

The logo for FLEX K12 Academy features the word "FLEX" in a large, bold, black sans-serif font with a red outline. The letter "X" is stylized with a red and black graphic element that resembles a folded ribbon or a stylized 'X' shape. Below "FLEX" is the text "K12" in a smaller, bold, black sans-serif font. Underneath "K12" is the word "Academy" in a large, bold, black sans-serif font with a red outline.

FLEX
K12
Academy

Excellence in Online Learning

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Mission and Vision

Mission

The mission of the FLEX Academy is to provide a quality online education for students whose families require or desire a more flexible approach, offering personalized learning experiences provided by highly effective and supportive teachers.

Vision

Our vision is to build a community of lifelong learners who become responsible individuals, FLEXible, independent thinkers, and productive citizens.

Core Beliefs

- All students can learn, but some students can learn better with added FLEXibility.
- All students should be college and career ready by graduation.
- All students should have access to a highly effective teacher and a high quality curriculum.

Flex Academy

Employee Name	Position	Email
Administration		
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Stefani Blackmon	A. Principal	stefani.blackmon@dcssga.org
Santoni, Jennifer	Office Manager	jennifer.santoni@dcssga.org
School Counselor		
Thomas Hill, Cheryl	Counselor	cheryl.hill@dcssga.org
High School Team		
Dunmeyer, Dr. Adrian	HS Lead CHHS Academy Takeoff Teacher 11th Grade Live Takeoff Teacher	adrian.dunmeyer@dcssga.org
Copeland, Jonathan	DCHS Academy Takeoff Teacher 9th Grade Live Takeoff	jonathan.copeland@dcssga.org
Roth, Jacqueline	AHS/NMHS Takeoff Teacher 12th Grade Live Takeoff Teacher	jacqueline.roth@dcssga.org
Stephens, Roxann	LSHS Takeoff Teacher 10th Grade Live Takeoff Teacher	roxann.stephens@dcssga.org
Middle School Team		
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Schad, Donald	Flex Academy and Live 7th Grade Takeoff Teacher	donald.schad@dcssga.org
Pruitt, Margaret	Flex Academy and Live 6th Grade Takeoff Teacher	margaret.pruitt@dcssga.org
ES School Team		
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Harris, Terri	4-5th Academy Takeoff Teacher	terri.harris@dcssga.org

Elementary School Live Instructors		
Ingram, Shenavia	2nd Grade Live Instructor	shenavia.ingram@dcssga.org
Clark, Ebony	2nd Grade Live Instructor	ebony.clark@dcssga.org
Williams, Bianca	3rd Grade Live Instructor	bianca.williams@dcssga.org
Richards, Tramaine	3rd Grade Live Instructor	tramaine.richards@dcssga.org
Stone, Haleigh	4th Grade Live Instructor	haleigh.stone@dcssga.org
Coombs, Ingrid	4th Grade Live Instructor	ingrid.coombs@dcssga.org
Holman, Venesia	5th Grade Live Instructor	venesia.holman@dcssga.org
Muhammed, Katherine	5th Grade Live Instructor	katherine.muhammed@dcssga.org
Special Education		
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Pace, Dawn	Special Education	dawn.pace@dcssga.org
Jones, Thaddeus	Special Education Paraprofessional	thaddeus.jones@dcssga.org
Edwards, Janine	ELL	janine.edwards@dcssga.org

INSTRUCTIONAL PROGRAM

All FLEX Academy students must agree to and sign the [FLEX Academy Student and Parent Agreement](#). Along with the expectations outlined in the Student and Parent Agreement, this handbook provides information about how the FLEX Academy works.

FLEX Falcon “Flight” Essentials

Wingman (Advisor)

Every student will be assigned to a “Wingman” who will serve as a guide through the FLEX Academy. The wingman plays a very specific role in your academic life at FLEX. The wingman is your first point of contact. Your advisor is a FLEX teacher who wants to get to know you and help you. Your wingman will offer a live session each week through Google Meet where you will have the opportunity to check in, receive important information, and get to know other students in your same wingman group. Your wingman will also schedule one-on-one advisement sessions with you to give you

feedback about your progress and connect you to resources that can help you. THIS PERSON IS IMPORTANT! Get to know your wingman. They are on your side.

