



***Parent and Student
Membership Handbook and
Contract 2026-2027 Calendar Year***

TLC Academy LLC.

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Welcome to The Learning Coop

It truly takes a village to raise a child, and we are thankful for the opportunity to serve your family. You have made an important decision for your child's education. Thank you for choosing The Learning Coop for your child's joyful learning experience! We are eager to build on the success of our school and have designed a **Parent and Student Handbook** to guide you and your child through this exciting time. We encourage you to read all sections of this booklet thoroughly and discuss with your child (where applicable).

When school, home, and community work together, we do an incredible job of preparing children to be lifelong learners, while also having productive and fulfilling lives. Children feel safe, seen, heard, and cared for when there is a positive partnership between teachers and parents/guardians. With strong lines of communication and anchored relationships, students have increased participation, confidence, and higher levels of achievement!

Quality education prepares our students for a fulfilling future, and at The Learning Coop, we believe students can authentically live and learn FULLY while also enjoying a beautiful childhood. We believe students learn best when they feel safe, happy, and enjoy the process of learning. We are pleased to offer this type of learning environment and experience for your child.

The Learning Coop Handbook contains important information regarding our leadership team, instructional design, and specific policies that help maintain the integrity and joy of our learning environment. At The Learning Coop, we recognize that educating children requires a team effort, and we look forward to joining you in the vital pursuit. While working together, we can exceed our shared vision of excellence in education. It's a beautiful experience to see important people in your child's life working together for their good.

Together, we can help our children shine their light as the best version of themselves while contributing to the success of others around him/her. Thank you for choosing The Learning Coop and for allowing us to educate one of our world's most prized possessions - your child.

Best Regards,

Josie Lynch & Molly Greiner

The Learning Coop Directors/Cofounders



Basic Information

Hours: School Days: 7:45 a.m.-4:00 p.m. (M-TH)

Teachers are in the building from 7:40 a.m.-4:00 p.m. during the school year.

Leadership | Teacher Assistant | Volunteers

Josie Lynch

Owner/Director

641-799-9888

learningatthecoop.josie@gmail.com

Molly Greiner

Owner/Director

641-208-6044

learningatthecoop.molly@gmail.com

Carly Wettstein

7th/8th grade instructor

319-759-5025

learningatthecoop.carly@gmail.com

Additional Teachers and Volunteers To Be Determined

Address: Grace Point Nazarene Church

20444 IA-2

Bloomfield, IA 52537

Our Vision

At The Learning Coop, we envision a dynamic learning community where students are engaged in immersive, hands-on experiences that extend beyond the walls of the classroom. Our vision is to cultivate lifelong learners who are equipped with the practical skills, creative mindset, and resilience to thrive in an ever-changing world, guided by faith based virtues that inspire compassion, integrity, and service.

Our Goals:

- **Hands-On Learning:** We are committed to providing students with authentic, real world learning experiences that ignite curiosity, foster creativity, and deepen understanding. Through hands-on projects, immersive field trips, and experiential activities, we empower students to actively explore, experiment, and problem-solve in meaningful ways.
- **Project-Based Approach:** Our curriculum is centered around project-based learning, where students tackle complex challenges, collaborate with peers, and apply their knowledge in authentic contexts. By engaging in hands-on projects that span various disciplines, students develop critical thinking skills, communication abilities, and a growth mindset, rooted in faith-based virtues such as perseverance, empathy, and humility.
- **Integration of Indoor and Outdoor Learning:** We believe that learning knows no boundaries and can occur anywhere, whether it's inside the classroom, in outdoor environments, or within the local community. By integrating indoor and outdoor learning experiences, we provide students with a holistic education that connects them to the natural world, fosters environmental stewardship, and promotes a sense of interconnectedness with their surroundings, guided by values of reverence, gratitude, and stewardship.
- **Lifelong Skills Development:** Beyond academic knowledge, we are dedicated to equipping students with practical skills and competencies that are essential for success in the 21st century, infused with faith-based virtues. From problem-solving and communication to collaboration and adaptability, our goal is to nurture well-rounded individuals who are prepared to navigate the complexities of an increasingly globalized and interconnected world, grounded in values of love, justice, and service to others.

Sharing Our Dreams:

We are inspired by the endless possibilities that await our students as they embark on this journey of discovery and growth, guided by faith-based virtues that illuminate their path. Our dream is to cultivate a generation of innovative thinkers, compassionate leaders, and lifelong learners who are empowered to make a positive impact on their communities and the world at large, driven by a deep sense of purpose and faith. Join us as we embark on this exciting adventure of hands-on exploration, project-based discovery, and lifelong learning at The Learning Coop.

Our Mission

At The Learning Coop, our mission is to partner with families to provide a Christ-centered education that challenges the mind, nurtures the heart, and equips students to live with

purpose and integrity. Rooted in a biblical worldview, we prepare students with knowledge, character, and real-life skills through hands-on experiences and outdoor learning that encourage curiosity, creativity, and problem-solving. Our goal is to nurture students who are ready to serve others and make a lasting impact in the world.

Fun

Learning needs to be fun! In the heart of our vibrant homeschool hybrid tutoring and enrichment program, children embark on a journey where learning meets adventure. Picture a bustling hub of creativity and collaboration, where each day is a new chapter in exploration. From science experiments that fizz and pop to storytelling circles that ignite imaginations, our program is a playground for curious minds. Here, every child is empowered to learn at their own pace and pursue their passions. With dedicated mentors guiding the way and a supportive community cheering them on, our learning community is not just a place of learning, but a lively tapestry of friendship, discovery, and endless possibilities.

Flexible

The Learning Coop knows no boundaries on age, it is a multiage learning environment (enrolling K-8th grade students) where children are grouped based on interests and abilities rather than strict grade levels, fostering a dynamic environment where younger learners can be inspired by older peers and vice versa. This approach encourages collaboration, mentorship, and a sense of community among students of all ages.

Recognizing that every child has their own learning style and pace, The Learning Coop will offer personalized learning paths tailored to each student's strengths, interests, and goals. Whether it's through project-based learning, self-directed study, or one-on-one guidance, students have the flexibility to chart their own course of learning with the support of experienced teachers.

Learning at the Coop will extend beyond the classroom walls. We will provide open spaces for exploration, whether it's a nature trail for outdoor science experiments, a maker space for tinkering and creating, or a cozy reading nook for quiet reflection. These spaces encourage curiosity, experimentation, and independent discovery, fostering a holistic approach to education. We will create a dynamic and inclusive learning environment where every child can thrive and reach their full potential.

Future Focused

Inquiry-based learning is a cornerstone of the curriculum, encouraging students to ask questions, explore topics of interest, and seek solutions through investigation and discovery. Teachers at the Learning Coop will facilitate inquiry-driven activities that spark curiosity and encourage independent exploration.

Play-based learning will be integrated into the curriculum to support the holistic development of young learners. Students will engage in purposeful play activities that promote creativity, imagination, social skills, and cognitive development.

At the Learning we will integrate trades into an elementary classroom through hands-on

workshops and career exploration with tradespeople, STEM challenges, building projects, guest speakers, field trips, and cross curricular projects. This will allow an educational and engaging way to learn and experience real life skills for young learners that help them connect classroom learning to the real world. We will be collaborating with local organizations, businesses, and community members to enrich the learning experiences of students.

Personalized learning paths that cater to each students' individual interests, strengths, and learning needs will be the center of the educational experience at The Learning Coop. Teachers will differentiate instruction, provide enrichment opportunities, and offer personalized support to ensure that every student can reach their full potential. By embracing these characteristics, The Learning Coop will prepare students to thrive in a rapidly changing world, equipping them with the skills, knowledge, and mindset needed to become lifelong learners and future leaders.

Family Centered

Family-centered education is a priority at The Learning Coop! Our goal is to create a nurturing and supportive learning environment that involves and empowers both students and their families.

We will encourage active participation of parents in their child's education by inviting them to contribute to classroom activities, share their expertise, and volunteer in various capacities. Parents can assist with reading groups, lead enrichment workshops, or even teach specialized skills or hobbies to the students.

The Learning Coop will organize special events that involve families in the learning process. These could include family literacy nights, math game nights, science fairs, art exhibitions, or projects where families can engage in hands-on activities together.

Home-School Collaboration: Foster strong communication and collaboration between teachers and parents through regular updates, newsletters, and parent-teacher conferences. Provide parents with resources, tips, and strategies to support their child's learning at home and reinforce concepts covered in the classroom.

Individualized Learning Plans: Work closely with families to develop individualized learning plans for each student based on their strengths, interests, and learning goals. Solicit input from parents to tailor the curriculum and instructional approaches to meet the unique needs of their child, ensuring personalized learning experiences for every student.

Home Learning Extensions: Provide families with home learning extensions and activities that complement and reinforce classroom learning. This could include suggested reading lists, educational games, STEM challenges, or creative projects that families can explore together outside of school hours. Weekly homework activities are sent home with each student on Thursdays to help reinforce weekly skills taught and to allow parents to know what skills their child is working on.

