4. Substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.
5. Bullying may take various forms, including without limitation, one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation of asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

Flex Academy believes that all students have a right to a safe and healthy school environment. The school and community have an obligation to promote mutual respect, tolerance, and acceptance. Bullying constitutes cause for disciplinary action up to and including suspend and expulsion

Students and/or staff are to immediately report incidents of bullying to Head of School or designee. Staff is expected to immediately intervene when they see a bullying incident occur. Each complaint of bullying should be promptly investigated. This policy applies to students on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period, whether on or off campus, and during a school-sponsored activity.

To prevent conflict, MN Flex will incorporate conflict resolution education and problem solving techniques into the curriculum and campus programs. This is an important step in promoting respect and acceptance, developing new ways of communicating, understanding, and accepting differing values and cultures within the school community and helps ensure a safe and healthy learning environment

Conflict resolution can include, but is not limited to, the following:

- Students are to resolve their disputes without resorting to violence.
- Students, especially those trained in conflict resolution and peer mediation, are encouraged to help fellow students resolve problems peaceably.
- Students can rely on staff trained in conflict resolution and peer mediation strategies to intervene in any dispute likely to result in violence.
- Students needing help in resolving a disagreement, or students observing conflict may contact an adult or peer mediators
- Students involved in a dispute will be referred to a conflict resolution or peer mediation session with the Guidance Counselor

Conflict resolution procedures shall not supplant the authority of staff to act to prevent violence, ensure campus safety, maintain order, and discipline students.

## **Uniform Complaint Procedures**

Flex Academy's policy is to comply with applicable federal and state laws and regulations. MN Flex is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. This complaint procedure is adopted to provide a uniform system of complaint processing. The Uniform Complaint Procedures and form can be found on our school website or is available from the school.

## **Suspension/Expulsion**

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the Minnesota Flex Academy. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy and procedures has been prepared to provide due process to all students. The list of offenses and procedures provide adequate safety for students, staff, and visitors to the school and serves the best interests of the school's pupils and their parents/guardians.

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. Flex Academy will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the school has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

## **Grounds for Suspension and Expulsion of Students**

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the School or at any other school or a School sponsored event,

occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

### **Suspension Procedures**

- a. The school shall not dismiss any student without attempting to provide alternative educational services before dismissal proceedings, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property.
- b. The school shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.
- c. Grounds for Dismissal. Violations leading to suspension, based upon severity, may also be grounds for actions leading to expulsion, and/or exclusion. A student may be dismissed on any of the following grounds:
  - a. Willful violation of any reasonable school board regulation, including those found in this policy;
  - b. Willful conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or
  - c. Willful conduct that endangers the student or other students, or surrounding persons, including school employees, or property of the school.

## **II. MEETING WITH PARENTS**

If a student's total days of removal from school exceed ten (10) cumulative days in a school year, the school shall make reasonable attempts to convene a meeting with the student and the student's parent or guardian prior to removing the student from school and, with the permission of the parent or guardian, arrange for a mental health screening for the pupil. The district is not required to pay for the mental health screening. The purpose of this meeting is to attempt to determine the pupil's need for assessment or other services or whether the parent or guardian should have the pupil assessed or diagnosed to determine whether the pupil needs treatment for a mental health disorder.

## **III. SUSPENSION PROCEDURES**

- a. Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission and may not be used to extend the current suspension. The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the

student will create an immediate and substantial danger to self or to surrounding persons or property or where the school is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.

- b. All suspension proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§121A.40-121A.56, and school policy.
- c. The school administration shall implement alternative educational services when the suspension exceeds five (5) days. Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another school or in an alternative learning center under Minn. Stat. § 123A.05 selected to allow the pupil to progress toward meeting graduation standards under Minn. Stat. §120B.02, although in a different setting.

#### **IV. EXPULSION AND EXCLUSION PROCEDURES**

- A. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§121A.40-121A.56, and school policy.
- B. A school administrator shall prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan may include measures to improve the student's behavior, require parental involvement in the admission or readmission process, and may indicate the consequences to the student of not improving student conduct. The readmission plan must not obligate parents to provide a sympathomimetic medication for their child as a condition of readmission.

#### **V. STUDENTS WITH A DISABILITY**

Students who are currently identified as disabled under IDEA or Section 504 will be subject to the provisions of this policy, unless the student's IEP or 504 Plan specifies a necessary modification.

- a. Suspension
  - i. Where a student with a disability has been suspended for more than five (5) consecutive days, or has accumulated more than ten (10) days of dismissal over the course of the school year, and that suspension does not involve a recommendation for expulsion or exclusion or other change of placement under federal law, relevant members of the child's individualized education program team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting and to progress toward

- meeting the goals in the child's individualized education program. That meeting must occur as soon as possible, but no more than ten days after the sixth consecutive day of suspension or the tenth cumulative day of suspension has elapsed.
- ii. The school administration shall implement alternative educational services when the suspension exceeds five (5) days.
  - iii. The notice requirements for suspension of a student with a disability do not apply to a dismissal of one day or less.
- b. **Expulsion and Exclusion.** Before initiating an expulsion or exclusion under Minn. Stat. §§ 121A.40 to 121A.56, the school, relevant members of the child's individualized education program team, and the child's parent shall, consistent with federal law, determine whether the student's behavior was caused by or had a direct and substantial relationship to the child's disability and whether the child's conduct was a direct result of a failure to implement the child's individualized education program. When a child with a disability who has an individualized education program is excluded or expelled under Minn. Stat. § 121A.40 to 121A.56 for misbehavior that is not a manifestation of the child's disability, the school shall continue to provide special education and related services during the exclusion or expulsion.

