

FLVS Full Time K-12 Student and Parent Handbook 2018-19



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FLVS Mission, Vision, and Commitment

Our Mission: To deliver a high quality, technology-based education that provides the skills and knowledge students need for success.

Our Vision: To transform education worldwide—one student at a time.

Our Commitment:

- The student is at the center of every decision we make.
- We have built our school on these beliefs:
 - Every student is unique, so learning should be dynamic, flexible, and engaging.
 - Studies should be integrated rather than isolated.
 - Students, parents, community members, and schools share responsibility for learning.
 - Students should have choices in how they learn and how they present what they know.
 - Students should be provided guidance with school and career planning.
 - Assessments should provide insights not only of student progress but also of instruction and curriculum.

School Contact Information

School Information	School Contact
FLVS Full Time K-5 School Phone Number	
FLVS Full Time K-5 School Fax Number	
FLVS Full Time 6-12 School Phone Number	800-374-1430
FLVS Full Time 6-12 School Fax Number	407-377-8330
FLVS Full Time K-12 School Address	2145 Metrocenter Blvd, Suite 100 Orlando, FL 32835
FLVS Full Time K-12 School Hours	Monday-Friday, 8:30 a.m.-4:30 p.m. EST
Technical and General Support	800-374-1439 or help.flvs.net
K-5 School Principal	Marc Rummler – mrummler@flvs.net
6-8 School Principal	Jessica Smith – jessmith@flvs.net
9-12 School Principal	Kenneth Henson – khenson@flvs.net
Information	K-5: InfoFLVSTimeElementary@flvs.net 6-12: Info@flvs.net

Roles and Responsibilities

Parent/Guardian

- Maintain contact with teachers and school support staff to ensure student success.
- Communicate at least once monthly with student's homeroom teacher to receive progress and performance updates.
- Maintain accuracy of home address, phone number(s), and email address(es).
- Actively participate in student's learning to assist school with ensuring student participation and completion of courses.
- Ensure student participation in state testing and provide transportation.

Student Profile for Success*

- **Communication** – Students are required to communicate with their instructors for a variety of reasons. Students should respond to their teachers in a timely fashion. **Live Lessons** – Participation and attendance in Live Lessons leads to student success in their courses. Students in grades K-5 are expected to have regular attendance to their class time/live lessons. For students in grades 6-12 it is not a requirement to attend Live Lessons for all courses, intensive courses and courses with which students are struggling may lead to required attendance.
- **Academic Integrity** – FLVS Full Time requires the original work of all students and in so doing, prohibits plagiarism of the work of others and cheating. Students shall be expected to properly cite the origin of work that is not the student's own. If work content, other than commonly known facts, is not properly cited, attributed, or credited, the work may be determined to be plagiarized.
- **Self-Motivation** – Students can direct their own learning environment and procedures to fulfill course requirements enabling them to achieve individual academic success.
- **Independent Learning Style** – Online courses give students the opportunity to set their own pace (within semester timeframes) for learning, eliminating the stress of feeling rushed or pressured during the learning process.
- **Computer Literacy** – Students should know basic computer skills such as utilizing electronic email, maneuvering through the Internet, as well as basic keyboarding skills.
- **Time Management Skills** – Students must be capable of organizing and planning their "time frame for learning." Students can do their coursework whenever it is best for them, but they must set aside an adequate and realistic amount of time to complete course requirements.
- **Pace** – All courses have a pacing guide for modules as well as individual assignments. These guides assist the student to manage time realistically and effectively in order to complete coursework by the end of each semester.
- **Effective Written Communication Skills** – Students will use email, discussion boards, and essay type questions to communicate with their instructors and peers. The ability to write clearly and communicate ideas and assignments is essential.
- **Reading Competency** – All coursework is delivered in written format, online, requiring students to read at or near grade level in order to be successful in understanding the material presented. Students in grades K-5 may need additional parent or learning coach support when reading through the coursework.
- **Personal Commitment** – Because this learning environment has no bells to begin and end classes, students must have a personal desire to learn and achieve knowledge and skills via online courses.

Successful online students are those who decide for themselves that online learning is a choice they have made.

*Students in grades K-5 will need to work with their parent and/or learning coach to meet these expectations. Parents of students who work with a learning coach are required to complete a Caretaker Designee Agreement and submit to a school administrator.

Title 1

The Title I Administration Parental Program helps parents/guardians become more engaged with their student's education by building their capacity for involvement, thus ensuring a stronger partnership among the school(s) involved, parents/guardians, and the community, in order to improve student academic achievement. For this purpose, the Title I parent involvement liaisons at Title I schools assist school sites and the district in planning, implementing, and delivering educational support programs and special projects, thus helping to meet district and school site goals and objectives. Parents/guardians of students in Title I schools are able to access information, brochures, and documents regarding the components of the Title I Program that are listed below at the school site. For FLVS, it can be found here:

<https://www.flvs.net/about/programs/title-i-part-a>.

Program Components

- Title I Program Parent Notification Letter
- Title I School's District-Wide Parental Involvement Policy
- Title I School-Parent Compacts
- Title I Annual Parent Meeting

Should you need further information regarding the Title I Program at your student's school, please contact the Title I parent involvement liaison.

Title 1 is subject to annual review, and the schools may not qualify to receive Title 1 funds each year.

School Year Calendar (2018-19)

Event	Date
First Day of School	August 13, 2018
Labor Day	September 3, 2018
Thanksgiving Break	November 19 – 23, 2018
Teacher In-Service Day	November 28, 2018
First Semester End Date	December 20, 2018
Winter Break	December 21, 2018 – January 4, 2019
Teacher In-Service Days	January 7 – 9, 2019

Second Semester Start Date	January 10, 2019
Martin Luther King, Jr. Day	January 21, 2019
Presidents' Day	February 18, 2019
Spring Break	March 18 – 22, 2019
Memorial Day	May 27, 2019
Last Day of School	May 30, 2019
Teacher In-Service Days	May 31, 2019; June 3 – 4, 2019

Eligibility Information

FLVS Full Time is a school of choice that provides a fully online educational option for students in the state of Florida in grades K-12. Students enrolled in FLVS Full Time are required to participate in state testing and adhere to all district policies with regards to attendance, participation, and completion of coursework. Students who meet district requirements and graduation requirements, as set forth by the state, are eligible to receive a Florida diploma from FLVS Full Time.

Documentation requested during the application process is subject to review and may include requests for resubmission. Documentation is due by the last day of the enrollment period. Upon review of the student's full academic records, the FLVS Full Time principals reserve the right to make enrollment exceptions based on individual student's academic needs and what is in the best interest of the individual student.

The following eligibility requirements must be met in order to be eligible for enrollment with FLVS Full Time:

1. The student must be a legal resident in the State of Florida. Military families living outside the State of Florida may enroll but must maintain their Florida residency. Military families are still responsible for ensuring their students are able to and do participate in Florida state assessments.
2. Students must meet the age requirements as outlined by Florida statutes and FLVS Full Time policy:
 - a. The student must be able to meet graduation requirements (24 credits) during the school year in which the student turns age 19 by earning six credits per academic year. In addition, the student must maintain the required grade point average (GPA).
 - b. Students who will be 18 years of age as of the first day of school, and who, by earning six credits in the upcoming academic year cannot meet graduation requirements by the end of the school year, including GPA, are not eligible to enroll in FLVS Full Time.
 - c. Students who are age 19 or older are not eligible to enroll in FLVS Full Time.
 - d. The limitations regarding age requirements do not include students with disabilities. Please note that the age requirements for students with disabilities who have an active Individual Educational Plan (IEP) differ from the general school age requirements (outlined below in eligibility).
3. All students with disabilities are required to meet the state and school admission criteria in order to be accepted into FLVS Full Time, just as their non-disabled peers. Current IEP student applicants who meet the school's entrance criteria will be reviewed on an individual basis in order to determine the appropriateness of the full-time virtual education option. Please view the school's handbook section

on Exceptional Student Education (ESE) and Section 504 for more information on students with disabilities.

4. Students who need to earn less than 25 percent of their required credits to be eligible for a diploma are not eligible to enroll. AdvancedED accreditation requires “the institution ensures that students graduating from the institution complete at least 25 percent of the courses for graduation at the institution.”
5. Previous year Florida homeschool students must present their most recent district homeschool evaluation indicating that student is on grade level. Out-of-state homeschool students without an evaluation or standardized tests may be required to submit a current student portfolio with evidence of work samples and activity logs.
6. Students must have daily access to a computer, Internet service, email, and telephone in order to maintain contact with teachers, staff, and administration.
7. It is recommended that students applying for grades K-12 meet the academic progress recommendations. To review all eligibility requirements please review: <https://flvs.net/full-time/enrollment>
8. FLVS offers both a Full Time and a Flex option for students in the state of Florida. The FLVS Flex option allows students to take a reduced course load, or complete more than six credits per year. The FLVS Flex option allows students to have access to courses year-round and is recommended for students who are in need of additional coursework in a school year to get on track for graduation. The FLVS Full Time/FLVS Flex bridge program allows students a personalized path for meeting their academic needs.

Enrollment, Attendance, Withdrawal, and Location Changes

Enrollment Information

The annual enrollment period is determined annually and will be available to students applying to enroll in FLVS Full Time. The open enrollment period will be announced by FLVS Full Time and posted on our website. FLVS Full Time reserves the right to open additional enrollment periods throughout the year. FLVS Full Time is accessible to all students who meet the Eligibility requirements.

Student grade level placement is determined using academic documentation from prior school/school district/home education evaluation provided during the enrollment process. Grade level placement for students enrolling in FLVS Full Time is based on successful grade level promotion for elementary school, and successful core course completion for middle school and credits earned for high school. Final academic and grade level placement is the responsibility of the principal. For further detail, please reference the promotion requirements on page 19.

Enrollment of Students Expelled from Another School Pre-Expulsion

If a district has found probable cause for an expulsion but has offered the student an alternative program, FLVS Full Time may be utilized as a solution for providing instruction for said student. FLVS Full Time reserves the right to deny enrollment depending on the nature of the misconduct that resulted in the student being considered for expulsion.

Expulsion

If a student has been expelled from a public school, FLVS Full Time may be utilized as a solution for providing instruction for said student. Students are required to participate in state testing, so must be eligible to be on the campus of their locally zoned school, or an alternative location in the district, if not,

student may be ineligible to enroll. FLVS Full Time reserves the right to deny enrollment depending on the nature of the misconduct that resulted in the student being expelled. All requests shall be made to the principal for grade levels requested and approved by the Director of Instruction.

Enrollment After the Start of the School Year or Semester

Students may enroll after the start of the school year or semester up until the point that enrollment is closed. The actual date on which enrollment closes is determined annually and is at the discretion of the school. Students enrolling after the start of the year and mid-year are subject to all the same enrollment and course completion requirements as students who enroll prior to the start of the school year or semester.

FLVS Full Time K-12 students are expected to attend school starting on day one. Any student who has not attended school by Day 10 of the school year will be administratively withdrawn as a no-show, Did Not Enter (DNE).

Dual Enrollment

FLVS Full Time has partnered with Polk State College and Seminole State College to provide our Full Time public students with an opportunity to take college courses and earn college credit, which will apply towards Florida graduation requirements. Only sophomores, juniors, and seniors who meet eligibility criteria may enroll. Students in their first semester with FLVS Full Time are not eligible for dual enrollment due to registration deadlines. For complete details, visit [FLVS Full Time Dual Enrollment](#).

Attendance

Required Instructional Hours

To meet the state’s requirements, families are recommended to have their student complete the following minimum hours of schooling each week:

Grade(s)	Recommended Hours Per Day	Recommended Hours Per Week	Recommended Hours Per Year
K – 3	4	20	720
4 – 12	5	25	900

Note that these are the minimum hours required by the state and that students are responsible for mastering all material, which may require additional time.

Parent/Guardian Responsibilities

- **Alert School of Student Absences** – Attendance is based on students logging in to our student information systems and our learning management system, as well as the regular submission of coursework. Regardless of the amount of time a student misses due to absences, the student is required to complete all coursework included in the course gradebook and assessment list. Excessive absences may lead to a student being considered truant. In addition, requests for excused absences due to scheduled appointments for a student’s treatment of autism spectrum disorder will be honored upon receipt of documentation provided by licensed health care practitioners or certified behavior analysts. Health related absences of three or more consecutive school days may also require a doctor’s note. Regardless of the amount of time a student misses due to excused absences, the student is required to complete all coursework included in the course gradebook and assessment list. All other absences will be considered unexcused.
- **Complete Defined School Year** – Regardless of the number of hours of schooling a student may complete prior to the last day of the school year students are required to meet the weekly required instructional hours up to and including the last day of the school year.