By embracing a family-centered approach to education, educators can create a collaborative and inclusive learning community where students thrive academically, socially, and emotionally with the support of their families.

Faith Based

The Learning Coop infuses faith-based virtues throughout the school day when the opportunity arises. We are not a “religious” learning community or affiliated with any certain church.

However, we do believe that God is the creator and sustainer of life. Students will be exposed to prayer and daily devotions. We believe that a child’s relationship with God is unique and personal. Therefore, every child will have the opportunity to pray if they want, but they will never be forced to do so. Our curriculum will teach from the belief of a Christian worldview as we dive into all the facets of learning. When problems arise between peers, we will discuss solving problems from a spiritual perspective.

We believe that faith-based values enrich the educational experience and contribute to the holistic development of our students. By infusing these principles throughout our school day and curriculum, we aim to cultivate compassionate, ethical, and resilient individuals who are equipped to make positive contributions to society.

We view education as more than just academics; it's about nurturing the whole child. Faith based values provide a framework for character development, helping students cultivate qualities like empathy, resilience, and self-discipline. These attributes are essential for success not only in school but also in life.

Statement of Purpose

The purpose of The Learning Coop is to provide and promote a biblically-based, quality kindergarten through eighth grade education that nurtures the covenant children of Christian parents to grow in God-centered discipleship, equipped with vision, understanding, discernment, and service in order to renew all relationships and culture to be under the authority of Jesus Christ. The Learning Coop provides elementary education that is directed by Scripture. In sending their children to TLC, parents entrust the education of their children to the board of trustees, which operates the school through its head of school, who is qualified to carry out the school's tasks in harmony with the purpose of the institution. Teachers and parents work together to further the education of their children. Parents and teachers are to recognize the head of school’s supervisory role and the board’s authority over school policy and the head of school. Within TLC, all instruction and operations given in its school are based on the infallible and inerrant Word of God.

Statement of Faith

The Learning Coop Academy is built on the teachings of the Bible, which we believe to be the true and trustworthy Word of God. We understand and express these beliefs through historic Reformed confessions and creeds. Based on this foundation, we hold to the following core beliefs about Christian education:

The Bible

Through Scripture, God reveals Himself to humanity, renews our understanding of ourselves and the world, and directs our relationships and activities. His Word serves as the foundation for the education and formation of children.

God

We believe in one eternal, holy, loving, and personal God—Father, Son, and Holy Spirit—who speaks through Scripture and reveals Himself through creation, the fall, redemption, and restoration. As His image-bearers, it is our joy and purpose to worship, serve, honor, and obey Him.

Creation

God created and sustains the world by His sovereign power. All of creation reflects His glory and majesty. He calls us to explore, steward, and enjoy His creation with gratitude and responsibility, honoring both Him and our neighbors.

Sin

Human sin has affected every area of life, including education. Sin distorts our understanding, separates us from God and each other, and leads to brokenness in the world—manifesting in suffering, injustice, pride, environmental degradation, and death.

Covenant

Despite humanity's sin, God has not abandoned His creation. In His faithfulness, He remains committed to His covenant people. We rejoice that He is our God and the God of our children, and that we are His people, living in His world under His care.

Jesus Christ

Jesus Christ is the Redeemer and Savior, restoring us to our original calling. Through His life, death, and resurrection, and by the work of the Holy Spirit, we are renewed, guided in truth, and empowered to live faithfully.

Redemption

God sent His Son into the world to save us from sin and its consequences. Christ's atoning death is the only sufficient payment for our sins, and His resurrection breaks the power of evil and death. The Holy Spirit creates faith, transforms hearts, and builds a community devoted to love and holiness. This community is called to live out and proclaim the good news to the world.

The Kingdom of God

Jesus Christ reigns as King over all. His Kingdom is eternal, and we live as its citizens with joyful devotion. Guided by the Spirit, we strive to align every aspect of our lives with Christ's reign, anticipating His return with hope and confidence.

Christian Education

The purpose of The Learning Coop is to prepare students to live out their calling as image-bearers of God. This includes knowing God and His creation, loving others, and using their gifts in faithful service. Our school nurtures students in a Christ-centered environment, working in partnership with families and churches to instill biblical wisdom and understanding.

Parents

God has entrusted parents with the primary responsibility for raising and educating their children. Christian parents, recognizing their covenant relationship with God, partner with TLC Academy dba The Learning Coop to train their children according to God's Word.

Community

Christian education is a shared responsibility of the broader Christian community, not just individual families. Since it advances God's Kingdom, the entire community is called to support Christian schools through prayer, active involvement, and financial generosity.

Staff

Staff at TLC are committed to serving students and families with excellence, compassion, and integrity. Inspired by the school's Christian mission, they aim to reflect its values in their teaching and relationships. Staff support students in connecting learning with a thoughtful, values-based approach to life and partner closely with parents, who hold the primary responsibility for their children's growth and development.

Students are image-bearers of God and gifts entrusted to families and the Christian community. Our school encourages students to develop their God-given talents in service to

others and in faithful response to Him. Each child is unique, and we nurture their growth as fellow disciples of Jesus Christ.

Curriculum

The curriculum at TLC is designed to help students grow in their knowledge of God and their ability to live out their faith. We explore all areas of creation as good gifts from God, recognize the effects of sin, and equip students to bring Christ's healing and truth into a broken world.

Educational Freedom

Christian schools like TLC, while meeting appropriate educational standards, must have the freedom to operate in accordance with their biblical convictions. This freedom is essential for faith-based education to flourish.

Human Sexuality

God wonderfully and immutably creates each person as male or female. These two distinct and complementary sexes together reflect the image of God. Denying one's biological sex is a rejection of God's design and is inconsistent with Christian belief and practice.

Marriage

We believe that marriage is a God-ordained covenant between one man and one woman. Sexual intimacy is reserved for the marriage relationship. Any sexual activity outside of biblical marriage—including adultery, fornication, cohabitation, homosexual behavior, and the use of pornography—is contrary to God's design and is considered sinful.

Sanctity of Life

All human life is sacred, being made in God's image. This includes the unborn, the elderly, those with disabilities, and all people at every stage of life. At TLC Academy dba The Learning Coop, we affirm the inherent value of each person and commit to defending, honoring, and protecting human life from conception to natural death.

Educational Philosophy

Christian education begins with a biblical understanding of God, creation, humanity's fall, and redemption through Christ. Rooted in God's Word, all learning integrates faith across disciplines, guiding students to live according to His will. Education at The Learning Coop nurtures students toward maturity in Christ, equipping them to be thoughtful, faithful, and loving disciples who steward creation, serve others, and impact the world for His glory.

We believe education is most effective when it nurtures the whole child - mind, heart, and spirit. Grounded in a biblical worldview, we seek to instill Christlike values such as integrity, compassion, humility, and responsibility, guiding students to live purposeful, faith-filled lives.

We recognize that each student is unique, with their own gifts, learning style, and developmental needs. By meeting students where they are, we create a supportive environment that encourages curiosity, growth, and confidence.

Hands-on learning and real-life experiences are central to our approach. Through projects, problem-solving activities, and outdoor education, students develop practical skills, perseverance, and creativity. Nature and experiential learning provide opportunities for collaboration, exploration, and resilience, helping students connect classroom knowledge with the world around them.

Our goal is to equip students with the tools, values, and character to serve others, make meaningful contributions to their communities, and navigate life with wisdom and purpose. Education at TLC Academy is not just about academics—it is about shaping individuals who love learning, live out their faith, and are prepared to impact the world positively.

Our Curriculum

Reveals God's design in every subject
Demonstrates the coherence and unity of creation

Prepares students for wisdom, not just knowledge or career readiness It leads students to understand God's order, recognize sin's impact, and engage in redemptive living.

At The Learning Coop, we believe education is more than academics—it's about shaping the whole person. A TLC student is being equipped to:

Love God's Truth – grounding their lives in biblical principles and wisdom.

Value Learning – developing a lifelong curiosity through hands-on experiences, outdoor exploration, and real-world skills.

Discover Their Gifts – recognizing their God-given talents and using them to serve and glorify God.

Live with Integrity – showing humility, compassion, and responsibility in every area of life.

Serve with Purpose – engaging their families, churches, and communities with a heart for service.

Lead with Courage – influencing others through Christlike character, creativity, and servant-leadership.

Colors

The official colors of The Learning Coop are pastel pink, green, blue and yellow.

Mascot

The Learning Coop's mascot is a chicken. The chicken reflects our rural roots and our mission to teach not only through academics but also through outdoor skills and real-life responsibilities. It reminds us of hard work, community, and growth.

Accreditation and Membership

The Learning Coop is accredited in the State of Iowa through Christian Schools International. The school participates in a school improvement/strategic planning process, with site visits occurring every five years. Results of the process are included on the school website.

TLC is also a member of Christian Schools International and the Iowa Association of Christian Schools.

