



Family Handbook

2025 - 2026



The Lincoln Academy

LIONS

608 Henry Avenue, Beloit, WI 53511

www.thelincolnacademybeloit.com

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A LETTER FROM THE CEO

It is a pleasure to welcome you to The Lincoln Academy (TLA)! Together, we will ensure that all scholars will graduate from TLA with the ability to earn a living wage job, enroll in a two or four-year college, or enlist in the armed services to live happy choice-filled lives. We believe that every child deserves a quality education. We are relentlessly committed to scholar achievement and high expectations. We know that ALL scholars can and must achieve and that it is up to all of us to ensure that happens. We are pleased to present you with this Family Handbook containing information about the school, the expectations of the scholars, and the expectations of you as a parent/guardian of a TLA scholar.

Please read this handbook and familiarize yourself with its contents as it will answer many questions about The Lincoln Academy. If you have any questions or concerns, feel free to reach out to me or Mrs. Gile, our Principal. We are all here to ensure your child is guided by our three pillars: academic rigor, character development and career exploration. The Lincoln Academy is a school where staff relentlessly care about the success of your child.

The Lincoln Academy is a premier school in the state of Wisconsin because we have high expectations for our scholars, our staff and our families. Together, we will ensure that 100% of our scholars graduate and have a successful and joyful future. We appreciate your continued support. Welcome to the TLA family!

Respectfully,



Dr. Kristi Y. Cole, CEO
kristi.cole@tlabeloit.com

A LETTER FROM THE PRINCIPAL

I am so excited to welcome you all to the TLA family! The Lincoln Academy has an amazing opportunity to solidify a positive imprint on our community. I recognize that the quality of education received affects the quality of life lived and that we, as a school, have a responsibility as educators and parents to make sure our scholars receive a high-quality education.

Thank you for entrusting your child(ren) to TLA's vision and care. I would like to reassure you that our scholars are our top priority; and when making decisions, I always put children first. I will make sure all of our scholars master and build upon foundational skills as well as develop the character necessary to be productive citizens. I will also ensure they explore as many opportunities while here at TLA so that they may lead choice-filled lives.

We are extremely committed to ALL of our scholars growing and learning while at TLA. This can and will be done by upholding high expectations for our scholars, staff, and families. This handbook will help ground us all in the expectations here at TLA so that we can cohesively support our scholars and ensure their success.

I am looking forward to partnering with you and your family this upcoming year and seeing all of the amazing things we will accomplish together!

The future is now. Roar Lions Roar!



Janae Gile

Principal

janae.gile@tlabeloit.com

GOVERNANCE BOARD

Lisa Furseth
Dr. Eric Xanthopoulos
Elizabeth Munnely
Diane Hendricks
Barbara Hickman
Roger Kapoor
Darian Snow
Joe Stadelman
Maria Elena White

Chair
Vice-Chair
Treasurer
Secretary

DISTRICT LEADERSHIP TEAM

Dr. Kristi Cole
Kari Flitz
Amber Aulozzi
Laura Benisch
Yolanda Rivera
Marc Anderson
Jean Marie McKearn

Chief Education Officer
Chief Instructional Officer
Chief Operations Officer
Director of Career Planning & Partnerships
Director of Scholar Services
Director of Technology
District Manager

SCHOOL LEADERSHIP TEAM

Janae Gile
Heather Wilson
Ryan Anderson
Cally Baroni
Robert Cieplewski
Shane Davie

Principal
Special Education Director
Dean of Scholars K4-5th
Dean of Instruction K4-5th
Dean of Scholars 6th-12th
Dean of Instruction 6th-12th

SCHOOL OVERVIEW

The Lincoln Academy (TLA) is a K4-12 tuition-free public charter school, committed to serving the needs of its diverse population of enrolled scholars including English Learner (EL) scholars and scholars with special needs. Built from the ground up with meaningful input from the Beloit community – including parents, community members, civic leaders, and most importantly, scholars – access and equity drive TLA’s mission to be an innovative, high-quality public school option focused on scholar success. TLA is built on three pillars: Academic Rigor, Character Development, and Career Exploration. Academic Rigor focuses on acquisition of fundamental skills and advanced learning. Character development embodies monthly virtues and focuses on citizenship and service. Career exploration includes hands-on classes, career panels, career chats, field trips, internships, youth apprenticeships, and career curriculum which is integrated into both academics and character development at TLA. TLA is committed to helping ALL scholars gain the skills and experiences necessary to be productive and informed citizens who lead choice-filled lives. TLA will graduate 100% of scholars from high school who are ready to pursue a career, enroll in a two or four-year college, or enlist in the armed services.

VISION

The Lincoln Academy will be the premier K4-12 school in the state of Wisconsin providing college and career pathways for scholars to lead happy, choice-filled lives. TLA is committed to an equitable environment with rigorous instruction, joyous interactions, and strong community partnerships.

VALUES

- **Children First** – Every decision we make is in the best interest of the scholars we serve. We are completely focused on their education and their well-being and we always act accordingly.
- **Trusting Community** – We model and expect transparency, honesty, open communication and respect to collaborate with one another and push each other to always be our best.
- **Get it Done** – We are fiercely determined to do whatever it takes to ensure scholars reach their goals. Innovation and productivity will drive our quest.
- **Find the Joy** – The work is challenging. And in the face of those challenges, we choose joy. We choose positivity. We choose to find the wins. We choose to lift each other up.

- **Community Focus** – We work alongside our families and community partners to build alliances that afford our scholars unique learning opportunities. Shared voices will be honored and help us grow.

THREE PILLARS

1. **Academic Rigor** - All children can and will master the fundamental academic skills they need to graduate from high school and live productive, choice-filled lives. This means every scholar is learning at or above grade level within three years of enrolling in our school, and our graduates are ready to pursue higher education or a career in an industry they choose.
2. **Character Development** – TLA will live up to the example of Abraham Lincoln. Extraordinary men and women rise to every challenge, commit to self and others, and are not deterred by challenge. Industry and ingenuity matched with hard work and dedication to cause are the defining characteristics of successful individuals and communities.
3. **Career Exploration** – Career exploration and planning will be part of every aspect of our curriculum. TLA wants scholars to envision a productive future after high school in a career or industry that drives and challenges them. TLA will help scholars set academic and professional goals and will offer each scholar academic and career opportunities in school that prepare them to meet those goals immediately after graduation.

PROCLAMATION

I AM A MIGHTY LION

I focus on rigorous academics, character development and career exploration. I am on a mission to discover my future and to lead a choice-filled life.

- I WILL carry myself as a leader who shows courage and honesty.
- I WILL serve others with kindness and respect.
- I WILL use my creativity and find joy in all that I do.
- I WILL cooperate with others and show empathy and gratitude.
- I WILL be responsible, work hard and always do my best.
- I WILL show perseverance and will welcome challenges as opportunities.
- I WILL honor my community and my country.

I AM A MIGHTY LION... HEAR ME ROAR!

DIVERSITY & INCLUSION

TLA is committed to fostering a diverse and inclusive culture within our school. The collective sum of the individual differences, life experiences, knowledge, inventiveness, innovation, self-expression, unique capabilities, and talent that our staff, scholars, and families bring to our school is a significant part of not only our culture but is reflective of our belief that every individual contributes to our success.

We embrace all staff, scholars, and families and respect differences in age, color, disability, ethnicity, family or marital status, gender identity or expression, language, national origin, physical and mental ability, political affiliation, race, religion, sexual orientation, socio-economic status, veteran status, and other characteristics that make our school community unique.

SCHOLAR NONDISCRIMINATION & TITLE IX

No person will be denied admission to our school, or any rights, privileges, or activities accorded or made available to scholars at the school or members of the community on the basis of race, color, national origin, or ethnic origin. TLA does not discriminate on the basis of race, color, national origin, ethnic origin, gender identity or expression, ancestry, creed, sexual orientation, or physical, mental, emotional, or learning disability.

Per Title IX policy, TLA does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX, including in admission and employment. Discrimination on the basis of sex includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.

COMMITMENT TO SUCCESS

TLA is committed to creating a culture of excellence. This is developed through a partnership with teachers, parents, and scholars working together with a common focus of promoting academic achievement and strong character, and ensuring the success of all scholars at school and throughout life.

The Commitment to Success is a form that must be signed by all teachers, parents/guardians, and scholars. TLA will review the expectations of the Commitment to Success each year.

Teacher Commitment

Each year, all teachers are required to fully commit to TLA by acknowledging and agreeing to the following:

- Arrive at TLA and in supervision zones by 7:30 a.m. (Monday-Friday).
- Remain at TLA until 4:00 p.m. (Monday, Tuesday, Thursday, Friday) and 4:45 p.m. on Wednesday.
- Teach in the best way I know how and do whatever it takes for my scholars to learn.
- Make myself available to scholars and parents/guardians to address their concerns.
- Communicate regularly with parents/guardians regarding academic and behavioral performance.
- Protect the safety, interests, and rights of all individuals in the classroom.
- Constantly monitor the progress of my scholars.
- Provide support to my scholars both academically and behaviorally.
- Hold my scholars accountable for their actions.
- Always strive to do my best.
- Live the values and vision of TLA.

Parent/Guardian Commitment

Each year, all parents/guardians are required to fully commit to TLA by acknowledging and agreeing to the following:

- Ensure my child arrives at TLA by 7:55 a.m. (Monday-Friday) or boards a TLA bus at the scheduled time.
- Make arrangements so my child can remain at TLA until 3:30 p.m. (Monday-Friday).
- Ensure regular attendance. I have read the attendance section in the Family Handbook and understand the school's expectations regarding lateness and absences.
- Ensure my child wears the appropriate school uniform daily.
- Communicate regularly with my child's teacher and attend a minimum of two parent/guardian conferences, and any specifically requested conferences.
- Read the weekly TLA Times to keep informed of updates and information.
- Check my child's homework assignments nightly/weekly and sign off on required documents.
- Help my child in the best way I know how and will do whatever it takes for him/her to learn.
- Make myself available to my child and the school, and address any concerns they might have.
- Allow my child to attend field trips and keep current with any invoices.

- Attest that the information given on all registration forms is true and understand that false information may result in my child being dismissed from TLA.
- Allow TLA to include my child in pictures taken at school/school events and for it to appear in school publications or other publications approved by TLA.
- Make TLA a safe and positive school environment by supporting TLA as it enforces the school's code of conduct as listed in the Family Handbook.
- I have read and understand all policies and expectations in the Family Handbook and understand my child must follow the TLA expectations so as to protect the safety, interests, and rights of all individuals at TLA.

Scholar Commitment

Each year, all scholars are required to fully commit to TLA by acknowledging and agreeing to the following:

- Arrive at TLA by 7:55 a.m. (Monday-Friday) or board a TLA bus at the scheduled time.
- Remain at TLA until 3:30 p.m. (Monday-Friday).
- Attend school regularly and wear the appropriate school uniform daily.
- Always work, think, and behave in the best way I know how, and do whatever it takes for me and my fellow scholars to learn. This means I will complete all my homework every night and will talk with TLA staff if I have any questions, need help, or have a problem getting to school.
- Make myself available to parents/guardians and TLA staff, and address any concerns they may have.
- If I make a mistake, I will tell the truth and accept responsibility for my actions.
- Always behave so as to protect the safety, interests, and rights of all individuals in the classroom. This also means that I will listen to others, be kind and give others respect.
- Be responsible for my own behavior and follow the school and TLA expectations.

Failure to adhere to any of these commitments may cause the loss of TLA privileges and potential removal from TLA.

SCHOOL HOURS

These scheduled hours may be subject to change based on school events, holidays, exams, or other unforeseen circumstances.

7:30 a.m. - 7:55 a.m.	Breakfast Served
8:00 a.m.	School Begins
10:40 a.m. - 1:10 p.m.	Lunch Served
3:30 p.m.	School Dismissal

SUPPLY LIST

Each year, parents/guardians will be responsible for purchasing supplies to ensure their scholar has the appropriate tools to be successful in school. All supplies are expected to be purchased. Please ensure the scholar's name is on all supplies. **No permanent markers are allowed at school.** For questions regarding the supply list, please contact the school office. Supply lists are posted on TLA's school website under Parent Resources.

BREAKFAST & LUNCH

Breakfast for Grades K4-12 begins daily at 7:30 a.m. and ends at 7:55 a.m. Please note that attendance is taken at 8:00 a.m. Scholars that arrive at school on a late bus are able to receive breakfast. All scholars will have a designated lunch period for their grade level. Any food allergies or religious restrictions must be reported to the school office at time of enrollment to ensure the proper accommodations are made for the scholar. If an allergy is discovered during the year, the school office should be notified immediately. The Special Dietary Needs form is required each year and is available on TLA's school website located under parent forms. Scholars may bring a cold lunch if desired.

TLA does not allow outside lunch deliveries to scholars during the school day as this is a disruption to instruction. If a scholar forgets their lunch, they are encouraged to eat the school lunch provided daily. Reach out to administration for approval in cases of an extenuating circumstance.

WELLNESS PLAN

TLA is dedicated to the health and well-being of all scholars. In order to promote healthy eating and making healthy choices, the following guidelines are in place.

- Gum is not allowed at TLA.
- Candy, Soda & fast food are highly discouraged.

- Parents/guardians are asked to consult with the classroom teacher and/or school office in order to respect all health concerns related to food allergies. Please refer to the Breakfast/Lunch section for additional details regarding allergies.

Food & Classroom Celebrations

Classroom celebrations will be held after lunch or at the end of the day. Teachers should be notified at least one day in advance by email, note, or phone call. Classroom celebrations should also encourage the importance of healthy eating and follow classroom guidelines for food allergies. There must be enough treats for all scholars. In order to minimize disruptions to the learning environment, if a family member brings celebration food to the school, the scholar will be called to the office to pick up the item(s).

Below is a list of celebration food ideas.

- Snacks (Nutritional snacks are encouraged. Follow the above guidelines.) Please arrive with appropriate supplies (napkins, plates, silverware, etc.).
- Bookmarks, pencils, trinket bags.
- Donate a book to the scholar's classroom in his/her name.

SCHOOL CLOSINGS

In case of bad weather, please check local radio and/or television stations for closure announcements (see list below). The closure will also be posted on TLA's school website. Once the school day has started, school will generally not be canceled early in the event that weather conditions become bad during the day. In these cases, it is up to the parents/guardians to decide if they want to pick their scholar(s) up early or keep them at home.

TLA will post school closing updates to the following:

- TLA's School Website (www.thelincolnacademybeloit.com)
- ParentSquare - Messages will be sent to the contact phone number and email on file.
- Local TV Stations: WISC Channel 3; WMTV Channel 15; WKOW Channel 27
- Local Radio Stations: WCLO-1230 AM

ATTENDANCE

Attendance Goal

TLA prides itself on achieving an aggressive attendance goal each school year. Studies confirm a powerful link between attendance and academic success in school. To give scholars the best opportunity to reach their potential both academically and socially, they must attend school regularly. When scholars are tardy, leave early, or absent, they miss out on valuable learning and social experiences that cannot be replaced. It is TLA's goal that scholars will maintain an attendance rate of 95% or higher. Excessive tardies or absences may result in loss of extracurricular activities, sports, school events, trips, or potential removal from TLA.

Compulsory Attendance

State law requires all scholars between the ages of six and 18 to attend school full-time. TLA requires all enrolled scholars, including those 18 years or older, to attend school full-time, except as otherwise authorized by administration or The Lincoln Academy Governance Board of Directors. The Board sets policies for scholar absences. These policies are summarized below.

Reporting Absences

It is the parent's/guardian's responsibility to contact the school if a scholar will be absent on the day of the absence. If a scholar is absent, the parent or guardian must report the absence to the school office by 8:00 a.m. via the school attendance line (608-690-5165), attendance@tlabeloit.com, or Skyward Family Access. A parent/guardian is required to call each day the scholar is absent unless prior arrangements have been made. Parents/guardians should provide their name, the scholar's name, grade, date(s) of absence, reason for the absence, phone number to reach the parent/guardian, and how homework should be received.

If a scholar is not in attendance and the parent/guardian has not contacted the school, a phone call will be made. If there is no response, the school will attempt to reach the parent/guardian by other means before the end of the second day. If there is no contact from the parent/guardian on the day of the scholar's absence, the absence will be marked as unexcused.

Excused Absences

TLA may excuse the absences/tardies of scholars with specified documentation. Each absence must be documented within three days of the scholar's return to school by a written note or email to attendance@tlabeloit.com from the parent/guardian, or healthcare provider. The following are considered excusable absences. All other absences are marked as unexcused absences.

- Personal illness
- Medical/dental appointments
- Funerals
- Required legal appearances
- Driver examinations
- Designated religious holidays
- Quarantine as imposed by a public health official
- Family emergencies in which the scholar is needed to ensure family well-being
- Educational or school-sponsored activities approved by the Principal
- Family vacations prearranged and approved by the Principal
- All school suspensions, including any during the expulsion process, for up to 15 days
- If your child is sent home by the School Nurse, it is considered an excused absence

The Ten-Day Excused Absence

Parents/guardians may excuse their child's absences from school for up to ten days per school year without a doctor's note. Once that limit is exceeded, TLA may require any additional absences to be verified by a medical professional with the date(s) of absence included to be considered excused. After ten days, any absence without a medical professional's note will be classified as unexcused.

Vacations

Parents/guardians are strongly encouraged to take family vacations during the summer and school holidays such as winter or spring break. In the event that this is not possible, the Principal and the scholar's teacher should be informed in advance of any special vacation or situation that will cause the scholar's absence from school. Family vacations **MUST** be prearranged. A form (available in the school office or on our website) for such absences must be provided to the Principal at least two days prior to the planned absence. Family vacations may not be excused after the fact. It is the responsibility of the parent/guardian and the scholar to see to it that all work missed during any pre-arranged absence is made up. It is also not recommended to take scholars out of school if they are in danger of failing any of their classes.