- **Vacations or Days Off** – FLVS Full Time allows students 24/7 access to their courses. While the access allows students to work ahead or catch up, the expectation of course completion remains. Students are able to take days off that align with the school calendar, or additional days off as needed, but are still required to complete all coursework. Parents of students who will be away from their residence of record for more than 3 weeks will be required to complete an Extended Travel form and submit to a school administrator.
- **Official Attendance Record** – The Student Information System (SIS) tracks attendance. This is the record of the student’s documented attendance. It is, however, only one of many sources used to determine if a student is meeting the minimum instructional hours requirement. In certain cases, where it has been determined that a student has not completed enough work or that certain other school requirements have not been fulfilled, an administrator may invalidate the attendance record, resulting in sanctions up to and including withdrawal.

Good Academic Standing

A student demonstrating adequate participation (and therefore progress) in school is based on several criteria and is a combination of measures. These measures include the student daily logins which are tracked by the SIS, course percentage completion, and amount of communication with the teacher. Students are expected to submit assignments in each course every week school is in session. A student is in good academic standing based on weekly progress and work submissions as defined by course pace charts and percent complete, as well as regular communication with teachers. Therefore, even though the SIS may be recording a high number of student log ins, failure to make adequate weekly progress and/or regular communication with teachers, in all courses, may place the student at risk for disenrollment.

Disenrollment Due to Insufficient Student Engagement

In order to maximize student learning, consistent progress is imperative. FLVS Full Time offers a great deal of flexibility regarding how many hours students spend each day on school work and on what days of the week they complete that work. Due to this flexibility, FLVS Full Time expects student progress. Parent/guardians are responsible for ensuring their student is fully participating in school, even if they have designated another individual as their student’s guardian. The information below is intended to help parent/guardians support their student’s progress. A student may be disenrolled for not making academic progress. This includes nonattendance and insufficient student engagement. The school will work with the family to help the student engage in weekly learning to improve his/her progress, through targeted tiered interventions provided by teachers and Resource or Lead Teachers. If these efforts fail and adequate progress is not made, the student will be escalated to an administrator, which could lead to the student’s official disenrollment.

In order to maintain progress, the parent/guardian must ensure that the following activities are taking place:

- The student completes assigned lessons and assessments on a weekly basis.
- The student participates in educational activities for an appropriate number of hours, as outlined in the Required Instructional Hours (p. 10).
- The student maintains at least monthly telephone contacts with teachers.
- The student attends all required Live Lessons.
- The student is able to demonstrate that he/she is doing his/her own schoolwork.
- The student attends and completes all mandatory district and state testing.
- The parent/guardian has communicated with the homeroom teacher in advance if he/ she needs to deviate from the regular school calendar (for example, switching a vacation and school day).

Truancy

A student is disenrolled for non-school attendance if a student has not logged into the SIS (FOCUS),

submitted work, and has not responded to multiple contact attempts from school staff after 15 days. “Habitual truant” means a student who has 15 unexcused absences within 90 calendar days with or without the knowledge or consent of the student’s parent, is subject to compulsory school attendance under [s. 1003.21\(1\) and \(2\)\(a\), F.S.](#) and is not exempt under s. 1003.21(3), F.S. or [s. 1003.24, F.S.](#) or by meeting the criteria for any other exemption specified by law or rules of the State Board of Education. Such a student must have been the subject of the activities specified in [s. 1003.26, F.S.](#) and [s. 1003.27\(3\), F.S.](#) without resultant successful remediation of the truancy problem before being dealt with as a child in need of services according to the provisions of chapter 984. Students under age 18 and defined as truant may lose their driving privileges.

Attendance Requirements for Students to Maintain their Driving Privilege

FLVS Full Time will report all students between the ages of 14 and 18 who accumulate 15 unexcused absences within a period of 90 calendar days to the Department of Highway Safety and Motor Vehicles (DHSMV). FLVS Full Time is also required to report all students who withdraw from school as a dropout. This notification to the DHSMV initiates one of two actions: The DHSMV will post a Notice of Intent to Suspend driving privileges to the driver record of all reported licensed students. These students may lose their driver license unless they comply with attendance requirements or for unlicensed students, they will not be able to apply for a license. A student’s suspended license can be reinstated once a student is considered in attendance at FLVS Full Time. A student is considered in attendance, if after 30 days, they are on logging in consistently into the student information system, making adequate progress by submitting work to complete the course within the semester with a grade of “C” or better.

Parent/Guardian-Initiated Withdrawals

Only the parent/guardian who enrolls the student may withdrawal the student from FLVS Full Time. Parents/guardians must provide next school or program information at the time of withdrawal. Students under 16 years of age will not be officially withdrawn until an official request for records has been received from another school. Parents/guardians who indicate they are withdrawing their student for home education will be immediately withdrawn from FLVS Full Time. It is the parent/guardian’s responsibility to ensure their student is enrolled as a homeschool student in their zoned district within 10 days of their withdrawal from FLVS Full Time.

Concurrent Enrollment in Another Kindergarten-12 School/Participation in Extracurricular Activities

FLVS Full Time is a full-service school of choice. Eligibility for participation in courses outside of FLVS Full Time must be reviewed by a student’s school counselor and approved by the Principal to ensure academic appropriateness.

[s. 1006.15, F.S.](#) allows FLVS Full Time students meeting specific academic and conduct requirements to participate in extracurricular activities at the public school to which they would be assigned by their resident district. In certain special circumstances where participation in extracurricular activities requires attendance in a course, it may be possible for a student to participate in a course or activity at his/her local school, within the parameters described below. Seeking such permission should be initiated after the start of the FLVS Full Time school year. The parent/guardians’ decision whether or not to enroll in FLVS Full Time should not be contingent on approval to participate in a course or activity at another institution.

Violations of this policy may be grounds for dismissal from the school.

FLVS Full Time 6-12 students wishing to participate in extracurricular sports activities within their homeschool district need to meet the requirements set forth in the [FHSA policy 16.3.5](#).

Address Change/Temporary Location Change

FLVS Full Time polices related to location change follow the below procedures:

1. **Permanent In-Area Location Change** – Change of residence within the school’s service area.

FLVS families must notify FLVS Full Time no later than 10 days after the move and provide new Proof of Residency documents within 30 days of notification.

2. **Temporary Location Change** – Travel or relocation away from student’s residence for longer than three weeks. Travel outside the state for longer than three weeks requires administrative permission. Relocation that occurs during state testing windows when the student is required to test in the zoned school district (according to permanent address on file) will not be permitted unless the parent/guardian confirms that the student will be transported to the test site in the zoned school district and according to the previous address on file. Failure to participate in mandatory state testing may cause the student to be immediately withdrawn from the school.
3. **Alternate Learning Location(s) Change** – Student learning regularly occurs in an alternate location but there is no change in the student’s residence. Relocation that occurs during state testing windows when the student is required to test in the zoned school district (according to permanent address on file) will only be permitted if the alternate location does not prevent the student from testing in his/her assigned/zoned school.

Mandatory Participation in State Testing

Students attending FLVS Full Time will be required to take the Florida Standards Assessment (FSA), in accordance with Florida public school requirements.

With the new Florida standards in place to help Florida students succeed, the Florida Standards Assessments (FSA) in English Language Arts (ELA), Mathematics, and End-of-Course (EOC) subjects (Algebra 1 and Geometry) will serve Florida students by measuring education gains and progress. More information about the administration of the tests will be posted by the principal once the school year is under way, including specific dates and locations.

FLVS Full Time students are required to participate in all state-mandated tests. Earning a diploma is contingent upon participation and meeting minimum requirements, as set forth by the FLDOE, including testing. Graduation requirements may change due to legislation. Students are also required to participate in the Florida FSA EOC assessments for specific middle and high school-level courses. These tests will be administered in accordance with state policy. Note that for some students, the FSA EOC assessment may count as part of the student’s final grade for that course; for other students, passage of the FSA EOC assessment is a requirement to earn the course credit. Check the state website or contact the school counselor for detailed information. These tests are administered by the student’s zoned school district.

To comply with s. 1008.22, F.S. and to maintain our viability as an education option for our students, FLVS Full Time requires participation in all state-mandated testing. Failure to participate, failure to complete ALL required testing, or failure to follow test site procedures resulting in dismissal from testing, are grounds for dismissal. The tests are administered at the student’s zoned school of enrollment per Florida Statute and the student is responsible for all transportation and other requirements related to attending the testing. FLVS Full Time will work with the student and the zoned school of enrollment to arrange testing dates and times.

State Testing Calendar

Florida state testing is completed during state testing windows. FLVS Full Time students will be provided with a specific testing date, time, and location for each required test. Families do not have the ability to choose a date within the state outlined testing window. Families will be provided with the date, arrival time, location, and expected length of test for their student’s assessment. Families should expect to spend additional time at the test site for check-in, check-out, traveling time to and from the testing room, as well as testing site test-related routines that guarantee an optimal testing environment for all students.

For information about testing windows, please visit the [Florida Department of Education website](#).

Dates	Assessment
April 1 – 12, 2019	Grades 4-10 ELA Writing Grade 3 ELA Reading
May 1 – 14, 2019	Grades 4-6 ELA Reading Grades 3-6 Mathematics
May 1 – 28, 2019	Grades 7-10 ELA Reading Grades 7 & 8 Mathematics
Dates	Assessment
September 10 – 28, 2018 November 26 – December 14, 2018 May 1 – 28, 2019 July 15 – 26, 2019	Algebra 1 & Geometry
Dates	Assessment
September 10 – 21, 2018	Grade 10 ELA Writing Retake
September 10 – 28, 2018	Grade 10 ELA Reading Retake
February 25 – March 15, 2019	Grade 10 ELA Writing Retake Grade 10 ELA Reading Retake Algebra 1 Retake
Dates	Assessment
May 1 – 14, 2019	Grades 5 & 8 Science
Dates	Assessment
September 10 – 28, 2018 November 26 – December 14, 2018 May 1 – 28, 2019 July 15 – 26, 2019	Biology, Civics, U.S. History

Other Statewide Assessments

<https://info.fldoe.org/docushare/dsweb/Get/Document-7973/dps-2017-84b.pdf>

Course Completion

Courses at FLVS Full Time are made up of lessons, which are grouped into modules. Within each module are quizzes and other smaller assessments. At the end of each module there is a module test, which covers the entire module. At the end of each semester of a course, the segment exam serves as a final exam (Grades 6-12 only). All required lessons, assessments, and Discussion-based Assessments (DBAs) must be completed for a course to be considered complete.

Student mastery of the course material is the goal of FLVS Full Time. Therefore, as the student moves through the course, teachers may exercise the option below as needed to ensure students have mastered the course material. This option is intended to help the student understand the material and therefore arrive at the end of the course with a passing grade. The teacher may allow the student to retake an assessment after the teacher and/or parent/guardian have worked with the student on mastering the material.

The purpose of the segment exam is to assist in validating that students have demonstrated mastery of key course concepts and standards. The segment exam, unto itself, is not the sole determiner of student achievement; however, students are required to take the segment exam in all FLVS Full Time courses in order to be eligible for course credit.

FLVS may, at its discretion, require a proctored segment exam for any student on a situational basis. Academic Integrity proctored exams must be successfully passed (grade of 59.5 percent or higher) on the first attempt in order for a student to be eligible for course credit.

To ensure adequate time for comprehension and mastery, students must work in a course segment consistently for a minimum of 14 days, starting from the date of first submission. Coursework is required for 28 days, at a minimum, for a two-segment course. Based on content, some courses have longer seat time policies.

Consistent submission of assessments will ensure the student is engaged and learning. This policy provides students the opportunity to receive ongoing feedback and remediation while demonstrating their learning through several required checkpoints.

As a means of ensuring comprehension and integrity, each course contains built-in assignments that are designated to be completed verbally, during a discussion between the teacher and student. A student who does not complete and pass the DBAs in his/her course is ineligible for course credit. Additionally, all students are required to complete the semester exam for their courses in order to receive course credit.

Students who elect to complete an honors/advanced course, where available, commit to completing and passing all honors/advanced assessments in the course. Students who do not complete and pass (score of 60 percent or higher) all honors/advanced assessments in the course will not be completed with honors/advanced credit for the course. Students seeking honors/advanced credit must also complete the honors/advanced segment exam.

Students entering high school grades 9-12 have access to Advanced Placement (AP) courses that may result in earning college credit for high school coursework. These courses are used to calculate overall GPA and typically are counted extra in the calculation. These courses are also available at no charge to Florida public school students, whereas they may have a tuition cost if taken in college. ([s. 1003.02, F.S.](#))

A passing grade in the course will be accepted for high school credit. Postsecondary institutions determine college credit awarded, based on the AP Exam score earned. FLVS strongly encourages students who take AP courses to sit for the course AP Exam in May, however participation is not required. Students shall be exempt from payment of any fees or costs associated with AP Exam participation, with the following two exceptions:

- Students who incur late registration fees will be responsible for fee payment, and
- Non-military family students who take the test outside the United States will be responsible for

registration costs.

Grading and Student Evaluation

FLVS Full Time uses the scales below for all work completed in the school.