Christian Schools International

TLC is a member of Christian Schools International. CSI is made up of approximately 140 school units. As part of its services to member Christian schools, CSI sponsors yearly conventions, workshops, and Christian textbooks and also administers a pension and insurance plan for teachers. The school is also accredited by the State of Iowa through CSI.

Board of Trustees

The Learning Coop Board of Trustees is a body through which the society puts its aims and purposes into practice. It is a deliberative, policy-making body, having duties specified in The Learning Coop's constitution and bylaws.

The single purpose of The Learning Coop Board of Trustees is to maintain and advance a Christian school that fosters a hands-on, project-based approach to education, encouraging students to learn through active engagement and real-world experiences.

The Learning Coop Board of Trustees is responsible to God, the source of all wisdom, and will seek His divine will in all matters coming before it. The board will provide thoughtful, ethical, and effective governance in all matters before it. The board shall govern with integrity and transparency, proactively pursue the school's mission, encourage the respectful expression of diverse viewpoints while seeking consensus, and engage in strategic leadership while maintaining a clear distinction between board and Head of School roles. Trustees are expected to demonstrate professionalism, respect, and care in all official relationships.

Authority for the school's governance lies with the board of trustees. The board's decisions are binding in all matters, except as otherwise specified in the articles of incorporation, the bylaws, and/or the board policy manual. The board of trustees is the final authority for matters of belief and conduct.

The board will act as the final arbiter in any grievance brought between employees and the head of school. The board of trustees will act in such a capacity only after the grievance procedure outlined in the school's handbooks has been satisfied.

The Learning Coop Board of Trustees also has discretionary authority to use independent judgment in supporting the goals of the school. The board makes decisions that reflect the school's values and are in the best interest of its students and staff.

The Learning Coop establishes and empowers the board of trustees of The Learning Coop to govern and represent all aspects of the school unless otherwise limited or directed by the covenant, to ensure that The Learning Coop achieves results consistent with its mission.

The Learning Coop is organized and operated as a nonprofit organization. It is a Christian school adhering to the laws of the State of Iowa and many of the rules of the Department of Education. The board of trustees will, whenever possible, seek and maintain state approval and certification by way of full accreditation through an independent accrediting agency, namely Christian Schools International.

Duties of the Board of Trustees:

- Maintain and promote a biblically-based Christian discipleship education that aligns with the school's mission and values.
- Determine policies for the vision and goals, personnel, operation, accountability, and all other aspects of The Learning Coop.
- Make decisions as outlined in policies or as circumstances prevail.
- Announce and prepare for an annual TLC board meeting.
- Report to the administrator if the board of trustees or school is out of compliance with any articles of the covenant, the circumstances, and the efforts and expectations to be in compliance.
- Submit a proposal for approval of an annual budget for the following school year.
- Submit for approval, by Head of School at The Learning Coop, qualified candidates for open positions on the board of trustees.
- Recommend for approval the rationale for The Learning Coop consideration of the sale or purchase of land or buildings more than 2% of the general operating budget.
- Recommend for approval to the Head of The Learning Coop to approve additional debt beyond 10% of the annual budget, excluding previously approved debt for general operating budget or debt for building and capital projects.
- Recommend for approval to the Head of school consideration of changes to the covenant or dissolution of The Learning Coop.
- Organize itself to determine officers, meeting occasions, agendas, and processes of operations.
- Select a head of school, the board of trustees' only employee, qualified to carry out the educational program and all policies of the school.
- Supervise the instruction of the children through the head of school.
- Devise ways and means of obtaining the necessary funds for operating the school, maintain accurate records, determine how these funds shall be distributed, and care for the property belonging to the society, all through the head of school.
- Appoint task forces as it deems necessary for the performance of its duties.

- Selecting and retaining the finest administrative leadership in the head of school is a main purpose of the The Learning Coop Board of Trustees. The board's sole connection to the school's operational organization, its achievement, and its conduct will be through the head of school. All authority and accountability of faculty and staff, as far as the board is concerned, is considered the authority and accountability of the head of school.
- The board will not evaluate, either formally or informally, any faculty/staff other than the head of school. The evaluation of the head of school will occur within the formal operations of the executive team of the board.

All trustees must agree and support the mission, vision and philosophy of TLC, support the teaching of Biblical principles and faith-based virtues, and exhibit a lifestyle consistent with that confession. Trustees must affirm the school's statement of faith.

Each trustee is to sign a statement that he or she will support and promote the school's covenantal task, and not seek to redirect the school from:

- Educating children of families who support the school's mission and values and agree with the school's guiding principles.
- Articles I, III, and IV of the bylaws

Additional trustee qualifications:

- Has no conflict of interest with employees or other trustees
- Is not a near relative to an employee or near relative to a trustee of The Learning Coop (a near relative is defined as having a connection between persons by blood, marriage, adoption, domestic partnership, or other close personal relationship; in-laws are considered near relatives)
- Is not an employee of The Learning Coop (except in a part-time, non-supervisory role such as an occasional substitute teacher or coach)
- Is not a near relative of a trustee with whom there would be an overlapping term of service
- Gives signed agreement to The Learning Coop Trustee Code of Commitment and Ethics

The longest period a trustee may serve is six years at a time (two consecutive three-year terms), followed by three years off, and then the possibility of six more years (two consecutive three-year terms), with this pattern having the possibility of being repeated indefinitely.

The Board of Trustees Responsibilities

- Protects and advances the mission statement, vision, core values, statement of faith, graduate characteristics, and nonnegotiables
- Writes and sets policy, establishes a list of items that are to be brought directly to the board of trustees
- Promotes mission directed governance that focuses on the big picture
- Functions and governs as a unit, a group of trustees focused on advancing the school
- Completes work at the team and board of trustee level
- Sets and communicates the strategic direction of the school, seeking measurement of initiatives and providing adequate time, funding, and people to fulfill the vision
- Sets goals for each standing team and any possible task force

- Learns from spotlight reports and makes decisions based on those reports
- Adjusts the board of trustees' policy manual as needed, governing through written policies, reviewing the board of trustees' policy manual regularly
- Evaluates its only employee, the head of school, providing accountability and authority, conducting the evaluation by following board procedures outlined in the board policy manual
- Empowers the head of school to complete his/her work through task forces or other means
- Redirects parent/constituent concerns and questions to the proper parties
- Makes decisions based on the mission statement, board of trustees' policy, and the strategic plan
- Intentionally recruits trustees to fill vacant spots
- Evaluates programs through review of spotlight reports, the school improvement plan, and the strategic plan
- Evaluates their work on a yearly basis
- Fulfills the board code of ethics
- Is led by the board of trustees' president

Area	Board of Trustees	Head of School
Long-term goals (more than 1 year)	Approves	Recommends and provides input
Short-term goals (less than 1 year)	Monitors	Establishes and carries out
Day-to-day operations	Advises	Makes all decisions

The Head of School

- Leads the school in advancing the mission and statement of faith, overseeing all parts and operations, assigning authority to others as needed and organizing task forces
- Completes tasks either directly or indirectly through assigning authority to others
- Serves as the chief operating officer, chief executive officer, educational leader, and organizational leader
- Provides the board of trustees with draft policy, procedures, and suggested directions for approval
- Fulfills leadership goals and priorities established by the board of trustees
- Is accountable to the board of trustees for every aspect of the school to ensure student learning and faith nurturing
- Is a non-voting member of all standing teams
- Provides information to the board of trustees through written/oral reports or through inviting faculty/staff to board of trustees' meetings
- Provides for the evaluation, supervision, support, and growth of all school employees
- Carries out the strategic plan, the school improvement plan, and directives of the board of trustees
- Operates the school in consistent alignment with school policies
- Writes administrative policies and procedures to carry out the work of the school
- Initiates visionary proposals and projects
- Promotes accountability by establishing clear goals, criteria for measurement, and timelines

- Serves as spokesperson for the school

Conflict with the Head of School

Disagreements are a normal part of life, but at TLC we are committed to resolving them in a respectful and orderly way. This policy applies when a parent, employee, or trustee has a concern that the Head of School has acted outside their authority, school policy, or in an unethical way. It does not apply to regular school decisions such as hiring, student discipline, or class placement.

Steps to Resolve Conflict:

1. Direct Conversation – The parent or employee meets face-to-face with the Head of School to discuss and try to resolve the issue.
2. Meeting with Board President – If unresolved, the parent or employee and Head of School meet with the Board President, who facilitates the discussion.
3. Executive Team Review – If still unresolved, the matter is taken to the Executive Team of the Board for discussion with all parties.
4. Board of Trustees – As a last step, the full Board of Trustees hears the issue and makes the final decision.

Guidelines:

- Always start by speaking directly with the person involved.
- Concerns should be current (within the past year).
- Both sides will be heard together at every stage to ensure fairness and understanding.
- All steps must be followed in order.

The Board of Trustees will only hear a grievance after all prior steps have been taken. Their decision is final.

Restated Articles of Incorporation and Bylaws

The Restated Articles of Incorporation and Bylaws of The Learning Coop Academy are available upon request from the school office.

