

2019-2020 FLEX Program

- ❖ Admission into Flex Program requires completion of an application. **Deadline: One week prior to the semester start.**
- ❖ The principal and/or designee(s) will approve candidates prior to their schedule being changed to allow FLEX periods.
- ❖ Students may not drop classes to add additional FLEX blocks once the regular schedule change period has passed.
- ❖ Students will be scored on a **rubric**.
 - **Academics**
 - **Prior experience**
 - **Employment/Internships**
 - **Service Organizations/Volunteerism**
 - **Attendance**
 - **2 Letters of recommendation from Flippin staff , employers, or other organizational supervisors**
 - **Interview**

Note: Assign Flex Students to a class and maintain a point system for continued FLEX privileges.

- ❖ Flex Rubric/Agenda/Plan/Time cards
 - Document utilization of FLEX time.
 - Fill out a daily/weekly time card.
 - Have the card signed.
 - Put it on the board.
 - Time cards will include the following:
 - Reflection on accomplishments
 - An Agenda for the next week
 - Times
 - Activities
 - Goals
 - Signature of Mentor/Supervisor
 - *Fill out card before asking for a signature!*

Note: Students who do not provide an adequate plan will be assigned classes or will work on an online curriculum.

- ❖ Students may not FLEX as a teacher's aide for more than 1 block a day.
 - ❖ Flex Times for *Juniors*
 - Maximum of **TWO** flex blocks (may 2 blocks on a red **or** white day or 1 block every day). College and technical courses do not count toward limits, but QUIPS blocks do.
 - Focus predominantly on service hours and job shadowing.
 - ❖ Flex Times for *Seniors*
 - Maximum of **FOUR** flex blocks (may be 4 blocks per red **or** white day or 2 blocks every day). College and technical courses do not count toward limits, but QUIPS blocks do.*
 - May be subjected to more privileges based on Flex records/points on application rubric.
- *Exceptions subject to committee approval.

Note: Students not utilizing Flex time as intended will be suspended from flexing and parents will be contacted. If students are unable to FLEX, they will be given an alternative curriculum to earn back privileges. If possible, students may be assigned to a credit bearing course.

- ❖ Curriculum may include:
 - Online Coursework (Personal and Family Living, Personal Financial Literacy, etc..)
 - Career Exploration
 - Drivers Ed

Flippin School District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the FLEX program.

Mentor/Supervisor Agreement

Conditions for admission and continuation within the Flippin High School Flex Program:

- Maintain a 2.5 GPA or higher.
- Pass all classes and remain on track to graduate.
- Complete FLEX CAP assignments.
- Submit a completed timesheet/reflections with dates and times spent working on the following selected FLEX options:
 - Employment with pay
 - Job Shadowing or Mentoring Assignment
 - Independent Project(s) or Service Project(s)
- Meet requirements for college or technical school, including attendance and course work.
 - College or technical school courses
- Meet with assigned CAP adviser and FLEX adviser weekly.
- Attend all assigned block classes with no more than 5 absences* from a given class per semester.
- Utilize designated FLEX time for the intended purpose as indicated by the MOU, whether on or off campus between 7:50 am-3:09 pm. Absences from FLEX assignments should be excused/approved by the FLEX CAP adviser and the student mentor/supervisor.

*Exceptions subject to committee approval.

Any changes to the student's FLEX assignments must be reviewed and approved by the principal and FLEX adviser. Students not adhering to the guidelines of their supervisor and the memorandum of understanding (MOU) will be subject to removal from the FLEX program.

As the adult supervisor of the student who is participating in the Flippin High School Flex Program, I understand the conditions stated above and agree to do my part to make this program a successful experience. I also agree to let the school know through email (jennifermetts@flippinschools.net) or phone (870-453-2233) if the student is not meeting the conditions stated above or any other relevant information.

Student Name:	
Name of Mentor/Supervisor:	Signature of Mentor/Supervisor:
Business:	
Address:	
Phone number:	
Email and/or cell:	

Flippin School District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the FLEX program.

Requested days of the weeks/times:

Memorandum of Understanding

After admission, and to continue participation in the Flippin High School FLEX program, students must ...

- Maintain a 2.5 GPA or higher.
- Pass all classes and remain on track to graduate.
- Complete FLEX CAP assignments.
- Submit a completed timesheet/reflections with dates and times spent working on the following selected FLEX options:
 - Employment with pay
 - Job Shadowing or Mentoring Assignment
 - Independent Project(s) or Service Project(s)
- Meet requirements for college or technical school, including attendance and course work.
 - College or technical school courses
- Meet with assigned CAP adviser and FLEX adviser weekly.
- Attend all assigned block classes with no more than 5 absences* from a given class per semester.
- Utilize designated FLEX time for the intended purpose as indicated by the MOU, whether on or off campus between 7:50 am-3:09 pm. Absences from FLEX assignments should be excused/approved by the FLEX cap adviser and the student supervisor.