Medical & Dental Appointments

Parents or guardians are encouraged to schedule medical and dental appointments outside of school hours (8:00 a.m. - 4:00 p.m.). When a scholar has a medical or dental appointment during school, s/he should report to school before/after the appointment.

Unexcused Absences

Scholars who are absent from school, and no parent/guardian contact occurs, will be considered unexcused. Even with the consent of their parent/guardian, but whose absence does not fall under the reasons listed above as determined by the Principal, scholars shall be considered unexcused.

All scholars with an unexcused absence will be permitted to make up an examination missed during an absence. However, during such occasions, credit may not be given for daily classwork missed.

All Absences – “Excused” and “Unexcused” are considered absences. Any day a scholar does not attend school is considered an absence.

Is My Scholar Well Enough To Go to School?

Keeping a scholar home when sick is the number one way to protect other scholars and staff from increased risk of illness. School is important, but sick scholars need to stay home. When a scholar’s condition improves and his/her temperature is back to normal for 24 hours without the use of medication, he/she can return to school. If a scholar begins experiencing any of the following symptoms, TLA encourages the parent/guardian to keep the scholar home for 24 hours and monitor for any changes regarding the following:

- Fever (temperature 100.4° or higher)
- Vomiting or diarrhea
- Heavy nasal congestion or frequent cough

For the following, please contact your scholar’s healthcare provider for proper treatment and guidelines:

- Blistery rash
- Eye infection
- Head lice
- Diagnosed with or suspected of having a contagious disease

Suspensions

Suspended scholars will be allowed to make up all class assignments, quizzes, examinations, and projects missed during the term of the suspension. During the suspension, the scholar is not allowed on school property or to participate or attend any

after-school activities including, but not limited to, clubs and sports. If scholars are suspended, they are considered absent from school.

Extracurricular & Athletic Participation

A scholar must be in school, attending classes during the entire day, or participating in a sponsored school event in order to participate in any school activity (including after the school day). If the school office is notified before school in advance for doctors appointments or extenuating circumstances, a final determination as to whether a scholar is allowed to participate will be at the discretion of the Athletic Director or Principal.

Absence Proactive Plan

Having scholars present is extremely important not only for TLA but to best prepare them for success in academic, career, and character development. TLA staff works diligently to positively greet scholars at the door, create positive relationships, and utilize structures to recognize strong attendance patterns as well as improvements that individual scholars demonstrate. In individual cases where a consistent absence pattern is noted, TLA staff will reach out to parents/guardians to collaboratively create a proactive plan for improved attendance. This excludes cases of extreme illness/hospitalization where a doctor's note has been provided. See below:

- **Five Absences in a Year** - Parent/guardian will be notified by letter about the absences from the Dean of Scholars.
- **Ten Absences in a Year** - Parent/guardian will be called to the school to meet with Scholar Support Services to discuss the absences and develop an attendance success plan.
- **Fifteen Absences in a Year** - Parent/guardian will be called to the school to meet with Scholar Support Services and Administration. At this point, the scholar is considered a truant and is at risk of not being promoted to the next grade. The Principal reserves the right to retain any scholar who misses more than fifteen days of school. In addition, a report may be filed with the City of Beloit Police Department.

In cases where parents/guardians are not in communication with TLA regarding their scholar's absence, the below will be followed:

- **Five Unexcused Absences in a Semester** - A certified letter or first-class mail will be sent to the scholars' parent/guardian's address on file. With this letter, a meeting is required with the School Social Worker within five (5) days of receipt of the letter. The scholar is considered a habitual truant.
- **Eight Unexcused Absences in a Year** - Parent/guardian will be called to the school to meet with the School Social Worker and Dean of Scholars to discuss the absences and develop an attendance success plan. The scholar is

considered a habitual truant. In addition, a report may be filed with the City of Beloit Police Department.

- **Twenty Unexcused Absences in a Year** - The scholar will be considered a habitual truant. School administration may contact a relevant court or child services agency alleging the belief that the acts or omissions of the scholar are such that his/her family has service needs. In addition, a report may be filed with the City of Beloit Police Department. TLA is required to submit an annual report to the Department of Public Instruction that reports habitual truants.

If attendance, either excused or unexcused, does not improve, it may result in additional loss of privileges, Beloit Police Department citation, retention, or potential removal from TLA.

Tardies

Scholars are considered tardy if they arrive after 8:00 a.m. All scholars who come to school after 8:00 a.m. should report to the school office to check in, receive a tardy pass, and report directly to class. In order for the tardy to be excused, the parent/guardian must either check the scholar in at the main office or call or email the attendance line.

During the school day, if scholars in Grades 6-12 do not report to class on time, they will be marked tardy.

Getting to school on time is key to a scholar's success. At TLA, learning starts the moment scholars walk in the door. Parents/guardians are expected to ensure that their scholar(s) is/are in school on time every day, and scholars are expected to get to class on time throughout the day. Scholars who are late often miss essential instruction, disrupt the learning of other scholars, and risk falling behind academically.

Tardy Proactive Plan

Scholars who are tardy to school or individual classes throughout the day are missing out on important academic instruction and skill practice. TLA staff are consistently in the hallways greeting scholars and encouraging them to get to classrooms on time. They also engage in individual conversations, relationship building, and problem solving to ensure that scholars are set up for success in regards to arriving at school and to class on time every day. Parents/guardians will receive an email and/or text notification whenever their scholar is tardy to school or class. In the event that a consistent pattern is noted with an individual scholar and tardiness, TLA staff will work with the scholar and family to create a plan for improved on-time arrivals.

- **Five Tardies in a Quarter** – Informational Dean of Scholars letter – Parent/guardian will be notified by letter about the tardies from the Dean of Scholars.

- **Ten** Tardies in a Year – Parent/guardian will be called to the school to meet with Scholar Support Services or Dean of Scholars to discuss the tardies and develop a success plan. The scholar may lose privileges including, but not limited to, extracurricular activities, school incentives, and other activities to make up for academic minutes lost.
- **Fifteen** Tardies in a Year – A letter will be sent to the parent/guardian address on file. With this letter, a meeting is required with Scholar Support Services, Dean of Scholars, or Principal. This number of tardies is considered habitual. Scholars will be required to recover academic minutes via academic reflection time after school. The parent/guardian will be responsible for providing transportation.

If on-time arrival does not improve, it may result in additional loss of privileges, Beloit Police Department citation, retention, or potential removal from TLA.

Early Dismissals

Early dismissals are considered tardies and will impact quarterly awards, extracurricular activities, sports, school events, and trips. Picking a scholar up from school prior to the 3:30 p.m. dismissal time is counted as a tardy. To minimize disruptions to classroom instruction and ensure scholar safety during dismissal, parents/guardians must contact the school office prior to 3:00 p.m. TLA will not release scholars prior to the end of the school day without a parent/guardian signing the scholar out in person. Verbal confirmation from parents/guardians for high school scholars is acceptable.

TRANSPORTATION

TLA will provide transportation to and from school if the scholar lives one or more miles from the school **and** resides in the City of Beloit. Routes, pick-up times, drop-off times, and locations will be developed and shared before the start of school.

Transportation Safety

TLA partners with Durham Bus Company to provide safe, reliable, and efficient transportation daily so scholars who receive transportation can arrive at school on time so as to maximize their time in the classroom. If there are any questions regarding your child's route or scheduled time, please contact the Durham Bus Company directly at 608-362-2628.

Scholar Transportation Expectations

Good conduct is important to bus safety. TLA expects scholars to adhere to the same behavior guidelines in this handbook while they are on the school bus. Additional expectations apply while riding the bus and are detailed below. Any violation of these

expectations may result in disciplinary action and/or loss of the privilege of being able to use the school bus.

- Obey the bus driver at all times
- Be ready in the morning at least five minutes before the scheduled time for the bus to arrive
- Do not stand or play in the street while waiting for the bus
- Wait until the bus has come to a complete stop before attempting to get on or off
- Leave the bus only at your home or daycare stop
- Enter or leave the bus only at the front door of the vehicle except in case of emergency
- Go directly to a seat and remain seated at all times while the bus is in motion
- Be kind and make room for other scholars to get on or off the bus
- Use appropriate language and be courteous to the driver and other passengers
- Keep all body parts (i.e., hands, head, arms, and feet) inside the bus
- Refrain from yelling or shouting at anyone
- Never throw any object in or at the bus nor out the bus window
- Keep the bus clean and sanitary
- No eating and/or drinking on the bus
- Remain orderly when getting on and off the bus
- Keep books, lunches, coats, and other objects out of the aisles
- Be quiet when the bus is coming to railroad crossings
- Use the emergency door only in emergency situations
- Fighting or pushing on the bus is prohibited
- Refrain from tampering with the bus or its equipment
- Animals, glass, or dangerous objects are not allowed on the bus
- Vandalism or damage to bus property is prohibited
- Scholars are required to adhere to any bus service-specific expectations

Possible School Responses, Interventions, or Consequences

If a scholar's behavior jeopardizes the safety of scholars on the bus, the Principal and/or the Dean of Scholars will meet with the scholar to restore any harm done utilizing the discipline plan outlined in this handbook. Disciplinary action from Durham School Services and corresponding infraction at TLA may include loss of bus riding privileges.

Riding the bus is a privilege, and this privilege may be taken away if any of the transportation expectations are violated.

Parent/Guardian Transportation Expectations

The following expectations are provided to address transportation standards for parents/guardians.

- Contact TLA to request a bus stop or route change. Do not ask the bus driver to change stops or routes.
- Ensure scholar(s) arrive at the bus stop on time in the morning. The bus driver is responsible for the maintenance of the schedule and cannot wait for scholars who are tardy.
- Parents/guardians accept responsibility for proper conduct of their scholar(s) while at the bus stop and on the bus.
- Parents/guardians are not allowed to board the bus.
- Call the school office if a problem arises, whether it is with the bus company, the driver, or the riders.
- Do not confront the driver or riders.
- Provide transportation to school if scholar(s) is/are removed from the bus for any reason.

HEALTH

Immunization

Scholars enrolled at TLA are required to follow the Wisconsin Department of Health Services Student Immunization Law. All scholars through Grade 12 are required to meet immunization requirements for their grade and present written evidence of immunization against certain diseases within 30 days of enrollment.

These requirements can be waived only if a properly signed health, religious, or personal conviction waiver is filed with the school office and updated when new vaccines are due. These scholars may be subject to exclusion from school in the event of an outbreak of diseases against which they are not completely immunized.

Scholars who do not have the required immunizations and/or properly completed waiver on file in the school office may result in exclusion from school. Forms are available in the school office and on TLA's school website.

Required Immunizations

Pre-Kindergarten (2-4 years)	Kindergarten - Grade 6	Grade 7- 12
4 doses of Tetanus, Diphtheria & Pertussis (DTP/Dtap/DT)	4 doses of Tetanus, Diphtheria & Pertussis (DTP/Dtap/DT)	4 doses of Tetanus, Diphtheria & Pertussis (DTP/Dtap/DT)
		1 additional dose of Tetanus, Diphtheria & Pertussis (DTP/Dtap/DT)
3 doses of Polio	4 doses of Polio	4 doses of Polio
1 dose of Measles, Mumps and Rubella (MMR)	2 doses of Measles, Mumps and Rubella (MMR)	2 doses of Measles, Mumps and Rubella (MMR)
1 dose of Varicella (VAR)	2 doses of Varicella (VAR)	2 doses of Varicella (VAR)
3 doses of Hepatitis B (HEP B)	3 doses of Hepatitis B (HEP B)	3 doses of Hepatitis B (HEP B)

For information about free immunizations or to check immunization records, parents/guardians should contact their healthcare provider.

Illness & Injury

Scholars who become ill or injured during the school day should report their illness or injury to their teacher immediately. If a scholar is sent home due to illness or injury, the School Nurse or school office must speak with either the scholar's parent/guardian or an emergency contact prior to the scholar leaving school. TLA will not release scholars without a parent/guardian signing the scholar out in person. High school scholars may be released with a parent/guardian contact and permission.

A parent/guardian should inform the school office if their scholar needs accommodations during the school day due to crutches, casts, etc. Please have your scholar's medical provider document the necessary accommodations and the length of time required. The written documentation should be turned into the main office or School Nurse.

A severe allergic reaction can be life-threatening. Parents/guardians are required to inform the school office of any known allergies, fill out the Special Dietary Needs form, and provide any prescription or emergency medication(s). Forms are available in the school office and on TLA's school website.

Medication (Prescription and/or Nonprescription)

Scholars taking daily and/or as-needed medication at school will be required to have a Medication Authorization form on file in the school office. Forms are available in the school office and on TLA's school website.

Prescription

Prescription medications require written authorization from a healthcare provider and parent/guardian. Prescription medications must be supplied in the original pharmacy-labeled package. The medication must list the name of the scholar, name of the prescriber, name of the prescription medication, the dose, the effective date, and the directions in a legible format. Please keep in mind that the pharmacy label must match the healthcare provider's order for us to administer the medication at school. A Medication Authorization form must be filled out by a healthcare provider. Forms are available in the school office and on TLA's school website.

Nonprescription (Over-the-Counter)

Over-the-counter (OTC) and nonprescription medications (including Tylenol, Ibuprofen, Advil, cough drops, etc.) require written authorization from a healthcare provider and parent/guardian. All nonprescription medication must be supplied by the scholar's parent/guardian, be in the original manufacturer's package, and the package must list the ingredients and recommended therapeutic dosage in a legible format. If any unmarked medication is found at school, it will be confiscated, and the parent/guardian will be contacted.

The Medication Authorization form is available in the school office and on TLA's school website.

Best Practices

- If possible, medication should be given at home and on a schedule other than school hours. If a prescription medication is ordered for three-times-a-day, the medication should be scheduled around school hours: before school, after school, and at bedtime.
- Scholars should NOT be carrying medication on their person or in their locker. If there is a specific exception needed for the scholar's safety, this must be approved by the Principal.
- All prescription and nonprescription medications should be brought into the school office by the parent or guardian. The parent/guardian is responsible for

delivering medication to the school safely and must ensure that enough medication is available to follow the healthcare provider's orders.

- Please check the expiration date before bringing medication to school. The school cannot administer expired medication and medication that is not in its original manufacturer's package.
- The school is unable to take verbal requests from parents/guardians to administer prescription and/or nonprescription medications. A properly completed Medication Authorization form needs to be on file in the school office before medication(s) will be administered.
- It is recommended that scholars with asthma keep an inhaler at school which will be kept in a locked cabinet in the School Nurse's office but made available when necessary. High School scholars are allowed to carry their asthma inhalers with them during the school day.
- If changes are made, such as dosage or time the dose is given, a new Medication Authorization form must be completed and signed by the parent/guardian and scholar's healthcare provider.
- If the prescribed medication is discontinued, the parent/guardian must bring in a discontinuation order written by the scholars' healthcare provider or parent/guardian.
- A history of a severe allergic reaction or certain medical conditions can be life-threatening. Please inform the school office with this information and ensure appropriate medication is available.

HOMEWORK

Classwork and homework are important parts of learning. Homework assignments are given to help build and reinforce the skills and concepts needed to be successful in the classroom. They also prepare scholars for upcoming lessons and allow for continual evaluation of the scholar's progress and understanding. Classwork and homework should consistently reflect the ability of the scholar as well as the high expectations of the parents/guardians and teachers. Chromebooks will be sent home nightly with scholars in Grade 3 and above. If a scholar has a computer or laptop that they can use at home, then they do not need to take their Chromebooks home at night.

If a scholar consistently neglects to complete homework or does not complete it to the best of his/her ability, it may result in the scholar not becoming proficient in the necessary skills to matriculate to the next grade level at the end of the school year. Natural consequences, such as loss of free time or homework reflection after school, may be required.

- Grades K4-K5: Reading Log (recommended 10+ minutes nightly for a total of 60 minutes per week)

- Grades 1-2: Weekly Math and CKLA Story Passages & Reading Log (15 minutes nightly)
- Grades 3-8: 4 Zearn (Math) & 4 IXL MAP Language Study Plan Lessons (weekly) & Reading (20 minutes nightly)
- Grades 9-12: Assigned by Individual Teachers

Homework requirements may be adjusted according to individual scholar needs.

If work is not completed in class, it becomes homework. Alternate homework and/or projects may be assigned by individual teachers as well.

Homework completion will be tracked by school staff and may require parent/guardian signatures or meetings for scholars struggling to complete work.

When a scholar is absent and needs homework assignments, the scholar or parent/guardian should contact the teacher(s). Scholars have the same number of days to complete missing assignments as the number of days they were absent.

LATE/MISSING WORK

Middle and high school scholars that have not completed and turned in work by a due date may have it marked as “missing” in Skyward.

Scholars have one calendar week after the end of each end-of-unit assessments, essays, or final projects due date to submit any late work for full credit. Once the unit concludes and a calendar week has passed, no additional late work will be accepted, and any missing assignments will remain as zeros in Skyward. If prior arrangements have been made with the classroom teacher or administrator due to excused absences or documented circumstances, a new date will be agreed upon by the scholar and staff member.

HOMEWORK REFLECTION

We expect that scholars dedicate time after school to reinforce skills, show understanding of concepts, and demonstrate progress to help ensure they are prepared for the next lesson. When a scholar does not complete his/her homework, they may be assigned Homework Reflection held during lunch/recess or after school from 3:30 p.m. - 4:15 p.m. to complete homework assignments. Parents/guardians will be notified no later than the day before scholars will be required to stay after school.

If a scholar had Homework Reflection during lunch/recess and completed all assignments during the week, a message from the Dean of Scholars will be sent to the parent/guardian notifying them of the completion. That scholar will not be required to attend after-school Homework Reflection that week.