Multi-Cultural, Gender-Fair Policy

The Learning Coop is committed to teaching and operating in a way that:

1. **Avoids stereotypes and bias** – Students and staff shouldn't be treated differently or unfairly based on race, background, gender, age, or ability.
2. **Reflects diversity in learning** – The curriculum should include examples, stories, and perspectives where *all* students can see themselves represented in a positive way.
3. **Helps students grow in respect** – Students are encouraged to think about their own values and attitudes, to recognize prejudices, and to learn to treat others with dignity and fairness.
4. **Prepares students for the real world** – Since our world is diverse and interconnected, students should graduate with respect for differences and not be afraid of them.
5. **Grounds this in faith** – The Christian foundation reminds everyone that, in Christ, all believers are united as one family, no matter their race, background, or gender.

The Learning Coop wants to make sure every student feels valued, respected, and represented, while also teaching them to respect and appreciate the diversity God created.

Non-Discrimination

Subject to the Constitution of the United States and all applicable state and federal laws, The Learning Coop does not discriminate against applicants or students on the basis of race, color, and national or ethnic origin in its admissions or in the administration of its education policies, programs, or activities.

In addition, subject to the Constitution of the United States and all applicable state and federal laws, The Learning Coop does not discriminate in its employment practices.

The Learning Coop reserves the right to institute hiring and enrollment practices based on the school's mission statement and philosophies. The Learning Coop is a Christian school that reserves its right to make employment and enrollment decisions consistent with its sincerely held religious beliefs.

Admission Standards

Our admissions standards reflect our commitment to serving as a partner with the home and the local community in the education of our students. We ask that the following admissions standards be met by our students and their families:

1. Admissions priority is given to families who give evidence of their commitment to their child's education. Families demonstrate commitment to The Learning Coop's academic goals by a record of consistent attendance and support of the teachers' efforts to promote a priority of learning in the life of the student.
2. Cooperative Spirit: Each family and each student admitted is expected to

exhibit a cooperative spirit. Parents and students should read this Handbook for a description of The Learning Coop's standards and expectations. Students and parents will complete an application and possible interview.

3. If a student has been receiving special support services (504 Plan, IEP, other therapies), paperwork describing those services should be provided by the parent with the application.

4. Students are expected to take their academic responsibilities seriously. Applicants who have exhibited a persistent lack of effort or uncooperative spirit will not be accepted.

5. The Learning Coop does not admit students who have a history of disciplinary problems.

6. At least one parent/guardian must acknowledge and support The Learning Coop's mission, vision, and biblical foundation. While not every TLC family is required to profess personal faith, all parents/guardians enrolling students agree to respect and uphold the school's commitment to teaching from a biblical worldview and to partner with TLC in reinforcing the values and principles that form the foundation of a TLC education.

Enrollment

We welcome students who are five years old and enrolled in kindergarten through eighth grade. (The Learning Coop follows the Iowa Code as it pertains to kindergarten enrollment. Iowa code requires that a child be at least 5 years of age by September 15 of the year he/she is to be enrolled in kindergarten.) All parents who wish to enroll their student in grades K-8 should complete the enrollment application. You can find this at our website:

www.thelearningcoop.com. The head of school is available to give school tours, and they may also set up an interview. To ensure a smooth transition and personalized learning experience, we'll conduct some initial assessments before your child begins attending. We also ask that parents share any relevant information about their child's academic and behavioral needs, as well as any previous conduct infractions. This helps us create a supportive and successful learning environment for everyone.

Tuition Payment & Delinquency Policy

The financial health of The Learning Coop depends on the timely payment of tuition. Prompt payments allow the school to meet its obligations and continue its mission. We appreciate families who consistently pay on time and recognize that unexpected financial challenges can arise. The following policy is intended to support families while allowing the school to operate responsibly.

- The first month's tuition is due at registration. Enrollment is not complete until payment is received, unless an exception has been approved in advance by the finance team.
- Monthly tuition payments are due on the 1st of October through May.

- Accounts with a balance 30 days past due will be charged a \$25 late fee per child per month. Late fees may be waived for families with an approved payment plan.
- Families with two months of unpaid tuition will receive written notice.
- Families with three or more months of unpaid tuition will meet with the Head of School to develop a payment or support plan.
- The school reserves the right to deny future enrollment if acceptable payment arrangements are not made or maintained.
- Any tuition balance remaining at the end of the school year must be addressed with the Head of School by August 1. Enrollment for the following year may be denied if a plan is not in place.
- As a last resort, delinquent accounts may be referred to collections or small claims court after all other efforts have been exhausted.

By signing the annual enrollment agreement, parents acknowledge that:

- All prior-year tuition must be paid or covered by an approved payment plan before registering.
- The first month's tuition is required at registration.
- Tuition is due on the 1st of each month and late fees apply after 30 days.
- Parents are ultimately responsible for the full tuition obligation for their enrolled children.

This policy is based on the understanding that parents are responsible for tuition payments and are expected to communicate promptly with the Head of School if financial difficulties arise.

Student Tuition, Curriculum Costs:

Curriculum Payment (Textbooks, Workbooks, Extra Supplies for Enrichment Activities): **\$500**

Payment Due: Within 5 days of Enrollment and Acceptance into The Learning Coop

Deposit: The first month's tuition must be paid in full as the Tuition Deposit. The deposit is due within 10 days of enrollment or acceptance into The Learning Coop, or by June 15, 2025, whichever comes first. This payment will cover your child's tuition for September and secure a full-time spot at The Learning Coop for the 2026-2027 school year. Please note that this deposit is nonrefundable should you decide not to enroll your child at The Learning Coop for the fall term, as it reserves your child's place in our program.

Monthly Tuition: Monthly Tuition is due in FULL the first week of each month

The Learning Coop Academy K-8	Tuition 2026/2027	Iowa ESA Amount	Remaining Tuition Balance	Monthly Payment (9)
K-8 Student	\$11,733	\$8,133	\$3,600	\$400.00

Late fee for tuition: Grace period of 1-3 days. 10% fee later than 3 days. 15% fee later than 10 days.

Tuition and Curriculum Deposit will not be reimbursed if a student unenrolls from The Learning Coop.

Students who are not in attendance due to sickness or vacation must continue making full monthly tuition payments.

Enrollment Financial Commitment: Upon acceptance into The Learning Coop, the Parent(s) agree to a full semester of payments. Should the Parent(s) decide to unenroll their child before the end of the semester, the full semester's amount will still be due.

Tuition and Expulsion

Should a child be expelled from the school, the family will owe tuition in full through the end of the month that the child is expelled. If tuition has been paid ahead, the family will be reimbursed from the first of the month after expulsion. Fees will not be reimbursed.

Enrollment Agreement Information

Each family will need to read, agree, and sign the enrollment agreement information that will be (or has been) provided prior to being enrolled at The Learning Coop Academy.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA), a Federal law, limits the disclosure of personally identifiable information from a student's educational records. Section 99.30 of the FERPA Regulations, in part, states: Except as provided in Section 99.31, an educational agency or institution shall obtain a signed and dated written consent of a parent or eligible student before it discloses personally identifiable information from the student's education records. FERPA defines education records as those records that are (1) directly related to a student and (2) maintained by an educational agency or institution or by a party acting for the agency or institution. TLC may disclose appropriately designated "directory information" without written consent, unless parents have advised the school to the contrary in accordance with school procedures. The primary purpose of directory information is to allow TLC to include this type of information from a child's education records in certain school publications (graduation programs, drama productions, etc.).

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent.

If parents do not want TLC to disclose directory information from their child's education records without prior written consent, they must notify the school in writing by September 15 of each school year.

Our Website

The school website (www.thelearningcoop.com) is a wonderful tool that is used for external communication as well as enrolling and registering each school year. The website is used to promote our mission to those wanting information about The Learning Coop.

Volunteering

Parents are encouraged to participate in school-related activities, including those pertaining to curriculum and instruction, being a guest speaker, assisting on field trips, and using your gifts/talents to add a wonderful dynamic to our school environment. If any activity occurs that is not in keeping with The Learning Coop policies or standards, The Learning Coop reserves the right to relieve the volunteer of his/her responsibilities. All volunteering should be scheduled with Molly, Josie or Carly prior to the day of service. While parents are always welcome to participate, we kindly ask that everyone acknowledges the importance of maintaining consistency and a regular routine for optimal learning and growth. We believe that a consistent and structured environment fosters the best educational experience for all involved. We also ask for your respect towards us as your child's teachers and the leaders of our educational learning community.

Parent Newsletters/Calendar/BAND

Parents will receive monthly newsletters with announcements of upcoming events, grade level/monthly curriculum focus, and special activities. These newsletters will be posted on the BAND app at the beginning of each month. In addition, a "Calendar of Events" will be sent home prior to the beginning of the month to see a "Month at a Glance" of special activities and field trips. Families will be informed of upcoming events, field trips and projects. We ask parents to join the BAND app. If you need help doing so, please reach out. That is where we will do most of our communicating.

