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### School Calendar 2013-2014

**San Francisco Flex Academy**

<table>
<thead>
<tr>
<th>Month</th>
<th>Important Dates</th>
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</thead>
<tbody>
<tr>
<td><strong>August 2013</strong></td>
<td></td>
</tr>
<tr>
<td>5-16</td>
<td>Professional Dev.</td>
</tr>
<tr>
<td>6</td>
<td>Ice Cream Social 6pm</td>
</tr>
<tr>
<td>15</td>
<td>New Student and Family Orientation (6:30-8)</td>
</tr>
<tr>
<td>19</td>
<td>Freshmen Orientation</td>
</tr>
<tr>
<td>20</td>
<td>First Day of Classes</td>
</tr>
<tr>
<td>29</td>
<td>Back to School Night (6:30-8)</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Month</th>
<th>Important Dates</th>
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<tbody>
<tr>
<td><strong>September 2013</strong></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Labor Day (no school)</td>
</tr>
<tr>
<td>11</td>
<td>Minimum Day</td>
</tr>
<tr>
<td>19</td>
<td>PTSA (6:15)</td>
</tr>
<tr>
<td>25</td>
<td>Minimum Day</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Month</th>
<th>Important Dates</th>
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</thead>
<tbody>
<tr>
<td><strong>October 2013</strong></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Columbus Day (no school)</td>
</tr>
<tr>
<td>14</td>
<td>Minimum Day</td>
</tr>
<tr>
<td>17</td>
<td>Student Exhibitions (6-15)</td>
</tr>
<tr>
<td>18</td>
<td>Career Day</td>
</tr>
<tr>
<td>25</td>
<td>Parent Teacher Conferences</td>
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<th>Important Dates</th>
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<tbody>
<tr>
<td><strong>November 2013</strong></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Minimum Day</td>
</tr>
<tr>
<td>14</td>
<td>Veterans Day (no school)</td>
</tr>
<tr>
<td>20</td>
<td>Minimum Day</td>
</tr>
<tr>
<td>21</td>
<td>PTSA (6:15)</td>
</tr>
<tr>
<td>25-29</td>
<td>Thanksgiving Break</td>
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<thead>
<tr>
<th>Month</th>
<th>Important Dates</th>
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</thead>
<tbody>
<tr>
<td><strong>December 2013</strong></td>
<td></td>
</tr>
<tr>
<td>1-3</td>
<td>Winter Break</td>
</tr>
<tr>
<td>6</td>
<td>Begin Semester 1</td>
</tr>
<tr>
<td>15</td>
<td>Minimum Day</td>
</tr>
<tr>
<td>16</td>
<td>MLK Jr. Day (no school)</td>
</tr>
<tr>
<td>20</td>
<td>Professional Dev. (no school)</td>
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<table>
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<th>Important Dates</th>
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<tbody>
<tr>
<td><strong>January 2014</strong></td>
<td></td>
</tr>
<tr>
<td>1-3</td>
<td>Winter Break</td>
</tr>
<tr>
<td>6</td>
<td>Begin Semester 1</td>
</tr>
<tr>
<td>15</td>
<td>Minimum Day</td>
</tr>
<tr>
<td>16</td>
<td>MLK Jr. Day (no school)</td>
</tr>
<tr>
<td>20</td>
<td>Professional Dev. (no school)</td>
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</table>

<table>
<thead>
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</tr>
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<tbody>
<tr>
<td><strong>February 2014</strong></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Minimum Day</td>
</tr>
<tr>
<td>17</td>
<td>Presidents’ Day (no school)</td>
</tr>
<tr>
<td>20</td>
<td>Minimum Day</td>
</tr>
<tr>
<td>26</td>
<td>Minimum Day</td>
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<tbody>
<tr>
<td><strong>March 2014</strong></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>End of Quarter 3</td>
</tr>
<tr>
<td>12</td>
<td>Minimum Day</td>
</tr>
<tr>
<td>15</td>
<td>Spring Fling</td>
</tr>
<tr>
<td>19</td>
<td>Parent Teacher Conferences</td>
</tr>
<tr>
<td>20</td>
<td>Student Exhibitions (6-15)</td>
</tr>
<tr>
<td>21</td>
<td>Professional Dev. (no school)</td>
</tr>
<tr>
<td>26</td>
<td>Minimum Day</td>
</tr>
<tr>
<td>31</td>
<td>Spring Break</td>
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<table>
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<tr>
<td><strong>April 2014</strong></td>
<td></td>
</tr>
<tr>
<td>1-4</td>
<td>Spring Break</td>
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<tr>
<td>16</td>
<td>Minimum Day</td>
</tr>
<tr>
<td>17</td>
<td>PTSA (6:15)</td>
</tr>
<tr>
<td>29</td>
<td>Student Appreciation Luncheon</td>
</tr>
<tr>
<td>30</td>
<td>Minimum Day</td>
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<table>
<thead>
<tr>
<th>Month</th>
<th>Important Dates</th>
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</thead>
<tbody>
<tr>
<td><strong>May 2014</strong></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Staff Appreciation Day</td>
</tr>
<tr>
<td>14</td>
<td>Minimum Day</td>
</tr>
<tr>
<td>15</td>
<td>PTSA (6-15)</td>
</tr>
<tr>
<td>21</td>
<td>Student Exhibitions &amp; Flex Academy Awards</td>
</tr>
<tr>
<td>26</td>
<td>Memorial Day (no school)</td>
</tr>
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<table>
<thead>
<tr>
<th>Month</th>
<th>Important Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>June 2014</strong></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Graduation</td>
</tr>
<tr>
<td>3-13</td>
<td>Professional Dev.</td>
</tr>
</tbody>
</table>

**School Hours**

- 8:30am - 3:30pm
- Minimum Days: 8:30 - 12:45

**Key**

- Professional Dev.
- School Events
- Start & End Days
- Minimum Days
- PTSA
Introduction
This handbook outlines the day-to-day policies and procedures of San Francisco Flex Academy (“SF Flex”). The information contained in this handbook is vital to help students succeed. Because this handbook is so important to students’ success, SF Flex requires that all students and their parents or guardians read through this handbook and become familiar with its contents. The handbook will be reviewed during student meetings and during various parent meetings, and any additional questions can be answered throughout the subsequent sections of this handbook or by contacting SF Flex Faculty and Staff.

The handbook is divided into sections to make it easier to find information throughout the school year. Sections include support programs, school policies, academic advancement, progress reporting, additional support, and more. Use the “Table of Contents” on the previous page to help navigate this handbook quickly and efficiently. The “I Understand and Agree Statement” in the Appendix of this document needs to be signed by the high school student within the first week of school. Turn hard copies of this form into the office or k-mail a digitally signed copy to your academic advisor.

What is San Francisco Flex Academy?
SF Flex is a public charter school held by Flex Public Schools, a California public benefit nonprofit corporation and operated by contract by K12, Inc. The charter was authorized and approved unanimously by the California State Board of Education. Our school website is www.flexsf.org and includes more information about our school, including a copy of the charter.

SF Flex represents a new model of “blended” instruction, combining the best attributes of online education (e.g., increased offerings, significant differentiation and support, valid embedded assessments, etc.) with the best attributes of traditional brick and mortar schools (e.g., onsite teachers, community, collaboration, academic and social support, clubs, sports and activities).

This innovative, blended model of education is ideally adapted to the needs of high school students. Self-paced, with an incredible array of different level courses and electives, the school has a specific pedagogical design to meet the needs of many types of learners and a supervisorial model designed to meet both students’ developmental needs for support and at the same time nurturing their growing independence.

A bricks and mortar school where teachers are onsite and the students are required to be present five days a week, SF Flex will meet or exceed the annual minimum number of days required of charter schools and meet or exceed the annual number of minutes required of high school. SF Flex is not a distance learning or virtual school; it is a brick and mortar school utilizing computer-assisted instruction where students are required to be in attendance at the school site for more than 80% of their instructional minutes.
San Francisco Flex Academy Core Values

Learning is hard.
It is daunting, exhausting and sometimes discouraging.
It is also exhilarating, gratifying, and fun.¹

Learning leads to personal fulfillment and financial success.
Learning is hard and it is worth the fight.

These Core Values help me win the fight.

Professionalism
• On time
• Prepared
• Produces quality work
• Shows self control

Commitment
• Strives for personal excellence
• Seeks academic success
• Develops a Growth Mindset²
• Supports others to achieve goals

Grit
• Shows dedication to personal achievement
• Works hard, is determined, and doesn’t quit
• Focuses on mental toughness
• Cultivates personal courage and seeks inner strength

Empowerment
• Takes action to control life direction
• Takes responsibility for personal choices
• Reflective about personal choices and consequences
• Seeks to become a confident adult with rights and responsibilities

Citizenship
• Collaborates and assumes good intentions from others
• Is honest and kind
• Shows respect and values difference
• Purposefully upholds laws and rules as they protect the rights of others and ensure a safe community

The mission of SF Flex Academy is to prepare graduates for college, life-wide learning, career success, and active citizenship in a diverse society.

Graduates of SF Flex Academy are professional, committed to success, determined to achieve, empowered to take control of their lives, and active citizens.


School Motto:
Come to Learn
Learn to Live
Live to Achieve
SF Flex Board of Directors
SF Flex is governed by Flex Public Schools’ board of dedicated volunteers, referred to as the “Board” or “Board of Trustees.” The Board determines policy for the school and upholds the mission and vision of the school. As a collective, they have fiduciary responsibility for the school, hold K12 accountable, and provide governance for the school. They welcome the input of students and families and all meetings are open to the community. Biographies of all Board Members are available on the SF Flex website. A copy of the Board’s by-laws may be obtained from the SF Flex front office.

The board meets on a periodic basis. All meeting dates, agendas, and approved minutes are available on the SF Flex website at www.flexsf.org.

The members of the Board as of June 2012 include:
- Andrew K. Gordon, Esq, President
- David Lichtman, Treasurer
- Catherine Walcott, Secretary
- Carlota del Portillo
- Mark Kushner
- Noreen Romero

The SF Flex Team
SF Flex is composed of skilled, dedicated, and motivated administrators, teachers, and staff members. All SF Flex teachers are California state-certified teachers. As a team, SF Flex staff members work to empower students to flourish by providing effective and data-driven instruction to support students and Parents.