K-5 Special Area Courses

Percent	Grade	Definition
70 – 100	S	Satisfactory
60 – 69	N	Needs Improvement
59 and Below	U	Unsatisfactory

K-12 Core Content Courses and 6-12 Elective Courses

Percent	Letter Grade	Non- Weighted	Weighted (Honors)	Weighted (AP)
90 – 100	A	4.00	4.50	5.00
80 – 89	B	3.00	3.50	4.00
70 – 79	C	2.00	2.50	3.00
60 – 69	D	1.00	1.50	2.00
≤59	F	0.00	0.00	0.00

Credits

Grades K-12: In order to receive credit for a course, the student must pass each semester by completing all assigned assessments and achieving a final grade of 60 percent or greater. Incomplete assessments will be assigned a 0 percent. Final decisions regarding promotion and retention will be made by the school according to the FLVS district [Student Progression Plan](#).

High School Course Credit

Students are awarded credit only for courses in which they have earned a grade of “D” (60 percent) or higher or a passing score on the applicable Florida EOC assessment. This applies both to courses taken at FLVS Full Time and at other schools. Courses required for graduation with no affiliated EOC must be retaken by the student if a grade of “D” (60 percent) or higher is not earned and retaking such courses may delay the student's graduation. The school's grading scale is above. The state requires that the results of an EOC assessment constitute 30 percent of a student's final grade in an EOC course. This is applied to both semester grades for a two-semester course.

Semester and year-end GPA calculations will follow a four-point scale (above). Grade point averages will only include graded courses; pass/fail courses will not be averaged into a student's GPA. Passing grades for honors courses are weighted with one-half (0.5) extra grade point. Passing grades for AP courses are weighted with one (1) extra grade point.

Grades earned for high school credit courses are part of the high school transcript and are included in the high school GPA. The grade forgiveness policy allows middle school students who earn a “C” average or below for a high school credit course to retake the course for grade replacement.

Grade Forgiveness

A student in the middle grades who takes any high school course for high school credit and earns a grade of "C", "D", or "F", or the equivalent of a grade of "C", "D", or "F" shall be allowed to retake the same course or a comparable course and replace the grade with a grade of "C" or higher, or the equivalent of a grade of "C" or higher.

In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student's GPA. Any course grade not replaced according to a district school board forgiveness policy shall be included in the calculation of the cumulative GPA required for graduation. As of the 2000-01 school year and each year thereafter, forgiveness policies for required courses shall be limited to replacing a grade of “D” or “F,” or the equivalent of a grade of “D” or “F,” with a grade of “C” or higher, or the equivalent of a grade of “C” or higher, earned subsequently in the same or comparable course. Forgiveness policies for elective courses shall be limited to replacing a grade of “D” or “F,” or the equivalent of a grade of “D” or “F,” with a grade of “C” or higher, or the equivalent of a grade of “C” or higher, earned subsequently in another course. Any course grade not replaced according to a district forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation.

FLVS is required to keep a record of courses taken and a record of achievement, such as grades, unit, or certification of competence. Student records cannot be altered at any time unless it has been determined that the information is inaccurate or in violation of the privacy or other rights of the student. All courses and grades must be included on the student's transcript.

Placement in Courses

Student placement into courses is based upon academic appropriateness as determined by the student, parent, school counselor, and school administrator. Students may be placed in courses in order to meet graduation/promotion requirements, acceleration needs, and/or remediation needs. Additional options for acceleration per [s. 1003.4295, F.S.](#) are included in the FLVS District [Student Progression Plan](#).

Advanced Placement (AP) Courses

A passing grade in the course will be accepted for high school credit. Students are encouraged to take all AP exams and will be informed by FLVS Full Time when it is time to register for their AP exams. It is the student's responsibility to contact his/her district-assigned test site to complete the registration by the deadline in order to participate in testing and have the opportunity to earn AP credit.

Credit from Other Schools

As part of the enrollment process, 6-12 families must submit unofficial transcripts. Students requesting enrollment in FLVS Full Time and who are coming from a Home Education program, must submit the Homeschool Credit Form and the prior year's Homeschool Evaluation.

Counselors analyze previously earned credits and determine which credits will transfer to FLVS Full Time. The school counselor will require complete transcripts before approving a student's grade level, course selection, and educational setting. Upon graduation or withdrawal, the official FLVS Full Time transcript will display both the credits earned at FLVS Full Time as well as any transfer credits.

There are three options for requesting and being granted credit by FLVS Full Time for coursework completed in a different school setting, all of which follow [Florida Education Rule 6A-1.09941](#) as outlined below:

1. Credits and grades earned and offered for acceptance in FLVS Full Time shall be based on official transcripts and shall be accepted at face value and may be subject to validation at the school's discretion. Students wishing to transfer credit from other schools for courses with an End-of-Course exam may be expected to pass the exam before credit is awarded. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, credits shall be validated through performance during the first grading period as outlined in #2.
2. Validation of credits shall be based on performance in classes at FLVS Full Time. A student transferring into FLVS Full Time will be placed at the appropriate sequential course level based on the student's academic documents submitted when transferring into FLVS Full Time, and the student should have a minimum grade of "C" or better in the subsequent course. Students who meet this requirement will have their transfer credits validated. Students who do not meet this requirement will have credits validated using the Alternative Validation Procedure, as outlined in #3.
3. If validation based on performance, as described above, is not satisfactory then any one or more of the following alternative procedures shall be used for validation purposes as determined by the teacher, principal, and parent:
 - Portfolio evaluation by the superintendent or designee;
 - Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
 - Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools;
 - Demonstrated proficiencies on nationally-normed standardized subject area assessments;
 - Demonstrated proficiencies on the FSA; or
 - Written review by FLVS Full Time of the criteria utilized for a given subject provided by the former school

Students must be provided at least 90 days from date of transfer to prepare for assessments outlined in paragraphs (3) (d) and (e), if required.

Credit for Other Experiences

Many students are involved in activities outside of their school experiences, such as music, dance, art lessons, foreign language instruction, and participation on athletic teams. While FLVS Full Time recognizes the value of these activities, they cannot be used to earn course credit.

Prerequisites

Most FLVS Full Time courses do not have prerequisites. However, for those courses that do have prerequisites, students must fulfill the prerequisite before enrolling in the course. Generally, Semester 1 must be completed before beginning Semester 2, although in some cases, Semester 1 and Semester 2 may be taken simultaneously. Contact your school counselor for more details.

Schedule Changes

Students may request changes to their schedules within the first two weeks of the semester. To add or drop a course, a parent must make a request using the schedule change request form in FOCUS. Schedule change requests will be honored for improper placement for course level, or a course already completed. Requests will be reviewed with fit of schedule, prior academic history, prerequisites, and course capacity. Schedule change requests for elective changes may not be granted.

Promotion, Graduation, and Diploma Requirements

Promotion Requirements for Elementary School

To be promoted to the next grade, Kindergarten, 1st, 2nd, 4th and 5th grade students must:

- Successfully complete the grade level courses.

To be promoted to the next grade 3rd grade students must:

- Successfully complete the grade level courses;
- Earn an achievement Level of 2 or higher on the Grade 3 English Language Arts FSA.

Promotion Requirements for Middle School

To be promoted to the next grade, 6th and 7th grade students must:

- Pass language arts, mathematics, science, and social studies.

To be promoted to 9th grade, 8th grade students must:

- Successfully complete three middle school or higher-level courses in language arts, mathematics, science, and social studies;
- Successfully complete a civics education course.

Note: Course completion is determined by a student completing all assigned assessments and achieving a final grade of 60 percent or higher. Incomplete assessments will be assigned a 0 percent.

Promotion Requirements for High School

The following credits are required to be promoted from one grade to the next:

Classification	Grade	Minimum # of Credits
Sophomore	10	6
Junior	11	12

Senior	12	18
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At the time of a student’s enrollment, school counselors will establish estimated grade levels based on preliminary information about previously earned credits. Student grade levels are then automatically updated twice each year—once in the fall and once again at the end of the school year—based on the student’s earned and verified credits recording in the Student Information System.

In certain situations, the counselor, in consultation with the student, parent/guardian, and/or school administrator, may adjust the student’s grade level to most appropriately match the student’s current academic needs.

Graduation and Diploma Requirements for High School

A student must finish school before or during the year in which he/she turns 19 years old. Students who cannot meet graduation requirements as outlined below, prior to the end of the school year during which they attain the age of 20 in the fall semester of that year, shall not be permitted to attend beyond that academic year. To be eligible to receive a diploma from FLVS Full Time, a student must:

1. Complete the required number of credits as outlined in the [Florida graduation requirements](#);
2. Earn at FLVS a *minimum of six of the credits (or 12 courses) required for graduation, with at least three of these credits (or 6 courses) earned in the semester immediately prior to graduation;
3. Pass all state-mandated graduation assessments;
4. Earn a cumulative GPA of 2.0 or higher on a 4.0 scale; and
5. Meet any other additional graduation requirements required by the state.

**[AdvancED Accreditation](#) requires the assurance that “the institution ensures that students graduating from the institution complete at least 25 percent of the courses for graduation at the institution.”*

Exceptions must be approved by the FLVS Full Time Director of Instruction.

Graduation Requirements by Cohort Grade

Students Entering Grade 9 in the 2013-14 School Year

What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 ELA (or ACT/SAT concordant score)
- Algebra 1 EOC or a comparative score on the Postsecondary Education Readiness Test (PERT)

Students must participate in the EOC assessments and the results constitute 30 percent of the final course grade. These assessments are in the following subjects:

- Algebra 1*

- Biology 1*
- Geometry
- U.S. History

**Special Note: 30 percent not applicable if enrolled in the 2014-15 school year.*

What are the requirements for standard diploma designations?

Scholar Diploma Designation
<p>In addition to meeting the 24-credit standard high school diploma requirements, a student must meet the following requirements:</p> <ul style="list-style-type: none"> ○ Earn one credit in Algebra II; ○ Pass the Geometry EOC ○ Earn one credit in Statistics or an equally rigorous mathematics course; ○ Pass the Biology I EOC; ○ Earn one credit in Chemistry or Physics; ○ Earn one credit in a course equally rigorous to Chemistry or Physics; ○ Pass the U.S. History EOC; ○ Earn two credits in the same World Language; and ○ Earn at least one credit in AP, IB, AICE or a dual enrollment course. <p>A student is exempt from the Biology 2 or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology 1 or U.S. History course and the student:</p> <ul style="list-style-type: none"> ○ Takes the respective AP, IB or AICE assessment; and ○ Earns the minimum score to earn college credit.
Merit Diploma Designation
<ul style="list-style-type: none"> ○ Meet the standard high school diploma requirements ○ Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)
Biliteracy Designation
<ul style="list-style-type: none"> ○ Gold Seal of Biliteracy: 4 or 5 on FSA plus 4 credits (3.0+) in a world language or the appropriate score on any of the approved assessments or portfolio. ○ Silver Seal of Biliteracy: 3 on FSA plus 4 credits (3.0+) in a world language or the appropriate score on any of the approved assessments or portfolio

What are the requirements for the 24-credit standard diploma option?

24-credit standard diploma option

4 Credits English Language Arts (ELA)

- ELA I, II, III, IV
- ELA Honors, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) and dual enrollment courses may satisfy this requirement

4 Credits Mathematics

- One of which must be Algebra 1 and one of which must be Geometry
- Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry)

3 Credits Science

- One of which must be Biology 1, two of which must be equally rigorous science courses
- Two of the three required credits must have a laboratory component
- An industry certification that leads to college credit substitutes for up to one science credit (except for Biology 1)
- An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology 1)

3 Credits Social Studies

- One credit in World History
- One credit in U.S. History
- Half-credit (0.5) credit in U.S. Government
- Half-credit (0.5) credit in Economics with Financial Literacy

1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts+

1 Credit Physical Education+ - To include the integration of health

+Special Note: Eligible courses are specified in the [Florida Course Code Directory](#)

8 Elective Credits

1 Online Course

Students must earn a 2.0 grade point average on a 4.0 scale.

Students Entering Grade 9 in the 2014-15 School Year and Forward

What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit option
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 English Language Arts or a concordant score
- Algebra I EOC; the results constitute 30 percent of the final course grade* or a comparative score.

Refer to [Graduation Requirements for Florida's Statewide](#) for concordant and comparative scores.

Students must participate in the EOC assessments; the results constitute 30 percent of the final course grade*. These assessments are in the following subjects:

- Biology I
- U.S. History
- Geometry*

**Special Note: 30 percent not applicable if enrolled in the 2014-15 school year.*

What are the requirements for standard diploma designations?

Scholar Diploma Designation

In addition to meeting the 24-credit standard high school diploma requirements, a student must:

- Earn one credit in Algebra 2;
- Earn one credit in Statistics or an equally rigorous mathematics course;
- Pass the Biology 2 EOC;
- Earn one credit in Chemistry or Physics;
- Earn one credit in a course equally rigorous to Chemistry or Physics;
- Pass the U.S. History EOC;
- Earn two credits in the same World Language; and
- Earn at least one credit in AP, IB, AICE or a dual enrollment course.