Flight Instructors (Teachers)

You will have instructors (teachers) for each of your classes. The instructors have customized the content of Edmentum (K-8) or Edgenuity (9-12) and will monitor your progress. They will grade your work and provide feedback. Instructors will also teach live lessons* each week that you may join. Attendance in live lessons is strongly encouraged; if you are unable to attend a live lesson, you will have access to the recording. Our teachers are also available for small group or one-on-one tutoring.

Flight Plan (Orientation Week)

Families are required to participate in orientation activities in both the spring and fall. These sessions will provide general information about how FLEX works, the curriculum platforms we use and the expectations of the program. Students and parents will also meet their wingman and start getting to know this person.

Curriculum

All FLEX students' primary source of instruction and assignments is the online learning platform. Students, with help from an at-home learning guide(s) are expected to access the curriculum and guide themselves through the material. FLEX teacher support is supplemental; FLEX teachers are NOT the source of instruction or assignments.

Elementary School Academy Curriculum

FLEX Elementary uses Calvert Learning powered by Edmentum for kindergarten through fifth grade students. Click [here](#) for a brief video. FLEX elementary students take the following courses:

- English Language Arts
- Science
- Social Studies
- Math
- Physical Education
- Health (K-1st Grade)
- Art and Picture Study (2nd-4th Grade)
- Painting (5th Grade)

Middle School Academy Curriculum

Middle School students receive their courses from the Edmentum CourseWare. The following courses will be available:

Mathematics	Grade 6 Grade 7 Grade 8 Algebra I (8th grade students, new to FLEX, with recommendation from zoned school)
Core Social Studies	Grade 6 Grade 7 Grade 8 Georgia Studies
Core Science	Grade 6 Grade 7 Grade 8
Core Language Arts	Grade 6 Grade 7 Grade 8
Electives Semester-long unless noted with an asterisk* (Band/Chorus with zoned school approval; parent provides transportation)	Health (6-8) Physical Education (6-8) Career Discovery (6-8) Reading Enrichment Math Enrichment Drama Spanish/French* (7-8, must meet requirements)

High School Academy Curriculum

High School students will receive their courses on the Edgenuity platform.

At FLEX Academy, students are expected to demonstrate mastery of a topic before moving on. As such, we have adopted the following quiz/test retake policy:

- Students will be allow 1 attempt for a quiz or test in the system
- If the student fails, they will be locked from progressing
- The teacher will investigate and let the student know what they are required to do before the 2nd attempt is unlocked.
- At a minimum, the student should watch the lectures again; this can be done while waiting for the teacher to respond.
- Teachers will respond to requests on the same day if they are submitted before noon. Requests made after noon will receive a response the next day.

- **Exams must be scheduled with a FLEX instructor for proctoring. Students may be asked to share their screen and use their camera during proctoring.**

The following courses are available:

Core Mathematics	Algebra I Geometry Algebra II College Readiness Math Pre-Calculus Calculus
Core Social Studies	American Government World History US History Economics
Core Science	Biology Physical Science Physics Environmental Science Chemistry Earth Science Forensics
Core Language Arts	9th Grade Lit/Comp 10th Grade Lit/Comp American Lit/Comp British Lit/Comp
Electives	Spanish I, II, and III French I, II, and III Health and Personal Fitness Intro to Business Technology Intro to Digital Technology Intro to Law & Public Safety Psychology Human Geography Art Appreciation ACT/SAT Prep (Recommended for Juniors)
Dual Enrollment	FLEX Students may participate in dual enrollment. Dual enrollment is when a student takes a course at a local college

	that will give him/her credit for both college and high school. It is student-driven. Contact your zoned school counselor to get started and let your wingman know your intentions.
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FLEX Academy Live Sessions

Instructors will offer regular live sessions (1-2 per week) for most core areas. This varies by subject and grade level. Elementary students will also be invited to small group sessions differentiated to their individual needs.