Administrative Team
Mark Kushner is the Executive Director of Flex Public Schools and serves as the main liaison between the school and the Board, which holds the charters of multiple schools.

The SF Flex Management Staff handles the day to day management of SF Flex. Responsibilities are divided and assigned as follows:

<table>
<thead>
<tr>
<th>Title</th>
<th>Staff Name</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of School</td>
<td>Steve Henderson</td>
<td>Oversees all academics, operations, and budget of the school. Supports teachers and Academic Coaches with training and professional development. Also supports students with academic needs.</td>
</tr>
<tr>
<td>Academic Dean</td>
<td>Kim Webster</td>
<td>Manages the academic program of the school. Provides feedback to teachers and Academic Coaches. Coordinates ELD support, and RTII.</td>
</tr>
</tbody>
</table>

The Administration is always available to answer questions and help guide students and families, and is dedicated to the success of everyone throughout the school year. If you wish to contact an administrator, please stop by the school, call the main office, or send a kmail directly to the administrator to set up a time to meet. Please note that school administrators generally cannot take drop-in meetings.
Supporting Teachers & Staff

SF FLEX is proud to have a very strong team made up of a growing group of professionals, including:
- State-Certified Teachers, with endorsements in various content areas
- Academic Coaches
- Special Educators
- Operational support staff

SF FLEX

<table>
<thead>
<tr>
<th>Position</th>
<th>Staff</th>
<th>Position</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Teacher</td>
<td>Meghan Jacquot</td>
<td>Academic Coach</td>
<td>Sean St. Denny</td>
</tr>
<tr>
<td>Science Teacher</td>
<td>Charles Hieger</td>
<td>Academic Coach</td>
<td>Megan Hugel</td>
</tr>
<tr>
<td>Math Teacher</td>
<td>Jonathan Jacobson</td>
<td>Academic Coach</td>
<td>Rick Karicas</td>
</tr>
<tr>
<td>Special Education Teacher</td>
<td>Robert Martinez</td>
<td>Counselor</td>
<td>Charleston Brown</td>
</tr>
<tr>
<td>Office Manager</td>
<td>Christine Tejuco</td>
<td>IT Support</td>
<td>Eric Paulovich</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AmeriCorps Tutor</td>
<td>Dan Nguyen</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AmeriCorps Tutor</td>
<td>Leticia Javier</td>
</tr>
</tbody>
</table>

*High school students also work with a number of other K^-12 teachers for electives across the country. This allows our students to take advantage of a variety of additional course offerings and receive instruction from highly-qualified teachers who have experience in their content areas

SCHOOL PROGRAMS & SERVICES

The Academic Support Program (ASP) is a program designed to help students who are two or more years below their current academic grade level or show severe academic deficiencies. The program is supported by state-certified teachers who work closely with students, Parents, and teachers. The main goal of the Academic Support team is to build basic skills in the area(s) of mathematics and/or reading in order to strengthen individual student's academic weaknesses and make positive gains. Students are identified to receive these services when their mathematics and/or reading abilities are determined to be below specific academic performance, scoring at the At-Risk range on the Scantron test and not performing at-level on the On-Line school. These criteria help determine which individuals qualify for participating in the Academic Support Program. Due to the limited number of teachers and resources, families will be contacted if they meet the appropriate criterion to take advantage of these offerings.

Upon entrance into the program, every student and parent will be required to sign a contract agreeing to the requirements of the program. If for some reason a selected family chooses not to take advantage of the program offerings they are able to opt out of these services by sending a k-mail to the Head of School. However, this is not recommended since students identified show signs of needed additional academic support.

As students work in this program and make academic gains, the ASP teachers communicate on a consistent basis with the academic advisors and parents regarding the skills the students are gaining and practicing. Demonstrating what they have learned and yet to learn allow teachers to provide targeted instruction to meet each individual's needs. The program uses a variety of tools to support the ASP teacher in instructing each student, such as the Scantron Achievement Series tests and exercises, ClassConnect, Study Island, and more. All students who participate in the program will be required to frequently participate in face-to-face tutoring sessions and online ClassConnect sessions. This program
requires a dedicated commitment from families, and the work in this program is supplemental or secondary to coursework in the Online School. Due to the high demands of these specialized services and limited resources, students who accumulate more than three unexcused absences for either online or face-to-face sessions or show inactivity in coursework completion will be removed from the program.

**English Language Development Services (ELD)**

According to federal and state laws, students who cannot function in a regular all-English program because they are not proficient in the English language must receive language instruction so that they can succeed socially and academically in a general education class. All incoming students complete a Home Language Survey, which will indicate whether an English Language screener needs to be administered to the student. Based on the final score, a determination will be made whether the student qualifies for ELD services.

The ELD program at SF Flex helps a number of students gain English language skills while providing parents and general education teachers with strategies to help these students be successful. A student who is identified as an English Language Learner will be supported by a teacher who will use the Sheltered Instruction Observation Protocol (SIOP) model to facilitate high quality instruction in content areas, as well as, work closely with the academic advisor/advisor to provide support. The ELD program will focus instruction in four primary domains: speaking, listening, reading, and writing. The ELD coordinator will provide services through face to face and/or virtual instruction. Students who are eligible to receive ELD services will be contacted individually by the ELD coordinator.

**Special Education and 504 Services**

Like any public school, SF Flex is responsible for providing a free and appropriate education under the federal Individuals with Disabilities in Education Act (IDEA). All children from ages 3-22 who have various disabilities are entitled to programs and services. As a charter school, SF Flex is required to provide access to the curriculum for students in their least restrictive environment. For children with current Individualized Education Plans (IEP) or 504 plans, the Special Education Teacher assists parents in accessing and coordinating services through the use of a Specialized Services Team. Students who require special education services will be contacted by the Special Education Teacher regarding these services.

In addition to scheduling services and evaluating students, another main function of the Specialized Services Team is to provide learning strategies to students in order for them to make progress toward annual goals. The team will also work together to develop a positive partnership with parents, students, community service providers, and regular education teachers. If you suspect your child might qualify for specialized services, please feel free to contact the Special Education Teacher or the Head of School.

**Response to Intervention and Instruction (RtII)**

Response to Intervention and Instruction (RtII) is the process teachers use to address specific student’s academic and behavioral concerns. Teachers, students and families are active participants of the process. Parents are notified throughout the process and provided guidance on how to appropriately assist in implementing the interventions. Through a three-tiered process, interventions are put into place to aid the child in becoming successful in their area of weakness. If the interventions do not positively affect the student or all parties do not see academic improvement, then further testing will be required to determine if Special Education (SPED) services are needed. The process needs to be in place prior to further testing by the SPED team. It is the ultimate goal of the RtII process to identify the child’s academic and/or behavioral concern and match the appropriate intervention. Teachers will work closely with the RtII team to find and implement appropriate scientifically researched interventions. If a parent has an academic or behavior concern for their child, they should first bring them to the teacher in order to commence the process.
To better understand this process, please review the chart below outlining the RtI process or contact the Student Services Administrator for additional questions or a more detailed explanation about this process.

**Guidance Counseling**

The school understands and responds to the challenges presented by today’s diverse student population. SF Flex provides a variety of programs and services to help students achieve success in school and aligns work with the school’s mission to support the academic achievement of all students as they prepare for the ever-changing world of the twenty-first century. This is accomplished through the design, development, implementation and evaluation of a developmental school-counseling program. Initially, this support while the school is still very small will be provided by existing staff and others when needed. Later, SF Flex implements the program by providing:

- Individual and small-group counseling
- Peer facilitation
- Consultation/collaboration
- Crisis interventions

The school also works closely with high school students to prepare them for their future. Students will determine their post-secondary education plans and monitor credits earned after each semester to ensure they are on track for graduation. Students receive various types of support:

- Post-secondary education plans for students
- Credit recovery options for high school students
- Application processes for selective enrollment schools and colleges
- Letters of recommendation for SF Flex students

**Advisory**

SF Flex works with students to pass coursework and stay on track with goals and career plans. The SF Flex Advisory program consists of:

- Creating Academic Success Plans to help students stay on track to graduate
• Understanding personal learning styles and using this information to enhance self-advocacy
• Providing support for any academic needs
• Character Development
• Supporting students on Academic Probation
• Assisting students with postsecondary goals
• Building and learning to exhibit a quality work portfolio

Parental Visitations
Parents and visitors are welcomed to come and visit our school. All visitors, including parents, must sign in at the front desk with the office manager and receive proper authorization to be in the school and sign out upon leaving. Visitors and parents may be asked by the school site staff to display their passes as requested. Students visiting our school must have authorization from the principal of their home school as well as the Head of School of SF Flex before entering the school site for any reason other than a school orientation or tour.

The Head of School of SF Flex may deny or withdraw access to the school to anyone if they disrupt the orderly operation of the school or commit an act likely to interfere with the peaceful conduct of school activities.

Visitors and/or parents should make advance arrangements to meet with staff or with students to avoid interrupting instructional time and work responsibilities.

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

Campus Supervision
Students are allowed into the building starting at 8:00am. Prior to the school day beginning, students are to stay in the school lobby where there is adult supervision until dismissal into the instructional area, beginning at 8:25am. Between 3:30pm-4:30 p.m. students are welcome to stay after school to partake in our after school “Academic Aces” program and our clubs. All activities are supervised by a staff member and all students are expected to be off-campus by 4:30 p.m.

Parent Program
Learning at SF Flex is an exciting, cutting edge type of education. It is vastly different from a traditional brick-and-mortar education. One of the ways it differs is that success in a virtual program requires more knowledge, time, and dedication. To help parents be more supportive, SF Flex will provide information and guidance.

