

Attendance Flex Agreement

Student's Name: _____ Winthrop ID#: W _____
Instructor's Name _____ Instructor's E-mail: _____
Course Name: _____ Course #: _____ Section: _____

Section A: Disability-related Excused Absences

1. Absences Allowed (per syllabus) _____ Additional Absences with Flex Agreement _____

2. Whom should the student notify if/when late to or absent from a course due to a disability?

3. What is the best way to notify the person designated above? Phone E-mail
Please indicate phone number/email for contact.

4. How will assignments that cannot be made up such as group activities or presentations be handled?

Section B: Interactive Process

By signing below, both the student and instructor have agreed to this plan. The student also agrees to:

1. Only use this plan for documented disability-related reasons.
2. Maintain prompt and regular communication with the instructor about disability-related needs concerning attendance.
3. Contact the Office of Accessibility if assistance is needed when working with the instructor, if the instructor wants consultation in this process, or if the student and instructor are unable to come to an agreement.
4. Contact both the instructor and the Office of Accessibility in advance if the student suspects that they will not be able to meet the terms of this agreement (i.e., going over maximum number of excused absences).
5. Be held to the course policies stated in the syllabus and program professional standards in the event that the student is unable to meet the terms of the agreement and no revisions to the agreement have been made.

Student's Signature: _____ Date: _____

Professor's Signature: _____ Date: _____

*** Since the Office of Accessibility has documentation on file that confirms that a student's disability may impact attendance, no additional documentation (e.g. a note from the student's medical provider) needs to be submitted to the instructor.*

Attendance Flex Planning Tool

Dear Instructor,

Some students are registered with the Office of Accessibility (OA) as having a disability with random acute episodes that may affect their attendance. These students are **granted a reasonable amount of flexibility with attendance as an accommodation.**

The role of and policies related to attendance vary from course to course, so it is important for you, the student, and OA to discuss how this modification will be handled in your course. OA staff members are available to you to facilitate the conversation and to answer questions as they arise.

Please complete the following steps:

- 1. Read through the guidance below.**
- 2. With the student, discuss potential flexibility** to the course's relevant content to find a balance of the student's needs and core requirements.
- 3. If you and the student cannot easily agree on a balance** (e.g., the conversation becomes a debate or protracted negotiation), **either you or the student should contact OA for consultation.**
- 4. Once an agreement is reached, complete the Attendance Flex Agreement. You and the student need to sign the agreement** (if you and the student choose not to complete this form, please document your agreement in a way that is conducive to you both).
- 5. The student should return the agreement to OA at the beginning of each course or ASAP after registering with OA via oa_team@winthrop.edu.** OA will then send a digital copy to the instructor and student via email.

Guidance for Determining Reasonable Modifications

Reasonable flexibility can be determined by analyzing the course design. **Modifications should not compromise the essential design and learning outcomes of the course.**

During your analysis, we ask that you consider the following questions:

- What does the syllabus say about absences?
- How have you made exceptions to these policies in the past?
- Is participation factored in as part of the course grade? If so, how? Is this a course, department, or college policy?
- Is there any flexibility regarding attendance already built into the course?
- Is the format of instruction primarily lecture or interactive?
- Do instruction and learning rely on specific elements from the previous session?
- Do student contributions (e.g., discussion, presentations, role-plays, etc.) constitute a significant component of the learning process? What is the impact of the educational experience on learning the material?