*Exceptions subject to committee approval.

Any changes to the student's FLEX assignments must be reviewed and approved by the principal and FLEX adviser. Students not adhering to the guidelines of their supervisor and the memorandum of understanding (MOU) will be subject to removal from the FLEX program.

As a student or participant in the student's FLEX program, I understand and agree to abide by the conditions stated above and will do my part to make this program a successful experience.	
Student Name:	Student Signature:
Mobile number:	Other contact info:
I hereby give my student permission to participate in the FLEX program with the understanding that he/she will abide by the expectations as stated above.	
Parent/Guardian:	Parent/Guardian Signature:
CAP Adviser Signature:	
↓ For Office Use Only ↓	
FLEX Adviser Signature:	

Flippin School District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the FLEX program.

Counselor Signature:

Principal Signature:

Application for Flippin High School FLEX Program

Required for ALL applicants

Name: _____ Cell #: _____ Date: _____

For which semesters do you wish to FLEX? (Check one) Fall Spring Whole Year

ACADEMICS:			
Request your most recent transcript be submitted to the FLEX adviser for inclusion with this application.			
GPA:	CREDITS EARNED:	CURRENT GRADE:	11th 12th
WORK EXPERIENCE, JOB SHADOWING, or INTERNSHIPS			
Employer	Job Description	Start/End Date	Contact Info
VOLUNTEER EXPERIENCE			
Organization/Project	Project Description(s)	Hours Worked	Contact Info

If additional space is needed, you may include information about experience and goals in a separate attachment.

What do you plan to do with your FLEX time? Check all that apply:

- Job shadowing Volunteerism Service Organization
 Employment College Technical School

ESSAY:

In a concise essay (100-200 words), please explain why you should be in the program and provide specific information about how you plan to utilize your FLEX hours.

REFERENCES: Attach two letters of recommendation from non-family members such as Flippin staff, employers, or other supervisors. Letters should include evidence of employability such as specific aptitudes, soft skills, work skills, and habits. Returned completed forms to the high school office.

Name of Applicant:

Flippin School District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the FLEX program.

Scoring Rubric Will this student meet the expectations of the FLEX program?							Total Points
Academics (GPA) *Do a grad check to verify credits	Notes:	5 points 4.0	4 points 3.5-3.99	3 points 3.0-3.49	2 points 2.5-2.99	Less than 2.5 Ineligible Stop here.*	Grad check: If not on track to graduate, stop here. _Yes _No
Attendance (See report card/data last full semester)	Notes:	5 points Fewer than 3 absences from a class.	4 points Fewer than 5 absences from a class.	3 points Fewer than 7 absences from a class.	2 points Fewer than 9 absences from a class.	Greater than 9 absences from a class. Ineligible Stop here.*	
Essay	Notes:	Notes: How many specific goals are mentioned? _____ <u>x3 points=</u> Are the goals realistic?		How many potential issues are revealed in the essay? _____ <u>x-1 points=</u>			
Recommendation 1	Notes:	How many specific aptitudes, work skills, or soft skills are specifically addressed or demonstrated? _____ <u>x3 points=</u>		How many specific concerns are indicated by the rater? _____ <u>x-3 points=</u>			
Recommendation 2	Notes:	How many specific positive traits, work skills, or soft skills are specifically addressed or demonstrated? _____ <u>x 3 points=</u>		How many specific concerns are indicated by the rater? _____ <u>x-3 points=</u>			
Interview	The candidate presented sufficient answers and demonstrated his or her commitment to the FLEX Program. _____/10 points Notes:			Suggestions:			
Total Points							

Committee recommendation: Pending supervisor agreement, this student may be allowed up to _____ Blocks of FLEX.

Odysseyware Coursework for FLEX students who are suspended:

Personal and Family Living

Flippin School District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the FLEX program.

PERSONAL DEVELOPMENT
HOME AND FAMILY LIFE
INTERPERSONAL RELATIONSHIPS
HEALTH, FINANCES, AND SAFETY
CAREER AND EMPLOYMENT PREPARATION
COURSE REVIEW AND EXAM

Personal Financial Literacy

FINANCIAL RESPONSIBILITY AND DECISION MAKING
CAREERS AND INCOME
MONEY MANAGEMENT
SAVING AND INVESTING
CREDIT, DEBT, AND CONSUMER SKILLS
COURSE REVIEW AND EXAM

Require students to complete a lesson during a week to earn back privileges.