Parents have the opportunity to participate in the offerings below. There are detailed explanations of each offering in the Communication and Support section of the handbook:

• Parent/Teacher/Student Association Meetings
• Training Sessions
• Coffee With Mr. Conner sessions
• Speaker Series Recorded Sessions
• TheBigThinK12 Parent Support Offerings
• “Special Parents” Group

All Parents are encouraged to take advantage of these program offerings, as these program offerings have been specially designed with the success of each parent in mind.
SCHOOL POLICIES, PROCEDURES & EXPECTATIONS

Policies and procedures are an important part of any school because they help set the tone for the school year and provide parents and students with an understanding of how the school functions and what is required in order to have a successful year at SF Flex. Students and Parents are expected to read the following important procedures and policies carefully to better understand the expectations of attending the SF Flex. The school also has a more detailed version of student expectations that are given to students. We also encourage parents to contact the school to get a version of their own, or if there are any additional questions about the various topics below.

Attendance

Attendance is mandatory at school five days a week from 8:30am-3:30 pm, except on school holidays or early release days. SF Flex is a public school and is held accountable for reporting attendance to the state. Students will be expected to make up any missed work on the online course system.

High School students should expect to devote approximately 6-7 hours per day on coursework, and more hours for honors or Advanced Placement courses. Instructional time directly relates to lesson objectives, which are aligned to the California Learning Standards.

The following may count for a valid cause for an absence:

1. Illness;
2. Observance of a religious holiday;
3. Death in the immediate family; shall mean: parents, legal guardians, spouse, brothers, sisters, children, grandparents, parents-in-law, brothers-in-law, sisters-in-law, aunts and uncles.
4. Family emergency;
5. Circumstances which cause reasonable concern to the parent or legal guardian for the safety or health of the student (the reasonableness of the parent’s or legal guardian’s concern is subject to evaluation by the principal, principal’s designee, or other Board officials, on a case-by-case basis);
6. Other situations beyond the control of the student as determined by the principal or principal's designee, on a case-by-case basis, including, but not limited to, homelessness and its attendant difficulties. (Students who may be homeless should be referred to the Homeless Education Department of the Office of Specialized Services for additional assistance.)

Certain infractions can lead to discipline that includes suspensions from school.

Tardiness (Late to School)

Students are expected to be in school every day and seated in the Flex Center by 8:30 A.M., and to be present in each class or activity on-time. Students who arrive to school between 8:30 AM and 8:40 AM are marked tardy and will receive a Needs to Improve. Students who arrive to school at or after 8:41 AM will be marked tardy and earn a detention. Being late to school twice in a week earns an after school detention. Excessive tardiness during a term will result in a parent and student conference with the Head of School. Unless otherwise noted, the school building is open to students at 8:00 AM. Tardiness is excused with a note from a parent/guardian. A phone call or email is not sufficient to
excuse a tardy. Tardiness will also be excused if a there is a documented service interruption on a public transport system.

Truancy

Effective January 1, 2011, EC Section 48263.6: Any pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without a valid excuse for ten percent or more of the school days in one school year, from the date of enrollment to the current date, is deemed a chronic truant.

EC Section 48260.5: Upon a pupil's initial classification as a truant, the school shall notify the pupil's parent or guardian, by using the most cost-effective method possible, which may include electronic mail or a telephone call:
(a) That the pupil is a truant.
(b) That the parent or guardian is obligated to compel the attendance of the pupil at school.
(c) That parents or guardians who fail to meet this obligation may be guilty of an infraction and subject to prosecution pursuant to Article 6 (commencing with Section 48290) of Chapter 2 of Part 27.
(d) That alternative educational programs are available in the district.
(e) That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the pupil's truancy.
(f) That the pupil may be subject to prosecution under Section 48264.
(g) That the pupil may be subject to suspension, restriction, or delay of the pupil's driving privilege pursuant to Section 13202.7 of the Vehicle Code.
(h) That it is recommended the parent or guardian accompany the pupil to school and attend classes with the pupil for one day

Skipping School/Cutting Class

Students who skip school, cut a class, or leave the school buildings without permission, will receive either a detention, or a one-day suspension, at the discretion of the Head of School. Further violations will result in lengthier suspensions.

Early Dismissal

Students may be dismissed early from school only after they have submitted a signed note from a parent or guardian to the Head of School. A parent or guardian can also call and notify the school. Note: only a parent or guardian as indicated by official school records can call to dismiss a student. Students participating in an approved activity (e.g. college class, sport, etc.) with parent permission must maintain a 70% or higher grade in each class to maintain eligibility.

Academic Progress

SF Flex functions as a school only if there is a partnership between the student, parent, and teacher. Without an active parent, students will be challenged to find success in this school, for our school is
designed to be a partnership between families and teachers. High school parents are required to ensure students are completing their coursework as assigned by their content teachers and making sure students ask for help when it is needed. High school parents should check their students’ progress in the Learning Management System daily, where parents can find definitive answers to the question, “How is my child doing in school?” It is extremely important students have an active parent who is involved in tracking their academic progress while working with their teacher(s).

Student Participation in Class or ClassConnect Sessions

ClassConnect is a web-based tool used to facilitate synchronous learning sessions. The majority of work students do is delivered in classes, or online either through using the tools on the Online School (OLS) or Learning Management System (LMS). The curriculum is accessible any time of day throughout the week. To ensure students understand course material and have the support they need, teachers will frequently invite students to class or if an elective, then on ClassConnect or in small groups face-to-face for instruction and assessment activities. Students who are called to class in ClassConnect or face-to-face are required to attend class or provide a valid excuse for being absent. Talk to or contact your teacher if your student(s) cannot attend a class or ClassConnect class session.

Dress Code

A professional appearance is an integral part of our educational experience. Therefore, students are required to dress appropriately for school. Clothing that distracts students, disrupts the educational process, or poses a health or safety threat to anyone, will not be allowed. Students are required to wear tops that cover them from their shoulders to below their waist. Below the waist, pants, shorts, skirts, or dresses must cover the waist and extend far enough down the legs to achieve modesty. Undergarments should be covered. Students should remove hats and hoods upon entering the building. Garments that expose the midriff, torn clothes/clothes with holes, bandannas, headscarves (except for religious reasons), blankets, and any clothing exposing undergarments are not permitted. Students should select clothing that will support the learning process and contribute to a positive environment for all. Any question regarding the appropriateness of dress is a reliable indicator that more modest attire should be worn. Students are encouraged to purchase a SF Flex shirt.

If students are out of dress code, the school will loan students a shirt to cover whatever infraction has occurred. The school may send a student home if they are not able to be compliant with the dress code. The school will contact the family to notify of non-compliance with the dress code.

Maintain Current Contact Information

Keeping contact information current and up to date is essential for the school to be able to communicate quickly and reliably with families. The school sends materials to students, report cards, test scores, and sometimes letters in the mail to families’ home addresses. Therefore, it is extremely important that the school has the most current address on file at the main office. If your address, telephone number, or email address change, it is imperative to notify the Office Manager of these changes as soon as possible so he can assist you with the appropriate process to update your contact information. In the event your home address changes, please stop by the main office and bring in an updated proof of residency, which can be verified with a utility bill (light, water or gas), mortgage/rent statement, stamped USPS change of address form, medical card with current address, paycheck stub, vehicle insurance card, state-issued driver’s license or id, or voter registration card. To change your phone number and/or email address, you can make the changes in your My Info account on the k12 website (www.flexsf.org) by clicking on the “Edit My Profile” link on the homepage within your My Info account.

K12 Curriculum Materials & Computer Hardware

SF Flex provides materials, computer, printer, books and other curricular supplies. These materials are school property and must be kept in good condition. Parents are responsible for the repair or
replacement of all lost, stolen or damaged school property. A list of property that must be returned is provided to parents. All property and equipment must be returned in good, working condition upon withdrawal from the program. All printed materials are copyrighted and unauthorized reproduction is a copyright infringement. Materials cannot be sold or transferred and are to be used solely by the student in his/her studies while enrolled in the school. Parents are to comply with this policy and all the terms and conditions of the Use of Instructional Property Agreement submitted with the enrollment materials.

Supplies
SF Flex is tuition-free and does not charge any specific fees for academic programs or services provided to families. However, as with many school programs, certain expenses do fall within the responsibility of enrolled families. Regular school supplies are an example of these costs. Teachers may also require students to bring specific supplies to school. Please ask your teacher for a list of any recommended supplies.

Computer Use
All issues regarding SF Flex provided computers can be directed to the SF Flex administration. When a student checks out a SF Flex computer to bring home, families are expected to use the computer equipment to serve and pursue educational goals of students. In addition, parents are to comply with the Use of Instructional Property Agreement completed as part of the enrollment process upon registering to attend SF Flex.

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

- Any use that violates federal, state, or local law or regulation.
- Knowing or reckless interference with the normal operation of computers, peripherals, or networks.
- The use of SF Flex Internet-related systems to access, transmit, store, display, or request inappropriate materials.
- Any use that is deemed to adversely affect SF Flex.
- Violation of SF Flex or K¹²’s Terms of Use for any SF Flex or K¹² website.

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

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

1. Always use a computer in a way that shows consideration and respect of others.

2. Users may not use obscene, profane, lewd, vulgar, rude, inflammatory, hateful, threatening or disrespectful language.

3. SF Flex takes the integrity and authenticity of its students’ work very seriously. Students must not cut, copy or plagiarize Internet content or the work of their classmates.

4. Email is not private. Students should not say anything via email that they would not mind seeing on a school bulletin board or in the local newspaper.

5. Students should beware of emails from anyone, particularly adults they do not know, asking for personal information, attempting to arrange meetings, or engaging in personal contact. Students should immediately notify their teachers, Academic Coaches, other SF Flex personnel, and/or parents if they receive a message that is inappropriate or makes them feel uncomfortable.

6. Students’ email with their online classmates should be course-related. Students shall not send unsolicited email to on-line classmates including, but limited to, chain mails.

7. Students shall not post personal information on the Internet or other web sites about themselves or other people. “Personal contact information” includes addresses, telephone numbers, school address, work address, pictures or video bites or clips.

8. Students shall not agree to meet with someone they have met on the Internet without their parent’s approval and participation.

9. Students shall not attempt to gain unauthorized access to any other computer system. This includes attempting to log in through another individual’s account or access another person’s files. These actions are illegal, even if only for the purposes of “browsing,” “snooping,” or “electronic discovery.”