School Supplies/ Daily Supplies

All textbooks and materials will be purchased by The Learning Coop using the \$500 curriculum fee at the time of enrollment. In addition, students will need to bring the following school supplies to the open house on August 25th.

highlighters	headphones	2 pkgs crayons	2 pkgs markers	pencils	Sticky notes
Expo markers (10)	Scotch tape (2)	2 reams of printer paper	1 pkg plastic forks	1 pkg plastic spoons	notecards
1 pkg paper plates	Gallon or sandwich size baggies	Colored pencils (5-8th grade only)	Scientific calculator (6-8th only)		

Students are responsible for bringing a small tote bag, water bottle, and lunchbox each day.

Any extra materials necessary for learning will be provided to students by the school (pencils, books, paper, math tools, etc.). However, if parents/guardians wish to provide students with additional materials and supplies, they may do so. We ask that materials that are loaned to students be used with care in such a way as to maximize their useful life. Where materials are lost, damaged, or defaced, students or parents may be required to pay up to 75% of the replacement cost.

Student Arrival/Dismissal

Arrival Time: Students can be dropped off at any time between 7:40-7:45. A teacher will be in the building waiting for the arrival of students. Please drop them off or walk them inside at any time between this time frame.

Dismissal Time - We ask all parents to be waiting for prompt and secure pickup at 4:00pm.

Please do not drop your child off at The Learning Coop prior to 7:40 as there is no guaranteed supervision at this time. Please arrive by 4:00 to pick your child up from school in order to avoid a late fee. A child who is picked up late can get anxious, and The Learning Coop teachers need to be able to leave school promptly and/or take care of their family's after-school activities. Being on time is a significant contributor to the satisfaction of all our teachers and the happiness of our children. We understand emergencies arise, so please communicate if there is a potential issue with picking your child up on time. Anyone picking up a child, who was not listed on the initial paperwork will need to be approved through the written authorization or a direct phone call from the parent/ guardian before the child may leave The Learning Coop.

Technology

The Learning Coop integrates technology into our learning activities. Laptops will remain at TLC unless prior arrangements have been discussed. Our curriculum utilizes various online platforms with our writing, science, and social studies curriculums. Please note that The Learning Coop cannot be held responsible for lost or damaged devices. Students are required to bring their own headphones. While students may bring cellphones to school, usage is **strictly prohibited** until after 4:00 pm. All phones will be collected and stored in a designated container until this time, with teachers readily available for communication

throughout the day. Both parents and students are required to sign an internet waiver.

Student Dress Code Policy

At The Learning Coop, students are not required to wear a uniform. However, we kindly request that each student dresses in attire that does not disrupt or hinder the learning environment. (Please no costumes, or parts of costumes, unless it is a special dress up day.) As we frequently engage in outdoor activities, closed-toe shoes are recommended for your child's safety and comfort.

At-Home Virtual Learning Days

From time to time, The Learning Coop may need to shift to an at-home learning day due to unforeseen circumstances such as weather, widespread illness, building issues, or other unexpected situations. On these days, learning will continue at home using pre-prepared materials.

At the beginning of each trimester (September, December, and March), students will be given a learning packet to keep at home. These packets are designed to be used specifically for unscheduled at-home learning days and include activities that reinforce what students are learning in the classroom.

The packets may include reading and writing tasks, math practice, and science or social studies extensions. This approach allows learning to continue with minimal disruption while also helping students build independence, responsibility, and time-management skills. It also gives families a clear window into their child's learning.

Breakfast and Lunch

The Learning Coop does not provide meals for students but does provide a daily snack and occasional food from "Cooking Class". Students are advised to refrain from sharing food with other students to minimize the spread of viruses and the risk of allergic reactions. Students will practice etiquette and clean-up skills during mealtimes. Students are expected to pack healthy food that will foster energy and focus throughout the learning day. Parents should refrain from packing sugary drinks and snacks that could encourage hyperactivity and energy drain. Soda and candy should not be consumed at The Learning Coop unless it is for special occasions (holidays, birthdays, etc.).

Student Progress Reports/ Assessment/ Evaluation/Reporting:

We will hold two parent teacher conferences, in November and April, to showcase students' progress and mastery of learning skills/topics taught in class. However, grades will not be a part of The Learning Coop's progress reports. We believe there is substantial evidence of mastery and growth through the small class size, teacher connection, and child attributions and will be documented/showcased in the child's portfolio and unit assessments and/or project based learning activities. Teachers will use meaningful feedback to improve a child's learning path. Some students are strong with spoken words while others prefer to write. Some see the world through the eyes of an artist while others may be more technical. Some prefer

to learn by themselves while others like to work in groups. The Learning Coop believes education should not be standardized or cookie-cutter, but rather; authentic, engaging, and personalized.

Teachers employ a variety of strategies to assess student learning on a continuous basis. These strategies include observation of students as they work, conversations with students about what they are learning and doing, analysis of student products and performances, and the administration of quizzes and tests. Teachers collect information for two main purposes:

1. Assessment for learning – to give feedback that will help students improve their learning; to provide feedback for teachers that will help them plan upcoming instruction to meet the needs of students.
2. Assessment of learning – to be compiled into a formal evaluation of a student's achievement and work habits. Progress Reports will be given to parents and students at conferences in November and April.

Students with special needs get the assistance they need to realize their potential through a variety of special services. We believe all students can learn and experience success.

At The Learning Coop, we prioritize play, creativity, authentic community, and organic student development over high stakes standardized testing. However, if parents wish to have their child take a standardized test, they must contact their local public school district for arrangements. For students in grades 3-11, the Iowa Statewide Assessment of Student Progress (ISASP) will be administered in March for grades 3-8. Students in grades K-8 will also be assessed using the FAST (Formative Assessment System for Teachers) assessment. Each fall, winter and spring students will be tested on necessary grade-level reading and math skills.

Field Trips or Special Programs

We recognize the educational value of well-planned travel and strive to encourage student participation in meaningful educational excursions. Parents must provide consent for their child to take part in walking field trips, vehicle field trips, as well as visits to parks and libraries under the supervision of appointed adults/teachers. Please note that field trips may incur additional costs, particularly if they involve travel outside of town.

Emergency Contacts

Parents must submit emergency contacts on the data verification form to ensure safety for students/children.

Inclement Weather

In any inclement weather situation, The Learning Coop will communicate through the BAND app for any cancellations or delays.

Positive Character Development:

At The Learning Coop, character development and values are a part of who we are. The Learning Coop is committed to embracing and demonstrating character through the modeling of our core values: caring, honesty, respect, responsibility, faith, and empathy. Our goal is to challenge the children and staff to believe in and act on these positive values.

1. Honesty
2. Respect
3. Responsibility
4. Empathy

We strive for a setting that provides children with opportunities to explore their environment within consistent, age-appropriate limits. In this type of atmosphere, most behavioral issues are prevented. However, if behavioral issues occur, our philosophy is to provide child guidance accomplished through a positive approach, which respects the child as an individual. It is our goal for children to learn human values, problem-solving skills and to take responsibility for their own choices.

Teachers will model and reinforce appropriate behavior and

- Maintain consistent direct supervision.
- Set reasonable expectations for children's behavior based on developmental levels and individual differences.
- Become familiar with an individual child's special needs.
- Provide interesting, challenging, age-appropriate things to engage with.

Redirection/Distraction

We will offer alternatives to children engaged in undesirable behavior by offering a different toy, suggesting a new activity, engaging the child in an activity with a teacher or another child, or suggesting independent play. Teachers will help the child understand the logical consequence of his/her actions by redirecting and distracting.

Encouraging Verbal Problem Solving Skills

Teachers will explain to the child the inappropriate behavior and show him/her the appropriate way to handle the situation. The Learning Coop will make every reasonable attempt to mainstream a child and meet their educational needs; however, behaviors that threaten others as well as blatant and repeated disrespect/defiance will not be tolerated and may result in expulsion from The Learning Coop.

Discipline Policy

At The Learning Coop, our discipline policy operates on three progressive levels: early warning, immediate warning, and expulsion. Early warnings are designed to address minor infractions and serve as a proactive approach to correct behavior. Immediate warnings are issued for more serious offenses that require immediate attention and intervention. In cases where a student's behavior significantly disrupts the learning environment or poses a threat

to themselves or others, expulsion may be necessary. Our aim is to maintain a safe and conducive learning environment while providing support and guidance to students as they navigate challenges and learn from their actions.