A student is exempt from the Biology 2 or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology 1 or U.S. History course and the student:

- Takes the respective AP, IB or AICE assessment; and
- Earns the minimum score to earn college credit.

Merit Diploma Designation
<ul style="list-style-type: none"> ○ Meet the standard high school diploma requirements ○ Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)
Biliteracy Designation
<ul style="list-style-type: none"> ○ Gold Seal of Biliteracy: 4 or 5 on FSA plus 4 credits (3.0+) in a world language or the appropriate score on any of the approved assessments or portfolio. ○ Silver Seal of Biliteracy: 3 on FSA plus 4 credits (3.0+) in a world language or the appropriate score on any of the approved assessments or portfolio

What are the requirements for the 24-credit standard diploma option?

24-credit standard diploma option
<p>4 Credits English Language Arts (ELA)</p> <ul style="list-style-type: none"> ○ ELA I, II, III, IV ○ ELA honors, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) and dual enrollment courses may satisfy this requirement
<p>4 Credits Mathematics</p> <ul style="list-style-type: none"> ○ One of which must be Algebra 1 and one of which must be Geometry ○ Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry)
<p>3 Credits Science</p> <ul style="list-style-type: none"> ○ One of which must be Biology 1, two of which must have a laboratory component ○ Two of the three required credits must have a laboratory component ○ An industry certification that leads to college credit substitutes for up to one science credit (except for Biology 1) ○ An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology 1)
<p>3 Credits Social Studies</p> <ul style="list-style-type: none"> ○ One credit in World History ○ One credit in U.S. History ○ Half-credit (0.5) credit in U.S. Government ○ Half-credit (0.5) credit in Economics with Financial Literacy
<p>1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts+</p>
<p>1 Credit Physical Education+ - To include the integration of health</p> <p><i>+Special Note: Eligible courses and eligible course substitutions are specified in the Florida Course Code</i></p>

Directory
8 Elective Credits
1 Online Course
Students must meet the state assessment requirements; Students must earn a 2.0 grade point average on a 4.0 scale.

Other Graduation Information

Can a student receive a Certificate of Completion?

Yes, a student who earns the required 24 credits or the required 18 credits but fails to pass the required state assessments or achieve a 2.0 state unweighted GPA shall be awarded a Certificate of Completion.

Can a student complete less than 25 percent of their credits and be eligible for a diploma from FLVS Full Time?

No, [AdvancED Accreditation](#) requires the assurance that “the institution ensures that students graduating from the institution complete at least 25 percent of the courses for graduation at the institution.”

Can a student who selects the 24-hour credit program graduate early?

Yes, a student who completes all the 24-credit program requirements for a standard diploma may graduate in fewer than eight semesters.

What is the distinction between the 18-credit ACCEL option and the 24-credit option?

- Three elective credits instead of 8;
- Physical Education is not required;
- Online course is not required;
- All other graduation requirements for a 24-credit standard diploma must be met, per section [s. 1003.4282\(3\)\(a\)-\(e\), F.S.](#)

Early Graduation

Students who have completed all graduation requirements at any time prior to the end of the second semester of their senior year may request early graduation by contacting the school principal. The principal and other appropriate school staff will then review the student’s records to ensure that all graduation requirements have been met. After the principal grants approval for early graduation, he/she will initiate the “withdrawal for graduation” process. This includes marking the student’s transcript to indicate graduate status. Once the student has graduated, the student will no longer be enrolled in FLVS Full Time.

Additional options for acceleration per [s. 1003.429, F.S.](#) are included in the FLVS district [Student Progression Plan](#). Official transcripts are available at any time by contacting the school. Early graduates will receive their diplomas at the end of the second semester, when the rest of the graduating class receives their diplomas. Early graduates are welcome to join in any and all graduation activities offered by FLVS Full Time but must inform the school of their desire to participate in graduation activities at the same time they request early graduation.

Requirements for Participation in Graduation Ceremony

FLVS Full Time holds one graduation ceremony per year near the end of the spring semester. Students designated as Winter or Spring graduates are able to participate in the ceremony provided they have met all state and school-district requirements by the senior due date. The senior due date will be determined annually by the school administration. This includes completing all required courses, passing state

assessments designated as a graduation requirement, and participating in other state-required assessments. This applies for the 24-credit standard diploma or the 18-credit ACCEL diploma. Students earning a Certificate of Completion are eligible to participate in the graduation ceremony provided their courses are completed by the senior due date. Students designated as Summer graduates are not eligible to participate in the graduation ceremony due to their course completion(s) falling after the end of the school year. Students with serious discipline infractions or those who did not participate in mandatory state testing (including assessments that were not a graduation requirement), while enrolled in FLVS Full Time High School, will not be eligible to participate in the graduation ceremony. The school principal has the final authority as to who shall and shall not participate.

Where is information on Bright Futures Scholarships located

The Florida Bright Futures Scholarship Program rewards students for their academic achievements during high school by providing funding to attend a postsecondary institution in Florida. For more information, visit [The Florida Bright Futures Scholarship Program website](#).

Community Service

FLVS Full Time 9-12 students are not expected to complete volunteer hours as a graduation requirement; however, they are encouraged to be involved in their communities. Students interested in earning service hours to be eligible to receive one of the Florida Bright Futures Scholarship Awards must complete a program of community service work that includes a minimum number of hours based on that award. Students must contact their school counselor for approval prior to the start of their community service plan to ensure they are meeting all of the requirements as defined by FLVS Full Time and Bright Futures. For further information please reference the [FLVS Full Time Community Service Manual](#).

State University System (SUS)

Admission into Florida's public universities is competitive. Prospective students should complete a rigorous curriculum in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time college student must meet the following minimum requirements (credit earned by industry certification does not count for SUS admission):

- High school graduation with a standard diploma
- Admission test scores
- 16 credits of college preparatory academic courses
 - 4 English (3 with substantial writing)
 - 4 Mathematics (Algebra 1 level and above)
 - 3 Natural Science (2 with substantial labs)
 - 3 Social Science
 - 2 World Language (sequential and in the same language)
 - 2 approved electives

See also [Planning for College](#) at <http://www.flbog.edu/forstudents/planning/>.

The Florida College System

The 28-member Florida College System offers career-related certificates and Associate in Science degrees that prepare students to go directly into the workforce, as well as Associate of Arts degrees that prepare students to transfer to a bachelor's degree program. Many also offer baccalaureate degrees in high-demand fields.

The Florida College System has an open-door policy enabling students who have earned a standard high school diploma, high school equivalency diploma or have demonstrated success in postsecondary coursework to be admitted to an associate degree program. See also the [Florida College System website](#).

Career and Technical Centers

Florida also offers students 48 accredited career and technical centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations. See also the listing of District Technical Centers at <http://www.fldoe.org/academics/career-adult-edu/>.

National Collegiate Athletic Association (NCAA) Eligibility

In order to be eligible for National College Athletic Association scholarships, students must meet certain academic and other requirements, including but not limited to taking NCAA-approved high school courses. Many FLVS core courses are NCAA-approved; however, students interested in NCAA scholarships should contact their school counselor to determine an appropriate course schedule that will help them meet NCAA requirements. Students should also visit the [NCAA Eligibility Center](#) for more information.

Talented 20

The [Talented 20 Program](#) provides guaranteed admission, within space and fiscal limitations, to one of Florida's 12 public universities for public high school graduating seniors who rank in the top 20 percent of their graduating class and who have completed the 18 academic credits required for state university system admission. Determination of Talented 20 students is made upon completion of the seventh semester.

Release of High School Educational Records

FLVS Full Time will provide educational records, including official high school transcripts, and letters of recommendation to third parties such as post-secondary institutions, scholarship committees, and/or potential employers, only with prior written approval from the student's parent(s)/legal guardian(s), or from the student if he/she is age 18 or older or an emancipated minor. To ensure that application deadlines are successfully met, we require advance notice of at least **10 working days for requests to provide educational records** to students, parents, and/or third parties. We require **30 days' notice for letters of recommendation**. Requests for records should be made using the [Transcript Request Form](#). Once a senior has been accepted for admission and decided to attend a particular college/university, final transcript requests can be made via the College Admissions tab during the last weeks of the school year. Final transcripts will be sent immediately following the end of the school year.

Transcripts

Students will be able to access ongoing information about their courses through their online grade books within the Education Management System. To request an official copy of a transcript, families must complete a [Transcript Request Form](#) and submit it to the registrar for processing.

Official transcripts are generated at the school. They have official school signatures, raised seals, and are sent in a sealed envelope.

Class Rank

FLVS Full Time will calculate the class rank for each public high school student two times per year, shortly after the conclusion of each semester. Students who have not yet successfully completed any high school courses for credit directly from FLVS Full Time will be excluded from the class rank calculation.

For the purposes of calculating the class rank, all high school courses attempted, including those earned prior to grade 9, and Dual Enrollment are included in the GPA calculation. Courses transferred in from other accredited institutions will also be included in the class rank as long as there is a grade assigned for that course.

The cumulative GPA is calculated to the thousandth of a point. Students whose class rank rounds off to the same thousandth of a point will be considered tied and will receive the same class rank. The ranking will compare students within the same grade level at the same school. The class rank is included on the student's official high school transcript.

Seniors will be required to complete their courses no less than two weeks prior to the end of their last

semester in order for their last semester courses to count towards the final class rank. The final class rank will be calculated at this time and used to determine rank in class and honors designation for graduation. After this time, only corrections will be made to final class rank.

Students Driving to Sanctioned Events

First and foremost, we highly recommend to parents/legal guardians that students not be permitted to drive unaccompanied to FLVS Full Time sanctioned events. Preferred options include having parents, legal guardians, or designated adults drive and supervise students, or having students use public transportation options.

However, we recognize that in certain circumstances students may need or wish to drive to an event without supervision from an adult. In order to be able to drive unaccompanied to an FLVS Full Time sanctioned event students must meet the following guidelines:

- Must be 18 years of age. Where students are under the age of 18, even though states may permit minors to drive, an adult is required to supervise a minor at an event;
- Must possess a valid driver's license;
- Must have access to a currently registered, inspected, and insured vehicle;
- Must be a student in good standing, with good attendance, and with no disciplinary actions noted in the student's file; and
- Obtain school permission to drive unaccompanied to events.
- In addition, it is the responsibility of the student who attends an event without a parent, legal guardian, or designated adult to do the following:
 - Document parental permission to drive to events for the current school year by submitting a completed and signed School-Related Activities/Field Trip Release Form
 - Document school permission to drive to events by obtaining the principal's (or designee's) signature on the School-Related Activities/Field Trip Release Form;
 - Obey all time schedules;
 - Obey all school rules, including maintaining acceptable attendance and disciplinary standards. If a student arrives late, privileges may be revoked; and adhere to school rules and procedures for events.

Under no circumstances shall the school be responsible for students who make their own personal travel arrangements and/or are not accompanied by an adult. The conduct of unaccompanied student drivers at events will remain the responsibility of their parents/legal guardians. If a student driving to or from an event is involved in an accident, FLVS Full Time will not be liable for any injuries or damage; all liability rests with the student, his/her parent/legal guardian and/or any insurance maintained by the parent/legal guardian and/or the student.

Under no circumstances shall students drive other students to an event. Nevertheless, if a student permits another student or students to ride with him/her, FLVS Full Time shall not be liable for any injuries or damage to any parties. The student, the student's parent/legal guardian, and/or any insurance maintained by the parent/legal guardian and/or the student, will be responsible for any and all injuries and/or any damage that may occur.

Even if a parent/legal guardian does grant permission for a student to drive unaccompanied, it is important to note that driving a car to an event is a privilege for a student and not a right, and such privilege may still be denied or revoked by the school at any time. Safe driving practices must be adhered to at all times. Students who endanger other drivers, individuals, pedestrians, or property, and/or do not follow school rules and/or procedures for events, may have their permission to drive unaccompanied to school events revoked by the school. Furthermore, students may be reported to school authorities and, if warranted, may also be

reported to the police for further action.

Exceptional Student Education (ESE) and Section 504

Applying for Enrollment

If a student is a student with a disability or impairment, such must be indicated in the appropriate sections on the application and a copy of the most current Individual Educational Plan (IEP), Educational Plan (EP), or 504 Plan must be submitted directly to FLVS by the student/family. FLVS Full Time is a school of choice and should be considered only if the full-time virtual educational environment is the most appropriate choice based on the unique needs of the student and the services available.