10. Students shall not deliberately disrupt or harm hardware or systems, interfere with computer or network performance, interfere with another’s ability to use equipment and systems, or destroy data.

11. Students shall not use SF Flex equipment to engage in illegal acts, such as arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, threatening the safety of other individuals, accessing or sharing unauthorized copyrighted music, movies, and other intellectual property, etc.

12. Students shall not use SF Flex equipment to solicit information with the intent of using such information to cause personal harm or bodily harm to others.

13. Students shall not post information that could endanger an individual, cause personal damage or a danger of service disruption.

14. Students shall not knowingly or recklessly post false or defamatory information about a person or organization.
15. Students shall not engage in personal attacks, including prejudicial or discriminatory attacks. Students may not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person.

16. Students shall not engage in “cyberbullying.” Cyberbullying means the use of information and communication technology to bully, embarrass, threaten or harass other students or SF Flex staff members by way of sending or posting inappropriate or derogatory email messages, instant messages, text messages, digital pictures or images, or website postings (including blogs) which has the effect of: (a) physically, emotionally or mentally harming a student or SF Flex staff member; (b) placing a student in reasonable fear of physical, emotional or mental harm; (c) placing a student or SF Flex staff member in reasonable fear of damage to or loss of personal property; or (d) creating an intimidating or hostile environment that substantially interferes with a student’s educational opportunities.

17. Students shall not repost a message that was sent to them privately without permission of the person who sent them the message.

**System Security Obligations**

1. Security is a high priority, especially when the system involves many users. If students identify a security problem in the SF Flex computers, network or Internet connection, notify a teacher or other SF Flex personnel.

2. Protect your password. Keep it secret from anyone other than your parents.

3. Students should take all necessary measures to avoid the inadvertent spread of computer viruses by following SF Flex virus protection procedures.

**Due Process**

1. SF Flex will cooperate fully with local, state or federal officials in any investigation concerning or relating to any illegal activities conducted through SF Flex technology equipment.

2. In the event there is an allegation that a student has violated the SF Flex Acceptable Use Policy, the student will be provided with a written notice of the alleged violation and will have an opportunity to present an explanation.

SF Flex shall not be responsible for the accuracy or the quality of information obtained by students through the Internet.

**SF Flex Indemnification Provision**

SF Flex assumes no responsibility for information obtained via the Internet, which may be illegal, defamatory, inaccurate or offensive. SF FLEX assumes no responsibility for any claims, losses, damages, costs, or other obligations arising from the use of instructional computing resources. SF Flex also denies any responsibility for the accuracy or quality of the information obtained through user access. Any statement, accessible on the computer network or the Internet, is understood to be the author’s individual point of view and not that of SF FLEX, its affiliates, or its employees. K-12 assumes no responsibility for damages to the user’s computer system. Nothing in this policy negates any obligation the student and parent have to use the instructional computing recourses as required in the Use of Instructional Property Agreement (“Agreement”) the parent or guardian signed as part of the student’s enrollment packet. In the event that this Code conflicts with the Agreement, the terms of the Agreement shall prevail.
Cell Phone Use, Headphones and Music (page 18)
The use of cell phones and other electronic devices on school grounds during school hours or in Break Out sessions is prohibited except during lunchtime and passing periods. Students are required to have their cell phone off during class time and cell phones must remain in a student’s pocket, backpack, or bag. A staff member will confiscate the cell phone of a student who violates this policy.

At the discretion of the Academic Coaches, cell phones may be used to listen to music softly in the Flex Center only, but the cell phone itself must still be packed away in a pocket, backpack or bag at all times. Softly means inaudible to others. Academic Coaches and students will use a pre-determined procedure for accessing the cell phone to adjust music. It is the student’s responsibility to know and comply with the procedure. If a student does not follow the procedure, the cell phone will be confiscated.

Listening to music in the Flex Center is a privilege that may be suspended if a student’s grade falls below 68% in any class.

Headphones/earbuds may be worn while listening to music in the Flex Center or when walking to Break Outs during the passing period. Music is not allowed in Break Outs and headphones/earbuds may not be in an ear or both ears. Headphones/earbuds may be around the neck or shoulders in a break out, at the discretion of the teacher.

When talking to a staff member, it is the norm of the community to remove headphones/earbuds. This shows professionalism and is expected from students.

If a student refuses to turn the cell phone over to a staff member, the School Counselor, Academic Dean or Head of School will collect the cell phone and only return it to a parent/guardian. Students bring cell phones and electronic gear to school at their own risk. The school is not responsible for lost, stolen or damaged electronic devices.

Withdrawal Process
We will do our best to help students and families succeed in this environment, but we also understand circumstances arise that may cause a family to leave SF Flex. If such circumstances arise, please contact your academic advisor to discuss the withdrawal process. If a parent decides to withdraw his or her student from the school, he or she is required by the State of California that the intention to withdraw be communicated to the student’s academic advisor prior to withdrawing. SF Flex also requires parents to complete a Transfer Authorization Form at the main office, which can also be found in the Appendix of this document. The form requires the legal guardian to fill out the following information:

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

The SF Flex facility is where each student is expected to attend school Monday through Friday. Please refer to the School Policies, Procedures and Expectations in Section 3. In the event students cannot attend school, parents are responsible for contacting the SF Flex Office Manager immediately by either calling the main office or sending a k-mail to the registrar. Students will be responsible for making up any work that was missed and should talk to their teacher about special assignments or instructions.

The school facility, like any educational institution, has certain rules and policies that must be followed to make time as productive as possible.

Students at SF Flex enjoy a school situated in a beautiful, historic building, with features not commonly found in school facilities. Accordingly, the expectation is that all students will treat the school facility with utmost respect and care. Until SF Flex expands in the next few years, certain sections of the building are off limits to students. Students who violate the off-limits policy will be subject to serious consequences.

Transportation

SF Flex does not provide busing or transportation to students, so students and families are responsible for getting their own child(ren) to and from school on time.

Student Behavior & Expectations

Students must follow these School Rules:
1. Walk inside the building. Running, skipping, or jumping, are not allowed.
2. Voice levels and language should contribute to a productive, positive, respectful school atmosphere
3. Students must use the restroom before class, after class, or during breaks.
4. Students will be required to attend class in appropriate attire – see Dress Code section.
5. Students will need to remove hats upon entering the building and may not wear hats at any time in the building
6. Students are expected to follow all requests made by any adults while they are in the school building.
7. Food, drinks and gum are not permitted outside designated areas. Smoking is prohibited for students and all adults on school grounds or in the vicinity of the school building.
8. Students are not allowed to loiter in front of the building or nearby. If a student arrives at school early, he or she must come into the building

Student Code of Conduct

The Code of Conduct encourages students to uphold the Core Values of San Francisco Flex Academy (SFFA). The Core Values of SFFA are Professionalism, Commitment, Grit, Empowerment and Citizenship. See the first section of the Handbook.

SFFA uses a system of Needs to Improve and Flex Bucks to build maturity, responsibility, self-discipline and the skills necessary to succeed at a post-secondary institution and beyond! **Flex Bucks are used to recognize and encourage the demonstration of Core Values.** Students earn Flex Bucks when Staffs see students acting in ways that uphold the Core Values we care about as a community. Flex Bucks can be used to purchase privileges and other items.

The Code of Conduct also serves to create a safe school defined by calm work-spaces and high expectations that maximize student learning. Building a culture of high expectations requires
that all students uphold the Core Values. Students are held to high standards of behavior and conduct in school and when representing the school. When students don’t uphold standards for behavior, **staff warns students by issuing a Needs to Improve.** Needs to Improve can be earned in categories that correspond to the Core Values.

**Professionalism:**
- **Plus/Flex Buck:** consistently on time, always prepared, striving to create high quality work product, revising work regularly, showing self control
- **Needs to Improve:** not on time, not prepared, chewing gum, inappropriate language/profanity, roughhousing, etc.

**Commitment:**
- **Plus/Flex Buck:** Strives for personal excellence, actively seeks academic success, shows a growth mindset, support others to be committed
- **Needs to Improve:** off task, not committed to the work at hand, not focused, cell phone out, disrupting work/class, out of seat without permission
  - Special Note: Please read the cell phone policy in the Family and Student Handbook.

**Grit:**
- **Plus/Flex Buck:** dedication to achievement, works hard and doesn’t quit, courage and inner strength
- **Needs to Improve:** not working after reminder, not asking for help when needed, slacking, etc…

**Empowerment:**
- **Plus/Flex Buck:** good choices, responsibility for choices, reflective about choices and consequences
- **Needs to Improve:** not following directions = a poor choice, not taking responsibility for choices, self and actions

**Citizenship:**
- **Plus/Flex Buck:** Collaborates and works well with others, honest, kind respectful, upholds rules actively and when no one is looking…. 
- **Needs to Improve:** not working well with others, disagreeable, not following rules, sneaky, deceitful

**Consequences:**
**Phone Call Home** – The school will contact parents when a student has earned two Needs to Improves in a single day. This serves to let the parent know that their student is in danger of earning detention.

**Detention**
**Students are assigned Detention by earning 3 Needs to Improve during the day.**

Students can also earn a Detention by not upholding the community value of Respect or Safety (see below).

At the end of the day, a detention list is created for the following day. The Detention list is posted at the front desk in the morning. Families will receive a phone call or an email when a student has detention. Detention is mandatory and may not be excused without a doctor’s note or written note from the family. In such case the student can attend detention the following day.

Students who earn Detention are not eligible for the privilege of off campus lunch. They will regain the privilege if they have no detentions the following week.

Weekday Detentions begin promptly at 3:35 PM and end at 4:25 on Monday – Friday. Detention meets in the lunch area of the Student Union. Arriving late to detention, skipping detention altogether, or improper behavior during detention may lead to a lengthier detention session, or additional detentions. Students must use the bathroom before coming to detention. Cell phones are not allowed in detention. Parents/Guardians will receive a phone call or an email when a student has detention.

Students in Detention are required to remain silent—absolutely no verbal or non-verbal communication is allowed with any other student. Students complete a Do Now and then read silently. Students are not dismissed from Detention until the Do Now is complete and their desk area is cleared of all trash.