Attendance in live sessions for FLEX Academy students is strongly recommended. Live interaction with an instructor and classmates is shown to improve student success in online programs.

Individual Assistance

In a brick-and-mortar school, a student who has a question would raise their hand in class to get the attention of the teacher. At FLEX Academy, it is different. There are multiple ways to seek assistance and get an answer.

- EMAIL OR CALL YOUR WINGMAN
- ATTEND A LIVE SESSION
- EMAIL OR CALL A TEACHER

LEARNING GUIDE EXPECTATIONS

Overview

This section is designed to give parents guidelines on how to support their child(ren) with online learning. There are several things to keep in mind as you navigate virtual school. Your considerations as a learning guide change as your child grows.

Infinite Campus Parent Portal

- Parents are asked to create a login to their Infinite Campus Parent Portal regularly for grades and important information from the District. More information can be found in [Infinite Campus Parent Portal](#) including how to create one and what to do if you are locked out of it.

K-5 Parents/Guardians Online Learning Tips

- Login to EdOptions and read the Teaching Notes daily; this is your guide for the child's learning each day.
- ***K-2 students will require the most assistance to read and understand the work for the day. All K-5 students will require daily support from their learning guide.***
- Create a dedicated classroom space for daily learning.
- Create a daily schedule to remain consistent throughout the school year.
- Build your schedule around your family's needs and, to the extent possible, FLEX Academy live sessions.
- Take brain breaks.
- Take time to have free play.
- Take time for family fun activities.
- Make sure your child has the technology.
- Make sure your child has materials for academic activities.
- Read each day.
- Write down username and passwords.
- Schedule online conferences with teachers.
- Thoroughly read and respond to emails from FLEX Academy Faculty and Staff.
- Return phone calls to FLEX Faculty and Staff.
- Keep your contact information in Infinite Campus up-to-date

6-12 Parents/Guardians Online Learning Tips

- Create a dedicated classroom space for daily learning.
- Make sure your child has the technology.
- Check your child's progress on the curriculum platform daily to ensure s/he is on pace.
- Discuss the daily learning with your child.
- Check to ensure no inappropriate technology usage is happening.
- Help your child create a work schedule and expect them to stay on it.
- Write down username and passwords.

- Schedule online conferences with teachers.
- Make sure your child familiarizes himself/herself with Google Classroom; teachers use it for announcement, supplemental resources and test scheduling links.
- Set aside time to discuss positive internet usage with your child.
- Stay in touch with your child's zoned school counselor to ensure that your child is on track to graduate. (Grades 9-12)
- Regularly check your zoned school's website for information about clubs, extracurricular activities, and important information (juniors and seniors, especially!)
- Thoroughly read and respond to emails from FLEX Academy Faculty and Staff.
- Return phone calls to FLEX Faculty and Staff.
- Keep your contact information in Infinite Campus up-to-date

K-12 Parent/Guardian Online Resources

- <https://www.learninga-z.com/>
- <https://khanacademy.zendesk.com/hc/en-us/articles/360040167432-How-can-Khan-Academy-be-used-for-remote-learning-during-school-closures->
- <https://newsela.com/about/distance-learning/>
- <https://www.quill.org/>
- <http://teacher.scholastic.com/education/>
- www.Gonoodle.com
- www.noredink.com
- www.reflexmath.com
- www.getepic.com
- <https://www.youtube.com/user/yogawithadriene> (yoga for 9-12)
- <https://www.youtube.com/user/CosmicKidsYoga> (yoga for K-8)
- www.wonderopolis.org
- www.mysteryscience.com
- www.icivics.org
- <https://www.whizz.com/en-us/math-games/> (grades K-8)

K-12 Parent/Guardian Motivational Videos for E-Learning

- <https://youtu.be/iPiMbt3LLAI>
- <https://www.youtube.com/watch?v=NK8T84jGOzM>

FLEX Academy

ATTENDANCE POLICY

Performance-Based Attendance Policy

FLEX Academy teachers will log class period attendance each day. Students are considered present for a class if they are actively completing assignments in the platform (minimum of 4 hours per school day) and/or on target according to the progress bar in the platform.