In accordance with Rule 6A-6.0334, F.A.C., if an exceptional education student who has an IEP applies to enroll in a full-time virtual program, the virtual program will determine if the student meets the profile for success in this educational delivery context. At the time of applying for enrollment at FLVS Full Time, families will be asked to submit a copy of any existing IEP or 504 Plan. If the student's IEP or 504 Plan indicates that **full-time** virtual instruction is appropriate, and the student meets all other school enrollment criteria, then the student may be enrolled. All necessary ESE services and related services must be able to be delivered online in a virtual manner to students at FLVS Full Time. If comparable services are not available or appropriate in a full-time online environment, or if FLVS Full Time has concerns that a full-time online setting may not be the Least Restrictive Environment (LRE) for the student, then other educational options will be discussed during the application process. Please view Rule 6A-6.0334 of the Florida Administrative Code for details pertaining to transferring exceptional education students to and from a full-time virtual program. <https://www.flrules.org/gateway/ruleNo.asp?id=6A-6.0334>

Enrolled Students

A student's IEP/EP/Section 504 Plan may be revised by the appropriate team upon enrollment into FLVS Full Time to assure that the student's needs are addressed appropriately in the online educational environment. At the beginning of the school year, the ESE designee/Gifted Coordinator/504 Coordinator ensure that all teachers have access to the students' IEPs, EPs, and 504 Plans. The teachers are made aware of each student's educational needs and are given guidance on how to make any necessary program accommodations throughout the school year. All students at FLVS have access to many accommodations that are inherent in the virtual setting. In addition, FLVS Full Time may be able to provide additional accommodations according to a student's IEP/Section 504 Plan if the accommodation(s) is/are applicable to the online educational environment. Please note that some accommodations may not be possible to implement in the online educational environment and all accommodations must ensure that FLVS academic integrity policies are not compromised. All students enrolled in FLVS Full Time are held to the instructional policies outlined in the school handbook. This includes requirements for course completion, DBAs, proctored exams and academic integrity policies and procedures.

Once enrolled, if the IEP team determines that the full-time virtual educational environment is not appropriate for a student, the option of transferring to FLVS Flex will be reviewed first. Should the IEP team agree that neither of the online educational options at FLVS are the most appropriate setting/least restricted environment, then FLVS will work with the student's school district of residence to convene a hybrid IEP team meeting to determine appropriate goals, supports and services for the student to be provided by their district of residence. Students will be transferred to their resident district and no longer enrolled at FLVS once the IEP team has met and determined appropriate services for the student. To view the full language of this rule, please visit: <https://www.flrules.org/gateway/ruleno.asp?id=6A-6.0334>

Conducting Meetings

The ESE designee plans for and schedules all annual reviews, reevaluations, and other IEP team meetings. The 504 Coordinator plans for and schedules all Section 504-related meetings. The Gifted Coordinator plans for and schedules all EP Team meetings. Families are contacted to establish mutually beneficial meeting

times. Although held virtually, the IEP/EP/504 meetings occur in compliance with all state and federal laws. The Individuals with Disabilities Education Act, and corresponding state regulations, make provisions for participation in meetings via phone and video conferencing, which is necessary in the virtual school environment.

ESE Services and Related Services

Due to the virtual nature of FLVS Full Time, all ESE services and related services are provided online and/or via telephone. The ESE designee/Gifted Coordinator/504 Coordinator ensures the service is provided in compliance with the student's IEP/EP/504 Plan. It is necessary for students to attend their applicable ESE and/or related service session(s) as designated on the student's IEP, EP or 504 Plan. If the student fails to regularly attend his/her applicable ESE and/or related service session(s), the student may be at risk for withdrawal from FLVS Full Time for noncompliance.

An ESE/504 attendance policy agreement document will be sent to all families of students that have required attendance for ESE and/or related services that must be implemented in accordance with their IEP, EP or 504 Plan. This document must be signed and returned to the school designee to indicate that both the student and parent/guardian are aware of the attendance requirements. The parameters of allowable absences and non-attendance procedures are outlined in the document and include a process to assist the student with meeting these requirements prior to noncompliance due to repeated absences.

Gifted Education

FLVS Full Time provides instructional options that allow for numerous opportunities to expand and challenge student learning. FLVS Full Time teachers are sensitive to the varying needs of gifted learners and our virtual environment fosters individualization and differentiated instruction to meet those unique needs.

Students that are identified as Gifted, and therefore have an EP, are assigned to a Gifted Case Manager who ensures that the services and goals on the student's EP are reviewed, revised and implemented regularly.

Child Find Obligations

Throughout the school year, FLVS Full Time staff members and/or parents/guardians may detect that a student is having difficulties with learning and may believe there could be a need for exceptional student education assistance. If this is suspected, appropriate staff members will first be notified in order to help the student by implementing a series of strategies available in the course/program. If those documented strategies are unsuccessful, the student may be referred to the school's Student Support Team (SST). This team may suggest additional strategies and considerations for support, and they will also work to gather more information about the student's profile and learning/academic history. The SST may initiate a Problem-Solving (PS)/Response to Intervention (RtI) process for the student. RtI is a method of developing and implementing research-based instruction and interventions based on a Multi-Tiered System of Supports (MTSS) framework. The MTSS model utilized at FLVS Full Time integrates core instruction (Tier 1), supplemental instruction/interventions (Tier 2), and intensive interventions (Tier 3). At each tier, progress monitoring is implemented and reported to serve as written documentation of activities, meetings, and responsible personnel.

The SST is a general education, data driven, decision-making committee whose members may consist of, but are not limited to, the following: an administrator or designee, school counselors, general education teachers, intervention teachers/specialists, parent/guardian and exceptional student education teachers/designees. Additional service personnel including, but not limited to, School Psychologists, Occupational Therapists, Speech-Language Pathologists, and School Social Workers may be invited to participate on the SST, if applicable to the specific student in review. In discussing an individual student's challenges, the student's parent/guardian is an invited participant. Parents are invited to meetings and are provided a report or summary by the SST on the status of the student's response to scientifically research-based interventions. If the recommended strategies and interventions do not have a positive impact, the SST may refer the student to the school's ESE team for further evaluation.

At any time during this process, parents may formally request in writing that the school evaluate the student for a suspected disability. A parent may request an ESE evaluation prior to the completion of the intervention process. This evaluation in and of itself will not solely lead to an eligibility determination but will be considered by the team while concurrently completing the intervention process.

Waiver of the State Assessment Graduation Requirements

Students with disabilities who are working toward a standard high school diploma are expected to participate in statewide, standardized assessments; however, legislation provides for a waiver of statewide, standardized assessment graduation requirements for students with disabilities whose abilities cannot be accurately measured by the assessments. Pursuant to [s. 1008.22\(3\)\(c\)2, F.S.](#), “A student with a disability, as defined in [s. 1007.02, F.S.](#) for whom the individual education plan (IEP) team determines that the statewide, standardized assessments under this section cannot accurately measure the student’s abilities, taking into consideration all allowable accommodations, shall have assessment results waived for the purpose of receiving a course grade and a standard high school diploma. Such waiver shall be designated on the student’s transcript.” For additional information, contact the [Bureau of Exceptional Education and Student Services](#).

In order to be eligible for the IEP team to determine if an assessment may be waived, the student must first meet ALL of the following requirements:

- Be identified as a student with a disability ([s. 1007.02, F.S.](#));
- Have a current IEP;
- Have taken the statewide, standardized assessment with appropriate allowable accommodations at least once.

In accordance with [s. 1008.22\(3\) \(c\) 2, F.S.](#) the IEP team must make a determination of whether a statewide standardized assessment accurately measures the student’s abilities, taking into consideration all allowable accommodations for students with disabilities.

Students with disabilities with an IEP who are not granted a waiver and who have not passed the required graduation assessments are eligible for the provision of a free appropriate public education until their 22nd birthday.

Student Safety

Required Training for School Staff

Florida Virtual School takes student safety and well-being very seriously and believes that students should be able to learn in a safe and comfortable environment. Therefore, in addition to the comprehensive set of required courses and trainings for school staff that focus on educational practices, teachers and staff also attend the Florida Child Abuse Mandatory Reporting Training. This training provides teachers and staff with the resources they need to recognize the signs of child abuse and how to report suspected cases of child abuse to the Florida Department of Children and Families.

Child Abuse Reporting Policy

The Child Abuse Reporting Policy is available at <https://www.flvs.net/about/ethical-conduct-for-flvs-employees>. For questions about this policy, contact info@flvs.net. All members of school staff are expected to complete the training at least once every school year. The school leadership tracks and ensures all staff completion of these trainings, and staff who do not complete the course in the required time frame may be subject to disciplinary action in accordance with FLVS employment policies.

Appendix A: Code of Conduct

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FLVS Student Conduct Philosophy

Florida Virtual School expects students to conduct themselves as appropriate for their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities, and the care of school facilities and equipment.

The FLVS school district believes that standards for student behavior must be set cooperatively through interaction among the students, parents/legal guardians, staff, and community members producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for district and community property on the part of students, staff, and community members. Since students learn by example, school administrators, faculty, staff, and volunteers will demonstrate appropriate behavior, treat others with civility and respect, and refuse to tolerate bullying or harassment.

FLVS Code of Conduct Overview

FLVS staff members seek to maintain orderly conduct among K-12 students in all FLVS programs in an effort to create a safe and positive learning environment. Although most programs are delivered online, from time to time school-sponsored events are planned, therefore a comprehensive Code of Conduct was written to address the behavioral expectations for students in both virtual and face to face settings. The Code of Conduct operates in conjunction with the FLVS Student Handbook and provides information that both parents/guardians and students should read when entering an FLVS program and review annually.

Four levels of behavioral offenses and possible disciplinary responses are listed, followed by additional policies regarding student behavioral expectations. FLVS reserves the right to determine appropriate consequences to be imposed upon a student for any infraction of the Code of Conduct, including misconduct not specifically listed. FLVS reserves the right to amend the content in this handbook at any time throughout the school year, without notice. FLVS also will comply with discipline regulations for students with disabilities in conjunction with Section 504 of the Rehabilitation Act and the Individuals with Disabilities Education Act (IDEA).

Offenses and Disciplinary Responses

Level 1

Level 1 Offenses

Level 1 offenses are acts of misconduct which interfere with the orderly operation of the school or school function. The teacher or staff member who is initially aware of the misconduct will be the first to address it. The student will then be referred to the school administrator for disciplinary action if the misconduct is repeated or becomes more severe. The school administrator will conduct an investigation, including discussing the incident with the staff member who is reporting and discussing with student and parent/guardian. The school administrator will determine the appropriate disciplinary response and/or intervention.

Level 1 Offenses	
Academic Integrity (1st offense)	1st academic integrity infractions that are considered minor. Refer to Academic Integrity Policy section of the Code of Conduct.
Disrespect	A lack of courtesy, or respect, or causing embarrassment or insult to a staff member, student, or guest.
Disruptions	Interrupting the learning environment or causing disruption during a school event.

Dress Code Violation	Not following standards set for attire at a school event.
Other Misconduct	Any minor act of misconduct that interferes with the orderly operation of the school or a school event. This includes use of inappropriate communication.

Level 1 Disciplinary Responses

The staff member or school administrator will take into account the reason for the student infraction and determine an appropriate response. Responses may include, but are not limited to:

- Student warning and reminder of expectations
- Parent/guardian contact
- Documentation of incident in Student Information System
- Loss of privileges, such as school events or clubs
- Loss of Live Lesson tools or live participation rights
- Behavior agreement (written and/or verbal)
- Referral to other staff member (such as counselor, lead or resource teacher, school psychologist, etc.)
- Apology letter
- Temporary suspension from course(s)
- Other consequence deemed appropriate by administration.

Level 2

Level 2 Offenses

Level 2 offenses are more severe or repeated acts of misconduct which interfere with the orderly operation of the school or school function. Level 2 offenses do not directly or seriously endanger the health or safety of others. Once reported, the school administrator will conduct an investigation, including discussing the incident with the staff member who is reporting and discussing with student and parent/guardian. The school administrator will determine the appropriate disciplinary response and/or intervention.

Level 2 Offenses	
Academic Integrity (2nd offense)	2nd academic integrity infraction. Refer to Academic Integrity Policy section of the Code of Conduct.
Attempting/Threatening Harm	While at a school event, attempting to fight or threatening to physically harm another.
Misleading/False Information	Intentionally providing false information to a staff member.
Open Defiance	Verbal or actual refusal to follow school or class rules, laws, behavior agreement, or the directions of a staff member.
Theft (under \$300)	Taking possession of another's property.
Vandalism (under \$100)	Malicious destruction of school property or the property of another.

Other Serious Misconduct	Any serious act of misconduct that interferes with the safe and orderly operation of the school or a school event. This includes a more serious use of inappropriate communication.
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Level 2 Disciplinary Responses

The staff member or school administrator will take into account the reason for the student infraction and determine an appropriate response. Responses may include, but are not limited to:

- Student warning and reminder of expectations
- Parent/guardian contact
- Documentation of incident in Student Information System
- Loss of privileges, such as school events or clubs
- Loss of Live Lesson tools or live participation rights
- Behavior agreement (written and/or verbal)
- Referral to other staff member (such as counselor, lead or resource teacher, school psychologist, etc.)
- Apology letter
- Alternate classroom assignment
- Return or payment of property or damages
- Temporary suspension from course(s)
- Removal from a course (only in the FLVS Flex program)
- Referral for truancy (only in the FLVS Full Time program)
- Loss of partial or full credit on one or more assignments (for Academic Integrity Infractions only)

Level 3

Level 3 Offenses

Level 3 offenses are major acts of misconduct that includes repeated serious disruptions of school order, threats to the health, safety, and property of others, and other acts of serious misconduct. Once reported, the school administrator will conduct an investigation, including discussing the incident with the staff member who is reporting and discussing with student and parent/guardian. The school administrator will determine the appropriate disciplinary response and/or intervention.