**Skipping Detention = In-School Suspension**

Skipping detention without documentation will result in a second detention being assigned. Accumulating four detentions in a week will result in an in-school suspension as well as a mandatory meeting with a parent/guardian before the student is permitted to rejoin the SFFA community.

**Respect and Safety (Level 2/3)**

The SFFA community is based on respect. Respect is shown through choices, words and actions. **If a student chooses not to respect other students, the staff, the classroom learning environment, or the school, he or she will earn an immediate Detention.**

**Removal from Class or the Floor**

Removal from class or the Floor for any reason will result in a phone call home and detention. If the offense is severe, a student may be suspended.

**Out of Bounds**

The SFFA community must actively work together to maintain a safe environment. Being “out of bounds” – in a place that students do no have permission to be, will result in an immediate Detention. Examples of “out of bounds” areas include:

- Fire escape hallways
- The third floor
Other areas that are closed to students including closets, electrical rooms, unused spaces and other spaces that are not supervised by a staff member at all times (e.g. the science room in the absence of the science teacher).

Privileges

Extra privileges can be bought with Flex Bucks. These privileges are at the discretion of the Head of School and can be modified or revoked at anytime.
The price of the privileges in Flex Bucks is set by the Head of School. The price can be adjusted at the discretion of the Head of School.

Possible Privileges include:
- Early buy out (Leaving one hour early on Community Meeting Friday)
- Buy in of Club Time during Enrichment time
- Lunch in the Star Café
- Lunch on the balcony
- Collaborative time in Star Café or College Center
- Candy, stamps, school supplies
- Off Campus Lunch

Attendance

Tardiness
Students are expected to be in school every day and seated in the Flex Center by 8:30 A.M., and to be present in each class, the Floor, or activity on-time. Students who arrive to school between 8:30 AM and 8:40 AM are marked tardy and will receive a Needs to Improve. Students who arrive to school at or after 8:41 AM will be marked tardy and earn a detention. Excessive tardiness during a term will result in a parent and student conference with the Head of School. Unless otherwise noted, the school building is open to students at 8:00 AM. Tardiness is excused with a note from a parent/guardian. Tardiness will also be excused if there is a documented service interruption on a public transport system.

Academic Eligibility

Off Campus Lunch
Students must maintain a 70% in all classes to earn off campus lunch privilege. Students must also have no detentions for the week.

Eligibility for Clubs, Extra-Curriculars, and leaving campus before 3:30
A student’s primary job is to pass all of classes and earn a high school diploma, which is preparation for college and work. In order to accomplish this first responsibility, student must pass all classes.

To keep eligibility to participate in club Enrichment time, school sports, or other activities that require leaving school early, students must maintain a 70% or better in each class.
For clubs to remain eligible to meet during Enrichment time, each club must produce an agenda with an objective and activities. Clubs that can’t show an agenda for meetings will not be eligible to meet during Enrichment.

Cheating/Plagiarism
SFFA considers cheating and plagiarism of any kind a serious offence. Cheating includes copying another student’s assignment or allowing someone else to copy your assignment. Plagiarism is to use and pass off the ideas or writings of another as one’s own.

- **First Offense**
  1. Student(s) involved automatically receive a zero on the assignment. This includes the person whose work is being copied (assuming the student is complicit in allowing his/her work to be copied) and the student doing the copying.
  2. Student(s) receives a Detention.
  3. Staff will notify parent/guardian of the student(s) to notify them of the offense.
  4. Staff will submit an incident report along with two copies of all plagiarized work to the Head of the School to be filed in each involved student’s permanent records.
  5. All incidents of plagiarism will need to be explained to colleges on admissions applications.

- **Second Offense**
  1. Student(s) involved receive a zero on the assignment.
  2. Student(s) receives a suspension for one day.
  3. Staff will notify the parent/guardian of the student(s) to notify them of the offense.
  4. Staff will submit an incident report along with two copies of all plagiarized work to the Head of Lower School or Head of Upper School to be filed in each involved student’s permanent records.
  5. Student(s) return to school with the parent for a post-suspension re-entry meeting with the Head of School.
  6. All incidents of plagiarism will need to be explained to colleges on admissions applications.

- **Third Offense**
  1. Student(s) involved receive a zero on the assignment.
  2. Student(s) receives a suspension of one to three days.
  3. Staff will notify the parent/guardian of the student(s) to notify them of the offense.
  4. Staff will submit an incident report along with copies of all plagiarized work to the Head of the Lower School or the Head of the Upper School to be placed in the student's file. Student(s) return to school with the parent for a post-suspension re-entry meeting. If this is the third suspension, the student may be referred by the Head of School for an expulsion hearing.
  5. All incidents of plagiarism will need to be explained to colleges on admissions applications.

Discipline Policy
The School recognizes that there is a responsibility to ensure that the school environment is safe for all students and school personnel and that it is important to provide students with a consistent set of expectations for behavior.
Consequences for violating any of the policies written in the Student Code of Conduct or the student behavior expectation guide could include, but are not limited to the following:

- Academic Coach-Student Conference
- Teacher-Student Conference
- Teacher-Student-Parent Conference
- In-School Suspension (1 to 3 days)
- Detention (after school Monday-Friday 3:35 pm – 4:25 pm)
- Out-of-School Suspension (1 to 10 days)
- Expulsion
- Disciplinary Reassignment

## Suspension

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

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will clearly describe discipline expectations, and should be distributed to school families. Families should also be notified that these Policies and Procedures are available on request at the Head of School’s office.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

The School does not have the authority to expel students from the school district where the school is located or where the student lives. Expulsion from the appropriate school district will be pursuant to school district policies and procedures. Accordingly, the terms suspension and expulsion used in these policies only refers to suspension from the School, not necessarily any school district.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

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

A. **Grounds for Suspension and Expulsion of Students**

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the School or at any other school or a School sponsored event, occurring at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

Students and families must also be aware of the fact that all incidents leading to suspension and/or expulsion may be reported to all future schools and colleges and law enforcement..

**If a student earns 4 detentions in a week, the student may be suspended.**

After three suspensions, an Expulsion Hearing or Exclusion procedures may be scheduled. Relevant proceedings may commence at the discretion of the Head of School.

B. **Suspension Offenses**

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
   a) Earning 4 detentions in a week
   b) A pattern of continued and excessive violations of the Code of Conduct
   c) Caused, attempted to cause, or threatened to cause physical injury to another person.
   d) Willfully used force of violence upon the person of another, except self-defense.
   e) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
   f) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
   g) Committed or attempted to commit robbery or extortion.
   h) Caused or attempted to cause damage to school property or private property.
   i) Stole or attempted to steal school property or private property.
j) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

k) Committed an obscene act or engaged in habitual profanity or vulgarity.

l) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.

m) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

n) Knowingly received stolen school property or private property.

o) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

p) Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.

q) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

r) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

s) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

t) Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

u) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a
reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

w) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

x) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.

y) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

   a) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Head of School or designee’s concurrence.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Head of School, the Dean of Students, the Counselor, or the Head of School’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Head of School. The conference may be omitted if the Head of School or designee determines that an emergency situation exists or if time does not permit. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.
This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. Notice to Parents/Guardians
At the time of suspension, the Head of School or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion
Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Expulsion by the Head of School or Head of School’s designee, the pupil and the pupil’s guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Head of School or designee upon either of the following determinations: 1) the pupil’s presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil’s suspension will be extended pending the results of an expulsion hearing.

D. Expellable Offenses

1. Discretionary Expellable Offenses: Students may be expelled for any of the following acts when it is determined the pupil:

   a) Caused, attempted to cause, or threatened to cause physical injury to another person.

   b) Willfully used force of violence upon the person of another, except self-defense.

   c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

   d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property.

g) Stole or attempted to steal school property or private property.

h) **Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.**

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.

k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

l) Knowingly received stolen school property or private property.

m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.

o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

r) Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the
threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

2. **Non-Discretionary Expellable Offenses:** Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) **Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Head of School or designee's concurrence.**

If it is determined by the Governing Board that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

E. Authority to Expel
A student may be expelled either by the Head of School following a hearing or by the Executive Administrative Panel upon the recommendation of the Head of School.

F. Expulsion Procedures
Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) calendar days after the Head of School or designee determines that the Pupil has committed an expellable offense.

The hearing shall consist of the Head of School and/or a designee and 2 staff members. It will be held in closed session unless the pupil makes a written request for a public hearing three (3) calendar days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing, unless waived in writing by the student’s parent or guardian. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Upon completion of the expulsion hearing:
1. Parents/guardians/caregivers and student will be notified within three calendar days as to the decision reached by the Head of School and the Administrative Panel.
2. If the panel decides not to expel, the student will return to school with a 3 month contract which details expectations. If not followed the student will began the expulsion process revisiting the prior offense(s) and evidence of the new infraction.

3. If the student is expelled, the student has 2 calendar days to withdraw from school.

4. **Appeals** must be made in writing within 3 business days of the decision. Within the body of the letter should be noted why the decision should be overturned, what was learned by the student from this incident, and what they will do differently if admitted back in the school. This letter can be written by the parent/guardian/caregiver, but is suggested to be written by the student:

   Executive Administrative Panel  
   555 Post Street  
   San Francisco CA 94102

G. **Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

The School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the School, Panel Chair or the hearing officer in the expulsion. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

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

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

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

2. PROCEDURAL SAFEGUARDS/MANIFESTATIONS DETERMINATION

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

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

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

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

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

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

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

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

3. DUE PROCESS APPEALS

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the School believes that maintaining the current placement of the child is substantially likely to result in injury
to the child or to others, may request an expedited administrative hearing through the HOS and/or Board of Flex Public Schools, and may possibly involve the School’s SELPA if helpful to the School.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the school, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the School agree otherwise.

4. SPECIAL CIRCUMSTANCES

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

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

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

5. INTERIM ALTERNATIVE EDUCATIONAL SETTING

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

6. PROCEDURES FOR STUDENTS NOT YET ELIGIBLE FOR SPECIAL EDUCATION SERVICES

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the School’s disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the School had knowledge that the student was disabled before the behavior occurred.