Green Level (Early Warning)

This is the first stage where families are informed about repetitive behavioral issues. It serves as a gentle warning to address and improve the child's behavior through support and intervention strategies. We will communicate with parents on a weekly basis. Intervention Strategies at the GREEN level include:

1. Positive Reinforcement: Acknowledge and reward positive behavior through verbal praise, stickers, or small rewards to encourage its repetition.
2. Clear Expectations: Clearly communicate classroom rules and expectations to students, and remind them regularly to reinforce understanding.
3. Redirecting Attention: Redirect students' attention away from negative behavior by providing alternative activities or tasks that are engaging and appropriate.
4. Modeling Behavior: Model expected behavior yourself and encourage peer modeling by highlighting examples of positive behavior from classmates.
5. Visual Cues: Use visual cues such as charts, reminders, or signals to prompt students to stay on task or follow classroom rules.
6. Breaks and Movement: Allow short breaks or movement activities to help students refocus and release excess energy.
7. Conflict Resolution: Teach students conflict resolution skills to help them resolve minor disagreements or conflicts peacefully and independently.
8. Proximity Control: Move closer to students engaging in off-task behavior to provide subtle supervision and encouragement to refocus.
9. Individual Check-Ins: Take aside students displaying minor behavior issues for a brief one-on-one conversation to address concerns, offer support, and reaffirm expectations.
10. Choice and Autonomy: Offer students choices within structured limits to promote a sense of autonomy and responsibility for their actions.

Yellow Level (Intermediate Warning)

At this stage, families receive a more serious warning about their child's behavior. It indicates that the behavior issues persist despite earlier interventions and require more concerted efforts to address.

Interventions and Assistance at this stage may involve:

1. Behavior Contracts: Collaborate with the student to create a behavior contract outlining specific goals, consequences, and rewards for meeting behavioral expectations.
2. Social Skills Training: Provide structured lessons or activities to teach social skills, problem-solving techniques, and emotional regulation strategies.
3. Self-Monitoring: Have students track their own behavior using a behavior chart or checklist, allowing them to reflect on their actions and progress.
4. Schedule Meeting: Contact the student's family to schedule a meeting to discuss

behavioral concerns.

5. Parent Meeting: Conduct a meeting with the student and their family to discuss the behavior concerns, gather input, and collaboratively develop a behavior plan.
6. Develop Plan: During the meeting, work together to create a behavior plan outlining clear expectations, consequences, and strategies for addressing the student's behavior. Set achievable goals and identify support systems.
7. Daily Behavior Log: We will implement a daily behavior log where the student records their behavior throughout the day. This log will be sent home with the student every day, with the expectation that parents will discuss it with their child each evening and return it signed the following day. The purpose of this log is to facilitate communication between school and home regarding the student's behavior and progress. At the end of each six-week period, we will schedule a follow-up meeting to review the log, assess progress, and make any necessary adjustments to the behavior plan.

3. **Red** Level (Expulsion Plan)

At this final stage, if the child's behavior persists in posing a serious threat to the safety and well-being of others, or significantly disrupts the learning environment despite previous interventions, a plan for expulsion may be put into motion. This decision is made with careful consideration, ensuring due process and exploring alternative placement options for the child's education. Our priority remains the safety and learning of all students, and this step is taken only after exhausting all other possible avenues for intervention and support that The Learning Coop offers.

Restraint and Use of Physical Force

Please see the Iowa Department of Education Code- chapter 3.

- Students who exhibit overt and clear disrespect toward school personnel or fellow students will be removed from the classroom or school setting and escorted to the head of school.
- Students who create an unsafe environment for peers or school personnel will be removed from the classroom or school setting and escorted to the office.

Toilet Policy

At The Learning Coop, all students must be fully potty-trained to participate in our programs. Children using the toilet will adhere to guidelines for handwashing, and disposable towels will be provided for drying their hands. In the event of an accident where a child soils their clothes, they will be assisted in changing into a new pair of clothes brought from home. Parents are requested to ensure that their child's backpack contains an outfit suitable for each season, along with spare underwear and socks. If assistance is needed in cleaning up or changing, one adult will provide support as needed while another adult supervises to ensure safety of the child.

Money and Other Valuable Property (Including Toys and Personal Items)

Students are encouraged to leave all money, toys, personal items, and other valuable property at home, especially cell phones. The Learning Coop assumes no responsibility for lost or stolen items.

Reporting Suspected Child Abuse

In order to ensure the well-being of the children in our care, our staff has a continuing duty under state law to report incidents of possible neglect or abuse, including physical, sexual, and psychological abuse, to the Department of Health and Human Services and to cooperate in any investigation of such possible neglect or abuse. All staff members are mandatory reporters and must follow Iowa statutes for mandatory reporting. We do not have discretion in this matter but must make such referrals whenever we have reasonable cause to believe that a child might have been harmed by anyone, including non-family members. We may be subjected to criminal penalties if we fail to report such possible harm. Staff is not allowed to comment to parents, other staff, or any other persons on the subject of reported child abuse. Parents may not accuse or question staff concerning child abuse allegations. Child abuse investigations are a matter for the Department of Health and Human Services.

School Pictures

School pictures are scheduled in the fall. Pictures are taken for student exchanges, class composites, and student records. Individual pictures of all students are taken. Parents are under no obligation to purchase pictures of their children.

School Attendance

The head of school will deal with all matters relating to school attendance. What is excused or unexcused is determined by the board of directors and head of school. Parents are expected to message the Head of School on the BAND app **before** 7:45 a.m. if a student will be absent for any reason. If your child is gone due to an appointment, please get a school excuse from the doctor or dentist for our records. Those absences will be excused.

Excused Absences/Unavoidable Circumstances:

1. Evidence that the student is not in proper physical or mental condition to attend school or an educational program; a medical note may be requested (medical, dental, chiropractic, optometry, psychological, or other valid medical appointments) Every effort should be made to schedule appointments during non-school hours.
2. A court appearance or legal procedure
3. A quarantine as imposed by a public health officer
4. Approved school activities during class time
5. Family situations that show good cause

Unexcused Absence/Avoidable Circumstances:

Examples of unexcused/avoidable absences include, but are not limited to:

1. Waking up late
2. Leaving the building without approval

3. Working
4. Shopping
5. Vacations
6. Haircuts and/or other appointments pertaining to grooming
7. Absence without prior notification from parent/guardian

TLC's Procedure for Dealing with Unexcused Absences:

1. Only excused absences will be permitted. For five (6) unexcused absences, a letter of warning will be sent to the parents/guardians stating TLC's policy and that future occurrences will result in head of school involvement.
2. For seven (8) unexcused absences per semester, the matter will be brought to the head of school. The head of school and board of directors will determine what actions will be taken with parents or if habitual truancy needs to be filed with the appropriate county officials.
3. For any subsequent unexcused absences that occur, habitual truancy may be filed with the appropriate county officials. A consequence for habitual truancy is at the discretion of the appropriate county court.
4. Truant students will be dealt with according to legal procedures and the laws of Iowa.
5. More than ten (10) unexcused absences per semester will result in a child failing a particular course or grade level. This decision will be made by the head of school.

Daily TLC Procedures and Policies:

1. All enrolled students between the ages of five (5) and fifteen (15) must be in attendance full-time at TLC.
2. The school shall determine daily which students enrolled in the school are absent from school and whether that absence is excused in accordance with this policy.
3. When a parent/guardian knows that their child will be absent, parents should give the school prior notice of the upcoming absence. When it is necessary for a student to be absent due to illness or emergency reasons, a parent/guardian is requested to call TLC at 641-20806044 or email learningatthecoop@gmail.com before 8:30 AM on the day of the absence to indicate the reason for the student's absence so that the school can maintain accurate records. Absences are unexcused until parent/guardian contact is made. All absences must be excused within 24 hours of the initial absence.
4. Students with an absence have the obligation to obtain assignments and understand, retain for future reference, and use all materials presented during their absence. Make-up work must be completed within the same number of days absent.
5. Students who arrive late to school must report to the office upon arrival at school.
6. Students must be in class and on time or excused in order to practice or participate in an activity that same evening.
7. Credit will be given for classwork completed during an excused or unexcused absence. All students with an absence will be permitted to make up an examination missed during an absence.

8. Teachers are required by law to take daily attendance, maintain a record of absences, and inform the main office of absentees.
9. Teacher(s) are not obligated to remind students of make-up work and need not give credit for overdue work.
10. The teacher will keep records of tardies. Tardiness will be recorded on the student's permanent record.

Prescriptions

Any student needing prescribed medications at school must have a signed Medication Authorization form on file. Medications shall be stored in the original container, with all the correct administration data intact. A medication administration record will be kept by the in a secure cabinet at TLC. Students are responsible for remembering to take their medications. Parents are responsible for restocking the medications. The Head of School under the supervision of a registered nurse is responsible for informing parents when refills are needed. All prescribed medications will be kept secure in the office, unless otherwise stated.

Prescribed emergency medications are used for seizures, anaphylaxis, asthma, or any other considered emergency. Directions for administration of medicine shall be stored with the container. Emergency plans for emergency medications must be implemented by the Head of School under the supervision of a registered nurse with approval from parents and reviewed by faculty and staff. Emergency medications may be secured in the individual classrooms. Students are allowed to carry and administer their own emergency medications with parental consent.

Students approved for self-administration of any prescribed medications must have a parent's consent for the student to self-medicate as needed. The student shall inform the head of school or faculty/staff of administration. Medications for self-administration will be kept secured in the office or the classroom.