Level 3 Offenses	
Serious Academic Integrity Violation	Refer to Academic Integrity Policy section of the Code of Conduct.
Bullying	Refer to Bullying, Hazing, and Harassment section of the Code of Conduct.
Assault	Intimidation/Threat of student, his/her will, or the intentional causing of bodily harm to an individual
Vandalism (\$100 to \$999)	The willful or malicious destruction of FLVS property or the property of others.

Disrespect	Conduct or behavior that lacks regard, civility, politeness, and/or courteous consideration.
Extortion	Willful or malicious threat of harm, injury, or violence to the person, property, or reputation of another with the intent to obtain money, information, services, items of material worth, or to cause fear.
Fighting	Physical contact between two or more students which is harmful, injurious, or disruptive.
Possession of Fireworks	Unauthorized possession and/or igniting of fireworks or Firecrackers on FLVS property or during a school sponsored event. This includes setting off stink bombs.
Smoking/Tobacco Products	The possession, use, distribution, or sale of tobacco products, or items represented to be of said nature. This includes, but is not limited to electronic cigarettes, vapors, and hookah pens.
Physical Aggression on Employee	Willful use of force upon an employee or contracted personnel that does not result in bodily injury.
Contraband Possession	Possession of contraband material, such as, but not limited to a pocketknife, table or kitchen knife, ammunition, matches, lighter, toy weapons, lasers, etc. at an FLVS sponsored event, even if the items are not on display or used to threaten another, and even if the weapon is not considered to be a concealed weapon.
Trespassing	Presence at an FLVS facility or attendance to a school sponsored event after being directed by an administrator not to attend.
Electronic Device Violation	Any violation to the FLVS Acceptable Use Policy.
Other Extreme Misconduct	Any extreme act of misconduct that interferes with the safe and orderly operation of the school or a school event. This includes extremely inappropriate communication.

Level 3 Disciplinary Responses

The staff member or school administrator will take into account the reason for the student infraction and determine an appropriate response. Responses may include, but are not limited to:

- Any appropriate response from Level I or Level II
- Parental Contact (mandatory)
- Confiscation of items in violation of policies with or without possible return of item
- Referral to attend another school or program
- Response to the Response to Intervention Team (FLVS Full Time only)
- Warning or recommendation for expulsion
- Report to law enforcement

Level 4

Level 4 Offenses

Level 4 offenses are the most serious acts of misconduct. Any Level 4 act is grounds for expulsion or consideration for a recommendation for expulsion. Major acts of misconduct must be reported right away to the school administrator. Once reported, the school administrator will conduct an investigation, including discussing the incident with the staff member who is reporting and discussing with student and parent/guardian. The school administrator will determine the appropriate disciplinary response and/or intervention, which may result in immediate removal of the student from the school.

Level 4 Offenses	
Extreme Academic Integrity Violation	Refer to Academic Integrity Policy section of the Code of Conduct.
Alcohol/Drugs Possession	Possession, use, distribution, transmission, sale, purchase, or being under the influence of drugs alcoholic beverages. Distribution or transmission of alcohol or drugs is defined as delivery of alcohol or drugs to another person without the intent of communal or collective consumption.
Weapons Possession	Possession of a firearm, knife, boxcutter, razorblade, explosive, taser, chemical weapon, pepper spray, or any other item that can be used to cause severe bodily harm on another on the property of FLVS or during a school sponsored event.
Assault/Intimidation/Threats	Any direct threat, by word or act, to do violence or harm to a FLVS employee, contracted personnel, volunteer, authorized adult or student which creates a fear that the threat could be carried out.
Battery	Physical use of force or violence on another on FLVS property or during a school sponsored event that is serious enough to warrant the involvement of law enforcement and/or resulting in serious bodily harm.
District Technology Violation	Unauthorized access to programs and/or files not expected or intended for student use on a district issued and/or personal device; use of another's username and password; or any use that violates local, state, and/or federal laws and regulations. This also includes manipulating computer data that the student is not permitted to access and/or adjust.
Arson	Attempting to or using fire to burn school property or the property of others on and FLVS property or during a school sponsored event.
Robbery	Taking a possession of another against his or her will during an FLVS sponsored event.
Vandalism (over \$1000)	The willful or malicious destruction of FLVS property or the property of others.
Extortion	Threatening another by physical harm, threat, or reputation in an effort to obtain services, money, information, or other items.
False Accusation	Falsely accusing an employee of something that may jeopardize his/her certification, reputation, and/or employment.
Sexual Harassment	Any slur, innuendo, gesture, image or other written, verbal or physical contact reflecting on an individual's gender which has the purpose of creating an intimidating, hostile, or offensive educational environment. This includes indecent exposure using electronic devices, such as, but not limited to email or webcams.
Sexual Offenses	Any willful act or behavior intended to result in sexual gratification without force or threat and where victim is able to give consent. This includes

	indecent exposure (in a face to face or virtual environment) and obscenity, which includes but is not limited to inappropriate sexual communications, such as creating, requesting, possessing, purchasing, or distributing of pornographic materials.
Sexual Battery	Any sexual act forced on another against the person's will or where the victim is too young or unable to give consent due to mental incapacity.
False Report of Destructive Event	A false report of a bomb, explosive, mass shooting, or other harmful event occurring at an FLVS property or school sponsored event.
Other Major Disruption	An act that that significantly disrupts the orderly school environment, harms others, and/or any other case in which an extremely severe act of misconduct takes place at an FLVS property or at a school sponsored event. This may include hate crimes, shootings, explosions, and/or severe indecent exposure though use of electronic devices, such as, but not limited to email and webcams. This includes extreme offenses that may not be listed.

Level 4 Disciplinary Responses

- Any appropriate response from Level I, Level II, or Level III
- Parental contact (mandatory)
- Expulsion from the FLVS School District

Academic Integrity

Academic integrity is one of the core values at FLVS and its county virtual schools. When academic integrity is maintained, students will make decisions based on values that will prepare them to be productive, meaningful, and ethical citizens.

What is academic integrity?

Academic integrity means that all work you submit is created by you and is an original representation of your work. It means that what you submit is your own work.

According to *The School for Ethical Education*, academic integrity can be defined by honest academic work where:

- The ideas and the writing of others are properly cited;
- Students submit their own work for tests and assignments without unauthorized assistance;
- Students do not provide unauthorized assistance to others; and
- Students report their research or accomplishments accurately.

Why is academic integrity important?

- You are earning credit for learning material for which you have not demonstrated mastery.
- You may be violating the law.

Academic Integrity: An Overview

FLVS takes the integrity and authenticity of student work very seriously. Do not cut, copy, or plagiarize internet content or the work of your online classmates. FLVS instructors utilize technologies to check for authenticity. Copying, knowingly allowing others to copy from you, and/or misusing the internet content could result in removal from your course.

Academic integrity is the cornerstone of learning at FLVS. Because of its preeminence in all of our instruction, there are a variety of tools that we use in ensuring the integrity of student work.

Among these tools are:

1. Plagiarism Detection Tool
 - This internet tool compares student work against a variety of databases. The FLVS Learning Management System is now integrated with Plagiarism Detection System and most work is automatically uploaded to the system. This database compares students' work against other students' work, as well as work found on the Internet.
2. Academic Integrity Database
 - FLVS maintains its own database of student integrity incidents. This database is used to monitor the number of student integrity issues.
3. Teacher Expertise
 - FLVS instructors have extensive classroom experience. Their expertise is often a guide in identifying the level of originality in student work.
4. Discussion-based Assessments (DBAs)
 - As a means of ensuring comprehension and integrity, each course contains built-in assignments that are designated to be completed verbally during a discussion between a teacher and student. A student who does not complete and pass every DBA in the course is ineligible for course credit. Additional discussions may be conducted randomly throughout the course to assess mastery of content and authenticity of student work.
5. Proctored Exams
 - FLVS may, at its discretion, require a proctored segment exam for any student on a situational basis. Academic Integrity proctored exams must be successfully passed (grade of 59.5 percent or higher) on the first attempt in order for a student to be eligible for course credit.
6. Random Proctored Exams
 - Students may be randomly chosen to take a proctored segment exam.
7. Academic Integrity Hotline/Email
 - Community members, school counselors, parents and students can call or email to report any academic integrity related issue anonymously.

Academic Integrity Contact:

407-513-3341 or 866-943-3050 (toll free) or academicintegrity@flvs.net

Student Broker

[House Bill 7063](#) Digital Learning Act signed into Law and in effect as of July 1, 2012.

The bill provides that it is unlawful for any person to knowingly and willfully take an online course or examination on behalf of another person for compensation. Violators commit a misdemeanor of the second degree, punishable by a term of imprisonment for up to 60 days or a fine of \$500.

What are the consequences for failing to maintain academic integrity in an FLVS class?

A variety of consequences will be administered if you fail to maintain academic integrity in your course. These consequences range from a reduced score on an assignment up to expulsion from FLVS coursework for up to one year. Additionally, final grades may be rescinded if you are found to have copied or plagiarized after the grade has been posted to your transcript. See Matrix below.

Failure to identify an academic integrity violation early in a course does not preclude the student from advanced consequences which could include retaking proctored final exams in order for original grade to remain on transcript.

Incident	Web source Copying (partially or fully) work from a published Internet or print resource without the proper credit.					Sharing of Work Copying or allowing others to copy information from someone else's work.					Student Academic Broker: Completing online coursework on behalf of another student, allowing any person to complete coursework or selling coursework from another person or technological resource.	
	1st**	2nd**	3rd	4th	5th	1st**	2nd	3rd	4th	5th		1st
Learning Intervention (Example: Academic Integrity Module)	X	X	X	X	X	X	X	X	X	X	X	X
Parent Contact by Teacher	X	X	X	X	X	X	X	X	X	X	X	X
Resubmit for full credit	X											
Resubmit for between 0%-50%		X				X						
Automatic Zero			X	X	X		X	X	X	X		X
Parent Contact by Academic Integrity Department			X	X	X			X	X	X		X
Assistant Principal/Principal Involvement/ Notification			X	X	X			X	X	X		X

Incident	Web source Copying (partially or fully) work from a published Internet or print resource without the proper credit.					Sharing of Work Copying or allowing others to copy information from someone else's work.					Student Academic Broker: Completing online coursework on behalf of another student, allowing any person to complete coursework or selling coursework from another person or technological resource.
Approved Proctored Exam	X	X	X			X	X				X
Mandated Proctored Exam				X	X			X	X	X	X
Approved F Grade for Segment	X	X	X	X	X	X	X	X	X	XX	X
Approved Expulsion from FLVS										X	X
Approved removal of completed course grade, if AI issue determined retroactively			X	X	X	X	X	X	X	X	X
Possible Involvement of Director(s) of instruction					X	X	X	X	X	X	X
Other as designated by academic integrity manager	X	X	X	X	X	X	X	X	X	X	X

**The FLVS Academic Integrity Matrix applies to all programs and instructional models under the Florida Virtual School umbrella. This includes, but is not limited to FLVS Flex, FLVS Full Time, FLVS County Virtual Schools, FLVS Global School, and FLVS Elementary programs.*

***Incidents involving more than one assignment may have additional consequences at the discretion of the Academic Integrity Manager.*

Academic Integrity: Roles and Responsibilities Student

The student's role at Florida Virtual School is to learn to the best of his/her ability. Therefore, students should expect to take age-appropriate individual responsibility for their own learning, such as: applying themselves to their studies in a focused and serious manner, working hard, becoming engaged in the lessons and activities, asking questions, exploring their personal interests, improving areas of academic weaknesses, and capitalizing on strengths—and at all times completing their own work and upholding the principles of the FLVS Academic Integrity Policy.

Students are responsible for submitting and protecting their own, original work.

FLVS students will maintain academic integrity in their FLVS classroom by:

- Reading and signing the academic integrity statement and completing an academic integrity module as part of the enrollment process.
- Participating in a welcome call that includes components of our academic integrity program.
- Participating in discussion-based assessments and following the required FLVS protocol as part of each course. FLVS protocol stipulates discussion-based assessments are completed between student and instructor only, free of outside influence, assistance or disruptions.
- Asking questions regarding academic integrity if they are unsure.
- Safe-guarding their own work. Responsibilities include but are not limited to:
 - Students will not share work with any other student
 - Students will not share their username and/or password
 - Students will utilize a USB drive to save work instead of a shared computer
- Taking a proctored segment exam when asked to do so.