The School shall be deemed to have knowledge that the student had a disability if
one of the following conditions exists:

1. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to School supervisory or administrative personnel, or to one of the child’s teachers, that the student is in need of special education or related services.

2. The parent has requested an evaluation of the child.

3. The child’s teacher, or other School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other School supervisory personnel.

If the School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put. If the School had no basis for knowledge of the student’s disability, it shall proceed with the proposed discipline. The School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the School pending the results of the evaluation.

The School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

I. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

J. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.
The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the expulsion hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

L. Disciplinary Records

The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available to the County upon request.

M. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

N. Rehabilitation Plans

Students who are expelled from the School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the School for readmission.

O. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Head of School and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Head of School shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission.

In House Suspension
Students whom are required to serve suspension at home are mandated to log into the OLS and complete assignments as if they are in school.

Care for Students with Allergies and Sensitivities

SF Flex wants to make sure the learning experience is safe, comfortable, and pleasant for every student. Therefore, SF Flex requires all students and families to be sensitive to any health issues of other students or families. Signs may be posted in the school to indicate there are students in the building with severe allergies, such as allergies to peanuts. Please respect the posted signs and immediately remove any products that may contain the indicated ingredient and refrain from bringing such products onto campus. If students have allergies of any type, it is imperative to notify the main office and the student's academic advisor immediately.
The Online School (OLS)

The Online School, frequently referred to as the OLS, is the “engine” that drives the internet-based curriculum. The OLS allows students (and parents) access to assessments, attendance, progress, planning and teaching tools. A student’s daily work centers around classes and this Online School. Access to the OLS requires a connection to the internet through an Internet Service Provider (ISP) and a unique login for enrolled students. The OLS can be accessed through My Info, via the SF Flex website, or directly at this address: www.k12.com.

High school students are required to have their own account. The Student Account does not include the attendance function, pages supplied to the adult, or answer keys. A Student Account is not automatically set up but needs to be created by the learning coach through “My Account” on the OLS home page. This will allow students to have a My Info k-mail account to communicate regularly with his/her teacher.

Again, students should not have access to any adult’s OLS account information for any reason. Students must log in using their own personal username and password. If your child does not already have an account, please follow the directions below with your child to set up their account.

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

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

Study Island

Students in all grades may have access to a computer-based internet academic program called Study Island. Study Island is a provider of web-based state assessment preparation programs and is currently purchased by most K12 Virtual Academies for use throughout the school year and provided to students at no charge. Each program is based on the state standards for a particular grade level with tracking tools for the achievement of individual students, classes and grade levels.

Study Island provides practice in an assessment-like environment where students receive immediate feedback with explanations. School administrators, teachers, and Parents work together to provide students with a positive, confidence-building experience in Study Island. The program is designed to help students master California’s academic content standards specific to grade level, to increase knowledge and understanding of objectives covered on the ISAT test and other state-standardized assessments. Students are encouraged to spend at least thirty minutes a day on Study Island for practice on grade-level standards. Some students will be encouraged to complete assignments on Study Island from their teacher in addition to their general coursework on the OLS or LMS as needed to help remediate skills and improve deficiencies. These assignments are not part of student’s grades, but could be used to help determine skills mastery.

Achievement Exercises
To ensure students are mastering coursework throughout the year, teachers will use a series of Achievement Exercises ("Exercises") to determine students’ mastery of state standards and skills on grade level. Students should intend to meet their teacher in their virtual classroom on ClassConnect or face-to-face almost every day beginning at the end of September and continuing through the end of the school year (visit thebigthinK12 for the virtual instructional calendar from your teacher). If students prefer to take the Monday Achievement Exercise on their own, they need to simply reach out to their teacher to have the code k-mailed to them in advance. Otherwise, students should intend to participate in the Monday session for no more than thirty minutes.

Teachers will use the Exercise results to determine which students need additional support throughout the week. Students needing additional support will be sent a k-mail on Monday notifying them of the day and time to meet their teacher online in ClassConnect or face-to-face for more instruction. These sessions are designed to last roughly one hour and will provide students with necessary skills to remediate their deficiencies and give them the foundational skills to move forward in their coursework. At the end of the remedial session, students will be given another version of the Achievement Exercise. If they pass with 80 percent mastery or better, then they will not need to attend the final remedial session. If they do not pass, then they will be notified again via kmail that they are required to attend the final session.

If a student is unable to attend school, parents are expected to help their students log into ClassConnect at least 15 minutes before the designated session time. It is imperative students are on time for these sessions. Unattended sessions will result in an absence, so it is important students attend all ClassConnect sessions. In the event there is ever a conflict, please contact your academic advisor to work out a plan to complete the weekly Exercise or simply provide a valid excuse for the absence (Reference the section called, School Policies, Procedures and Expectations).

Academic advisors will work closely with students and parents throughout the year to ensure students are on track to graduate. If any student is not meeting the identified expectations and graduation requirements, the teacher will schedule a meeting with the student, parent, and Academic Administrator to discuss strategies to help meet the requirements. Students who are unable to meet these requirements put themselves in jeopardy of not graduating on time and may face retention.

**HIGH SCHOOL COURSES, COURSE REQUIREMENTS & EXPECTATIONS**

**K12 Curriculum**

SF Flex offers a diverse curriculum catalogue of courses to meet our student population. Not all K12 courses are offered at SF Flex every semester. Mathematics, English, Science, and History courses are available in multiple versions—Core, Comprehensive, Honors, and where applicable, Advanced Placement®—to meet the needs of diverse learners. Students can also take up to four years of world language (depending on the language), and choose from a variety of electives, including anthropology, web design, and digital photography.

- **The K12 Core courses** are similar to the standard courses offered by many other programs. They meet all academic requirements for each course area both for graduation as well as for potential admission into a wide range of colleges.

- **K12 Comprehensive courses** are designed for students entering with a strong foundational knowledge and aptitude in the subject area being covered, as well as solid study skills.
• **K12 Honors courses** hold students to a greater degree of accountability, and demand even greater independence and self-discipline than their Comprehensive counterparts.

• **The K12 Advanced Placement (AP®) courses** are college-level courses that follow curriculum specified by the College Board and are designed to prepare students for success on AP exams, providing students the opportunity to earn credit at most of the nation's colleges and universities.

The Honors and AP® courses have prerequisites and require approval by the Academic Administrator. Students who are interested in taking an Honors or AP course should schedule to meet with the High School Advisor to find out if they meet the necessary prerequisites.

Honors course prerequisite considerations may include:

1. State test scores in subject area above the 90th percentile (9th grade only)
2. Maintain either A's or B's in previous course
3. Teacher recommendation

AP courses are recommended for eleventh and twelfth grade students. Students who take AP® courses through SF Flex are eligible to sit for the AP® Examination. SF Flex will help arrange this testing on behalf of any students who qualify if it is requested by the student or parent. However, students are financially responsible for arranging their own transportation and for additional testing fees or costs.

### Academic Success Plan (ASP)

Every high school student will work with their Academic Advisor to create an Academic Success Plan that will outline an individualized path of courses to take in order to successfully graduate high school within four years. This plan will be referenced frequently throughout each student’s high school career, is updated yearly, but may require modifications along the way if students are not able to successfully pass any courses. Ask the high school Advisor for a copy of this plan at any time.

### Graduation Plan

The Graduation Plan will be reviewed at the end of each semester to ensure each student is on track to graduate SF Flex within four years. Ask for a copy of this plan at any time. Recommendations will be made if credit recovery is needed and it is the student and parent's responsibility to pursue all credit recovery options made available to them.

The School's current graduation requirements, subject to change, are the courses currently listed in the University of California “a-g” admissions course sequence.

### Year Long Courses Required to Graduate Flex Academy

<table>
<thead>
<tr>
<th>Course</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 years</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 years</td>
</tr>
<tr>
<td>History/Social Science</td>
<td>2 years</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>2 years</td>
</tr>
<tr>
<td>Language other than English</td>
<td>2 years</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>1 year</td>
</tr>
<tr>
<td>Elective</td>
<td>1 year</td>
</tr>
</tbody>
</table>

Students may fulfill course requirements through coursework at the School or at a local community college.

More detailed information can be found in the Graduation Requirements section below.
Learning Management System (LMS)

The Learning Management System, frequently referred to as the LMS, houses each online high school class. The LMS delivers student lessons, assignments, and assessments. A high school student’s daily work centers on the LMS. Access to the LMS is gained through the Online School (OLS). After logging onto the online school (OLS), students continue to the LMS My Courses Screen, which contains a list of a student’s registered courses. Students will access each course on the My Courses Screen every day.

Students must log in to every course that appears on the LMS every day. Students are required to work for at least 60 minutes per day in each LMS class. Each course will provide weekly course requirements and assignments and will provide instructions to work both on and offline.

ABC’s of the LMS

Your child’s classes are located on the Learning Management System (LMS). When you enter the LMS, you are accessing your student’s active account. It is encouraged to enter the LMS with your child. Ask your child to show you his or her accomplishments and areas in need of improvement within each class.
Family Connection

High school students have access to additional college and career planning resources through a comprehensive school counseling system. The school counseling system provides students with a single place to store the information they find about the schools and careers they are considering. The system also helps students to track the milestones en route to reaching their destination.

The school counseling system includes assessments to help students identify their particular learning style, a personality profile, and other personal insights as key inputs to the college and career planning cycle. Students can search thousands of colleges and careers, build multi-year plans, research college scholarships, and investigate requirements for various careers—all from a single system.
Late Assignment Policy
To be successful, students should turn their work in on time the day it is due. It is each student’s responsibility to check for daily assignments in the teacher’s Course Announcements and Assignment Calendar for each course. Please contact your teacher to determine how to catch up if you fall behind in your work.

In general, work will be assigned a zero two (2) weeks past the due date.