FLEX Live-Online

ATTENDANCE POLICY

All FLEX Live students will take classes on a traditional classroom schedule; therefore, it is imperative that they attend class daily and remain logged in for the entire class period. Students who do not attend Live classes will be marked absent. Students who miss one-half or more of a class will be marked absent.

State Attendance Rule 160-5-1-.10

Students will be excused from school under the following circumstances, as a minimum if an excuse is provided.

1. Personal illness or attendance in school endangering a student's health or the health of others.
2. A serious illness or death in a student's immediate family necessitating absence from school.
3. A court order or an order by a governmental agency, including pre-induction physical examinations for service in the armed forces, mandating absence from school.

4. Observing religious holidays, necessitating absence from school.
5. Conditions rendering attendance impossible or hazardous to student health or safety.
6. A period not to exceed one day is allowed, at the discretion of the local unit of administration, for registering to vote or voting in a public election.
7. Visiting with a parent or legal guardian prior to or during leave from deployment to a combat zone or combat support posting as a member of the armed forces of the United States or the National Guard (maximum of five school days per year).
8. Students will be counted present when they are serving as pages of the Georgia General Assembly.
9. Students with no activity for 10 consecutive days may be withdrawn from DCSS. Students are advised to review the online course calendar(s) and their personal calendar(s) for prior commitments and to work ahead in their online course(s), if necessary, to avoid potential conflicts. Attendance in the online learning environment is performance-based and equates to adherence to the deadlines and due dates established by online instructors.

FLEX Live-Online Classroom Expectations

- Cameras on during all classes
- Mics on when teachers requests
- Remain in the class for the entire class period
- Students face must be visible in the camera at all times
- No eating or drinking in the virtual classroom
- Students must be dressed in appropriate school attire according to the school system's dress code
- Students may only log in and participate from one device during class, students should not be logged in from multiple devices.

Students with Disabilities, MTSS, 504

Students with disabilities will receive accommodations in accordance with their IEP, SST Plan, or 504 Plan. When a student with an IEP enrolls in FLEX Academy, an IEP meeting will be held to determine if a self-paced, virtual curriculum is appropriate for that student. If the IEP team determines that FLEX is an appropriate placement, the IEP will be developed to support the student in the FLEX program. If the IEP team determines that FLEX is not an appropriate placement, the student will be enrolled in their zoned school.

Gifted Program

Douglas County School System's Gifted Program is a state-mandated instructional program designed to meet the needs of identified gifted students. As required by federal, state, and system rules and regulations, the Gifted Program adheres to all state-mandated gifted education regulations and requirements, including those of program delivery and FTE and does not discriminate on the basis of age, race, religion, national origin, sex, disability, or economic background.

In conjunction with the educational philosophy of the school system, we recognize the right of the gifted students to develop to their fullest potential. In order to help these students become life-long independent learners, the Gifted Program implements required standards (CCGPS/Gifted/AP/IB) using approved course frameworks and resources.