Any scholar participating in sports or clubs that is required to attend the session of after-school Homework Reflection will need to do so before attending the practice, game, or club for that evening. Parents/guardians will be responsible for providing alternate transportation for their scholar immediately following Homework Reflection. Please note this could result in a scholar missing transportation to a game or home if they rely on the school bus.

Our goal is that Homework Reflection is a system we have established when necessary but that it is seldom utilized. Checking your child’s homework assignments nightly will help decrease the number of scholars who need to attend Homework Reflection.

Progress Reports & Assessments

Progress reports will be posted to Skyward Family Access once per quarter; however, parents/guardians may check their child’s grades at any time on Skyward. In addition to weekly classroom assessment measures given at each grade level, TLA will use several more formal assessment tools to evaluate the academic progress of scholars.

Grade	AimsWeb	Forward Exam	DLM (as needed)	MAP Growth	ACCESS (EL)	PREACT SECURE	ACT	Civics
K4	X							
K5	X			X	X			
1st	X			X	X			
2nd	X			X	X			
3rd	X	X	X	X	X			
4th		X (with SCI/SS)	X	X	X			
5th		X	X	X	X			
6th		X	X	X	X			
7th		X	X	X	X			
8th		X (with SCI/SS)	X	X	X			
9th			X	X	X	X		X
10th		X (with SCI/SS)	X	X	X	X		
11th			X	X	X		X	
12th					X			

Accommodations and supports for scholars with disabilities and/or English Learners are built into the system so that scholars' progress can be accurately measured.

Questions regarding assessments for a scholar should be directed to the Principal or Chief Instructional Officer.

TESTING GLOSSARY

AimsWeb

Per Wis. Stat. § 118.016, DPI has selected aimswebPlus by Pearson for early literacy screening in 4K through grade 3. In Wisconsin, the fundamental reading skills and universal reading screener test is administered to scholars from 4K through 3rd grade to assess proficiency in key literacy skills. It identifies scholars needing additional support (bottom 25%) and aids in early literacy remediation plans, ensuring fair allocation of scholar support.

Forward Exam

This test is designed to determine how well scholars are doing in relation to the Wisconsin Academic Standards. This state exam will determine proficiency in grade-level Common Core Standards. The Dynamic Learning Maps (DLM) is the state exam for scholars with an Individualized Education Program (IEP) that states they receive an alternate curriculum.

MAP Reading Fluency

This is the primary literacy screener. The Department of Public Instruction (DPI) requires all scholars in Grades K5-5 to be assessed in foundational reading skills.

MAP Growth

This assessment will measure growth in reading and math over the course of the year. The test is computer adaptive and adjusts to every learner. Individual learning goals are created for every scholar in reading and math based on their performance on the fall test.

ACCESS Test

This assessment is administered only for scholars that have been identified as English Learners (ELs). It is given annually to monitor scholars' progress in learning academic English. It meets United States federal requirements of the Every Student Succeeds Act (ESSA) for monitoring and reporting ELs' progress toward English language

proficiency. It is anchored in the World-Class Instructional Design and Assessment (WIDA) English Language Development Standards and assesses the four language domains of Listening, Speaking, Reading, and Writing.

PreACT Secure

This summative assessment is given to scholars in Grades 9 and 10 and is aligned to the ACT and the ACT College and Career Readiness Standards. PreACT Secure measures what scholars have learned in the areas of English, reading, mathematics, and science.

ACT + Writing

This multiple-choice test, which is required for all scholars in Grade 11, has sections on English, math, reading, science reasoning, and writing. The scores range from 0-36, and scores can be used for admission to colleges and universities across the nation and by scholarship selection committees. Although the test is required in the spring of Grade 11, scholars may take the test multiple times. If scholars are interested in taking the test outside of the mandated spring window, they should reach out to the College and Career Counselor.

Civics Test

According to Wisconsin Act 55, all scholars graduating from a Wisconsin high school must pass a civics test consisting of 100 questions that are identical to the 100 questions that may be asked of an individual during the process of applying for United States Citizenship. In order to pass this test, a minimum of 65% correct answers are required. The civics test is taken in Grade 9. Scholars who do not pass have the option of taking it again in Grade 11.

ARTIFICIAL INTELLIGENCE

TLA recognizes the potential benefits artificial intelligence (AI) may have in the educational environment but also acknowledges the need to ensure their responsible and ethical use by scholars. The Chief Education Officer (CEO) can authorize the use of AI at TLA when it is used in accordance with state and federal law as well as Board policies and when it is used to enhance the learning environment. This policy outlines the guidelines and expectations for scholar use of AIs.

Permitted Use

1. Scholars may use AIs to assist with research, information gathering, and content exploration related to their academic work.
2. Scholars may use AIs for tasks such as brainstorming ideas, outlining papers, proofreading and editing, and generating summaries or study materials.
3. Scholars may use AIs as collaborative tools to enhance their learning, not as a replacement for their own understanding and effort.

Prohibited Use

1. Scholars are not permitted to use AIs to generate complete assignments, essays, or other substantive work that is intended to be submitted for grading.
2. Scholars are not permitted to use AIs to copy or reproduce copyrighted materials, infringe on intellectual property rights, or engage in any form of academic dishonesty. Copying content from AI and presenting it as the scholar's own work is strictly prohibited.
3. Scholars are not permitted to attempt to bypass or misuse the AI's content filters or safeguards.
4. Scholars are not permitted to upload or input any personal, confidential, or sensitive information into any AI tool.

Expectations

1. Scholars must clearly acknowledge any use of an AI in their work, citing it as a source or collaborator. Citing an AI as a primary source of information for work is not permitted.
2. AIs should be used judiciously and in moderation with a focus on enhancing learning rather than replacing it.
3. Scholars are responsible for understanding the limitations and capabilities of the AI they are using and for critically evaluating the information and suggestions provided.
4. All scholars are expected to approach the use of AIs with care, curiosity, and a commitment to academic integrity.

Violations of this policy may result in disciplinary action as outlined in the Family Handbook.

USE OF COPYRIGHTED MATERIALS

TLA intends and expects that copyright laws will be observed at TLA. Specifically, no person shall unlawfully duplicate, reproduce, distribute, or display copyrighted materials in connection with any TLA-sponsored activity, on TLA property, or using TLA equipment or technology resources. In addition, only appropriately-licensed software, programs, and applications shall be used with TLA's technology resources or to otherwise conduct TLA programs or operations.

TLA expects all staff members and scholars to follow applicable legal requirements and TLA guidelines as to the use of copyrighted materials of all types and formats (including materials in electronic/digital formats). Staff members and scholars are also expected to actively seek guidance and direction from a library media specialist or from an administrator in the event of any uncertainty regarding the appropriate and lawful use of copyrighted materials.

TLA administration shall (1) implement initiatives intended to inform staff members and scholars about the appropriate use of copyrighted materials, and (2) promote consistent adherence to applicable requirements and guidelines. TLA guidelines shall describe the general boundaries of the limited "fair use" exception that is found in the copyright law (e.g., guidelines for staff for the recording and use of broadcast programming for educational purposes) and may include such other information as the administration deems appropriate.

Possible violations of copyright laws occurring within TLA may be brought to the attention of the Chief Education Officer (CEO). The CEO shall then ensure that any confirmed violation is promptly remedied.

Copyright violations can lead not only to TLA-imposed consequences but also to legal consequences. To the extent consistent with applicable law, a person who commits copyright infringement while using TLA equipment may incur individual and personal liability for their actions.

LIBRARY MEDIA

The primary purpose of the library media program at TLA is to enrich and support the educational program of TLA and scholar learning.

The TLA Board of Directors delegates the review and selection of library media materials and resources to the library media specialist. The Board also welcomes purchase and acquisition suggestions from parents/guardians, scholars, staff, and others. Within Board-approved budgetary allocations for acquisitions and subscriptions

in any school year, specific acquisitions/subscriptions that have been through the review/selection process and approved by the Chief Education Officer (CEO) may be submitted as purchase orders using established TLA purchasing procedures. Offers to donate library media materials shall go through the review and approval process prior to acceptance. Administrative procedures may be established to further guide staff in the selection and management of the library media materials in accordance with this policy.

Library media materials and resources of varying types and formats shall be selected and maintained primarily to help scholars:

- Pursue TLA's curriculum, academic standards, and educational goals;
- Engage in self-directed learning;
- Obtain needed information;
- Become more informed and responsible members of the community;
- Understand and appreciate the cultural diversity and pluralistic nature of society in the United States and around the globe;
- Develop their creative capacities; and
- Use discretionary time constructively and enjoyably.

When selecting library media materials to serve one or more of the goals identified above, consideration shall be given to a variety of factors including, but not limited to:

- Budgetary considerations;
- An item's relationship to the existing collection, including especially the need for added materials in particular subject areas or within particular categories of literature, or the need to replace a resource that was damaged, destroyed, lost, or stolen;
- The extent to which materials would support and enhance TLA's culture, curriculum and educational programs as identified with the input of instructional staff;
- The extent to which an item is judged to be of contemporary significance and/or of likely lasting value within TLA's collection;
- An evaluation of the item in relation to the intended audience of the item including consideration of the age and developmental appropriateness of materials;
- The accessibility of the materials to individuals requiring special formats (e.g., certain scholars with disabilities and English learners);
- The extent to which an item is judged to meet present and anticipated user needs and interests;
- The extent to which an item is judged to have literary or historical significance;
- An evaluation of the item/material, specifically reference materials and non-fiction works, for improper bias, misinformation, or stereotyping with consideration of

historical context;

- The physical limitations of school facilities; and
- The availability of the material or substantially similar material through other TLA sources, through area libraries, through interlibrary loan, or through other reasonably accessible sources, including electronic sources.

Occasional objections to library media materials may occur despite the quality of the selection process. When parents/guardians or other individuals have concerns about particular library media materials, they are encouraged to discuss and attempt to resolve their concerns by first speaking with the Librarian or Principal prior to filing a written request to remove or relocate library media materials.

Written Request Process

A request may be filed by a scholar, the parent/guardian of a scholar, or a TLA employee. Other persons seeking to file a request must demonstrate that they have a sufficient connection to TLA to qualify, and TLA reserves the right to dismiss the request of a person who TLA determines lacks such a connection. If there is concern about multiple library media materials, a separate request must be completed for each item. No more than ten (10) requests may be filed by one person at one time.

1. A written request must be submitted to the CEO and identify the following:
 - a. Name and Contact Information
 - b. Author
 - c. Title
 - d. Publisher
 - e. Individual's familiarity with the material and what brought this library material/resource to their attention.
 - f. Specific concerns upon which the request is based. This should include a specific description of the offending material and specific references to the text of the material by page number and excerpted text if known.
 - g. Action requested.
2. Upon receipt, a Committee appointed by the CEO and comprised of the CIO, the Librarian, a teacher, and a parent shall review the request in accordance with the standards set forth in this policy and issue a written recommendation to the CEO within 90 days to either:
 - a. Retain the library material/resource;
 - b. Relocate the library material/resource; or
 - c. Remove the library material/resource.
3. Upon receipt of the recommendation from the Committee, the CEO may accept the Committee's recommendation, modify the recommendation, or seek additional guidance from outside expertise. The CEO shall provide written notice

- of their decision to the person filing the request and to the Board within 30 days.
4. The person seeking the review may formally request a review by the Board by submitting a request in writing to the Board within 30 days of notification. The Board will review the Committee and CEO decision and recommendation at the next regularly scheduled Board meeting and make a determination to accept or modify the decision. The decision of the Board shall be final with no appeal process for a period of three (3) years.

Decisions to remove or relocate library media materials or resources shall not be based upon personal disagreement with or personal objection to the ideas, opinions, or perspectives presented in the resource or due to any preferences of persons or groups outside of TLA.

TLA shall not unlawfully discriminate in the selection and evaluation of library media materials or resources on the basis of race, color, national origin, ethnic origin, gender identity or expression, ancestry, creed, sexual orientation, or physical, mental, emotional, or learning disability. Discrimination complaints shall be processed in accordance with established TLA procedures.

REPORT CARDS

Report cards are issued quarterly as indicated on the TLA school calendar. Conferences are scheduled the first three quarters of the year for parents/guardians and teachers to discuss the scholar's progress. Award programs will occur at the end of each quarter, and families are invited to attend. Notifications with dates and times will be sent out in advance.

Scholars in 4K-2nd with 3s and 4s in Assessments & Fluency will be on the Primary Honor Roll. Scholars in Grades 3-12 who have a GPA of 3.4-3.74 will be on the school Honor Roll. Scholars in Grades 3-12 who have a GPA of 3.75 or higher will be on the Lincoln Honor Roll. Awards will also be given for strong character development and exceptional career explorations.

Progress reports will be posted to Skyward in the middle of each quarter, and parents/guardians will be notified via ParentSquare when the reports have been posted.

PROMOTION, RETENTION & GRADUATION

Grade K-8 Completion Requirements

TLA is dedicated to the total and continuous development of each scholar. A scholar's progress is the responsibility of all stakeholders involved in the educational process: the scholar, parent(s)/guardian(s), and school staff. Scholars not meeting grade-level

expectations in two or more core subjects are at risk of not being promoted to the next grade. Additionally, the Principal reserves the right to retain a scholar if he/she misses more than 15 days of school.

3rd Grade Reading Promotion Requirements

According to Wis. Stats. 118.33, all schools, including independent charter schools, must consider a student's reading ability when promoting students from 3rd to 4th grade.

If any scholar has not successfully completed their personal reading plan by the end of their 3rd grade year, TLA will engage in a process to determine whether to promote that scholar to the 4th grade. This process will carefully consider all relevant factors that contributed to the scholar not completing their personal reading plan and alternatives to retention that can help support the scholar to achieve reading proficiency.

The process for making promotion determinations will include the following:

- A team of individuals will engage in a determination process which shall include the scholar's parents/guardians and TLA staff members who have knowledge of the reading instruction and interventions provided to the scholar as well as how the scholar responded to both instruction and interventions;
- TLA will consider all available data demonstrating the scholar's response to reading instruction and intervention and data demonstrating the scholar's progress toward meeting personal reading plan goals. This data may include, but is not limited to, the most recent and previous universal reading screener data, diagnostic reading assessment data, progress monitoring data, classroom data, and observations and data related to the scholar's social, emotional, and behavioral functioning;
- TLA will determine whether the scholar is eligible for a good cause exception and communicate that to the parents/guardians;
- If the scholar has an individualized education program (IEP) in an area of reading or is an English learner with a language acquisition plan, TLA will review the scholar's progress toward those goals and communicate that to the parents/guardians;
- TLA will communicate long-term risks of retention to the scholar's parents/guardians;
- TLA will consider alternatives to retention available to the scholar at TLA and communicate these alternatives to the scholar's parents/guardians;
- TLA will not deny any scholar advancement to 4th grade based solely on the scholar's performance in reading on the 3rd grade summative assessment or the universal reading screener;
- TLA will not deny any English learner advancement to 4th grade solely based on level of language proficiency; and
- TLA may conclude that promotion (with applicable services/supports) is in the best interest of a scholar even if TLA also concludes, based on clear

documentation, that the scholar was unable to complete their personal reading plan primarily due to the scholar's lack of reading proficiency.

After reviewing all data and considerations named above, TLA will make a recommendation of promotion or retention to the scholar's parents/guardians. If TLA recommends retention, TLA will identify and communicate the following to the scholar's parents/guardians:

- Supports that will be provided to the scholar that will mitigate the harm that is likely to occur as a result of retention, including social stigmatization, loss of friendships, damaged self-esteem, and other mental health impacts; and
- The additional academic services and supports that will be provided to the scholar as they repeat 3rd grade and to ensure they reach grade level proficiency by the time they finish 3rd grade the second time.

Based on the holistic evaluation described above, the entire team of individuals will make one of the following choices:

1. Promotion to 4th grade (with applicable services/supports) is more appropriate than retention in 3rd grade and the scholar is promoted.
2. The scholar's noncompletion of the scholar's personal reading plan was not primarily due to the scholar's lack of reading proficiency and the scholar is promoted.
3. The parents/guardians and TLA agree that retention (with applicable services/supports) is more appropriate than promotion to 4th grade and the scholar's parents/guardians give written consent to retention.
4. If parents disagree with retention determination, TLA may choose to retain the child without parental permission if deemed necessary.

Any scholar who enrolls as a 3rd grade scholar late in the school term without any accompanying record of a personal reading plan (i.e., after the 3rd grade Forward Exam) shall be promoted to 4th grade under the criteria that the scholar did not have a personal reading plan in effect at the end of 3rd grade.

If a scholar transfers into TLA enrolled as a 4th grade scholar and the provided records indicate the scholar may have met requirements to be retained in 3rd grade, TLA will provide adequate and necessary supports including, but not necessarily limited to, the intensive instructional services, supports, progress monitoring, and parent notification referenced under Wisconsin Statute 118.33(5m)(a).

Post Promotion Mandates and Exceptions

Any scholar promoted to 4th grade after the determination process will be provided with all of the following:

1. Intensive instructional services, progress monitoring, and supports to remediate the identified areas of deficiency;
2. Notification to the scholar's parents/guardians in writing that the scholar did not complete the personal reading plan that includes a description of the intensive

instructional services and supports that will be provided to the scholar to remediate the identified areas of reading deficiency; and

3. An intensive summer reading program each summer until the scholar scores at grade-level in reading on a summative assessment.