Enroll student in course for credit if removed from FLEX.

Assign units for students who are underemployed.

Further Flex Information

- Students who are employed should choose a secondary option for the days that they are not scheduled for work. Students are expected to be consistent in their communication with their employers, QUIPS teachers/Secondary Supervisors, and Mrs. Metts.
- The same teacher may have multiple aides or students job shadowing them, but **multiple students should not be assigned to the same teacher/location for job shadowing or service during the same blocks or class periods.**
- Mrs. Metts will advise students based on their selected FLEX options:
 - **Employed students:** Mrs. Metts will verify that students are working by calling employers and having students share copies of their schedule and/or documentation of their hours worked.
 - **Job Shadowing Off Campus:** Mrs. Metts will treat students who are job shadowing off campus the same way that she would treat students who are employed. Students should treat job shadowing the same way that they would treat employment, meaning call the supervisor before being absent, take pride in work, etc.
 - **Job Shadowing On Campus:** Students wishing to go into a field represented on campus, such as teaching, maintenance, IT, etc. may job shadow on campus, and they will be treated the same way as students who job shadow off campus.
 - **Service:** Students who work as office aides, teacher's aides or who work on independent or group service projects will have "service" indicated on the Flex spreadsheet Mrs. Metts will coordinate and facilitate assignments and advise these students, but the teachers who sign off on the "supervisor" paperwork are basically their on-campus "employers." At the high school level, supervisors and quips teachers should contact Mrs. Metts if there are concerns about flex students, but if an adult chooses to supervise or mentor a student, that adult is a manager of the student.
 - **College:** Mrs. Hill and Mrs. Smith work to enroll students in college. Mrs. Smith sends transcripts and verifies which credits will count for both high school and college credit. Regular CAP advisers will also advise about how to enroll in college and how to get scholarships. However, students who are flexing to do college work will report to Mrs. Metts for 5th period advisement on Fridays. This is so students who are only in school in the afternoon are getting advised, and our college students will receive extra support to ensure that they are successful in the transition from high school to college classes. Mrs. Metts will not be checking college work and grades, but she will be visiting with those students and answering their questions about how to use Blackboard, etc.
 - **5th period on Fridays:** These students will participate in activities geared toward Flex students. For class elections, homecoming events, etc., they need to be released to work with their classes.
 - Badges for all of the FLEX students. The badges will have the students' names, the times they FLEX, the option(s) they have chosen (Employment, Service, Job Shadowing, College). A simple reminder of rules will also be included. On Fridays 8th period, FLEX students will be able to stay off campus/leave without checking out as they would to flex. However, if they have been told by their CAP adviser that they have

missing work or low grades, they are to report to their CAP adviser and do what it takes to complete the missing work as needed.

4 Units of English

	Sem 1	Sem 2
*English 9/Pre-AP	_____	_____
*English 10/Pre-AP	_____	_____
*English 11/ AP Lang	_____	_____
*English 12 or AP	_____	_____
Comp I / II	_____	_____

3 Units of Social Studies

*Civics/Economics	_____	_____
*World History	_____	_____
*Am. History or Pre-AP	_____	_____
AP Govt.	_____	_____
Psych/Sociology	_____	_____
Wld. Geo./Af.Am. His	_____	_____

3 Units of Science (1 Physical, 1 Life)

*Physical Science	_____	_____
*Biology	_____	_____
**Chemistry or	_____	_____
Physics	_____	_____
**Env. Science	_____	_____
AP Biology	_____	_____

4 Units of Math

*Algebra I or	_____	_____		
Alg A & Alg B	_____	_____	_____	_____
*Geometry or	_____	_____		
Geom A & Geom B	_____	_____	_____	_____
*Algebra II	_____	_____		
Algebra III (Trans M)	_____	_____		
Trig/Pre Calculus	_____	_____		
AP Calculus	_____	_____		
College Alg	_____	_____		

One Semester of Each of the Following .5 Units

*Health	_____		
*Oral Communication	_____		(Class of 2018 may have it with their Eng 9 if FHS student)
*Phy. Ed./athletics	_____	_____	(extra .5 is elective credit)
*Fine Arts (Choice)	_____	_____	(extra .5 is elective credit)

Computer Science _____

Has student completed a Blended Digital Class Yes or No Circle one and if yes which class _____

***Electives (Enough to Total 22 Credits)**

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Honor Graduate Requirements

- A) 3.5 or higher cumulative GPA
- B) Smart core (math above Alg II and chem or physics)
- C) At least one (1) AP selection
- D) Two years of the same foreign language