Academic Integrity Policy for High School Students
SF Flex seeks to establish academic integrity within the high school community. SF Flex has identified the following as unacceptable practices, including, but not limited to:

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

2. Plagiarizing (e.g. presenting as your own the words or ideas of another person), including inadequate documentation of sources (electronic, internet, or print) and excessive dependence on the language of sources even when documented, relying on similar order of sentences while altering a few words or word order;

3. Submitting the same work for more than one course or assignment without prior written approval from the instructor(s);

4. Using copyrighted material without appropriate citation or copying software or media files (such as music, movies, etc.) without permission;

5. Fabricating data: This includes falsifying or manipulating data to achieve desired result, reporting results for experiments not done or falsifying citations in research reports;

6. Destroying, tampering, or altering another student’s work to impede academic progress;

7. Signing in to a ClassConnect session for another student who is not present, using a false name, or indicating that you have “stepped away” from the session when you are actually present;

8. Falsely reporting completion of any assignments

At the instructor’s discretion, depending on the nature of the offense, the student’s grade or ability to earn credit for the course may be affected if a student violates any of the standards above. All students who violate the principles of academic integrity will be reported to the Administration and violations will lead to further disciplinary action according to the Student Code of Conduct. No credit will be given for work demonstrated to be completed dishonestly.

Plagiarism & Source Citation
Plagiarism is the act of submitting someone else’s work as an original piece of work. If a student uses another person’s writing or original work, the student must cite their words using an appropriate manuscript style in the Works Cited page, Endnotes, or in a Bibliography. The exact wording should be in
quotation marks or paraphrased in the paper and referenced as such in the paragraph in which it appears. A student may not copy and paste directly from the internet without giving appropriate credit to the author. Plagiarism is a serious academic violation. Plagiarism will result in no credit and will also be considered as a disciplinary issue and may result in removal from SF FLEX.

Many courses require written work in which many of the sources will need to cited. Any direct quotations from a textbook can simply be cited as (Author, Page Number). Any quotations from outside sources require full citations, including author, title, publisher, date of publication, and page number. If citing information found on a Web site, provide the complete Web page or site title, URL, author if known, page number if applicable, and publication date of the site, if available. Students should ask their teacher for help if they are unsure of how to cite a source.

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

**HIGH SCHOOL GRADES, COURSE ADVANCEMENT, & GRADUATION REQUIREMENTS**

**Midterm Grades & Report Cards**

Students will be given grades four times a year, midterm grades at the end of the first and third quarter and final semester grades at the end of the second and fourth quarters. These dates are listed in the calendar that can be found at the beginning of the Learning Coach Handbook and also in the School Calendar posted on TheBigThinK12. Parents are sent report cards two times a year, once at the end of the second semester and again at the end of the school year. Grades will be based on the completion of assignments, projects, participation, discussions, quizzes and tests. The following percentages below represent the scale used to determine each letter grade.

*Please note: If students receive an “F” for any course, they will not receive credit for the course and they will need to retake the course during another semester, on their own in night school/correspondence, or in summer school.*

- 90% to 100% = A
- 80% to 89% = B
- 70% to 79% = C
- 60% to 69% = D
- 59% and below = F*

*No credit will be given for the course.*

**Final Exams**

SF Flex requires all high school students take final exams during the last week of each semester. An exam schedule will be posted at least 10 days prior to exam week. There are no exceptions for students to take exams outside of this week, do not schedule any appointments, vacations, or other events that may conflict with the testing schedule, because you will be putting your child in jeopardy of failing their exams if not taken at school.

To prepare for final exams, students should review all of the content covered throughout the semester, attend all class and ClassConnect review sessions offered by each teacher, complete any study guides, and ask their teachers questions about the best way to prepare for each exam.
Academic Probation

The Academic Advisor monitors student progress in their coursework throughout the school year and helps encourage students who may need more frequent reminders or support to excel in their coursework. Students who show signs of failure (infrequent logins on the LMS, missing assignments, lack of communication with the teacher, etc…) and/or fall below a 60 percent average of their core courses will be contacted by the Academic Advisor and put on “Academic Probation”. Students who qualify for probation will be given a notice.

Students on Probation will be required to stay after school for extra tutoring and advising session in addition to their regular weekly class session. Attendance at the additional session is mandatory and will be counted as an absence if the student does not show or kmail the Registrar a “valid” excuse for an absence. See section School Policies, Procedures and Expectations. Students will work with the Academic Advisor during this time to acknowledge how they got to this point and will set goals to improve habits that will help them get back on track in their coursework. Students will be required to complete a Grade Improvement Plan acknowledging the goals they set to move forward. For additional questions about this process or if you want to see a student’s Grade Improvement Plan, please contact the Head of School.

Students who repeatedly remain on Academic Probation will be escalated to the Administration for further action.

Grade Level Promotion & Retention

Each student is expected to work hard to reach their maximum potential in all coursework. Students need to earn a minimum grade of “D” (60%) or higher in each course to earn credit for completing the course. High school students need to earn a total of 200 credits and meet the 200 credit a-g course graduation course requirements in order to successfully graduate SF Flex in four years in the areas defined in the chart below. Therefore, students need to earn a minimum of 50 credits each year to stay on track for graduation.

High School Graduation Requirements

In order for students to successfully graduate high school within four years, it is important students and parents are well aware of the SF Flex graduation requirements. The chart below shows the course requirements for each subject area and the amount of credits needed.

REQUIRED FLEX HIGH SCHOOL A-G SUBJECT/GRADUATION REQUIREMENTS

The chart below shows the course requirements for each subject area and the amount of credits needed.

<table>
<thead>
<tr>
<th>Subject:</th>
<th>Courses:</th>
<th>Credits Required:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. History &amp; Social Science (2 years)</strong></td>
<td>World History(or H/AP), U.S. History(or H/AP), Anthropology*, U.S. Government &amp; Politics(or H/AP), U.S. &amp; Global Economics(or H/AP), (including 1 semester US History and 1 semester of American Government AND 1 year of social science)</td>
<td>20 credits</td>
</tr>
<tr>
<td><strong>B. English (4 years)</strong></td>
<td>Literary Analysis &amp; Composition I(or H), Literary Analysis &amp; Composition II(or H), American Literature(or H), British &amp; World Literature(or H), AP Language and Composition, AP Literature and Composition</td>
<td>40 credits</td>
</tr>
<tr>
<td><strong>C. Mathematics</strong></td>
<td>Algebra I(or H), Geometry(or H), Algebra II(or H) and Pre-Calculus/Trigonometry</td>
<td>30 credits</td>
</tr>
</tbody>
</table>
Students with Limited English Proficiency (LEP) and Students with Disabilities
LEP students must meet all graduation requirements with needed accommodations such as placement in English/ESL and home language support in other subject areas, as appropriate. Students with disabilities meet the general graduation requirements with appropriate accommodations and curricular modifications as determined by their Individual Education Programs (IEPs); students whose IEPs indicate an alternative mastery process receive a document of graduation.

High School Credit Recovery
Students who are not track to graduate have the opportunity to get back on track through credit recovery. If courses aren’t retaken and students miss opportunities to make up the lost credit, they are putting themselves in jeopardy of not graduating within four years. Students who do not earn a passing grade (60% “D” or higher) in any course will need to retake the course to recover the lost credit. There are a few ways students can earn lost credits. SF Flex can offer a maximum of seven courses each semester, and may be an effective way to recover a few lost credits. However, students taking seven courses a semester will need to work extremely hard to keep up with the demands of all of their courses.

TESTING REQUIREMENTS
State, and federal government require achievement testing to determine what students have learned. In addition, SF Flex uses diagnostic assessments to determine what students have learned in order to make adjustments to curriculum and instruction. Because SF Flex is a public school, students may be required to participate in a variety of tests throughout the school year. Failure to participate in any state-mandated or SF Flex test places our school at risk and will jeopardize the student’s continued enrollment in SF Flex.
California High School Exit Exam

All graduates of the School will pass the high school exit exam per the guidelines issued by the state of California.

State Standardized Testing

Students in the School will participate in state standardized testing at the School.

Scantron (9th - 12th graders)
Scantron is a web-based, adaptive test which quickly pinpoints the proficiency level of each student. All students will be required to take the Scantron Performance Series test two times a year, in September and again in April. Assessment questions will begin one grade level below their age-appropriate grade and the response will determine the next question a student is given. The assessment adjusts item difficulty based on the students’ answer. Since the assessment is adaptive, each student will receive a unique assessment and the number of items may vary. There is no set number of questions, but the assessment should take your student approximately one hour to complete; one hour for math and one hour for reading. (For Advanced Learners the test may take longer). It is also imperative adults to do not help their students with any questions, because the results are used to determine student’s strengths and weaknesses so teachers can target their instruction at each student’s deficiencies. Testing will be conducted virtually, unless otherwise advised, and will be each Learning Coach’s responsibility to have the student complete testing according to testing procedures and at the required time. www.collegeboard.com or talk with the Academic Advisor.

TheBigThinK^{12}
SF Flex teachers and staff will post a variety of announcements and important information on TheBigThinK^{12} website. Get instant news from your teacher and hear about the things that take place in the larger K12 community each week by visiting TheBigThinK^{12}. Subscribe to different parts of the site by clicking on RSS Feeds to automatically receive updates as new info is posted. This information will also trigger an email that will be sent to your personal email address that you gave upon enrolling. To change this email address, edit your contact information in your My Info account.

Introduction To Online Learning
Students have access to an extremely helpful course called “Introduction to Online Learning”. This course is designed to take a number of days to work through and slowly introduce you to different parts of the OLS or LMS, functions of the platform, and important components of being a part of San Francisco Flex Academy. Please be sure to complete the course in its entirety so you are introduced to the necessary skills to have a successful start this school year.
SF Flex Parent Program
Parents are encouraged to take advantage of the following support opportunities so they can be proficient in their role and continue to flourish as an effective participant. For any additional questions about these offerings, please contact the SF Flex Head of School.

- **Parent/Teacher/Student Association**

- **Training Sessions**
  These are held both face-to-face at the School and virtually on ClassConnect. The schedule and description of these sessions will be listed on TheBigThinK12 on the school page under *Learning Coach Support*.

- **Speaker Series Recorded Sessions**
  There are over 200 archived Speaker Series sessions that are geared to support parents. You can find topics on anything, from how to schedule a school day to how to teach spelling. These can be found on TheBigThinK12 under *K12 Parent*. There is a wealth of information available with a click of the mouse, so be sure to check out these great resources!