### **Students with Disabilities**

A pupil identified as an individual with disabilities or for whom the school has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education pupils except when federal and state law mandates additional or different procedures. The School will follow the IDEIA, Section 504, and all applicable federal and state laws when imposing any form of discipline on a pupil identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such pupils.

The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

### **SERVICES DURING SUSPENSION**

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

### **PROCEDURAL SAFEGUARDS/MANIFESTATIONS DETERMINATION**



Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the School, the parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

If the School, the parent, and relevant members of the IEP Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability. If the School, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:

Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

Return the child to the placement from which the child was removed, unless the parent and the School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the School, the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP, then the School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

## DUE PROCESS APPEALS

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Minnesota Department of Education. Academy, When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the school, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the School agree otherwise.

## SPECIAL CIRCUMSTANCES

School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student

- Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

## INTERIM ALTERNATIVE EDUCATIOAL SETTING

The student's interim alternative educational setting shall be determined by the student's IEP team.

## Disciplinary Records

Complete and accurate student discipline records be maintained. The collection, dissemination, and maintenance of student discipline records shall be consistent with applicable school policies and federal and state law, including the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13.

## Enrollment Contract

### Enrollment Contract and Acknowledgement of Expectations

All parents are responsible for reading and signing this document in order to complete the enrollment process and begin school at Minnesota Flex Flex Academy. A signature below signifies your compliance with the statements outlined in this contract.

:

- ✓ I understand that as the legal guardian, both my child and I will be required to follow all policies outlined in the Minnesota Flex Flex Academy Handbook.
- ✓ I understand I have chosen a public school to enroll my child that has attendance requirements, which we are expected to meet on a daily basis. Failure to attend school will result in a truancy process.

- ✓ I understand that my child will be expected to attend school at the designated Minnesota Flex Flex Facility five days per week and not doing so we will be required to start to the truancy process. A student who reaches ten days of absence will be notified to attend an Attendance Hearing.
- ✓ I understand if my child is absent, it is my responsibility to contact the main office immediately to provide them with a “valid” reason for the absence.
- ✓ I understand my child will be required to complete rigorous coursework in an online curriculum and in class on a daily basis.
- ✓ I understand that enrolling in MN Flex, it includes my student’s participation in all local and state testing assessments and initiatives (e.g., MCAs, School determines benchmark assessments, etc...).
- ✓ I understand that there will be required times throughout the week for my child to participate in online teacher-led instructional activities.
- ✓ I understand that I may be required to participate in conferences with my child’s teachers or coaches.
- ✓ I understand that it is my responsibility to arrange for transportation to and from the school for my child.
- ✓ I understand that the Minnesota Flex Academy has high expectations of students and families and that we will need to comply with all rules and guidelines of the MN Flex Academy.
- ✓ I understand my student is expected to follow the Student Code of Conduct and will be subject to consequences for any discipline related issues.
- ✓ I understand my student will have access to the internet and school-supplied computer equipment during the day that is school property. Any damage done to school property will result in consequences according to school policies and the code of conduct.

I \_\_\_\_\_, (print parent/guardian name) sign and agree to the terms outlined in the MN Flex Enrollment Contract.

\_\_\_\_\_  
 (Parent/Guardian Signature)

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 (Print Student(s) Name(s))

\_\_\_\_\_  
 Date

## Student Acceptable Use Agreement

I, \_\_\_\_\_  
(Parent/Guardian Name-Print)

the parent/guardian of \_\_\_\_\_  
(Student Name-Print)

agree to allow my child to have access to the Internet through the MN FLEX system. I have read and agree to the MN FLEX Acceptable Use Policy for Internet access, and to be responsible for the behavior of my child. I understand MN FLEX cannot guarantee the accuracy or appropriateness of information or material that my child may encounter on the Internet.

I shall not hold MN FLEX responsible for materials acquired by my child on the system, for violations of copyright restrictions, users' mistakes or any costs incurred by my child.

I understand that the following is a non-exhaustive list of activities that will not be tolerated, and that violations may result in disciplinary and/or legal action:

- using obscene, profane, lewd, vulgar, rude, inflammatory, hateful, threatening or disrespectful language;
- engaging in "cyberbullying" as this term is defined and described in the MN FLEX Student Acceptable Use Policy;
- violating copyright laws;
- using another person's account and password;
- deliberately engaging in activities that disrupt or harm hardware or systems, interfere with computer or network performance, interfere with another's ability to use equipment and systems, or destroy data; or
- knowingly or recklessly taking action that threatens the security of the MN FLEX system.

\_\_\_\_\_  
*Parent or Guardian Signature*

\_\_\_\_\_  
*Date*