Parents/Guardians

Parents/Guardians are our partners in supporting student learning and play a key role in their student's success in any learning environment, but even more so at FLVS. Parents/guardians are responsible for monitoring student work to ensure compliance with the FLVS Academic Integrity Policy.

Parents/Guardians of FLVS students will help maintain academic integrity in the FLVS classroom by:

- Reviewing and signing the academic integrity statement as part of the enrollment process
- Participating in a welcome call that includes components of our academic integrity program
- Ensuring that their student's work is authentic and original
- Ensuring that FLVS protocol regarding discussion-based assessments is adhered to as referenced above in student responsibilities
- Understanding the student's proctored segment exam requirements. Failure of a student to take and pass a segment exam with a proctor will result in removal of course with a failing grade

Teachers

The subject-specific teacher is the primary contact for students and parents/guardians with regard to subject-specific questions. These teachers are qualified to provide instructional intervention strategies as needed and to handle the following instructional questions:

- curriculum or materials
- course scope and sequence

- modification of assessments for students with documented special needs
- testing
- grading and progress reports
- help with a particular assessment or concept

Teachers proactively monitor each student's progress using our Student Information System, Learning Management System and through regular contact via phone, texting, email, and synchronous Live Lessons. Teachers score assessments and provide feedback on the student's performance through formal means (assessment grades, comments and regular progress reports) as well as informal means (phone calls and online communication). Depending on a student's needs and grade level, teachers provide instruction in different ways. Generally, students will have a different subject-specific teacher for each course.

FLVS Teachers will uphold academic integrity in their classroom by:

- Acting as a resource for student questions.
- Submitting various assignments in the plagiarism detection tool.
- Submitting FLVS academic integrity incidents when applicable.
- Collaborating with the Academic Integrity team member and/or Instructional Leader for any academic integrity concerns.
- Verifying student mastery of content through discussion-based assessments and authentic assessments.
- Participating in required trainings or staff development.
- Including academic integrity resources on announcement pages and in welcome calls.

School Administrators

The school administrator is responsible for the administration of the school and for ensuring that students are provided with the support and assistance they need, in accordance with FLVS standards of excellence. For any concerns or comments, your school administrator's contact information can be found on the front page of your course website.

FLVS school administrators will help maintain academic integrity in the FLVS classroom by:

- Supporting academic integrity in each course they oversee.
- Ensuring that all teachers participate in academic integrity initiatives.
- Supporting the administration of consequences.
- Providing support to the Academic Integrity Manager, Investigator, and the Instructional Staff.

Customer Grievance Procedures (how to voice your concerns)

FLVS is committed to providing personalized instruction for every student. These are our core beliefs:

- Every student is unique, so learning should be dynamic, flexible, and engaging.
- Studies should be integrated rather than isolated.
- Students, parents, community members, and schools share responsibility for learning.
- Students should have choices in how they learn and how they present what they know.
- Students should be provided guidance with school and career planning.
- Assessments should provide insights not only of student progress but also of instruction and

curriculum.

Every staff member at FLVS is committed to providing the most engaging experience possible. However, there may be times when a student, parent, or legal guardian may have a concern. Most problems can be solved if student or parent/guardian speaks directly with the instructor or staff member involved.

If a student feels uncomfortable speaking with his/her instructor, our Customer Care Representatives are available to serve you. They can be reached at 407-513-FLVS. Our Customer Care Representatives will forward your concern to an appropriate member of our instructional support team. This team consists of School Counselors and School Administrators among others.

The Principal will make every effort to resolve your concern. In the event that a solution is not found, you (or your representative) may file a grievance. The written grievance should contain the following information:

- Name of the student
- Name of the instructor or staff member
- Date of the grievance, dispute, or dissatisfaction
- Desired outcome

The written grievance should be addressed and submitted to the Director over Academic Integrity.

In the event the Director over Academic Integrity cannot resolve the disagreement, the grievance will be forwarded to the Executive Director of FLVS Full Time. The decision of Executive Director of FLVS Full Time is final and shall be given to the customer in writing within 72 hours. The Board of Trustees of Florida Virtual School will be informed when an issue arises from the grievance that may affect FLVS policy and/or community relations.

Implementation of this procedure does not prevent FLVS from taking any necessary action to protect an individual from physical or mental harm, neglect, or abuse.

Bullying and Other Forms of Prohibited Behavior

Florida Virtual School Policy Against Bullying, Hazing, and Harassment

Note: Any reference to “bullying” includes cyberbullying, whether or not specifically stated.

It is the policy of FLVS that all of its students and school employees have an educational setting that is safe, secure, and free from hazing, harassment, and bullying of any kind. The district will not tolerate bullying and harassment of any type. Conduct that constitutes bullying, hazing, and harassment as defined herein are prohibited.

Definitions

The following definitions are intended to provide guidance in assessing whether a particular behavior is a prohibited behavior. They are not exhaustive in their scope and are not intended to replace the intuition of the individual. When in doubt as to whether or not a particular suspected behavior is a prohibited behavior, you are urged to rule on the side of caution and report your concerns to the appropriate authority, as provided for in this policy.

Bullying includes cyberbullying and means systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. It is further defined as unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by a student or adult, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation; and may involve but is not limited to:

- Teasing
- Social exclusion
- Threat
- Intimidation

- Stalking
- Physical violence
- Theft
- Sexual, religious, or racial harassment
- Public or private humiliation
- Destruction of property

Cyberbullying means bullying through the use of technology or any electronic communication, which includes, but is not limited to, any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photoelectronic system, or photo optical system, including, but not limited to, electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person, or the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying. Cyberbullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

Harassment means any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal, or physical conduct directed against a student or school employee that:

- Places a student or school employee in reasonable fear of harm to his/her person or damage to his/her property;
- Has the effect of substantially interfering with a student's educational performance, opportunities, or benefits; or
- Has the effect of substantially disrupting the orderly operation of a school.

Bullying and **harassment** also encompasses:

- Retaliation against a student or school employee by another student or school employee for asserting or alleging an act of bullying or harassment. Reporting an act of bullying or harassment that is not made in good faith is considered retaliation.
- Perpetuation of conduct listed in the definition of bullying or harassment by an individual or group with intent to demean, dehumanize, embarrass, or cause emotional or physical harm to a student or school employee by:
 - Incitement or coercion
 - Accessing or knowingly and willingly causing or providing access to data or computer software through a computer, computer system, or computer network within the scope of the district school system
- Acting in a manner that has an effect substantially similar to the effect of bullying or harassment

Cyberstalking as defined in [s. 784.048\(1\)\(d\), F.S.](#), means to engage in a course of conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at a specific person, causing substantial emotional distress to that person, and serving no legitimate purpose.

Hazing means any action or situation that recklessly or intentionally endangers the mental or physical health or safety of a student at a school with any of grades 6 through 12 for purposes including, but not limited to, initiation or admission into, or affiliation with, any organization operating under the sanction of a school with any of grades 6 through 12. Hazing includes, but is not limited to:

- Pressuring, coercing, or forcing a student into:
 - Violating state or federal law;
 - Consuming any food, liquor, drug, or other substance; or

- Participating in physical activity that could adversely affect the health or safety of the student.
- Any brutality of a physical nature, such as whipping, beating, branding, or exposure to the elements.

Hazing does not include customary athletic events or other similar contests or competitions or any activity or conduct that furthers a legal and legitimate objective.

Intimidation means a course of behavior that instills fear or a sense of inadequacy.

Violence within a dating relationship means any behavior by a student exhibited towards that student's dating partner that is an attempt to gain and/or maintain power and/or control over a dating partner through violence, threats of violence, and/or physical, verbal, psychological, and/or mental abuse.

Sexting means knowingly using a computer, or any other device capable of electronic data transmission or distribution, to transmit or distribute to another minor any photograph or video which depicts nudity and is harmful to minors. Knowingly possessing a photograph or video that was transmitted or distributed by another minor as described above. Prohibited behaviors include all the above.

Visitors/Volunteers: Consequences and appropriate remedial action for a visitor or volunteer found to have wrongfully and intentionally accused another as a means of bullying or harassment, shall be determined by the school administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of harassment, intimidation, bullying, dating violence, or any other prohibited behavior will not be tolerated, independent of whether a complaint is substantiated. Such retaliation shall be considered a serious violation of school policy, and suspected retaliation should be reported in the same manner as prohibited behavior. Making intentionally false reports about prohibited behavior will not be tolerated. Retaliation and intentionally false reports may result in disciplinary action as indicated above.

This policy shall not be interpreted as infringing upon the First Amendment rights of students (i.e., to prohibit a reasoned and civil exchange of opinions, or debate, that is conducted at appropriate times and places during the school day and is protected by state or federal law).

Complaints

At each school, the principal/instructional leader or the principal/instructional leader's designee is responsible for receiving complaints alleging violations of this policy. All school employees are required to report alleged violations of this policy to the principal/instructional leader or the principal/instructional leader's designee. All other members of the school community, including students, parents/legal guardians, volunteers, and visitors are encouraged to report any act that may be a violation of this policy anonymously or in-person to the principal/instructional leader or principal/instructional leader's designee.

The principal/instructional leader of each school in the district shall establish and prominently publicize to students, staff, volunteers, and parents/legal guardians, how a report of bullying or harassment may be filed either in-person or anonymously and how this report will be acted upon. The victim of bullying or harassment, anyone who witnessed the bullying or harassment, and anyone who has credible information that an act of bullying or harassment has taken place may file a report of bullying or harassment. A school employee, school volunteer, student, parent/legal guardian, or other persons who promptly reports in good faith an act of bullying or harassment to the appropriate school official, and who makes this report in compliance with the procedures set forth in the district policy, is immune from a cause of action for damages arising out of the reporting itself or any failure to remedy the reported incident. Submission of a good faith complaint or report of bullying or harassment will not affect the complainant or reporter's future employment, grades, learning or working environment, or work assignments.

Any written or oral reporting of an act of bullying or harassment shall be considered an official means of

reporting such act(s). Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

Procedures

At each school in the FLVS district, the procedures for investigating bullying and/or harassment include:

1. The principal/instructional leader or designee selects a designee(s), employed by the school and trained in investigative procedures to initiate the investigation. The designee(s) may not be the accused perpetrator (harasser or bully) or victim.
2. Documented interviews of the victim, alleged perpetrator, and witnesses are conducted privately, separately, and are confidential. Each individual (victim, alleged perpetrator, and witnesses) will be interviewed separately and at no time will the alleged perpetrator and victim be interviewed together.
3. The investigator shall collect and evaluate the facts including, but not limited to:
 - Description of incident(s) including nature of the behavior, context in which the alleged incident(s) occurred, etc.;
 - How often the conduct occurred;
 - Whether there were past incidents or past continuing patterns of behavior;
 - The relationship between the parties involved;
 - The characteristics of parties involved (i.e., grade, age, etc.);
 - The identity and number of individuals who participated in bullying or harassing behavior;
 - Where the alleged incident(s) occurred;
 - Whether the conduct adversely affected the student's education or educational environment;
 - Whether the alleged victim felt or perceived an imbalance of power as a result of the reported incident; and
 - The date, time, and method in which the parents/legal guardians of all parties involved were contacted.
4. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances and includes:
 - Recommended remedial steps necessary to stop the bullying and/or harassing behavior; and
 - A written final report to the principal/instructional leader.
5. The maximum of 10 school days shall be the limit for the initial filing of incidents and completion of the investigative procedural steps. The highest level of confidentiality possible will be upheld regarding the submission of a complaint or a report of bullying and/or harassment, and the investigative procedures that follow.

A principal/instructional leader or designee will assign a designee(s) that is trained in investigative procedures to initiate an investigation of whether an act of bullying or harassment is within the scope of the FLVS school district.

The trained designee(s) will provide a report on results of investigation with recommendations for the principal/instructional leader to make a determination if an act of bullying or harassment falls within the scope of the district.

1. If it is within scope of district, move to procedures for investigating bullying, hazing, and/or harassment.
2. If it is outside scope of district, and determined a criminal act, refer to appropriate law enforcement.

All acts of hazing in grades 9-12, as defined in the definitions section, must be referred to local law enforcement.

3. All victims and perpetrators of hazing, as defined in the definitions section above, must be referred to a certified school counselor.
4. If it is outside the scope of district, and determined not a criminal act, inform parents/legal guardians of all students involved.

The principal/instructional leader, or designee, shall promptly report via telephone, personal conference, and/or in writing, the occurrence of any incident of bullying or harassment as defined by this policy to the parent or legal guardian of all students involved on the same day an investigation of the incident(s) has been initiated. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 ([FERPA](#)).