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

**K12 Family Directory**
Connect with other Parents by clicking on the *Family Directory* located in the top right hand corner of your OLS homepage. When families register you choose to be a part of this directory. This is a great way to get contact information of other SF Flex Parents and across the country. Use this tool to make new connections, find a close neighbor to carpool with, or to exchange ideas.

**Confidentiality**
Every effort is used in maintaining the confidentiality of students attending the San Francisco Flex Charter School. Parents must give permission before a student's name or image can be displayed in a public manner. Before confidential student information is transferred over the internet, it is password protected or encrypted, and can only be decrypted by another party employed or assigned by SF FLEX. SF FLEX employees follow FERPA (Family Rights and Privacy Act), which provides students and parents specific rights involving student’s educational records. Student files are accessible only to employees of SF FLEX who have an interest in the education of those students. Parents and students should be careful not to share their K12 Online School (OLS) username and password with any unauthorized individuals. If a parent or teacher believes the security of the OLS has been compromised, the parent should go to “My Account” to change their username and password or contact their teacher immediately.
Appendix
Documents & Resources
Enrollment Contract

Statement of Education Equality
SF Flex is committed to a policy of education equality. Accordingly, the program admits students and conducts all educational programs, activities, and employment practices without regard to ethnic group identification, race, national origin, color, ancestry, sexual orientation, religion, age, sex, color, physical or mental disability, or any other legally protected classification. Any person having inquiries concerning the school's compliance with regulations implementing Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendment of 1972, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, or the Individuals with Disabilities Education Act is directed to contact:

San Francisco Flex Academy
555 Post Street
San Francisco, CA 94117
UNITED STATES
ph:866-467-6182
fax:877-843-5907

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

Please check the box to accept each of the following statements:

☐ I understand that as the legal guardian, both my child and I will be required to follow all policies per the San Francisco Flex Academy handbook.

☐ I understand that by submission of this form I am requesting to enroll my child in a public school with attendance requirements that we are expected to meet.

☐ I understand that my child will be expected to attend school at SF Flex Facility five days per week and not doing so is considered truancy. A student who reaches ten days of absence will be notified to attend an Attendance Hearing.

☐ I understand if my child is absent, it is my responsibility to contact the School immediately to provide them with a valid reason for the absence.

☐ I understand that enrolling in SF Flex includes participation in any SF Flex, or state testing initiatives (e.g., CAHSEE, Scantron, Achievement Exercises, STAR, etc...).

☐ I understand that there will be required times throughout the week for my child to participate in online teacher-led instructional activities.

☐ I understand that I may be required to participate in regular conferences with my child’s teachers.

☐ I understand that it is my responsibility to arrange for transportation to and from the school for my child.

☐ I understand that San Francisco Flex Academy has high expectations of students and families and uses the rigorous standards based K12 curriculum.

☐ I understand that student progress is an expected part of the San Francisco Flex Academy in addition to the logging of required attendance hours. Teachers will review progress and consider other factors, including parental input, when making student advancement decisions.

☐ Please accept this completed and signed document to enroll CHILD’S NAME in the San Francisco Flex Academy for the academic year 2010-2011. I understand that completion of this enrollment form does not guarantee admission into the program.

I _________________________________________ (print parent/guardian name) sign and agree to the terms outlined above in the Enrollment Contract.

___________________________________________ ____________________
(Parent/Guardian Signature) Date

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## Important Contact List

<table>
<thead>
<tr>
<th>Contact</th>
<th>Phone #, Email Address, or Website</th>
<th>Type of Support Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>K12 Customer Care</td>
<td>(866)512-2273</td>
<td>• Online School (account setup, basic navigation)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• K12 computer hardware problems (CPU, monitor, printer)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• K12 computer technical assistance or software problems (Flash player, Adobe Reader)</td>
</tr>
<tr>
<td>SF Flex Main Office</td>
<td>415-762-8800</td>
<td>• General questions about the school</td>
</tr>
<tr>
<td></td>
<td>School Website: <a href="http://www.flexsf.org">www.flexsf.org</a></td>
<td>• Academic Questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Facility questions</td>
</tr>
<tr>
<td>Office Administrator</td>
<td>Norman <a href="mailto:Quinterno@flexsf.org">Quinterno@flexsf.org</a></td>
<td>• Attendance questions and to report excused absences</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Student records, transfers, or withdrawals</td>
</tr>
<tr>
<td>SF Flex Administration</td>
<td>Royce Conner, Head of School</td>
<td>• School policies and procedures</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:rconner@flexsf.org">rconner@flexsf.org</a></td>
<td>• Program offerings and support</td>
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<td>• Testing information and dates</td>
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<td></td>
<td></td>
<td>• Problems academic advisor/advisors are unable to resolve</td>
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<td></td>
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<td>• Escalate an issue with staff/teachers/advisors</td>
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<td></td>
<td></td>
<td>• Counseling support and resources</td>
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<tr>
<td></td>
<td></td>
<td>• Letters of recommendation for students</td>
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<td>• High School graduation requirements and credit recovery</td>
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<td>• Special Education, 504s, Academic Support Program, English Language Learners (ELL), Advanced Learners Program, and Testing questions</td>
</tr>
<tr>
<td>K12 Help Website</td>
<td><a href="http://help.k12.com">http://help.k12.com</a></td>
<td>• For a list of frequently asked questions on a variety of topics</td>
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<td>• Material lists</td>
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<td>• Backordered items</td>
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<tr>
<td>TheBigThinkK12 Website</td>
<td>Access is through a Parent’s My Info account.</td>
<td>• View the SF FLEX school calendar of school events, outings, and activities</td>
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<td>Access is through a Parent’s My Info account.</td>
<td>• Access resources for parents and Parents like the Speaker Series</td>
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<td></td>
<td>Access is through a Parent’s My Info account.</td>
<td>• Participate in discussion threads</td>
</tr>
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<td>Access is through a Parent’s My Info account.</td>
<td>• Subscribe to news feeds, discussion threads, blogs or areas of the website to automatically receive updates</td>
</tr>
<tr>
<td>My Info</td>
<td></td>
<td>• Communicate with teachers and/or staff via k-mail and respond to messages sent from your teacher, staff, or administration</td>
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<td>• View the status of shipped materials</td>
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</tbody>
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Transfer Authorization Form

Student First Name: _______________________ Last Name: _______________________

Grade Level: ___________ Date: ____________

Reason for Transfer: (Please check only one box that best applies)
□ Student needs freedom of virtual school □ Parent/personal health issues □ Parent’s job interfered/unavailable □ Moved out of area served by school □ Enrolling in another K12 option □ Time commitment/organization skills
□ School workload □ IEP Team Decision □ Lack of self-paced option □ School too structured □ Socialization issues
□ Workload □ Wants to try new school option available □ Curriculum/material too challenging
□ Other (please specify) __________________________________________________________

Please answer the following two questions:
Based on your experience, how likely are you to recommend SF FLEX to a family or friend?
□ Very Unlikely □ Unlikely □ Neither likely nor unlikely □ Likely □ Very Likely □ Don’t know

Based on your experience, how likely are you to recommend SF FLEX to a family or friend with a similar family or life situation as you?
□ Very Unlikely □ Unlikely □ Neither likely nor unlikely □ Likely □ Very Likely □ Don’t know

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

I hereby authorize San Francisco Flex Academy to release my child’s California Student Records, Medical Records, and Test Scores to the following school:

School Name: _________________________________________________________________

Phone Number: ___________________________ Contact: _____________________________

School Address: ______________________________________________________________

City: ______________________ State: _________ Zip Code: ___________________________

Parent/Guardian Name (please print): ___________________________________________

Parent/Guardian Signature: ________________________________________________
"I Understand and Agree Statement" Form

We have read, understand, and agree with the responsibilities we are assuming as members of the San Francisco Flex Academy community for the 2013-14 school year, as outlined in the 2013-14 SF Flex Family and Student Handbook.

<table>
<thead>
<tr>
<th>Parents First Name</th>
<th>Last Name</th>
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<th>Parents Signature</th>
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<table>
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<th>Student First Name</th>
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<th>Student Signature</th>
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</table>
Academic Integrity Policy Form

I have read and understand the San Francisco Flex Academy Academic Integrity Policy and will comply with what is outlined in the policy of this handbook.

__________________________________________
Student First Name                      Last Name

__________________________________________
Student Signature                       Date

__________________________________________
Parent or Legal Guardian First Name     Last Name

__________________________________________
Parent or Legal Guardian Signature      Date
Student Acceptable Use Agreement

I, ____________________________________________ the parent/guardian of ________________________________,

(Parent/Guardian Name—Print) (Student Name—Print)

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

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

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

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

_________________________________ ______________________
Parent or Guardian Signature Date
School Laptop and Technology Lending Form

San Francisco Flex Academy recognizes there may be times when students need to use additional equipment or technologically to enhance their learning experience and contribute to the learning environment at home.

POLICY
The usage of school equipment purchased by the school should only be used by SF Flex students and is for educational purposes only and never should be used for personal use. If there is any indication that the equipment or technology is being inappropriately used or for personal usage, the equipment will need to be returned immediately and further disciplinary actions will be taken, if needed, according to the school’s Code of Conduct.

Students will be given permission after the School Equipment Lending Form is completed and signed by the parent and appropriate permission has been granted by teachers or the Administration.

________________________________________

AUTHORIZATION
By completing this form, you agree to take full responsibility for borrowing school equipment or technology and agree to pay for any repairs or replacement costs incurred for lost or damaged equipment.

Equipment: Computer  Purpose: To be used only to complete school work; accessing the LMS, attending Class Connect sessions with teachers, and using the internet to research information when needed for projects.

Student Name: ____________________________  Grade: ________

Parent Name: ____________________________  Phone #: __________________

Address: ________________________________________

(Street, City, Zip Code)

Identification Number: ________________  Estimated Cost of Equipment: $950

I give my child permission to borrow a laptop from San Francisco Flex Academy. I accept all financial liability for the laptop if it becomes lost, damaged or otherwise unusable during the time my child has it. I understand that this is a privilege that can be lost of computer use is not in line with the San Francisco Flex Academy Acceptable Use Policy.

Parent Signature: ____________________________  Date: __________