Gifted Parent Tip Sheets:

<https://www.nagc.org/resources-publications/resources-parents/parent-tip-sheets>

48 Essential Links for Parents of Gifted Children

<https://oedb.org/ilibrarian/50-essential-links-for-the-parents-of-gifted-children/>

For more information on the DCSSGA Gift Program please visit [DCSSGA Gifted Program](#)

DCSS Student Code of Conduct

It is the policy of the Douglas County Board of Education that each school within this school district shall implement age-appropriate student codes of conduct designed to improve the student learning environment and which will comply with state law and State Board of Education Rules. Each code of conduct shall include the following, at a minimum:

1. Standards of student behavior during school hours, at school related functions, on school buses and at school bus stops designed to create the expectation that students will behave themselves in such a way as to facilitate a learning environment for themselves and other students. The standards should be designed also to encourage students to respect each other and school district employees, to motivate students to obey student behavior policies adopted by this Board and to obey student behavior rules established at each school within this school district;
2. Behavior support processes designed to consider, as appropriate in light of the severity of the behavioral problem, support services available at each school, the school system and other public entities or community organizations which may assist students to address behavioral problems;
3. Progressive discipline processes designed to create the expectation that the degree of discipline imposed by each school will be in proportion to the severity of the behavior of a particular student, the previous discipline history of the student and other relevant factors, while ensuring that each student receives the due process mandated by federal and state law;
4. Parental involvement processes designed to enable parents, guardians, teachers and school administrators to work together to improve and enhance student behavior and academic performance. The process should enable parents, guardians and school employees to communicate freely their concerns about student behaviors that detract from the learning environment.
5. All other specific requirements as set forth in any existing State Board of Education Rule or in Georgia law.

Each school shall involve parents in developing and updating student codes of conduct. Each code shall require disciplinary action for each infraction of the code. The student code of conduct shall be distributed to each student and the student's parents or guardians during the first week of school and upon enrollment of each new

student. The parents shall be requested to sign an acknowledgment of the receipt of the code of conduct and return promptly the acknowledgment to the school.

Ethics Agreement for Douglas County School System

All students of the F.L.E.X Academy will abide by all rules and regulations published by the Douglas County Board of Education and agree to the jurisdiction of all disciplinary panels and procedures established by the GBOE to address violations of rules of the honor code of DCSS. All students of the F.L.E.X Academy will abide by the school's acceptable use of technology policy specifically covered in the DCSS Student Conduct Behavior Code.

Bullying and Cyberbullying

The Board of Education believes that all students can learn better in a safe school environment. Behavior that infringes on the safety of students will not be tolerated. Bullying, as the term is defined in Georgia law, of a student by another student is strictly prohibited. Such prohibition shall be included in the Student Code of Conduct for all schools within the school system.

Bullying is defined as follows: An act which occurs on school property, on school vehicles, at school bus stops, or at school related functions or activities, or by use of data or software that is accessed through a computer, computer system, computer network, or other electronic technology of a local school system, that is:

1. Any willful attempt or threat to inflict injury on another person, when accompanied by an apparent present ability to do so;
2. Any intentional display of force such as would give the victim reason to fear or expect immediate bodily harm; or
3. Any intentional written, verbal, or physical act, which a reasonable person would perceive as being intended to threaten, harass, or intimidate, that:
 - a. Causes another person substantial physical harm within the meaning of Code Section 16-5-23.1 or visible bodily harm as such term is defined in Code Section 16-5-23.1;
 - b. Has the effect of substantially interfering with a student's education;
 - c. Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
 - d. Has the effect of substantially disrupting the orderly operation of the school.

The term applies to acts which occur on school property, on school vehicles, at designated school bus stops, or at school related functions or activities or by use of data or software that is accessed through a computer, computer system, computer network, or other electronic technology of a local school system. The term also applies to acts of cyberbullying which occur through the use of electronic communication, whether or not electronic act originated on school

property or with school equipment, if the electronic communication (1) is directed specifically at students or school personnel, (2) is maliciously intended for the purpose of threatening the safety of those specified or substantially disrupting the orderly operation of the school, and (3) creates a reasonable fear of harm to the students' or school personnel's person or property or has a high likelihood of succeeding in that purpose. Electronic communication includes, but is not limited to, any transfer of signs, signals, writings, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system.