Any scholar who meets one or more of the following good cause exceptions may be exempt from the promotion policy, the intensive summer reading program, and/or the intensive reading intervention requirements:

1. The scholar is identified as a “Limited-English proficient pupil” as defined in Wisconsin Statute 115.955(7);
2. The scholar has an IEP that indicates that neither taking the universal reading screener nor the state summative assessment in reading is appropriate for the scholar;
3. The scholar scores as proficient in reading on the alternative statewide standardized summative assessment (DLM);
4. The scholar has an IEP or a plan to provide accommodations or services under Section 504 of the federal Rehabilitation Act of 1973 that indicates the scholar has received intensive intervention in reading for more than two (2) years if the scholar continues to demonstrate a deficiency in reading and was previously retained in 5K, grades 1, 2, or 3; or
5. The scholar has received intensive intervention in reading for two (2) or more school years, continues to demonstrate a deficiency in reading, and was previously retained in 5K, grades 1, 2, or 3 for a total of two (2) years.

If promoted to 4th grade and if a “good cause” exception applies to the scholar, TLA will provide adequate and necessary supports including, but not necessarily limited to, the intensive instructional services, supports, progress monitoring, and parent/guardian notification referenced under Wisconsin Statute 118.33(5m)(a).

High School Graduation Requirements

Scholars must successfully complete 26 credits during Grades 9-12 to graduate TLA as follows:

SUBJECT	CREDITS
English	4
Math	3
Science	3
Social Studies	3
Physical Education	1.5
Health	0.5
Personal Financial Literacy	0.5
Work-Based Learning	0.5
Electives	10
Total Credits	26

Scholars shall receive 1.0 credit for each two-semester course successfully completed and 0.5 credit for each one-semester course successfully completed.

Scholars who complete Algebra I in Grade 8 will receive 1.0 credit if they pass the End of Course Exam. This End of Course Exam will count as a math elective.

Wisconsin Civics Examination

Scholars at TLA are required to pass (65% or higher) the Wisconsin Civics Examination. The Civics Exam will be given in spring during Grade 9 Civics Class. If scholars do not pass, they can retake the exam in Grade 11. This is part of the requirements for graduation unless otherwise noted in an Individualized Education Plan. Passage of the examination will be noted on the scholar's transcript.

Individualized Learning Plan (ILP) Presentation

Scholars will be required to present their Individualized Learning Plan (ILP) to a review panel in Grades 8 and 12. At the end of the year, Grade 8 scholars will be scheduled for a 15-minute time slot to present their ILP. Scholars in Grade 12 will be scheduled for a 30-minute time slot in the second semester of their senior year to present their ILP. The panel will consist of a teacher, administrator, and community member. The ILP is developed over a scholar's school career and will include career activities, Xello findings, and projects from electives and work-based learning. More information on the ILP presentation, including a checklist of the specific requirements, will be shared with all scholars in the fall of Grade 8 and Grade 12. Completion of the ILP and Xello curriculum requirements will be noted on the scholar's transcript. Modifications to the ILP presentation may be noted in an Individualized Education Plan for scholars in special education.

Service Learning

All scholars will be required to complete community service prior to completion and/or graduation. Ten hours of community service will be required in Grades 6-8 and 30 hours in Grades 9-12. This experience must be unpaid and meet the needs of the community. Service hours will be noted on the scholar's transcript and requirements may be adjusted based on length of scholar enrollment at TLA.

Early Graduation

The Lincoln Academy (TLA) will permit any scholar to graduate prior to his/her class's scheduled graduation date if the scholar meets the graduation requirements set by the

State of Wisconsin and TLA Governance Board and has the approval of the Principal and Chief Education Officer (CEO).

Any scholar considering graduation prior to his/her class's regular graduation date must notify the College and Career Counselor and Principal. The following steps are required for a scholar to graduate prior to his/her class's scheduled graduation date:

1. The scholar will complete and turn in an Early Graduation Application to the College and Career Counselor with required signatures by May 15 of their Junior year.
2. The scholar will develop an Early Graduation Plan with the assistance of the College and Career Counselor to earn the minimum credits for graduation and review the Early Graduation Plan with the Principal and parents/guardians.
3. The Principal and the CEO will review and approve or deny the scholar's Early Graduation Application.
4. The College and Career Counselor will arrange a conference with the Principal, scholar, and his/her parents/guardians approximately two months before the proposed date of completion to review the progress of the Early Graduation Plan.
5. The scholar must satisfactorily complete all components of the Early Graduation Plan.

Scholars who complete early graduation requirements are only allowed to graduate early by one semester and will participate in the end-of-year graduation ceremony with their class.

Graduation Participation

In order to participate in the graduation ceremony, scholars must successfully complete the required courses, have all service hours documented, complete work-based learning requirements, present their ILP, and have all fines/fees paid.

Social Graduation

TLA recognizes the importance of social graduation opportunities for a scholar with an individualized education program (IEP). Social graduation is an opportunity for a scholar with an IEP to participate in the high school graduation ceremony without obtaining an official diploma. A scholar with an IEP who has completed all academic requirements for high school graduation but who has not yet completed his/her transition-related IEP goals may be eligible for social graduation. The IEP team, scholar, or scholar's parent/guardian may raise the issue.

When a scholar's IEP team anticipates the scholar may be eligible for social graduation, it is recommended that those discussions take place concurrently with developing and reviewing the scholar's transition-related IEP goals. The IEP team will make the final determination regarding social graduation on a case-by-case basis during the first semester of any year in which the scholar's chronological peer group is eligible to receive a high school diploma in accordance with the scholar's specific IEP goals and applicable federal and state laws and regulations.

A scholar may participate in social graduation only upon the recommendation of the scholar's IEP team. When reviewing if social graduation is appropriate, the scholar's IEP team should consider whether social graduation will further the scholar's progress with regard to the scholar's IEP goals; any objectives the scholar will be required to accomplish before the scholar is eligible to participate; and if additional arrangements or preparations, if any, are needed to enable the scholar to participate in the graduation ceremony.

A scholar may participate in social graduation when the following criteria are met:

1. The scholar is on an IEP implemented by TLA;
2. The scholar has successfully completed all academic criteria for graduation; and
3. The scholar has not met all of his/her transition-related IEP goals.

The scholar's IEP team shall have sole responsibility for determining whether the transition-related IEP goals have not been met and whether social graduation is appropriate. If social graduation is recommended, the Chief Education Officer shall be notified, and the scholar may engage in all aspects of the graduation celebration to include:

- Wearing a cap and gown;
- Sitting with the graduating class;
- Having the scholar's name printed in the program and read aloud at the ceremony; and
- Walking across the stage to receive a diploma cover.

Scholars excluded from graduation ceremonies due to disciplinary reasons (when the discipline was not a manifestation of the scholar's disability) or unpaid school fines will not be permitted to participate in social graduation.

Since a scholar participating in social graduation does not receive a signed diploma, the scholar's eligibility for transition planning services under an IEP does not end. After

participating in the graduation ceremony, the scholar is expected to continue working on his/her transition-related IEP goals and objectives and will continue to receive services to address transitional, vocational, and/or independent living skills as delineated in the scholar's IEP.

A diploma will be granted to the scholar when the IEP team determines that the transition-related IEP goals have been met.

If the scholar turns 21 prior to September 1st, the scholar will no longer continue to receive services at TLA the following school year. If the scholar turns 21 after September 1st, the scholar will be permitted to complete the current school year.

ADULT SCHOLARS

TLA recognizes that partnership with parents/guardians is critical to ensuring the success of all scholars, including scholars who have reached the age of majority but have not yet graduated. Scholars who reach age 18 while enrolled at TLA, and their parents/guardians, are required to follow all school policies and rules, including but not limited to policies addressing attendance, early graduation, parent-teacher conferences, field trips, and other policies that may require parent/guardian permission or involvement.

- Regardless of age, scholars may not excuse their own absences.
- Scholars may sign themselves out for work-based learning opportunities if TLA has written consent from parents/guardians on file.
- Parents/guardians of adult scholars will continue to have access to their scholars' education records.
- TLA will continue to communicate directly with parents/guardians of adult scholars regarding their scholars' academic progress, behavior, and discipline.

State law requires all scholars between the ages of six and 18 to attend school full-time. TLA requires all enrolled scholars, including those 18 years or older, to attend school full-time, except as otherwise authorized by administration or The Lincoln Academy Governance Board of Directors. The Board sets policies for scholar absences.

HUMAN GROWTH AND DEVELOPMENT INSTRUCTION

TLA acknowledges that it is properly the right and responsibility of parents/guardians to teach human growth and development to their child. That being said, TLA scholars will also receive instruction in human growth and development consistent with Wis. Stat. §

118.019(2) by a professionally trained instructor starting in 4th Grade and based on a sequential, age-appropriate curriculum.

Parent/Guardian Rights

Prior to any instruction, TLA shall notify parents/guardians and give them an opportunity to review the complete program and instructional materials. TLA shall notify parents/guardians of their right to have their child excused from the instruction without penalty. The notice shall state that, in the event a scholar is excused, that scholar will still receive instruction under Wis. Stat. § 118.01(2)(d)2.c. unless exempted and under Wis. Stat. § 118.01(2)(d)8.

Scholar Rights

At no time will a scholar be required to respond to a question, or be subjected to materials that are not age and developmentally appropriate. Careful consideration will be given to ensure that scholars maintain a sense of respect for individual personal privacy.

Instruction in Human Growth and Development

Scholars may be separated during instruction on the basis of sex. The following instruction in human growth and development will be provided to scholars:

1. Medically accurate and age-appropriate instruction in the following topics:
 - a. The importance of communication between the scholar and the scholar's parents/guardians about sexuality;
 - b. Reproductive and sexual anatomy and physiology, including biological, psychosocial, emotional, and intellectual changes that accompany maturation;
 - c. Puberty, pregnancy, parenting, body image, and gender stereotypes;
 - d. The skills needed to make responsible decisions about sexuality and sexual behavior throughout the scholar's life, including how to refrain from making inappropriate verbal, physical, and sexual advances and how to recognize, rebuff, and report any unwanted or inappropriate verbal, physical, and sexual behaviors;
 - e. The benefits of and reasons for abstaining from sexual activity. Instruction under this subdivision shall stress the value of abstinence as the only reliable way to prevent pregnancy and sexually transmitted infections and shall identify the skills necessary to remain abstinent;

- f. The health benefits, side effects and understanding of options for contraceptives to prevent pregnancy and sexually transmitted infections;
 - g. Methods for developing healthy life skills, including setting goals, making responsible decisions, communicating, and managing stress;
 - h. How alcohol and drug use affect responsible decision making;
 - i. The impact of media and one's peers on thoughts, feelings, and behaviors related to sexuality;
 - j. Adoption resources, prenatal care, and postnatal supports; and
 - k. Understanding types of sexually transmitted infections.
2. Use instructional methods and materials that do not discriminate against a scholar based upon the scholar's race, sex, gender identity, religion, sexual orientation, or ethnic or cultural background or against sexually active scholars or children with disabilities.
 3. Address self-esteem, personal responsibility, healthy relationships, and positive interpersonal skills, with an emphasis on healthy relationships.
 4. Identify counseling, medical, and legal resources for survivors of sexual abuse and assault, including resources for escaping violent relationships.

TLA will ensure that any instruction provided under this policy also includes instruction in the same year, when age-appropriate, that fulfills the requirements of Wis. Stat. §118.019 as listed below:

1. Presents abstinence from sexual activity as the preferred choice of behavior for unmarried scholars;
2. Emphasizes that abstinence from sexual activity before marriage is the only reliable way to prevent pregnancy and sexually transmitted diseases, including human immunodeficiency virus and acquired immunodeficiency syndrome;
3. Provides instruction in parental responsibility and the socioeconomic benefits of marriage for adults and their children;
4. Explains pregnancy, prenatal development, and childbirth;
5. Explains the criminal penalties for engaging in sexual activities involving a child under Wis. Stat. ch. 948;
6. Explains the sex offender registration requirements under Wis. Stat. § 301.45. Instruction under this paragraph shall include who is required to report under Wis. Stat. § 301.45, what information must be reported, who has access to the information reported, and the implications of being registered under Wis. Stat. § 301.45;
7. Provides medically accurate information about the human papilloma virus and the human immunodeficiency virus and acquired immunodeficiency syndrome.

An advisory committee shall be established, in accordance with Wis. Stat. § 118.019(5), composed of a parent/guardian, a community member, a healthcare professional, and an administrator to meet on an annual basis to review the human growth and development curriculum and advise the Governance Board as needed. The Chief Education Officer shall recommend potential advisory committee members prior to the beginning of the school year.

PARENT-TEACHER CONFERENCES

Parent-Teacher conferences are a crucial component of scholar success.

Parents/guardians are required to attend conferences after each of the first two quarters and during the 3rd quarter if requested by the classroom teacher or Principal. Scholars are encouraged to attend the conferences. Scholars may be held out of class if their parent/guardian does not attend a scheduled conference.

SKYWARD

TLA uses a scholar management system called Skyward. Skyward is used to access online grades and to allow families to see and change their personal information on record with the school.

Family login information is sent out at the beginning of the school year for new families. Parents/guardians are provided a login that allows them to see their scholar's directory information. This includes information such as email addresses, phone numbers, street addresses, etc. Parents/guardians are encouraged to review that information at the beginning of each year and make appropriate changes throughout the year as needed.

To access Skyward, please go to the Parents section on TLA's school website and click on Skyward Family/Scholar Access. Once logged in, click on "My Account" in the upper right-hand corner. Parents/guardians will then have the ability to manually update and save their information.

A change to a home address will require proof of residency such as a copy of mortgage or rental agreement or utility bill.

PARENTSQUARE

TLA uses the ParentSquare (PS) platform for all communications between school and parents. Parents are invited to download the app from either the Apple or Google Play Store. Parents without the app will receive emails and/or text messages based on their preferences set in PS. Communications from teachers may include a weekly classroom

newsletter or direct messages to individual parents. PS will translate all communications to the end user based on their language preference set in Skyward or their PS settings. School newsletters will also be sent via PS. Emergency alerts such as school closings will be sent immediately via text, phone, PS, or email.

LOST & FOUND/PERSONAL BELONGINGS

Please label scholar's belongings – particularly jackets, coats, sweaters, backpacks, lunchboxes, etc., by writing the scholar's name and grade on the inside collar or tag of the item if possible. This helps TLA staff with identifying the ownership of an item. Lost and found items will be kept in a designated area of the school, and if items are not claimed after a reasonable length of time, items will be donated.

LOST TEXTBOOKS, LIBRARY BOOKS, OR CHROMEBOOKS

Books and chromebooks are the property of TLA. Scholars and their parents/guardians assume full responsibility for the care of these materials on loan. Textbooks and chromebooks will be issued by teachers and must be returned to their teacher at the end of the school year. In the event of lost and/or stolen books or chromebooks (including chargers), scholars will be charged the replacement cost. Lost books or chromebooks will not be accepted as an excuse for not completing class assignments. If a textbook, library book, or chromebook is lost or damaged, scholars will be required to pay for a replacement before another one will be issued.

RELIGIOUS ACCOMMODATIONS

Reasonable accommodation of a scholar's sincerely-held religious beliefs will be made at the written request of the scholar's parent/guardian to the principal with regard to dress code, examinations, academic requirements, and other school activities.

ANIMALS ON SCHOOL GROUNDS

TLA recognizes that animals are frequently present on school grounds for curriculum-related projects and presentations. Additionally, service animals may be brought in by staff, scholars, and visitors.

The purpose of this policy is to reduce the exposure of vulnerable scholars to potentially harmful allergens, provide staff with guidance on precautions and necessary conditions related to animals, establish communication protocols with parents/guardians regarding animals on school grounds, and define accommodations for service animals.

Curriculum-Related Animals

Staff members who wish to use live animals to implement a curriculum-related project or activity must obtain written permission from the Principal where the animal will be used prior to introducing an animal into the classroom. Before permission to use live, non-service animals in the classroom is granted, staff members must provide the following information:

1. The type of animal, date(s), and location that the animal will be present on school grounds, and the name and contact information for the animal's veterinarian;
2. A statement of instructional purpose, tied to a curriculum-related project or activity that the animal will serve;
3. A plan for how the staff member will provide for the care and control of the animal;
4. A plan for how the staff member will accommodate scholars and colleagues with allergies to or fear of the animal as outlined in the "Animals Allergies and Fears Protocol";
5. Proof that the animal meets every veterinary requirement set forth in State law and local regulation/ordinance including, but not limited to, a current rabies vaccination and other required inoculations;
6. Proof of appropriate insurance by the animal's owner; and
7. A draft written notification, to be approved by the Principal, to be disseminated to staff members and parents of scholars in areas potentially affected by the animal.
8. A signed "Scholar Permission to Handle Curriculum-Related Animals" form from every scholar who will be handling any animal.

Animals with venom that is harmful to humans and animals for which anyone has been ticketed or charged for the behavior of the animal will not be allowed on school grounds. Except where required by law, TLA reserves the right to disallow or remove an animal from school grounds at any time and for any reason. If an animal becomes aggressive, a nuisance, or a staff member or scholar demonstrates an allergic reaction to the animal, the animal must be removed from school grounds immediately. TLA is not responsible to replace or be financially obligated to the owner of the animal should damages or loss occur to the animal while on school grounds.

When a request is granted to use a live animal(s) in a classroom, the following guidelines apply:

1. Sanitation
 - a. Hand washing with soap and water is mandatory for school staff and scholars after handling animals, cage debris, or animal supplies.
 - b. Scholars should not be allowed to clean up any excretory waste from the animals or handle unclean cages or equipment used by animals without

appropriate supervision, safety equipment, and training. Proper hand washing should always follow such activities.