Prescribed medications of any kind will only be administered by the head of school or by faculty/staff proved competent by passing the Iowa Medication Administration course. A record of course completion is on file in the office and shall be updated as needed. All student medication information is confidential.

Over the Counter Medications

Written or verbal parental consent for any OTC medications must be obtained before any administrations. OTC medications of any kind will only be administered by the Head of School or any faculty/staff proved competent by passing the Iowa Medication Administration course. Any medications that can be harmful if repeated too soon require communication to inform parents of administration time and dosage. It is the responsibility of the Head of School to document medications given and contact parents if students request OTC meds more frequently than needed. All OTC medications shall be secured in the office.

Child Becomes Ill at School

Students becoming ill at school will stay in the office or cafeteria until a parent or guardian can arrange for the student to be picked up. Parents are responsible to plan

ahead and make arrangements for childcare in the event of illness.

Too Sick for School Information

Fever - If your child's temperature is 100.4 degrees or higher, keep them home. While at home, encourage rest and lots of fluids. Your child should be fever-free for 24 hours (without medication) before returning to school.

Mild Cough/Runny Nose - If there's no fever and your child feels fine, off to school they go.

Please remind them to wash their hands often.

Bad Cough - Children with deep or painful coughs need to stay home and possibly see a doctor. It could be bronchitis, flu, pneumonia, or just a bad cold. When the cough improves and your child feels better, then it's time to go back to school. Don't wait for the cough to disappear entirely—that could take weeks.

Diarrhea/Vomiting - If these speedy exits are due to an illness, keep your child home until they are feeling fine and have gone 24 hours without an episode, using no medication. Some students are prone to vomit often, and some students don't know when to get off the tire swing. In these cases, after a little rest, they may go back to class if they feel fine.

Sore Throat - A minor sore throat is usually not a problem, but a severe sore throat could be strep, even without a fever. Other symptoms of strep throat are headache and upset stomach. Keep your child at home and see a doctor for antibiotics. Students with strep may return to class 24 hours after antibiotics have started without a fever present.

Earache - If ear pain can be controlled with OTC medications, school is OK. A doctor's visit for antibiotics to treat the infection is your call. Your child is welcome in the classroom either way as long as they feel well and have no ear drainage.

Pink Eye - Pink eye is a very contagious virus that will not respond to antibiotics. A fever with pink eye is a sign of bacterial conjunctivitis and will require an antibiotic. Your doctor can determine if this is the case. If the eyes are too painful and itchy, staying home is your best option. At school, a student with pink eyes will be asked to wash their hands frequently.

Rash - Children with a persistent skin rash should see a doctor, as this could be one of several infectious diseases. One possibility is impetigo, a bacterial skin infection that spreads easily and can require an antibiotic. Also, fifth disease is a viral illness spread by coughs and sneezes. It's no longer contagious by the time the rash appears.

Lice - Your child may return to school after treatment, but please keep combing for nits at home. Lice cannot jump

Medication

The Learning Coop must be informed of any prescription medication that a student is required to take at school. **To dispense prescription medication to students, The Learning Coop must receive a written order from the student's doctor and a permission slip from the student's parent.** All medication must be brought to The Learning Coop in its original prescription container, labeled with the student's name, the name of the medication, the date of expiration, and the proper dosage. Non-prescription medications: If during the course of a learning session, it is necessary for a student to receive common, non-prescription medication (e.g., Tylenol), the parent/guardian must fill out a Medicine Administration Form. Parents/guardians must inform The

Learning Coop of any allergies to or restrictions on non-prescription medication that their children might have.

Accidents

A teacher or trained staff member will administer initial treatments of minor injuries. The student's emergency contact will be notified immediately by phone whenever medical treatment is administered to a student. In such cases, it is especially crucial that The Learning Coop has working phone numbers for students' parents and for alternate contacts in the event that a parent is unavailable. Please be vigilant in keeping all information for your child up-to-date.

Safety

All members of the school community have the right to be safe and feel safe in a respectful, focused school environment. Members of the school community must not: Engage in bullying behaviors, bring anything to school that will compromise the safety of others, commit theft, robbery, or any act of vandalism that damages school property, be in possession of any weapon, use any object to threaten or intimidate another person, cause injury to another person with an object, inflict or encourage others to inflict bodily harm on another person (such as kicking, hitting, punching or pushing), engage in harassment, deliberately engage in harmful behavior motivated by anger, bias or dislike.

Students will have access to playing in the schoolyard while being supervised by an adult. Students will only be allowed in open areas at The Learning Coop with no closed doors (except in the bathroom-one student per stall at a time). During school hours, the doors to The Learning Coop will be locked for security purposes. Parents and visitors who need to enter the building during school hours are kindly requested to call Josie's or Molly's cell phone number and one of us will open the doors for you. This entry procedure is in place to maintain the safety and security of all individuals within The Learning Coop.

Student Health Screenings

The Learning Coop is committed to supporting the health and well-being of all students in accordance with Iowa Code and state health guidelines. Student health screenings may include, but are not limited to, vision and hearing screenings and other health indicators as required or recommended by the State of Iowa.

Health screenings may be conducted through local school districts, Area Education Agencies (AEA), licensed health professionals, or parent-provided documentation, depending on availability and student need. When screening results indicate a potential concern, parents/guardians will be notified and encouraged to follow up with an appropriate healthcare provider.

All student health information is maintained in a confidential manner and used solely to

support student safety, learning, and well-being.

Immunizations

The Learning Coop will meet the standards set by the Iowa Department of Public Health. Children enrolled must comply with the immunization laws of the State of Iowa, or their parents are required to sign a statement if immunization is contrary to their religious convictions. It is the responsibility of parents to do all within their power to maintain the health of their children, for the welfare of others at school. The head of school will not allow a child who is not compliant with the required immunization schedule to attend classes or any other school activities. School personnel will complete, coordinate, and maintain the records required by the State of Iowa in regard to prevention, control, and containment of communicable diseases in schools. Students with medical or religious exemptions on file may be excluded from school and school activities during an epidemic or emergent outbreak of communicable disease, as determined by the head of school or the state board of health. Exceptions can be made by the head of school for families who present a medical or religious exemption certificate to the school.

Immunization records will be audited within the first 6 weeks of school. Parents will receive notification if their students do not have the required immunizations. A provisional form will be granted, giving parents 60 calendar days to fully immunize their students or to begin a series of immunizations, as needed. If, after the 60 calendar days, documentation has not been provided to the school, the students will be excluded from school and all school activities. TLC will keep a copy of each student's immunizations or exemptions on file at The Learning Coop.

Screenings

Vision, dental, and health screenings are done by qualified staff/faculty as needed and hearing screenings are done through Great Prairie AEA.

Emergency Information

Parents are requested to provide emergency information at the beginning of each school year. This information includes your physician's name and phone number and also who to call if a parent cannot be contacted at the time of an emergency.

Communicable Diseases

The Learning Coop will work cooperatively with local, county, and state agencies to enforce and adhere to health codes for prevention, control, and containment of communicable diseases in the schools. Notification from parents to the school regarding communicable diseases should be through the school nurse, who will report to the head of school. The head of school will notify only those necessary to assure optimal management. Notification will be via a process that maximizes confidentiality.

Students who are suspected or diagnosed to have a communicable disease, or whose exposure to a communicable disease may threaten the wellbeing of a student or those with whom he/she comes into contact, may be suspended from attending school and/or school-sponsored activities by the head of school. The decision to close school due to a communicable disease outbreak will be made at the discretion of the head of school.

Student Records

Permanent Records - State law requires that the school maintain a permanent file for each student in addition to the cumulative file. The permanent file must contain final grades, a copy of standardized test scores, and attendance information.

Cumulative Files - A file is kept for each child while in attendance and is sent to the next school when the family moves or the child graduates. This file includes the academic record, Iowa Assessment results, other test records and any support or 504 plans. This cumulative file is available to parents on request.

Universal Screening and Progress Monitoring

Standardized student test results are used primarily for curriculum evaluation, student progress monitoring, the level of success of classroom interventions, and to determine student eligibility for further student assistance. The following tests are/can be administered during a school year:

• Student Assessments

As a state-accredited school, TLC follows Iowa requirements for student assessments. Each year, students will participate in:

- **ISASP (Iowa Statewide Assessment of Student Progress):** A statewide test required in specific grades to measure overall achievement.
- **FAST Assessments:** A curriculum-based measurement tool used three times a year in grades K–8 to screen reading skills and monitor progress. This helps us identify students who may need extra support and to ensure that every child is on track in literacy development.

Daily Devotions

Each school day begins with a time of devotion, prayer, and reflection on how God's Word applies to everyday life. This may also include singing and worship, and usually lasts about 20 minutes. We seek to nurture in children a heart habit of worship—responding to God with gratitude, trust, and praise.