Procedures may be developed at each school encouraging a teacher or other school employee, student, parent, guardian, or other person who has control or charge of a student, either anonymously or in the person's name, at the person's option, to report or otherwise provide information on bullying activity. Any teacher or other school employee who, in the exercise of his or her personal judgment and discretion, believes he or she has reliable information that would lead a reasonable person to suspect that someone is a target of bullying is encouraged to immediately report it to the school principal. Any report will be appropriately investigated by the administration based on the nature of the complaint in a timely manner to determine whether bullying has occurred, whether there are other procedures related to illegal harassment or discrimination that should be implemented and what other steps should be taken. Any report of retaliation for reporting bullying will also be investigated and addressed as called for in this policy and in accordance with school procedures.

Acts of bullying shall be punished by a range of consequences through the progressive discipline process, as stated in the Code of Conduct. However, upon a finding by the disciplinary hearing officer, panel or tribunal that a student in grades 6-12 has committed the offense of bullying for the third time in a school year, the student shall be assigned to an alternative school.

Upon a finding by a school administrator that a student has committed an act of bullying or is a victim of bullying, the administrator or designee shall notify the parent, guardian, or other person having control or charge of the student by telephone call or through written notice, which may be done electronically.

FLEX Academy Code of Conduct

Students in the FLEX Academy and FLEX Live-Online will abide by the rules of the DCSS which can be found in the appropriate level handbook which can be found in the following links:

- [Elementary School 2021-2022 Student Handbook](#)
- [Middle School 2021-2022 Student Handbook](#)
- [High School 2021-2022 Student Handbook](#)

During live sessions and in any communication with FLEX staff or other students, FLEX students will:

- abide by the rules outlined in the handbooks referenced above.
- be appropriately dressed
- ensure that visible items do not violate the discipline policy
- ensure that audio that can be heard when using a microphone does not violate the discipline policy
- mute their microphones unless the instructor has granted permission for the microphone to be used
- demonstrate active participation with cameras on during each live session

Failure to comply with these expectations may result in disciplinary action which will be documented in the student's discipline record and result in disciplinary action which may include (but is not limited to) :

- Immediate removal from the live session
- Temporary suspension from attendance in live sessions
- Temporary suspension of email permissions with other students
- Parent/student conference with the teacher or administrator
- Permanent suspension from participation in live sessions
- Removal from FLEX Academy

Academic Integrity

Academic Integrity is defined as the commitment to displaying honest and moral behavior in the school setting (physical and digital). This includes avoiding plagiarism and cheating in all forms on all assignments. Plagiarism or cheating of any kind is prohibited. Students may not present the ideas of another as their own even if the words are different. Students may not reuse all or part of a previously submitted assignment. Students are prohibited from sharing work except in situations carefully outlined by the facilitator. Student's work completed and submitted must be the student's work.

For upper elementary students (Grades 2-5):

Offenses include errors in judgement without a clear intent by the student to violate academic integrity. These are teachable moments and consequences could be a conference with the facilitator to discuss the violation, fixing the assignment and act as a documentable warning. Repeated minor offenses will result in additional consequences.

For middle school and high school students:

Minor offenses include errors in judgement without a clear intent by the student to violate academic integrity. These are teachable moments and consequences could be a conference with the facilitator to discuss the violation, fixing the assignment and act as a documentable warning. Repeated minor offenses will result in additional consequences.

Major offenses are premeditated dishonest acts or dishonest acts that directly affect the grade of the student. These can have the consequences such as the student receiving a 0 for the assignment. When a student reaches the level of a major offense, students will be required to attend a meeting with the parent, Wingman (Advisor/Homeroom Teacher), and Dr. Campbell to discuss more substantial consequences.

A student who has repeated major offenses could be subject to dismissal or failure of the class involved.

Students may dispute the offense by first contacting the facilitator. If the issue is not resolved, the facilitator will refer the matter to the Principal who will make the final determination.

Clubs and Extracurricular Activities

For the 2021-2022 school year, students may participate in clubs, sports, and extracurricular activities at their zoned schools. Students may contact the sponsor(s) of the activity for more information.