- c. The area for cleaning cages and all animal care equipment must be maintained separate from any food preparation, food storage, or eating area for scholars.
 - d. Staff will use appropriate disinfecting methods to clean up all excretory waste and cages. This should be done while scholars are not present and with proper ventilation. Any cleaning solutions should be well marked and stored out of the reach of scholars.
 - e. Urine from rodents is a trigger for many scholars with asthma and allergies. Scholar exposure should be limited.
 - f. Animals are not allowed in the vicinity of sinks where scholars and staff wash their hands; in any area where food is prepared, stored, or served; or in areas used for the cleaning and storage of food, utensils, or dishes.
2. Indoor air quality
 - a. Animals should be located away from air supply and return vents to avoid circulating allergens.
 - b. The areas near where the animals are housed must be kept sanitary and clean to minimize pollutants from becoming airborne. Animal cages must be located on hard surface flooring or counters.
3. Containment
 - a. Safe and appropriate cages, pens, tanks, or restraints (i.e. collars, leashes, and harnesses) must be used for all animals visiting the classroom. Generally, aquariums make excellent cages and are easy to keep clean and maintain. Teachers with limited or no experience working with animals in the classroom should check with a veterinarian or another teacher with successful animal experience. Animals should not be allowed to roam free around either the classroom or school building.
 - b. Animals should be kept away from carpeted areas in order to minimize the transfer of allergens to the carpets and eliminate the possibility of soiling the carpet.
 - c. A teacher or supervisor familiar with proper animal handling **MUST** be present when animals are taken out of a cage and handled by scholars.
 - d. Any animal that displays aggressive behavior must be removed from the classroom immediately.
 4. Communication:
 - a. Staff members and parents/guardians of scholars in the areas affected by the animal need to be informed in advance of any animals being used in the classroom. Included in the notification would be the type of animal and an opportunity for parents/guardians and staff to notify the

Principal/CEO of any health-related or other concerns. Many scholars have allergies/asthma or compromised immunity that could be worsened by exposure to animals. If any parent/guardian or staff member objects to the presence of animals in the classroom, appropriate measures and adjustments must be taken to accommodate verified health-related or other concerns. The presence of a non-service animal shall not be allowed if documented health concerns of a scholar or staff member cannot be accommodated.

- b. Teachers must convey rules regarding animal interaction, and scholars must be taught to gently interact or handle them.
 - c. Specific types of animals will be restricted if a concern is expressed by staff, scholars, or parents. TLA reserves the right to ban certain animals if they pose a threat to the safety or comfort of staff or scholars.
5. Animal Health:
- a. Animals must be in good health and have appropriate up-to-date immunizations and examinations by a veterinarian as needed. A copy of a document verifying the animal has up-to-date immunizations must be kept on file in the school office. Outside groups or organizations should also be asked to provide similar verification if bringing animals into the school for presentations.
 - b. Animals brought to the school should be socialized to a classroom setting.
 - c. Reptiles can carry salmonella and require extra vigilance with hand washing after handling.
 - d. Careful arrangements for holiday and weekend care of animals living in school classrooms must be developed and comprehensive written care guidelines provided to those responsible for the well-being of the animals.

Service Animals

TLA recognizes its responsibility to permit scholars/adults with disabilities to be accompanied by a service animal in its school and at school functions as required by the Americans with Disabilities Act (ADA), Title 42, United States Code. Under the ADA, service animals are defined as dogs that are individually trained to do work or perform tasks for people with disabilities. Under Wisconsin state law, a service animal may be any animal that is individually trained to do work or perform tasks for the benefit of a person with a disability; Wisconsin Statute 106.52(1)(fm).

When a service animal is on school grounds, the following guidelines apply:

1. The service animal must meet every veterinary requirement set forth in state law and county regulation/ordinance including, but not limited to, rabies vaccination or other inoculations required for the animal to be properly licensed.

2. The service animal's handler is responsible for caring for the service animal.
3. The service animal's handler is responsible for the supervision and control of the service animal.
4. A service animal shall be tethered, unless the tether would interfere with the service animal's safe, effective performance of work/tasks, in which case the service animal must be otherwise under the handler's control (e.g. voice, signals, or other effective means).
5. If someone other than a scholar serves as the service animal's handler, that individual shall be treated as a volunteer and will be subject to TLA's volunteer protocol.
6. A service animal will not be permitted if the school determines the presence of the service animal poses a direct threat to the health and safety of others, creates an undue hardship on the school, or its presence fundamentally alters the nature of a school program or activity.
7. Any service animal that is disruptive will be removed.
8. Owners of service animals are liable for any harm or injury caused by the service animal to scholars, staff, visitors, and/or property.

Service Animal for Scholar/Staff

All requests for a scholar/staff with a disability to be accompanied by a service animal during the school day or at any school function must be addressed in writing to the CEO at least ten (10) business days prior to bringing the service animal to school/school function or as soon as practicable. The request should include the following:

1. Completed ADA request form;
2. Description of the scholar/staff disability;
3. Explanation of the specific tasks the service animal is trained to perform;
4. Medical certification from a medical provider; and
5. Certification of the service animal's health records, including up-to-date vaccinations, as required by Wisconsin law.

If a scholar requires bus service provided by TLA, the scholar and parents/guardians shall meet with the contracted bus service provider prior to the first day of transportation to discuss critical daily interaction needs, safety protocols, and proper behavior expectations of the service animal. If it becomes necessary to suspend transportation privileges for the service animal, it remains the parent/guardian's responsibility to transport the scholar.

Service Animal for School Visitor

Any school visitor with a disability that is accompanied by their service animal should follow TLA's visitor registration procedures and are encouraged to notify the Principal or CEO that their service animal will accompany them prior to their visit.

If not readily apparent, TLA staff may inquire to determine whether an animal qualifies as a service animal by asking what tasks or work the animal can perform. Per ADA regulations, no documentation, such as proof the service animal is certified, trained, or licensed is required.

Emotional Support Animals

Any individual requests for an emotional support animal must be made in writing to the CEO. TLA is not required to grant a request to bring an emotional support animal, such as a therapy dog, on school grounds for any purpose.

FAMILY INVOLVEMENT

Parental involvement in a scholar's educational life is critical to a scholar's success. TLA looks forward to developing a strong positive partnership between parents/guardians and TLA.

Classroom Visits

TLA welcomes and encourages visitors both from within and outside of our school community to our school. However, in order to assure the safety and well-being of all scholars and staff, all visitors – including parents/guardians – are required to show a valid ID and sign in at the school office. Visitors in the classroom, including parents/guardians, must arrange the visit in advance with administration. Certain restrictions may apply, such as special circumstances for public health and safety.

No classroom visits will be scheduled for the first several weeks of school to ensure scholars are able to transition into their new setting. We ask that all parents refrain from entering the school during this time unless they need to go to the office for official business. When observing in the classroom, parents/guardians are asked not to disrupt the education of their scholar, other scholars, or to attempt to conduct individual conversations with the teacher during instructional time. Parents/guardians who are disruptive to the educational process will be asked to leave. Please also have cell phones off while in the hallways and classrooms. This plan may be adjusted based on special public health and safety circumstances.

Volunteering

TLA invites our community members, alumni, and families to join us in making a positive impact on the lives of our scholars. Whether you can volunteer for a day or a few hours a week, there are many opportunities to get involved with TLA.

TLA has two different onboarding processes for volunteers depending on the time commitment. Volunteers who serve regularly (e.g., multiple days a week) or for more than five (5) hours a week on a regular basis must complete a volunteer application and undergo a background check. To sign up, please visit TLA's school website, and click on the volunteer application found under the About section.

For volunteers who want to chaperone a field trip or help out for a special event, the School Leadership Team will approve this support. We encourage our families and community members to get involved in supporting our scholars at TLA.

Parent Leadership Council

TLA recognizes the importance of creating an environment in which all of our stakeholders can contribute to scholar success and the TLA community. One way that parents/guardians can be actively involved in supporting the TLA vision of scholar success is to join the Parent Leadership Council (PLC). The PLC is an advisory group of parents/guardians who meet monthly to collaborate with our School Leadership Team in order to support school initiatives and scholar outcomes. Our goal is to have the PLC mirror our scholars' diversity in interest, experience, knowledge, culture, and talent as we come together to contribute to and positively impact the TLA culture and climate.

The PLC focuses on four types of work:

1. "Thought Partners" who help think through parental involvement, school systems, and culture;
2. Volunteers who donate their time to directly support needs inside the school;
3. Supporters who help plan and follow-through with family events; and
4. Advocates who can speak to their TLA experience in support of continued enrollment interest, funding, support, and recognition.

FIELD TRIPS

Field trips are planned by the teacher and approved by the Principal. These trips are an integral part of the educational program, enrichment to the teaching units, and extension of the academic lesson. TLA offers field trips to expose scholars to geographic areas and various types of careers and experiences to extend classroom learning.

In order for scholars to participate in experiences outside of the building, TLA expects them to follow classroom and school rules regularly as well as maintain a positive attitude. Scholars must show respect for teachers and classmates in and out of school. TLA wants scholars to recognize the importance of building and maintaining a stellar reputation in the Beloit community.

There is a general field trip form that is required to be completed at the beginning of the school year. All scholars, whose parents/guardians provide permission, may participate in field trips. Parents/guardians will be notified through the school, in writing, or via email of pertinent information about any planned trip that the class is anticipating.

Overnight Year-End Class Trips

TLA supports scholars' educational experience by offering participation in overnight year-end class trips in 5th, 8th, and 12th grades. These experiences are meant to provide a rich learning opportunity for the scholars and give them an opportunity for a variety of experiences. All overnight year-end class trips shall be approved by the Chief Education Officer (CEO).

The following guidelines will be adhered to for any overnight year-end class trip participation:

1. All scholars, regardless of disability, must be provided the opportunity to participate in any overnight year-end class trips. Parents/guardians are responsible for obtaining all information in advance of the trip and evaluating if they would like their child to participate. If accommodations are deemed necessary, the special education team and family will work out a plan to ensure needs are met.
2. Overnight year-end class trips are part of the educational experience at TLA. Scholars are expected to attend. Any scholar not participating in an overnight class trip is expected to remain home on any designated school days of the trip.
3. Part of the expectation of overnight year-end class trips is for scholars to participate fully in the fundraising process. If a scholar has specific financial needs, TLA may elect to pay for a portion of the trip at the discretion of administration.
4. The following must be met before a scholar is eligible to participate in a year-end class trip:
 - a. No failing (F) grade for the 2nd semester;
 - b. No more than ten (10) unexcused absences or tardies for the entire year;
 - c. No more than one (1) suspension for the 2nd semester (any scholar on suspension on the date(s) of the class trip will not be eligible to attend); and
 - d. All scholar fees must be paid in full (lunch, library, office, club, sports, etc.).
5. Overnight year-end class trips must have a ratio of adults to scholars as follows:

- a. 5th-8th Grade: one (1) adult to every ten (10) scholars
- b. 9th-12th Grade: one (1) adult to every fifteen (15) scholars
6. The majority of chaperones must be TLA staff.
7. All non-staff chaperones must have a completed Volunteer Application form on file and pass a criminal background check.
8. At least one chaperone shall have proper training in place for medication administration.
9. Scholars will not be permitted to leave the group activities during the trip.
10. Scholars will only stay in a room with an adult chaperone(s) if the adult assigned to the room is their parent/guardian.
11. Scholars will share a room with scholars of the same sex.
12. Scholars that become ineligible at any time before or during the trip pay schedule period may not be eligible for a refund, subject to administrative discretion.
13. If a scholar on an overnight class trip displays behavior that is not in alignment with TLA expectations in the Family Handbook, interferes with the learning of other scholars, or jeopardizes the safety of scholars or staff, the parent/guardian may be asked to arrange for the scholar's immediate transportation home at the cost to the parent/guardian and may include suspension/expulsion of the scholar.

SCHOLAR LEADERSHIP

There are many opportunities for scholars to be leaders at TLA. Teachers will offer a variety of opportunities, such as classroom jobs and scholar helpers. Work-based learning opportunities, Scholar Council, extracurriculars (such as sports, National Honor Society, NJROTC, etc.) and community service will also support scholars in their leadership growth.

AFTERSCHOOL ACTIVITIES

TLA will offer afterschool and weekend activities for scholars in a multitude of grades. There will be participation fees to help pay for the cost of league dues, coaches, and uniforms. The goal of the after school activities is to teach and develop life skills such as discipline, commitment, teamwork, and sportsmanship associated with being a member of a team. Scholars who participate in afterschool activities gain the cognitive, affective, and psychomotor aspects which permit them to go beyond achieving in activities to a lifetime commitment of success.

TLA offers a variety of sports, and games or tournaments may occur after school or on weekends. There are strict guidelines for middle and high school sports as TLA adheres to WIAA rules which are outlined in the Extra-Curricular Code of Conduct found on TLA's website under the Sports & Clubs page. Parents/Guardians are required to attend an athletic meeting in order for a scholar to participate in a sport (only one athletic meeting is required annually).

Parents will be responsible for picking scholars up after any school activity. In the event that parents do not pick their scholar up on time consistently, the scholar may not be able to continue in the activity.

Any scholar who has an outstanding club or activity fee will not be able to participate until the fee is paid in full. A scholar may also be excluded from participation in an after school or extracurricular event due to attendance, academics, and/or behavior.

WORK-BASED LEARNING PROGRAM

TLA will graduate 100% of scholars from high school ready to be employed, enroll in college, or enlist in the armed services. Grades 9-12 will focus on skills acquisition built on scholarship. Scholars will be required to complete either an Internship or Youth Apprenticeship in Grade 11 and 12. Scholars will spend Grade 11 and 12 deeply engaged in opportunities related to career or technical specialty. High school scholars will have subject mastery and begin to seize individualized options tied to career interests by participating in TLA's work-based learning opportunities. Work-based learning will prepare scholars for further training at postsecondary educational institutions, business, or industry.

Internship - Required (.5-2 credits) Unpaid/Paid

Scholars will:

- Participate in an unpaid/paid work-based learning experience related to their Individual Learning Plan (ILP)
- Complete 90 hours per semester or up to 360 hours over four semesters
- Work at a single jobsite or up to three different placements in a semester
- Work closely with an on-site mentor

Youth Apprenticeship - Required (2-4 credits) Paid

Scholars will:

- Participate in a one or two-year, school supervised, paid work experience related to their ILP
- Complete 450 hours of work per year
- Work at one place of employment while earning required hours
- Earn proficiency on the statewide standard skills checklist
- Participate in related classroom instruction and workplace learning
- Work closely with an on-site mentor

WORK PERMITS

Employers must have a work permit on file for anyone employed under the age of 16 before they may allow them to begin work. When a scholar is offered employment, the employer will request that the scholar obtain a work permit. The work permit can be issued online at the Department of Workforce Development:
<https://dwd.wisconsin.gov/er/laborstandards/workpermit/>

If you have any questions in obtaining a work permit, please contact Laura Benisch at laura.benisch@tlabeloit.com.

EMERGENCIES

Each classroom has evacuation routes posted for fire and tornado drills. To ensure timely and smooth evacuations, fire drills are practiced monthly, and tornado drills are practiced yearly during tornado season. Lock Down drills are also practiced. Parents/guardians or emergency contacts will be notified in the event of an actual emergency. Only authorized persons will be allowed to pick up scholars. No scholar shall be allowed out of his/her designated area during this time unless his/her parent/guardian comes to the school and requests that the scholar be released. A scholar is to be released only to his/her parents/guardians and must be signed out.

SAFETY PLAN

TLA is dedicated to providing a safe environment for all scholars. Safety is of the utmost importance for scholars to obtain high academic standards and positive social and emotional well-being. A comprehensive safety plan has been developed to ensure that all scholars are safe from any harm.

TLA follows all safety measures and plans as outlined in the Wisconsin School Safety Coordinators Association (WSSCA) Emergency Operations and School Safety Plan (EOP). TLA also adheres to the 2017 Wisconsin Act 143 which requires all individuals who are mandatory reporters for child abuse or neglect to now also report school violence threats. For more information, please contact the Chief Education Officer.

WEAPONS

Scholars, parents/guardians and visitors are prohibited from possessing, storing, making or using a weapon at school or on any TLA property, including leased or TLA-owned facilities or vehicles, or at any TLA-sponsored activity or event.

A “weapon” is any object which, in the manner in which it is used, is intended to be used, or is represented, is capable of inflicting serious bodily harm or property damage, as well as endangering the health and safety of persons. Weapons include, but are not limited to, firearms (including firearms as defined in 18 U.S.C. 921(a)(3)), guns of any type whatsoever, including air and gas-powered guns (whether loaded or unloaded), knives, razors with unguarded blades, clubs, electric weapons, metallic knuckles, martial arts weapons, chemical agents, ammunition, and explosives.

Scholars are also prohibited from possessing, storing, making, or using objects which resemble weapons such as cap guns or water guns. The only exception to this pertains to the NJROTC program in which weapon safety and usage is part of the mandated curriculum.

DRUGS & ALCOHOL

TLA prohibits the use, possession, concealment, or distribution of any drug and any drug paraphernalia, including tobacco or vape products, at any time on TLA property or at any TLA-sponsored activity or event.

TLA also prohibits the possession or consumption of alcoholic beverages on school premises, in a motor vehicle if the scholar is in the motor vehicle, or while participating in a TLA-sponsored activity or event.

DISTRACTIONS/PROHIBITED ITEMS

School safety is the collective responsibility of all stakeholders. Based on this, the following items are prohibited at school and will be confiscated and either discarded or kept in the Principal’s or Dean of Scholar’s office until retrieved by a parent/guardian. Items not listed below may be confiscated if, in the administration’s discretion, they distract the learning environment.

- Laser pointers
- Toys
- AirPods, wireless headphones, etc.
- Trading cards
- Pillows or stuffed animals
- Skateboards, scooters, skates, rollerblades (if not in locker or locked on bike rack)
- Video cameras
- Walkie-talkies

WIRELESS COMMUNICATION DEVICES

TLA recognizes the importance of maintaining a safe, respectful, and focused learning environment. While wireless communication devices are an important means of communication, their use must not interfere with instruction, scholar engagement, or the overall educational experience. This policy outlines expectations designed to support both academic success and scholar safety in accordance with Wis. Stat. § 120.12(29).