Inclusive Education and Academic Support

The Learning Coop strives to meet the needs of all learners through an inclusive

education philosophy. We aim to include, support, and challenge students with diverse learning needs so they can grow academically, socially, and spiritually.

While we are not required by law to implement a formal RtI framework, we monitor student progress and provide additional support when needed, such as small group instruction, tutoring, or individualized guidance. For students with identified disabilities, we work with the local Area Education Agency (AEA) to ensure appropriate support is available.

Our goal is to provide a welcoming and supportive learning environment where all students can thrive in the general education classroom.

Crisis Plan and Emergency Drills/Emergency Procedures

TLC follows a crisis plan related to school emergency and crisis procedures. Plans are in place in the event of the following: armed assault, assault, bomb threat, demonstration/student unrest, fire, hazardous materials, hostage, intruder, media inquiry, medical emergency, missing student, severe weather, sexual assault, suicide threat or attempt, suspicious package or mail, threat, utilities failure, weapons, evacuation/relocation, reverse evacuation, lockdown, severe weather shelter, shelter-in-place, student reunification/release.

Fire, Tornado, and Intruder Drills

These drills are held throughout the school year as required by state law. Students are instructed to move quickly and quietly when the signal is given for these drills.

Mandatory Reporters

Mandatory Reporting of Child Abuse Policy

All faculty and staff at [School Name] are considered mandatory reporters under Iowa law. This means that any suspicion of child abuse must be reported immediately. Employees should report their concerns to the Head of School or Principal.

Once a report is made, the administrative team will take appropriate action. In cases of suspected abuse, the school may involve trained personnel to conduct a preliminary review to determine whether there is reason to believe abuse may have occurred. If further investigation is necessary, it will be handled by authorities outside the school, such as the Davis County Sheriff's Department, in accordance with state law.

Parents or other individuals may also report suspected child abuse directly to the Head of School. All reports will be handled confidentially and in compliance with Iowa law.

Technology & Internet Use Policy

The Learning Coop provides Internet access and technology resources to support educational activities. All use must be responsible, ethical, and consistent with the school's mission.

Supervision:

Students may use technology only under direct supervision of faculty or staff. Faculty and staff are responsible for monitoring student use.

Prohibited Uses:

- Accessing illegal, obscene, or harmful material
- Unauthorized disclosure of personal information
- Hacking, tampering, or damaging devices or networks
- Using others' accounts or passwords without permission

Consequences:

Violations may result in loss of technology privileges, parental notification, and/or disciplinary action.

Responsibility:

All users are expected to respect copyright laws and online etiquette. The school assumes no liability for personal devices or Internet content accessed.

Information Distribution Policy

The Learning Coop values partnerships with churches, community organizations, and other schools that benefit our students. To ensure clear and consistent communication:

- Only school-approved information may be shared with families.
- The Head of School approves all announcements, including website postings, weekly emails, or other digital communications.
- The school does not distribute flyers, forms, or announcements for outside organizations through student mailboxes or in-class announcements unless given permission by the Head of School.
- Registration forms for outside programs should be submitted directly to the organization, not to the school.
- School-sponsored activities and events will be communicated as needed.

This policy helps us provide useful information while maintaining a focus on our school's mission and priorities.

Anti-Harassment & Anti-Bullying Policy

The Learning Coop is committed to providing a safe and respectful learning and working environment. Harassment or bullying of students or staff—whether verbal, physical, electronic, or written—is not tolerated.

Reporting:

- Students should report suspected bullying or harassment to a teacher, counselor, principal, or head of school.
- Employees should report incidents to the head of school or principal.
- Reports should be made promptly, ideally within 24 hours.

Investigation:

The head of school or designee will promptly investigate reports and take appropriate action.

Consequences:

Anyone found to have harassed or bullied another person may face corrective action, including disciplinary measures, termination (for employees), expulsion (for students), or legal action if applicable.

Key Points:

- Retaliation against anyone who reports bullying or harassment is prohibited.
- All members of the school community are expected to act responsibly to prevent and report harassment and bullying.

Bloodborne Pathogens Exposure Control Policy

All faculty and staff receive training on bloodborne pathogens in accordance with state and federal requirements. A copy of the full policy is available from the school nurse. Employees are expected to follow all safety procedures to minimize the risk of exposure.

Hazardous Chemicals

The Learning Coop maintains an inventory of all hazardous chemicals on campus, and areas containing such chemicals are clearly marked with warning signs. The Head of School oversees safe storage, handling, and compliance with state

regulations. Students will receive proper instruction before handling any chemicals as part of school activities.

Drug-Free Workplace

The Learning Coop maintains a drug-free environment. Use, possession, or distribution of drugs or alcohol by students, staff, or visitors on school property, in school vehicles, or during school activities is prohibited. Violations may result in disciplinary action, including suspension, expulsion, or termination.

Sexual Harassment Policy

The Learning Coop prohibits sexual harassment of students, staff, or any school personnel. Sexual harassment includes unwelcome sexual advances, inappropriate physical contact, or comments that create an intimidating, hostile, or offensive environment.

Reporting:

- Students and staff should report concerns immediately to the head of school, principal, or counselor.
- Reports will be investigated promptly, and serious incidents may be reported to civil authorities as required by law.

Consequences:

Anyone found to have engaged in sexual harassment may face disciplinary action, including expulsion (students), termination (employees), or legal action if applicable.

Student and Employee Search Policy

School officials may search students, personal property, lockers, vehicles, or digital accounts when there is reasonable suspicion of a violation of school rules or the law. Searches will be conducted respectfully, in a manner appropriate to the student's age and gender, and in compliance with Iowa law. Items that are illegal, stolen, disruptive, or a safety threat may be seized.

Tobacco, Alcohol, and Controlled Substances

The Learning Coop maintains a drug- and tobacco-free environment. Students, staff, and visitors are prohibited from using tobacco, vaping products, alcohol, or controlled substances on campus or during school-sponsored activities, including transportation. Violations may result in disciplinary action, including suspension, expulsion, or termination.

The TLC Academy Foundation

The mission of The TLC Academy Foundation is to encourage faithful stewardship

within our community and to help ensure that Christ-centered education remains accessible for future generations. The Foundation exists as a separate 501 (c) (3) organization, established to promote, accept, and manage gifts that support the long-term financial strength and security of The TLC Academy.

2026 - 2027 School Calendar

M	T	W	TH	F	Hours	Days
September						
	1	2	3	4	23.25	3
7	8	9	10	11	23.25	3
14	15	16	17	18	38.75	5
21	22	23	24	25	31	4
28	29	30			23.25	3

Date	Event
September 1	Fist Day of Classes
September 7	No School - Labor Day
September 18	Friday in Session

M	T	W	TH	F	Hours	Days
October						
			1	2	7.75	1
5	6	7	8	9	31	4
12	13	14	15	16	38.75	5
19	20	21	22	23	31	4
26	27	28	29	30	31	4

September 16	Friday in Session
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M	T	W	TH	F	Hours	Days
November						
2	3	4	5	6	38.75	5
9	10	11	12	13	31	4
16	17	18	19	20	23.25	3
23	24	25	26	27	15.5	2
30					7.75	1

November 19	No School - Professional Development
November 25-26	No School - Thanksgiving Break

M	T	W	TH	F	Hours	Days
December						
	1	2	3	4	31	4
7	8	9	10	11	31	4
14	15	16	17	18	31	4
21	22	23	24	25	0	0
28	29	30	31		0	0

December 4	Friday in Session
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December 21-31	No School - Winter Break
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M	T	W	TH	F	Hours	Days
January						
				1	0	0
4	5	6	7	8	31	4
11	12	13	14	15	31	4
18	19	20	21	22	31	4
25	26	27	28	29	31	4

M	T	W	TH	F	Hours	Days
February						
1	2	3	4	5	31	4
8	9	10	11	12	31	4
15	16	17	18	19	31	4
22	23	24	25	26	31	4

M	T	W	TH	F	Hours	Days
March						
1	2	3	4	5	31	4
8	9	10	11	12	38.75	5
15	16	17	18	19	0	0
22	23	24	25	26	31	4
29	30	31			23.25	3

March 12	Friday in Session
March 15-18	Spring Break

M	T	W	TH	F	Hours	Days
April						
			1	2	15.5	2
5	6	7	8	9	31	4
12	13	14	15	16	31	4
19	20	21	22	23	31	4
26	27	28	29	30	31	4

April 2	Parent Teacher Conferences
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M	T	W	TH	F	Hours	Days
May						
3	4	5	6	7	31	4
10	11	12	13	14	31	4
17	18	19	20	21	31	4
24	25	26	27	28		
31						

May 20	Last Day of School
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- Fridays - No School
- No School
- Parent Teacher Conferences
- Friday in Session
- First and Last Day of Classes

School Day:
7:45am - 4:00pm

- 1 day = 7.75 hrs
- 2 days = 15.5 hrs
- 3 days = 23.25 hrs
- 4 days = 31 hrs
- 5 days = 38.75 hrs

Hours Days
1092.75 141