Wireless communication devices may be brought to school but must be turned off and put away in the scholar's locker or given to a staff member from 8:00 a.m. - 3:30 p.m.

A wireless communication device is defined as a portable wireless device that has the capability to provide voice, messaging, or other data communication between two or more parties and includes, but is not limited to, all of the following:

- A cellular telephone
- A tablet computer
- A laptop computer
- A gaming device
- Smartwatch
- Earbuds

Exceptions to this prohibition include:

- In the event of an emergency or a perceived threat.
- To manage a scholar's health care.
- A use included in a scholar's individualized education program or a plan developed under section 504 of the federal Rehabilitation Act of 1973.
- A use authorized by a teacher for educational purposes during instructional time.

If a cellular telephone, smartwatch, or earbuds is found on a scholar or seen being used by a scholar between 8:00 a.m. - 3:30 p.m. (unless there is an exception), the device will be confiscated until a parent/guardian retrieves it at the end of the day and/or the scholar may be required to turn the device in to an administrator each day for one week or longer. Violations of this policy may result in disciplinary action as outlined in the Family Handbook.

TLA is not responsible for any lost or stolen items at school.

SEARCH OF LOCKERS & SCHOOL PROPERTY

TLA must maintain a safe and orderly environment for all scholars and staff. Accordingly, TLA may search school property used by scholars or the person or property of a scholar. TLA retains ownership and possessory control of scholars' desks and lockers (or other property assigned to scholars) and the same may be searched at random by administration at any time, and no showing of reasonable cause or suspicion is necessary. Scholars shall not have an expectation of privacy in lockers, desks, cubbies, or other school property which would prevent TLA from conducting a search.

SEARCH OF SCHOLAR PERSON & BELONGINGS

TLA recognizes that the privacy of scholars or his/her belongings may not be violated by unreasonable search and seizure and directs that no scholar be searched without reasonable suspicion that the search will turn up evidence that the scholar has violated or is violating either a particular law or rule of TLA. Any search must be reasonable in scope and reasonable in the manner in which it is conducted. The extent of the search will be governed by the seriousness of the suspected infraction, the scholar's age, the scholar's disciplinary history, and any other relevant circumstances or information.

SEARCH OF SCHOLAR VEHICLE

TLA may search the contents of a vehicle that is owned or operated by a scholar and that is parked on or near school grounds if the scholar gives consent to search the vehicle or if TLA has a reasonable suspicion that there is evidence of a violation or contraband in the vehicle. Scholars who park on school grounds may be subject to random searches of a vehicle owned or operated by a scholar.

LOCKER ROOM PRIVACY

TLA shall observe measures intended to protect the privacy rights of individuals using school locker rooms. The following provisions outline the extent to which that protection can and will be provided:

- Locker rooms are provided for the use of physical education scholars, athletes, and other activity groups and individuals authorized by the Principal. No one will be permitted to enter into the locker room or remain in the locker room to interview or seek information from an individual in the locker room at any time. Such interviews may take place outside of the locker room consistent with applicable TLA policies and/or school rules.

- No cell phones, cameras, video recorders, or other devices that can be used to record or transfer images may be used in the locker room at any time.
- No person may capture, record, or transfer a representation of a nude or partially nude person in the locker room or to take any other photo or video image of a person in the locker room.

Scholars and staff violating locker room privacy shall be subject to school disciplinary action and possible legal referral if applicable. Other persons violating locker room privacy may be subject to penalties outlined in state law. The Principal and Dean of Scholars shall be responsible for enforcing locker room privacy.

The provisions outlined above shall be publicized annually and posted in each locker room in TLA.

CHILD CUSTODY & RECORDS

“Legal custody” is a legal status created by the order of a court which confers the right and duty to protect, train, and discipline a child and to provide food, shelter, legal services, education, and ordinary medical and dental care for a child subject to the rights, duties, and responsibilities of the guardian of the child and subject to any existing parental rights and responsibilities and the provisions of any court order. Parents may have sole legal custody of a scholar or share joint legal custody of a scholar with another parent. In the case of joint legal custody, neither parent’s custody rights are superior except as specified by court order.

“Physical placement” means the condition under which a party has the right to have a child physically placed with that party and has the right and responsibility to make, during that placement, routine daily decisions regarding the child’s care consistent with major decisions made by a person having legal custody.

In cases where parents are divorced or separated, the school will presume that neither parent’s custody rights are superior. Accordingly, unless legal documentation is provided to TLA stating otherwise, TLA will assume that both parents have educational decision-making authority for their scholar and have authority to pick up and/or remove the scholar from school, provide permission for other adults to pick up the scholar, receive information from TLA about the scholar, and review the scholar’s records. TLA will not disclose a scholar’s records to a parent who has been denied periods of physical placement by court order.

Foster Parents

Foster parents have the ability to make decisions that ensure a scholar has regular opportunities to engage in age and developmentally-appropriate activities such as giving permission for a scholar to participate in sports, field trips, and extracurricular activities. Foster parents may not authorize or participate in special education programming without written parental consent unless the foster parent has specific authorization to act as a parent or surrogate parent. Foster parents also do not have the right to access scholar records directly from the school without written parental consent or otherwise expressly permitted by law.

SPECIAL EDUCATION

TLA is a public charter school authorized by the University of Wisconsin, Office of Educational Opportunity (OEO) pursuant to Wis. Stat. 118.40. As such, TLA is designated as the Local Educational Agency (LEA) for scholars enrolled in TLA and is responsible under the Individuals with Disabilities Education Act (IDEA) and Chapter 115, Wis. Stat. (Subchapter V) for providing a free appropriate public education (FAPE) to scholars with disabilities eligible for special education and related services. TLA will meet all of its obligations under IDEA and state law through the framework set forth in the DPI Special Education Policies and Procedures Manual. For more information, please contact the Special Education Director.

SECTION 504

Section 504 of the Rehabilitation Act of 1973 is a civil rights law aimed at eliminating discrimination against and protecting the rights of individuals with disabilities. Specifically, the law protects individuals who have a physical or mental impairment which substantially limits one or more major life activities, who have a record of such impairment, or who are regarded as having an impairment.

TLA does not discriminate against qualified individuals with disabilities in admission or access to or participation in or treatment in its programs or activities. TLA will provide qualified individuals with disabilities under Section 504 a free appropriate public education with specialized instruction and/or related aids and services to ensure the individuals have access to TLA's programs, activities, and benefits in the same manner as individuals without disabilities. For more information, contact the Principal or School Psychologist.

ENGLISH LEARNERS

Scholars identified as English Learners (EL) have the right to an equal educational opportunity and to meaningfully participate in TLA's educational programs. EL scholars must have access to specialized programming designed to support their developing English language proficiency as well as their academic success. If a scholar is identified as an English Learner, parents/guardians have the right to ask for language assistance services. For English Learner program placement, please contact the Principal or school office.

MULTI-TIERED SYSTEM OF SUPPORTS (MTTS)

Multi-Tiered System of Supports (MTTS) is a special way TLA helps all scholars reach their full potential. We have developed a three-level system of support to ensure the success of every learner:

- The universal level of support, or **tier 1**, includes the high quality instruction, collaboration, and strategic use of data provided for all learners. In sustainable systems, at least 80% of learners have developmental, academic, behavioral, social, and emotional needs met through the universal level of support.
- The selected level, or **tier 2**, includes supports intended for learners whose developmental, academic, behavioral, social, or emotional needs extend just beyond the reach of the universal, or tier 1, level. This level is intended for short-term intervention targeting the specific skill needs of learners so the universal level of support can meet their educational needs.
- The intensive level, or **tier 3**, is intended for learners whose needs extend well beyond the reach of the universal, or tier 1, level.

MTSS is about:

- Helping all scholars succeed, both academically and social-emotionally;
- Catching problems early by using universal screening tools for academics and social emotional behavioral health; and
- Giving scholars the right support at the right time, using research-based interventions.

Please contact the Principal or Chief Instructional Officer if you have any questions.

MCKINNEY-VENTO HOMELESS ASSISTANCE ACT

TLA follows the McKinney-Vento Homeless Assistance Act which addresses the needs of homeless children and ensures the educational rights and protections for these children. For more information, please contact the School Social Worker.

UNIFORM DRESS CODE

TLA has adopted a uniform dress code designed to ensure safety and promote positive growth development. This dress code applies to arrival and departure from school as well as any field trip, job shadowing, or other school sponsored activity outside of school, unless otherwise informed from school administration. The Principal or Dean of Scholars will determine if a scholar has violated the uniform dress code.

GRADE	UNIFORM DESCRIPTION
K4 - 5th	Royal Blue Short-Sleeved Polo Shirt with School Logo Royal Blue Long-Sleeved Quarter-Zip Top with School Logo Royal Blue Cardigan with School Logo
6th - 8th	Gray Short-Sleeved Polo Shirt with School Logo Gray Long-Sleeved Quarter Zip-Top with School Logo Gray Cardigan with School Logo
9th - 12th	Black Short-Sleeved Polo Shirt with School Logo Black Long-Sleeved Quarter-Zip Top with School Logo Black Cardigan with School Logo
All Grades	Black Pants, Shorts, or Skorts (vendor specific) Black Belt Black Shoes (all black - including sole) Solid Black Socks, Tights, or Leggings (under uniform pants, shorts, or skort)

Physical Education Uniform

GRADE	UNIFORM DESCRIPTION
6th - 12th	T-Shirt and Shorts (vendor specific)
All Grades	If tennis shoes are not worn to school, scholars will be required to change into tennis shoes during physical education class. Black Tennis Shoes (all black - including sole) Solid Black Socks.

This uniform dress code may be revised throughout the school year, if deemed necessary.

General Uniform Dress Code Guidelines

- Polo shirts, quarter-zip tops, cardigans, pants, shorts, and skorts **must** be purchased from the school-approved vendor. **Note:** Uniform pants (only pants) may be purchased from another source if needed; however, they must look like the uniform pants provided by French Toast (same style and material). Walmart carries a brand called Wonder Nation that is acceptable.

- Solid **white**, or **black** short-sleeved or long-sleeved t-shirts may be worn underneath polos or quarter-zip tops.
- Scholars may wear solid black nylons, tights, leggings, or stockings under their skirt. Fishnet or lace patterns are not allowed.
- Polos must be tucked in at all times.
- TLA uniform polos must be worn under cardigans.
- Pants, shorts, and skirts must be worn at the waist and be at knee length. No jeggings, jeans, cargo pants, yoga pants, sweatpants, etc. are allowed.
- If belt loops are visible, a belt must be worn with shorts or pants. This is including if you are wearing a quarter-zip or cardigan.
- Shoes must be laced, strapped, or Velcro-closed at all times. Boots, slippers, open-toe, open-side or backless shoes, and heels greater than 1.5” in height are not allowed. Please see Uniform Shoe Examples. Winter boots will need to be changed into uniform shoes upon morning entry.
- Necklaces may be worn underneath clothing. Earrings may include studs, pendants, or small hoops no larger than a nickel. Hard bangle-style bracelets and “smartwatches” are not allowed. Please note: Scholars will be asked to remove any jewelry that is excessive, poses a safety issue, or is distracting to the learning environment.
- If a scholar wishes to use a lanyard for his/her badge ID, they may purchase one from the school office. Only TLA lanyards provided by the school are allowed to be worn.
- Hair accessories must be black, white, gray, or royal blue and of solid color. This includes headbands, barrettes, hair clips, and ponytail holders. Hair beads may be any color.
- K4 scholars must follow all uniform guidelines; however, they may wear pull-up black pants and are not required to wear a belt. Polos being tucked in will be expected by the end of the school year.
- Scholars who arrive at school out of uniform will be required to contact their parents to bring the correct uniform. If parents/guardians are unable to do so, a uniform rental form will be completed and sent home with the scholar. If the rental uniform is not returned, a fee will be charged to the scholar's account. Scholars who are able to drive may leave to pick up the correct uniform with parent/guardian approval.

Unacceptable Headbands



Possible School Responses, Interventions or Consequences

Scholars not following the uniform dress code will be counseled and the parents/guardians will be notified and may be required to bring alternative clothing or take the scholar home. Scholars who willfully and continuously disregard the uniform dress code will be subject to consequences as written in the Family Handbook.

Uniform Frequently Asked Questions (FAQ's)

1. Why does TLA have a uniform dress code?

- Uniforms help build a sense of community and school spirit.
- Uniforms help reduce a clothing budget.
- Uniforms help minimize peer pressure.
- Uniforms have a very positive effect on scholar morale.
- Uniforms help a scholar determine what to wear in the morning, thus getting them to school on time.
- Uniforms encourage scholars to focus on their work by limiting distractions.

2. How will my scholar be able to express his/her individuality?

Uniforms actually ENCOURAGE individual self-expression as scholars find ways to express themselves creatively through arts, music, sports, and academic achievement rather than through their clothing style.

3. Do I have to purchase school clothes from a particular store?

Polos, quarter-zip tops, cardigans, pants, shorts, skorts, and physical education uniform items must be purchased from the designated school-approved vendor.

Note: Uniform pants (only pants), may be purchased from another source if needed: however, they must look like the uniform pants provided by French Toast (same style and material). Walmart carries a brand called Wonder Nation that is acceptable.

4. What if I have a question about a uniform order I placed?

Please contact the vendor directly.

5. Will there be any out of uniform days?

Yes. The Principal will have non-uniform “dress down” and “spiritwear” days throughout the year. Please remember to dress for the weather and the temperature of the building.

During these out-of-uniform days, certain expectations still apply:

- Shoes: Shoes must be close-toed and have a hard sole and enclosed heel. No crocs or yeezys allowed.
- Tops: The length of the top must be longer than the top of the pants. Tops must have sleeves. No undergarments are allowed to be shown.
- Bottoms: No rips, frays, or undergarments showing are allowed. Bottoms must be at least the length of a scholar's fingertips when arms are relaxed at their sides. No leggings or pajama pants allowed.
- Jewelry: Jewelry matches or is appropriate for the dress-up day theme or follows the school dress code.
- Spiritwear Days: During spiritwear days, scholars may wear any TLA spiritwear top or TLA-provided t-shirt. Only vendor-approved (Walnut Creek) TLA spiritwear is allowed.

6. What should I do if I am having difficulty affording uniform clothing?

Please contact the School Social Worker or Director of Scholar Services for assistance.

7. What if my scholar has a medical reason or religious belief that necessitates a modified uniform?

Parent/Guardian should reach out to the Principal in writing, and reasonable accommodations on a case-by-case basis will be made to address a scholar's disability, medical necessity, or religious beliefs.

The Lincoln Academy School Uniforms



Royal Blue Tops
4K - 5th Grade

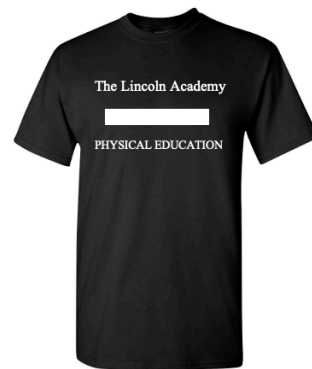
Gray Tops
6th - 8th Grade

Black Tops
9th - 12th Grade

K4 - 12th Grade: Black Bottoms



6th – 12th Grade PE Uniform



DISCIPLINE

Introduction

TLA is based on a commitment to success. TLA believes in having high expectations, both academic and behavioral, and TLA will ensure that scholars are successful in all aspects of learning. This handbook will serve as a guide to scholar discipline at TLA and set forth the framework for our supportive discipline approach which involves various interventions, supports, and strategies intended to help scholars make better choices. TLA understands that building and maintaining strong relationships between staff and scholars is the key to changing behaviors and creating a culture of respect, support, and success at TLA. TLA will work with our staff to develop that understanding and incorporate it in our school day starting with listening to scholars and ensuring that they have a voice at their school. TLA believes that all scholars matter and deserve respect. Accordingly, our discipline plan focuses on changing behavior and making scholars feel valued and important and includes suspension and expulsion only as last resorts.

Purpose

Discipline is closely aligned with TLA's vision and values characterized by a structured and supportive culture focused on academic rigor, character development, and career exploration. TLA utilizes Character Strong, a research-based Pre-K through 12th grade social and emotional learning curricula and professional learning service. Community development and conflict resolution using restorative practices also help to develop those character virtues in our scholars.

Character Strong focuses on a variety of virtues and TLA focuses on one per month and structures lessons within homeroom settings.

- **Respect** is seeing the value in all people and things and treating them with care.
- **Cooperation** is working together to reach shared goals.
- **Creativity** is using your imagination to create something new or solve a problem.
- **Courage** is choosing what is helpful, right, and kind even when it's hard or scary.
- **Responsibility** is taking action and understanding the impact of our choices.
- **Empathy** is understanding and connecting to other people's feelings.
- **Honesty** is being truthful in what you say and do.
- **Perseverance** is pushing yourself to work through challenges and obstacles.
- **Gratitude** is choosing to appreciate the people and things in our lives.

The structure allows for sequential lessons and skill development related to the virtues and focuses on developing character assets that will support scholars in school, in their family lives, and in their communities. Scholars will develop and deploy these virtues over their lifetime helping to influence the way in which they see themselves and others, navigate and resolve issues, and serve their larger communities.

Restorative Practices

Restorative practices will be an integral part of the culture at TLA. Restorative Practices is a philosophy and a way of living and breathing school values. Restorative Practices focuses on how to improve and repair relationships between people and communities. It requires the entire community to engage in the process, participate in professional development, and provide thoughtful implementation. Utilizing restorative practices helps establish stronger relationships, greater engagement in learning, and stronger development of social and emotional competence.

As part of its restorative practices, TLA will utilize proactive community circles and repairing harm circles when harm is caused to the school community or individuals. Both scholars and staff will be trained in the restorative circle process and will lean on the communication and relationship building that occurs through that process. Restorative practices circles give scholars a voice and an opportunity for others to learn how to listen. They support self-expression, listening, problem solving and empathy through a clear process for communicating with one another. Lessons regarding character development can be easily integrated into the restorative process. For example, if a scholar litters on the playground, a community circle may be used to discuss the civic virtue that was harmed causing an impact on the community spirit.

As reflected below, TLA's Scholar Code of Conduct (SCC) supports maintaining a safe (physically, emotionally, mentally, and intellectually), nurturing, productive, participatory, and focused-learning environment. In order to promote positive behaviors and maximize learning time, the code establishes a multi-tiered system of support for scholars' social, emotional, and behavioral needs. This includes developing clear expectations at the beginning of each year, teaching social-emotional competencies, and fostering positive relationships among all stakeholders; staff, scholars, families, and the community. If behavioral incidents arise that threaten scholar and staff safety or severely disrupt the educational process, TLA will work to implement a response that minimizes the impact of the incident, repairs the harm, and addresses the underlying needs behind scholar behaviors. In accordance with the SCC, all disciplinary responses will be applied respectfully, fairly, consistently, and protect scholars' rights to instructional time. A safe, welcoming and productive school requires the support of all stakeholders of the school community.

HIGH EXPECTATIONS

TLA's expectations for scholar behavior increase as scholars mature. Scholars are expected to use technology responsibly, arrive independently, self-dismiss, and take greater ownership of their academics as they matriculate throughout the school years. Scholars must be prepared to make decisions and understand the consequences of poor choices. Families and the school are partners in guiding maturing scholars as they navigate these increasing responsibilities and consequences.

TLA's first priority is to ensure the safety of all scholars and staff and believes that creating safe and orderly schools allows scholars to participate as productively as possible in the classroom. To establish and maintain a school culture that promotes learning and respect for others, TLA has created expectations that the entire TLA community is expected to uphold, both inside and outside of school.

RIGHTS & RESPONSIBILITIES

Scholar Rights All scholars have the right to:

- Receive a free high-quality public education
- Be safe at school
- Be treated fairly, courteously, and respectfully
- Bring complaints or concerns to the school Principal or staff for resolution
- Be told the reason(s) for any disciplinary action verbally and/or in writing
- Appeal disciplinary actions
- Express opinions, support causes, assemble to discuss issues and engage in peaceful and responsible demonstrations working with the Principal

Scholar Responsibilities All scholars have the responsibility to:

- Read and become familiar with this Family Handbook
- Attend school daily, prepare for class, and complete class and homework assignments
- Know and follow school expectations
- Bring to school only those materials that are appropriate
- Report dangerous behavior or bullying
- Treat everyone in the school community with respect
- Respect school property, community property, and the property of others

Parent/Guardian Rights All parents/guardians have the right to:

- Be actively involved in their scholar's education
- Be treated fairly and respectfully by the school Principal, teachers, and all staff
- Access information about TLA's policies and procedures
- Be notified promptly if their scholar is disciplined for inappropriate or disruptive behavior and informed of the restoration and/or consequences assigned
- Appeal disciplinary actions taken
- Receive information about their scholar's academic and behavioral progress

Parent/Guardian Responsibilities All parents/guardians have the responsibility to:

- Read and become familiar with this Family Handbook
- Make sure their scholar attends school regularly and on time, and notify the school before the school day begins if their scholar is absent
- Give the school accurate and current contact information
- Attend parent-teacher conferences
- Tell school officials about any concerns or complaints respectfully and promptly
- Work with the school Principal, teachers, and all staff to address any academic or behavioral concerns regarding their scholar
- Talk with their scholar about school expectations
- Support their scholar's learning and school activities at home
- Be respectful and courteous to staff, other parents/guardians, and scholars
- Respect other scholars' privacy rights

Administrative Responsibilities TLA administration has the responsibility to:

- Review the circumstances surrounding each situation and assign interventions/consequences that are in the best interest of the scholar and the TLA community
- Apply the Scholar Code of Conduct accurately, consistently, and in a non-discriminatory manner, including providing scholars with opportunities to respond, notifying parents/guardians when disciplinary action is taken, and recording all disciplinary action in TLA's scholar information system
- Monitor the implementation of restorative strategies
- Ensure all rights and responsibilities are honored
- Monitor safety and security of all stakeholders
- Systematically monitor and publish suspension, expulsion, and other disciplinary data disaggregated by race/ethnicity, sex, and disability
- Ensure the discipline plans are adhered to with fidelity

PROGRESSIVE & RESTORATIVE DISCIPLINE

TLA is committed to maintaining safe and orderly learning spaces for all scholars. In collaboration with scholars and teachers, TLA has created a Scholar Code of Conduct which identifies certain behaviors that may remove a scholar from class or school. In determining appropriate discipline, consideration will be given to the scholar's age, maturity, previous disciplinary record, the circumstances surrounding the incident and, if applicable, the scholar's IEP, BIP, or 504 Accommodation Plan. TLA will follow all state and federal laws that are applicable to scholars with disabilities regarding discipline and due process. TLA recognizes that each individual scholar may have unique challenges facing them in and out of the classroom. TLA strives to find solutions for all TLA scholars; therefore, a variety of disciplinary, supportive programs, and restorative practices may be put in place.

Restorative practices will be used schoolwide. Community circles will be expected in all grade levels to allow for scholars to have a voice and build relationships with their peers and the TLA staff. All staff will be trained in restorative practices, and scholars will know the expectations of the circle process. If conflicts arise, a restorative circle may be used to help mitigate the situation and give an opportunity for scholars to understand the impact that was had on their peers. There may be counseling support from trained staff to address underlying concerns. If appropriate, the scholars will participate in a repairing harm circle to help both scholars develop a positive relationship and understanding. In restorative practices, the more you know someone and find out that you are more alike than you are different, the more likely you are to treat each other with respect and kindness. Scholars will also be trained in circle facilitation as age appropriate.

CharacterStrong will be used to help teach positive character development. Character development involves caring for and respecting others as well as caring for and respecting oneself. The building blocks of character include intellectual virtues, moral virtues, civic virtues, and performance virtues which all depict pathways to flourishing individuals and society. Belonging to and actively participating in a school community is a formative experience that helps scholars develop their character. Character development permeates all subjects and school activities. TLA will help scholars become good citizens and to be able to lead productive choice-filled lives. It is important that TLA focuses on the importance of the formation of character and the benefits that arrive from an intentional and planned approach to character development. Character development will be explicitly and implicitly taught in school at all grade levels throughout the day. Character traits will be practiced and developed through lessons, teacher role modeling, celebration, and assemblies

While restorative practices and character development will be built into the culture of TLA in order to create a safe, joyous, and productive learning environment, TLA recognizes that there may be times where natural consequences for inappropriate actions may occur. These consequences include, but are not limited to, the following depending on the behavior:

LEVEL 1

Behaviors

- Engaging in minor disruptive or disrespectful behavior
- Failing to follow directions
- Arriving late to school/class or violating the school's attendance policy
- Violating the Dress Code
- Littering on school grounds or causing minor damage to school property
- Going to an area within the school building (e.g., other classrooms, the Main Office, stairwells) without permission or at undesignated times
- Inappropriate noise levels in lunchroom, gym, or during arrival or dismissal
- Being unprepared for class which includes, but is not limited to, failing to complete homework, having a charged chromebook, etc.
- Failing to obtain required signatures on assignments or documents as requested

Possible School Responses, Interventions or Consequences

- Verbal or Written Warning by School Staff
- Reminders of Appropriate Behavior and Task at Hand - Redirection
- Conversation with the Principal or Dean of Scholars
- Parent/Guardian Contact
- Nonparticipation in a school activity (which may include, but is not limited to, enrichment or extracurricular activities, sports, school events, or trips)
- Written Assignment and/or Reflection – analyzing the impacts of these behaviors on our community
- Community Service Assignment
- Recommended Counseling
- Restorative Practices Circle
- Silent Lunch
- Loss of Privileges
- Other In-School Disciplinary Action

LEVEL 2

Behaviors

- Committing repeat Level 1 Behaviors
- Using school equipment (e.g., computers, tablets, phones) without permission, improperly, or in an unsafe manner
- Unauthorized use of a cell phone
- Verbally or physically disrespecting a fellow scholar, whether in person or through the use of the Internet, social media, or other technology, by teasing, name-calling, being rude, mocking, taunting, or engaging in similar behavior
- Verbally or physically disrespecting faculty, staff, community members, or other adults whether in person or through the use of the Internet, social media, or other technology, by being disrespectful or rude, ignoring instructions, refusing to accept a consequence, or engaging in similar behavior
- Consistently arriving late to school or class, or violating the school's attendance policy
- Disrupting class or educational process repeatedly (which includes, but is not limited to, making excessive noise in a classroom, failing to participate, refusing to work with partners, etc.)
- Leaving class, school-related activity, or school premises without the school's authorization
- Posting, viewing, or distributing inappropriate or offensive materials
- Making, transmitting, or distributing a recording without consent
- Inappropriate physical contact, including hitting, slapping, horseplay, or play fighting

Possible School Responses, Interventions or Consequences (these include Level 1 and/or the following)

- Conversation with the Principal or Dean of Scholars
- Parent/Guardian Contact
- Meeting with TLA staff, scholar, and a parent/guardian
- Nonparticipation in a school activity (which may include, but is not limited to, enrichment or extracurricular activities, sports, school events, or trips)
- A verbal or written apology to the school community
- Written Assignment and/or Reflection
- Community Service Assignment
- Counseling Support
- Restorative Practices Circle

- Silent Lunch
- Suspension

LEVEL 3

Behaviors

- Committing repeat Level 2 Behaviors
- Seriously disrespecting a fellow scholar, faculty, staff, or other community member, whether in person, in writing, or through the Internet, social media, or other technology, by using profanity, making racial slurs, engaging in sexual harassment, or using any foul or discriminatory language or gestures
- Exhibiting blatant and repeated disrespect for school policies, community, or culture
- Violating Technology, Internet Safety, and Social Media Acceptable Use
- Forgery
- Lying or providing false or misleading information to school personnel
- Engaging in academic dishonesty (which includes, but is not limited to, cheating, plagiarizing, copying another's work, utilizing AI technology inappropriately, or colluding or engaging in fraudulent collaboration)
- Tampering with school records, documents, or materials
- Falsely activating a fire alarm or other disaster alarm
- Making threats of any kind, whether in person or through the use of the Internet, social media, or any other technology
- Vandalizing or misusing school property or property belonging to any member of TLA (which includes, but is not limited to, writing on desks, writing on school books, damaging property)
- Stealing or knowingly possessing property belonging to another person without proper authorization
- Throwing, slamming, or pushing classroom materials, doors, furniture, or other objects
- Engaging in excessive physically aggressive behavior, fighting, or repeated inappropriate physical contact
- Repeatedly failing to attend class, school, or any school activity or event or repeatedly violating the school's attendance policy, including missing mandatory academic intervention
- Repeatedly making, transmitting, or distributing a recording without consent and/or recording acts of excessive physical aggression

Possible School Responses, Interventions or Consequences

- Conversation with the Principal
- Parent/Guardian Contact
- Meeting with TLA staff, scholar, and a parent/guardian
- Nonparticipation in a school activity (which may include, but is not limited to,, enrichment or extracurricular activities, sports, school events, or trips)
- A verbal or written apology to the community
- Written Assignment
- Reflection
- Community Service Assignment
- Counseling Support
- Restorative Practices Circle
- Silent Lunch
- Suspension
- Behavioral Contracts
- Police Contact

LEVEL 4

Behaviors

- Committing repeat Level 3 Behaviors
- Committing an infraction after repeated suspensions or other disciplinary actions
- Engaging in gang-related behavior (which includes, but is not limited to, wearing gang apparel, making gestures, or signs)
- Destroying or attempting to destroy school property or property belonging to any member of TLA
- Engaging or attempting to engage in inappropriate, unsafe, or unwanted physical contact, including, but not limited to, sexual harassment, sexual misconduct, and physical or sexual assault
- Engaging or attempting to engage in stalking, intimidation, bullying, discrimination, harassment, coercion, or extortion of any member of TLA
- Using social media, technology, or any web-based tool to impersonate, create false profiles/personalities, accessing systems without authorization (hack), or engage in similar deceitful behavior on any platform or school-issued or personal device.
- Defaming members of TLA community, scholars, or staff
- Threatening violence or harm (including claiming to possess a weapon)
- Engaging in behavior that creates a substantial risk of or results in injury/assault against any member of TLA community

- Gambling
- Possessing, selling, sharing, or using alcohol, tobacco products (including cigarettes, E-cigarettes, and vaping), or illegal or controlled substances
- Participating in an incident of group violence
- Possessing anything that could be considered a dangerous object
- Engaging in any criminal or illegal activity
- Stealing

Possible School Responses, Interventions or Consequences

- Meeting with TLA staff, scholar, and a parent/guardian
- Nonparticipation in a school activity (which may include, but is not limited to, enrichment or extracurricular activities, sports, school events, or trips)
- Written Assignment
- Reflection
- Community Service Assignment
- Counseling Support
- Restorative Practices Circle
- Suspension
- Behavioral Contracts
- Police Contact
- Expulsion

RESTORATIVE PRACTICES & REFLECTION

A scholar who violates the Scholar Code of Conduct may be given reflection for one or more days at TLA's discretion. Reflection is not considered a suspension as it is held during a short, specified time and may involve tasks such as researching topics, considering impact to self or larger school community, and/or restorative writings or conversations. Reflection must be served and/or begin the day it is issued. Failure to serve reflection, in whole or in part, may result in missed school time until reflection is completed or a suspension.

SUSPENSIONS & EXPULSIONS

Suspensions

A suspension is a short term removal from the educational program of TLA. A scholar who violates the Scholar Code of Conduct may be suspended from school for one or more days. Prior to a suspension, the scholar will be provided with the reason for the

proposed suspension and given an opportunity to explain their conduct. Parents/guardians will be given prompt notice of the suspension, the reason for the suspension, and the number of days of suspension. Notice may initially be provided orally but will be confirmed in writing. Parents/guardians must make arrangements with the school for alternate instruction for the scholar during their suspension.

Parents/guardians and scholar must meet with the Principal or Dean of Scholars prior to the scholar's return to school. During these meetings, the parent/guardian, scholar, and school administration will discuss the scholar's conduct, the impact it had on the school community, and ways to prevent it in the future. The scholar may be required to participate in Restorative Practices to repair the harm to scholars and the school community.

Scholars who are eligible for special education may not be suspended for more than ten (10) consecutive days or ten (10) days that constitutes a pattern of behavior.

Expulsions

Scholars who reach ten (10) suspension days or scholars who engaged in serious violations of the Scholar Code of Conduct or state or federal law may be subject to expulsion from TLA. Prior to expelling a scholar, TLA will provide the scholar with an expulsion hearing before the TLA Administrators and an Independent Hearing Officer (IHO). Written notice of the hearing will be provided to the scholar and parents/guardians at least five (5) days prior to the hearing. (See below).

TLA will comply with any applicable requirements of Title IX prior to referring any scholar for expulsion.

Prior to expulsion, TLA will conduct a manifestation determination review for scholars eligible for special education or a 504. Conduct that is found to be a manifestation of a scholar's disability may not be the basis for expulsion from TLA.

Expulsion and Disciplinary Hearings

When administration recommends expulsion, a scholar will be provided a hearing prior to expulsion. If a scholar is recommended for a hearing, the following will be implemented:

1. Notification. The scholar and parent/guardian will receive written notice of the hearing. The notice will include:

- a. A detailed description of the conduct for which the scholar is being expelled;
 - b. The date, time, and location of the hearing;
 - c. Notice that the hearing will be conducted by an IHO and recorded;
 - d. Notice that the administration and scholar have the right to present evidence at the hearing including witnesses, documents, and video recordings;
 - e. Notice that the administration and scholar have the right to ask questions of the other party at the hearing;
 - f. Notice that the scholar may be represented at the hearing by legal counsel; and
 - g. Notice that at the conclusion of the hearing, the Chief Education Officer (CEO), upon recommendation of the IHO, may issue an order of expulsion which includes the length of the expulsion, up to age 21, as well as conditions for early reinstatement, if any.
2. Hearing. At the hearing, the scholar has the rights outlined in the notice of hearing. The hearing will be led by the Principal in front of the IHO and will be audio-recorded. Within 48 hours of the hearing, the IHO will notify the scholar and the scholar's parents/guardians in writing of the decision. The scholar's suspension will continue through the date of the decision.
3. The decision will include:
- a. A determination regarding expulsion from TLA;
 - b. The length of the expulsion which may be up to age 21;
 - c. Conditions for early reinstatement, if any; and
 - d. Rights to appeal.

If an Individualized Education Program (IEP) is in place, services will be made available to the scholar during the term of expulsion.

A scholar may appeal an IHO's decision by submitting an appeal to the CEO and TLA Board of Directors within thirty (30) days of the hearing in writing. This appeal must be substantiated with new evidence which was not heard at the time of the hearing. The Board may convene a subcommittee of the full Board, including a minimum of three members, to consider the appeal and act on behalf of the full Board to issue a final decision. Notice of the decision will be provided to the scholar and parent/guardian in writing within thirty (30) days of the scheduled Board meeting.

If a scholar is not expelled from TLA, the scholar will return to school and may be required to participate in a restorative circle with appropriate members of the school community. Scholars will be required to repair the harm to individuals and community caused by their actions and work to restore relationships with the individuals most impacted.

ANTI-BULLYING

General Principles

TLA is committed and dedicated to the task of providing a safe environment for scholars to attain high academic standards and to promote healthy human relationships. Bullying behavior interferes with the mission of TLA and obstructs the school's ability to maintain the safety or welfare of scholars and staff. Bullying interferes with the scholar's ability to learn and with the teacher's ability to educate scholars in a safe environment.

Definition

Bullying is a deliberate or intentional behavior using words or actions, intended to cause fear, humiliation, intimidation, harm, or social exclusion. Bullying may be repeated behavior and involves an imbalance of power. Bullying may be baited by an actual or perceived distinguishing characteristic such as, but not limited to: age, national origin, race, ethnicity, religion, gender identification or expression, physical attributes, physical or mental ability or disability, and social, economic, or family status. When bullying is based on a protected class, the conduct will be addressed pursuant to Scholar Nondiscrimination.

Bullying behavior can be:

- Physical (assault, hitting, kicking, theft, etc.)
- Verbal (threatening, or intimidating language, name-calling, cruel rumors, racist remarks, etc.)
- Indirect (spreading of rumors, social exclusions, and isolation, using technology in a hurtful manner - cyberbullying) Cyberbullying includes, but is not limited to, use of email, instant messaging, text messages, digital pictures or images, cell phones, or website postings.
- Bullying by proxy – (i.e., someone engaging in bullying through another or on behalf of another);
- Between scholars and scholars, scholars and adults, or adults and adults.

Prohibition

Bullying behavior by an individual scholar, a group of scholars, or an adult is prohibited in school, educational environments, or school property. Educational environments include, but are not limited to, every activity under school supervision. Bullying and harassment of scholars or school employees is also prohibited when perpetrated through use of data or computer software that is accessed through a computer, computer system, computer network, or other electronic means of communication.

Reporting and Investigation of Bullying

All employees who observe or become aware of acts of bullying are required to report these acts to the Dean of Scholars or Principal. Any other person, including a scholar who is either a victim of the bullying or is aware of the bullying or any other concerned individual, is encouraged to report the conduct to the Dean of Scholars or Principal. Reports may be made verbally or in writing.

TLA will act to investigate all complaints of bullying and will take appropriate actions against any scholar who has participated in bullying behavior. TLA will follow these guidelines for handling reports of bullying:

All reports of bullying must be sent to the Principal and/or Dean of Scholars. If the report is regarding an employee, the Principal shall investigate and take appropriate action. Parents/guardians of the accused and the accuser shall be notified by the Principal and/or the Dean of Scholars that a report has been made. The Principal and/or Dean of Scholars will investigate the report and make a finding. If necessary, the Principal and/or Dean of Scholars will provide appropriate consequences.

Individuals making such reports will be supported and protected against potential retaliation for making such a report. TLA will take appropriate action against any scholar or employee who retaliates against any person who makes a good-faith report of alleged bullying or against any person who testifies, assists, or participates in an investigation or hearing related to such bullying. TLA shall keep the complaint confidential for both accused and accuser to the extent permitted by law.

Sanctions & Supports

Where it is determined that a scholar has participated in bullying behavior, disciplinary actions including suspensions, expulsion, and/or referral to law enforcement officials for possible legal action will occur, as appropriate. TLA will also take appropriate action against any scholar or adult who retaliates against any person who reports, testifies, assists, or participates in an investigation or hearing related to such bullying.

Whenever possible, attempts will be made to use disciplinary alternatives for scholars who engage in bullying or retaliate against a scholar who reports a bullying incident. TLA will make available evidence-based resources and comprehensive research-based programs to address bullying program support which may include: coaching, training, restorative practices, surveys and evaluation tools, scholar skill training, and program implementation support.

Employees found to have participated in bullying behavior or who have been aware that bullying was taking place and failed to report the behavior may be subject to disciplinary action.

Disclosure & Public Reporting

Disclosure and public reporting will be available annually to all scholars enrolled in TLA, their parents/guardians, and employees. Records will be maintained by the TLA school office on the number of scholars bullying incidents reported through the scholar database. Any staff bullying incidents will be maintained by the Principal and the CEO.

Important rules regarding bullying:

- Bullying is never okay. Mean comments that hurt someone's feelings are never funny and never acceptable.
- If someone is being bullied, they do not have to put up with it. They should tell a trusted adult. The teachers, Dean of Scholars, and Principal will take the complaint seriously. Someone other than the victim can make a report. If someone witnessed someone being picked on or physically hurt, they must speak up.

Parents/Guardians, here are some things to know:

- Talk regularly with your scholar. Parent/guardian and scholar communication is the best defense against intolerance and bullying.

- Remind your scholar that he or she can tell any school staff member about bullying.
- Call the Principal, Dean of Scholars, or your scholar's teacher if you become aware of a challenge to your scholar's safety and comfort.
- Parents/guardians are notified if a bully report is made involving their scholar.

There are many resources online for parents/guardians, to help their scholars deal with bullies such as: <http://kidshealth.org/parent/emotions/behavior/bullies.html>

INTERNET SAFETY & ACCEPTABLE USE

Consistent with applicable federal laws, TLA believes that the best approach to scholar safety as it relates to use of the internet and other electronic resources involves a combination of technology protection measures, monitoring, and instruction. TLA's comprehensive approach to scholar internet/technology safety shall take into account the differing ages and instructional levels of the scholars in TLA.

Internet Use (Privacy and Safety)

Google Workspace for Education (GWFE) is primarily for educational use. Apps, sites, email, and groups are not public forums. They are extensions of classroom spaces where scholar free speech rights may be limited.

- Privacy - School staff, administrators, and parents/guardians all have access to scholar email for monitoring purposes. Scholars have no expectation of privacy on the Apps system.
- Limited personal use - Scholars may use Apps tools for personal projects but may not use them for the following purposes:
 - Unlawful activities, including gambling
 - Access to sites not approved for school usage (i.e., Facebook, Instagram, other social media sites)
 - Commercial purposes (running a business or trying to make money)
 - Personal financial gain (running a website to sell things)
 - Viewing or purchasing obscene, pornographic, or other inappropriate sexual or offensive content harmful to minors
 - Engaging in cyberbullying, intimidation, or otherwise threatening behavior toward another person
 - Misrepresentation of TLA, staff, or scholars

- Safety
 - Scholars may not post personal contact information about themselves or other people. That includes last names, addresses, email addresses, and phone numbers.
 - Scholars agree not to meet or communicate with someone they have met online without their parent's/guardian's approval and participation.
 - Scholars will tell their teacher or administrator about any message they receive that is inappropriate or makes them feel uncomfortable.
 - Scholars are responsible for the use of their individual accounts and should take all reasonable precautions to prevent others from being able to use their account. Under no conditions should a scholar provide his/her password to another person.
- Access Restriction - Due Process
 - Access to GWFE is considered a privilege accorded at the discretion of TLA. TLA maintains the right to immediately withdraw the access and use of Apps when there is reason to believe that a scholar has engaged in conduct in violation of law or school policies. In such cases, the alleged violation will be referred to the Principal for further investigation and account restoration, suspension, or termination.
- Use of Electronic Equipment and Hardware
 - Scholars will not use electronic equipment in a way that disrupts or interrupts the work of others. This includes printing without permission or not using headphones for sound when necessary.
 - Scholars will not deliberately waste printer ink or paper supplies.
 - Scholars will not deliberately damage or alter any school hardware or software in any way.
 - Scholars will not modify the setup of any school computer.
 - Scholars will not install software on any school computer.

Representing TLA on Social Media

Whether posting, liking, sharing, or commenting, we expect all parents/guardians and scholars to show leadership, respect, and integrity on social media platforms. We encourage using online voices to lift others up, celebrate achievements, and reflect the character virtues we live by at TLA.

Please think carefully, post responsibly, and follow these digital citizenship expectations:

- Parents/guardians and scholars may not create or manage any social media pages, accounts, or groups that use the name, logo, or represent TLA without permission from the CEO.

- Parents/guardians and scholars should not post videos, images, or content from school events or classrooms unless they have been approved by leadership and follow all school privacy rules.
- Treat others well. It hurts to get a mean email just like it hurts when someone is mean in the school hallway. When using email or posting on a forum or web page, be kind. Everyone will see what is written, so think before typing. Be careful with what is said about others as well as yourself.
- Respect the rights of copyright owners. Copyright infringement occurs when an individual reproduces a work without permission that is protected by copyright. If a work contains language that specifies acceptable use of that work, the user should follow the stated requirements. If the user is unsure whether or not they can use a work, they should request permission from the copyright owner.
- Scholars have First Amendment rights to free speech, but those may be limited by law in school. If something is posted via email or on a school web page that disturbs the learning environment in a school, the right of speech may be limited. School websites, email, and groups are for educational use and are not considered public forums for debating ideas. This means that a school has the right to limit scholar speech that disturbs the learning process in these areas.

Below are laws that help to protect TLA scholars online:

Child Internet Protection Act (CIPA)

The school is required by CIPA to have technology measures in place that protect scholars from harmful materials including those that are obscene and pornographic. This means that scholar email is filtered. Mail containing harmful content from inappropriate sites will be blocked.

Children’s Online Privacy Protection Act (COPPA)

COPPA applies to commercial companies and limits their ability to collect personal information from scholars under 13. By default, Google advertising is turned off for GWFE users. No personal scholar information is collected for commercial purposes. This permission form allows the school to act as an agent for parents/guardians in the collection of information within the school context. The school’s use of scholar information is solely for educational purposes.

FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT (FERPA)

The Family Educational Rights & Privacy Act (FERPA) protects the privacy of scholar education records and gives parents/guardians rights to review scholar records. Under

FERPA, schools may disclose directory information (name, phone, address, grade level, etc.), but parents may request that the school not disclose this information. TLA follows FERPA policies.

SCHOLAR DISCRIMINATION COMPLAINTS

TLA prohibits all forms of unlawful discrimination, harassment, and retaliation.

If any person believes that there has been unlawful discrimination, harassment, or retaliation, that TLA has failed to meet any of its obligations under a state or federal nondiscrimination law, or that any unlawful discrimination has occurred (including harassment or prohibited retaliation) for which TLA is responsible, he/she may bring forward a complaint. It is TLA's expectation that all such complaints will be brought forward and processed in good faith.

Complaints shall normally be submitted in writing directly to the TLA's *Equal Educational Opportunities Compliance Officer* ("Compliance Officer") under the following federal laws: Title IX, Section 504, and the Americans with Disabilities Act. Please request to view Policy 400.21 for more information.

The following individual currently serves as the Compliance Officer:

Yolanda Rivera
Director of Scholar Services
The Lincoln Academy
608 Henry Avenue
Beloit, WI 53511
(608) 690-5100
yolanda.rivera@tlabeloit.com

The Chief Instructional Officer shall perform the duties of the Compliance Officer (including receiving complaints) if the Compliance Officer is temporarily unavailable or if a complaint involves any alleged improper conduct by the Compliance Officer.

Any person presenting a report or complaint who has concerns about safety, confidentiality, or retaliation should discuss those concerns with the Compliance Officer as early as possible in the process — preferably at or even prior to the time that the detailed report or complaint is made.

In conjunction with TLA's receipt of notice of any report or complaint of alleged discrimination or retaliation, TLA shall consider (and the complainant may affirmatively request consideration of) any interim measures that should be taken before the final outcome of an investigation (e.g., safety planning or other steps needed to protect the complainant and ensure equal access to TLA's education programs and activities).

Informal Resolution Of Complaints And Concerns

TLA encourages the voluntary, informal resolution of scholar discrimination complaints or related concerns. For example, if an issue or concern is brought to the attention of an administrator and the administrator offers a resolution that is satisfactory to both TLA and to the person who presents the issue(s), it is not necessary to initiate or complete a more formal investigation or to issue a formal determination of the complaint under the steps outlined below. However, if a complainant is not satisfied with a proposed resolution or believes the issue is too significant to pursue and resolve informally, the complainant may initiate (or continue to pursue) a formal complaint according to the steps listed below.

Formal Complaint

Step 1: A written statement of the complaint shall be prepared by the complainant, signed, and submitted to the Compliance Officer or his/her administrative-level designee. TLA has a form available for this purpose. Upon receiving a formal complaint, TLA shall provide a written notice to the parties who are known. The written notice shall be provided to the parties with sufficient time to prepare a response before any initial interview and in no event, no later than thirty (30) days of receipt of the formal complaint, although some matters may require additional time. The Compliance Officer shall investigate or coordinate an appropriate investigation of the issue(s) and, in a manner consistent with applicable scholar records laws, issue a written determination within 60 days to the complainant and any other appropriate parties indicating the extent to which the complaint was or was not substantiated and including such other information as may be appropriate under the circumstances.

Step 2: If any actual party in interest to the complaint (including any alleged victim/target or any alleged responsible party) wishes to appeal an initial administrative determination of a formal complaint, he/she may submit a signed statement of appeal to the Chief Education Officer (CEO). After conducting any further inquiry into the matter that he/she deems appropriate, the CEO shall formulate a conclusion and respond in writing to the appeal. The response will normally be issued within ten days. In the event that a complaint pertains to the CEO, an appeal may be submitted to the TLA Governance Board for review.

Depending on the alleged basis of the discrimination (e.g., sex, disability, race, age, etc.), a complaint or appeal may also be made to the U.S. Department of Education's Office for Civil Rights (OCR) in Chicago, as authorized by various federal laws, or a complaint or suit may be filed with another external governmental agency or court. Such agencies and courts independently determine the extent to which any given complaint or appeal falls within their realm of authority. Such actions may be taken in lieu of or in addition to filing a complaint under TLA's local complaint process.

Complaint - Special Education

Discrimination complaints relating to the identification, evaluation, educational placement, or free appropriate public education of a scholar with a disability in connection with state and federal special education laws shall be submitted and processed in accordance with the applicable laws and regulations and TLA's established special education policies.

Maintenance Of Complaint Records

Records shall be kept of all formal and informal written complaints submitted. The records shall include information on all levels of the complaint and any appeals. To the extent applicable to a particular complaint, the retained records should normally include:

1. The name of the complainant and his/her title or status.
2. The date the complaint was filed.
3. The specific allegation made and any corrective action requested by the complainant.
4. The name(s) of any individually-identified respondents.
5. The levels of processing followed, and the resolution, date and decision-making authority at each level.
6. The written evidence that was presented by a party or that was made a part of the record of the complaint.
7. A statement of the final resolution and the nature and date(s) of any corrective or remedial action taken.

SCHOLAR RECORDS

"Scholar records" are defined as all records relating to individual scholars maintained by TLA.

Scholar records do not include the following:

- Notes or records maintained for personal use by a teacher or other person who is required to hold a certificate, license, or permit if such records and notes are not available to others;
- Records necessary for and available only to persons involved in the psychological treatment of a scholar;
- Records created and maintained by a law enforcement unit for a law enforcement purpose;
- Records on a scholar who is 18 years of age or older that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his/her professional capacity or assisting in a paraprofessional capacity, made, maintained, or used only in connection with the treatment of the scholar and disclosed only to individuals

- providing the treatment; and
- Records created or received by TLA after an individual is no longer a scholar in attendance and that are not directly related to the individual's attendance as a scholar.

TLA recognizes the need for confidentiality of scholar records and shall maintain the confidentiality of scholar records at collection, storage, disclosure, and destruction in accordance with FERPA and applicable state law. Scholar records shall be available for inspection or release only with notification or prior written approval of the parent/guardian or adult scholar, except in situations where legal requirements require or allow release of records without such notification or prior approval.

TLA will comply with a request by a parent/guardian or adult scholar for access to a scholar's records within a reasonable period of time but not more than 45 days after receiving the request. Upon request, TLA shall provide a parent/guardian or adult scholar with a copy of a scholar's records and/or an opportunity to review the scholar's records with an individual qualified to explain and interpret the records.

TLA shall maintain a record of each request for access and each disclosure of scholar records which includes the identity of the party viewing the record and the legitimate interest the party had in viewing the record.

Directory Information

TLA shall provide public notice to scholars and their parents/guardians of TLA's intent to make available upon request certain information known as "directory information." "Directory information" is defined as information contained in scholar records that would not generally be considered harmful or an invasion of privacy if disclosed.

Directory information includes a scholar's: name, address, telephone number, email address, date and place of birth, photograph, participation in officially recognized activities and sports, height and weight (if a member of an athletic team), dates of attendance, date of graduation, name of the school most recently previously attended by the scholar, and degrees and awards received.

Directory data shall not be released for commercial or promotional purposes. Parents/guardians and adult scholars may opt-out of TLA's disclosure of directory information upon written notification to TLA within 14 days after receipt of TLA's notice of intent to disclose directory information.

Transfer of Records

TLA shall transfer all scholar records relating to a scholar upon receipt of a written notice from the parent/guardian of a scholar or an adult scholar that the scholar intends

to enroll in another school or school district, written notice from the other school or school district that the scholar has enrolled, or notice from a court that the scholar has been placed in a juvenile correctional facility or a secured residential care center for children and youth.

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FAMILY HANDBOOK SIGNATURE PAGE

The Lincoln Academy's Handbook can be found on our school website at www.thelincolnacademybeloit.com. After reading and reviewing the Family Handbook, please sign the appropriate lines below and return the form to The Lincoln Academy.

Parent/Guardian: “By signing this document, I acknowledge that I have received or downloaded a copy of The Lincoln Academy's Family Handbook. I recognize I have the right and responsibility to read its contents with (or to) my scholar, and I agree to support and act according to the standards, procedures, and policies it contains. I also recognize it is the right and responsibility of the staff and teachers to make the rules and enforce them.”

Parent/Guardian Name _____

Parent/Guardian Signature _____

Date _____

Scholar: “By signing this document, I acknowledge that I have received or downloaded a copy of The Lincoln Academy's Family Handbook. I recognize I have the right and responsibility to read its contents with my parents/guardians, and I agree to support and act according to the standards, procedures, and policies it contains. I also recognize it is the right and responsibility of the staff and teachers to make the rules and enforce them.”

Scholar Name _____

Scholar Signature _____

Date _____