If the bullying or harassment incident results in the perpetrator being charged with a crime, the principal/instructional leader, or designee, shall by telephone or in writing by first class mail, inform parents/legal guardian of the victim(s) involved in the bullying or harassment incident about the [Unsafe School Choice Option](#) (USCO) (section [9532](#) of the Elementary and Secondary Education Act [ESEA] of 1965, as amended by the No Child Left Behind Act of 2001) that states "...a student who becomes a victim of a violent criminal offense, as determined by state law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary school or secondary school within the local educational agency, including a public charter school."

Once the investigation has been completed and it has been determined that criminal charges may be pursued against the perpetrator, all appropriate local law enforcement agencies will be notified by telephone and/or in writing.

Intervention Protocol

A district referral procedure will establish a protocol for intervening when bullying or harassment is suspected or when a bullying or harassment incident is reported. The procedure shall include:

1. A process by which the teacher or parent/legal guardian may request informal consultation with school staff (specialty staff, i.e., school counselor, school psychologist, etc.) to determine the severity of concern and appropriate steps to address the concern (the involved students' parents or legal guardian may be included).
2. A referral process to provide professional assistance or services that includes:
 - a. A process by which school personnel or parent/legal guardian may refer a student to the school intervention team (or equivalent school-based team with a problem-solving focus) for consideration of appropriate services. (Parent or legal guardian involvement is required at this point.)
 - b. If a formal discipline report or formal complaint is made, the principal/instructional leader or designee must refer the student(s) to the school intervention team for determination of counseling support and interventions. (Parent or legal guardian involvement is required at this point.)
 - c. A school-based component to address intervention and assistance as determined appropriate by the intervention team that includes:
 - i. Counseling and support to address the needs of the victims of bullying or harassment;
 - ii. Research-based counseling/interventions to address the behavior of the students who bully and harass others (i.e., empathy training, anger management); and/or
 - iii. Research-based counseling/interventions, which includes assistance and support provided to parents/legal guardians, if deemed necessary or appropriate.

If a **bullying** or **harassment** incident occurs, then it will be reported with either the bullying or harassment code. If the bullying or harassment results in any of the following incidents, the incident will be coded appropriately using the relevant incident code AND the related element code entitled **bullying-related**. Those incidents are:

- Alcohol
- Arson
- Battery
- Breaking and Entering
- Disruption on Campus
- Drug Sale/Distribution Excluding Alcohol
- Drug Use/Possession Excluding Alcohol
- Fighting
- Homicide
- Kidnapping
- Larceny/Theft
- Robbery
- Sexual Battery
- Sexual Harassment
- Sexual Offenses
- Threat/Intimidation
- Trespassing
- Tobacco
- Vandalism
- Weapons Possession
- Other Major (Other major incidents that do not fit within the other definitions)

Discipline and referral data will be recorded in Student Discipline/Referral Action Report and Automated Student Information System.

The district will provide bullying, hazing, or harassment incident, discipline, and referral data to the Florida Department of Education in the format requested, through Surveys 2, 3, and 5 from Education Information and Accountability Services, and at designated dates provided by the department. Data reporting on bullying, harassment, unsubstantiated bullying, unsubstantiated harassment, sexual harassment and threat/intimidation incidents, as well as any bullying-related incidents that have as a basis sex, race, or disability should include the incident basis. Victims of these offenses should also have the incident basis (sex, race, or disability) noted in their student record.

The district ensures that schools sustain healthy, positive, and safe learning environments for all students. It is important to change the social climate of the school and the social norms with regards to bullying or harassment. This requires the efforts of everyone in the school environment: teachers, administrators, counselors, other non-teaching staff, parents/legal guardians, and students.

Students, parents/legal guardians, teachers, school administrators, counseling staff, and school volunteers shall be given instruction, at a minimum, on an annual basis on the district's policy and regulations against bullying and harassment. The instruction shall include evidence-based methods of preventing bullying and harassment, as well as how to effectively identify and respond to bullying or harassment in schools.

The principal/instructional leader or designee shall by telephone and/or in writing report the occurrence of any incident of bullying or harassment as defined by this policy to the parent/legal guardian of all students involved on the same day an investigation of the incident has been initiated. According to the level of infraction, parents/legal guardians will be notified by telephone and/or writing of actions being taken to protect the child. The frequency of notification will depend on the seriousness of the bullying or harassment incident. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 ([FERPA](#)).

At the beginning of each school year, the superintendent or designee shall, in writing, inform school staff, parents/legal guardians, or other persons responsible for the welfare of a student of the district's student safety and violence prevention policy.

Each district school shall provide notice to students and staff of this policy through appropriate references within this handbook and employee handbooks, and/or through other reasonable means. The superintendent shall also make all contractors contracting with the district aware of this policy.

Each school principal/instructional leader shall develop an annual process for discussing the FLVS school district policy on bullying and harassment with students in a student assembly or other reasonable format. Reminders of the policy and bullying or harassment prevention messages such as posters and signs will be

displayed.

Acceptable Use Policy

Internet access is required for all FLVS students, but 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, we believe that with responsible use, the benefits of the Internet as an educational tool outweigh the negatives. We especially appreciate partnering with parents to teach responsible Internet use. Please review the following netiquette rules and FLVS expectations carefully:

- Students are responsible for good behavior on the FLVS network, just as they are in a traditional school building. Always use a computer in a way that shows consideration and respect. It is illegal to use obscene, profane, threatening, or disrespectful language. ([s. 847.001, F.S.](#) Obscene Literature; Profanity).
- We take integrity and authenticity of student work very seriously at FLVS. Do not cut, copy, or plagiarize Internet content or the work of your online classmates. FLVS instructors do utilize technologies to check for authenticity. Copying, knowingly allowing others to copy from you, and/or misusing Internet content could result in removal from our courses.
- Security is a high priority, especially when the system involves many users. If you identify a security problem in the school's computers, network, or Internet connection, notify a system administrator.
- It is illegal to create harmful computer viruses. (s. 815, F.S. Computer-Related Crimes).
- Email is not private. Never say anything via email that you wouldn't mind seeing on the school bulletin board or in the local newspaper.
- Beware of emails from anyone, particularly adults you don't know, asking for personal information, attempting to arrange meetings, or engaging in personal contact. Alert your teacher or other Florida Virtual School employee of any message you receive that is inappropriate or makes you feel uncomfortable.
- Email with your online classmates should be course-related. It is prohibited to send unsolicited non-academic email to your online classmates.
- Email addresses or Live Lesson log-in names that use profanity or may be construed as offensive, shall not be permitted for FLVS correspondence. FLVS administration reserves the right to determine if student email addresses are inappropriate. When necessary, students will be asked to use an alternative email address or may be refused participation in FLVS courses.
- Protect your password. Keep it secret from anyone except your parents.
- Inappropriate Texting/Messaging: Photographs or videos sent via computer, cell phone, or any other electronic device which depict nudity, or any other inappropriate content, are prohibited (s. 847.0141, F.S. Sexting).
- Dress Code Policy: When attending any meeting or student gathering affiliated with FLVS (virtual or face to face), clothing that exposes underwear or body parts in an indecent or vulgar manner or that disrupts the orderly learning environment is not permitted.
- Florida Virtual School assumes no responsibility for any phone charges, line costs, or usage fees for connectivity to the Internet.

Florida Virtual School administrators will cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted through Internet access. In the event there is a claim that you have violated this policy, you will be provided with notice of the suspected violation and have an

opportunity to present an explanation. Any violations by the student or parent/guardian may result in removal from FLVS course(s), as well as other disciplinary or legal action.

Civility Code

In order to maintain an orderly, respectful, and secure virtual educational environment, it is essential that all students, parents/guardians, teachers/staff, and other stakeholders maintain respectful interactions and adhere to the expected civil conduct. FLVS is dedicated to providing personalized learning solutions for all students, and the presence of a positive partnership between all students, parents/guardians, faculty and staff is vital in this process. In an effort to ensure that we are all focused on student learning and helping students to reach their full potential, we ask that all parties conduct themselves in a respectful and orderly manner at all times.

No person shall:

- Use profanity or make threats toward school staff or other students in any verbal or written communication.
- Intentionally cause any physical/emotional harm toward another person or threaten to do so.
- Intentionally damage or destroy any school property (both physical and electronic) or the property of any student, faculty, or staff member.
- Disrupt the orderly conduct of classes, school programs, or other activities.
- Intimidate, harass, or discriminate against any person on the basis of race, color, creed, national origin, age, gender, sexual orientation, or disability.
- Refuse to comply with any reasonable request of identifiable school officials performing their duties.
- Willfully incite others to commit any acts prohibited by law.
- Violate any federal or state statute.

Any violation of the Civility Code shall be reported to Professional Standards for review and action.

The school and Board of Trustees reserve the right to pursue a civil or criminal legal action against any person violating the Civility Code.

School Event Guidelines

When attending any meeting or student gathering affiliated with FLVS, clothing that exposes underwear or body parts in an indecent or vulgar manner or that disrupts the orderly learning environment is not permitted. Alcohol, drugs, tobacco products, firearms, fireworks/firecrackers, pornographic materials, and any other items that would place students in violation with the Code of Conduct based on the offenses listed in Levels 1-4 above are strictly prohibited during any FLVS sponsored face to face event.

In an effort for face to face events to be safe and meaningful for our students, as well as to maintain the positive reputation of FLVS, students and their families are expected to exhibit respectful behavior aligned with the expectations set forth by the Code of Conduct. FLVS reserves the right to exclude students from face to face events due to prior acts of misconduct or acts of misconduct occurring during a face-to-face event. FLVS reserves the right to ask students and their families to leave an event sponsored by FLVS if they are in violation of the Code of Conduct.

In order to attend face-to-face events, the parent/guardian must follow the steps in place set by the program. This may include, but is not limited to, ticket purchases and/or forms to complete and submit.

The School Board recognizes that the privacy of students or their belongings may not be violated by unreasonable search and seizure and directs that no student be searched without reasonable suspicion or in an unreasonable manner.

The Board acknowledges the need for in-school storage of student possessions and shall provide storage

places, including desks and lockers, for that purpose. Such spaces remain the property of the Board and, in accordance with law, may be the subject of search upon reasonable suspicion that a prohibited or illegally possessed substance or object is contained therein. Where locks are provided for such places, students may lock them against incursion by other students, but in no such places shall students have such an expectation of privacy as to prevent examination by a school official.

School authorities are charged with the responsibility of safeguarding the safety and well-being of the students in their care. In the discharge of that responsibility, school authorities may search the person or property, including vehicles, purse, backpack, or other personal possessions of a student, with or without the student's consent, whenever they reasonably suspect that the search is required to discover evidence of a violation of law or of school rules. The extent of the search will be governed by the seriousness of the alleged infraction and the student's age. This authorization to search shall also apply to all situations in which the student is under the jurisdiction of the Board.

Strip searches of students by school personnel are prohibited.

The Board also authorizes the use of canines, trained in detecting the presence of drugs or devices when the Superintendent has reasonable suspicion that illegal drugs or devices may be present in a school. This means of detection shall be used only to determine the presence of drugs in locker areas and other places on school property where such substances could be concealed. Canine detection must be conducted by law enforcement authorities and is not to be used to search individual students unless a warrant has been obtained prior to the search.

Except as provided below, a request for the search of a student or a student's possessions will be directed to the Principal who shall seek the freely offered consent of the student to the inspection. Whenever possible, a search will be conducted by the Principal in the presence of the student and a staff member other than the Principal. A search prompted by the reasonable belief that health and safety are immediately threatened will be conducted with as much speed and dispatch as may be required to protect persons and property.

The Principal shall be responsible for the prompt recording in writing of each student search, including the reasons for the search; information received that established the need for the search and the name of informant, if any; the persons present when the search was conducted; any substances or objects found; and the disposition made of them. The Principal shall be responsible for the custody, control, and disposition of any illegal or dangerous substance or object taken from a student.

F.S. 901.21

F.S. 933.07

F.S. 1006.09(9)

Fla. Const. Art. I, Sec. 2

U.S. Constitution, 4th Amendment

Due Process

All students enrolled in FLVS Full Time are expected to conduct themselves in accordance with the rules for the school, and parents are expected cooperate with the school staff in helping students to maintain this conduct. Student codes of conduct are set forth in this handbook. School students are also guaranteed due process of law as required by the 14th Amendment to the Constitution.

Due Process for Students

The following actions will be conducted by the school, per each of the disciplinary measures as outlined below:

1. Suspension (no more than 10 days)
 - An informal hearing will be convened with the student, parent, school principal and other staff members as appropriate. At this hearing, the student will be provided all due process as required by law. The school principal will inform the student and parent of the charges. If the

student does not admit to the charges, he/she will be provided an explanation of the evidence. The student will be provided with an opportunity to present his/her version of the occurrence. If the school principal determines that the occurrence justifies suspension, written notice will be sent to the student and parent.

2. Suspension of an additional 10 days, or an expulsion

- If a principal believes that a student has committed an offense that might require expulsion, the principal may suspend the student for up to 10 days pending a hearing. During this time, the principal will request a board hearing to discuss the possible expulsion of the student. The parent(s) will be notified of due process rights including the right to appear at the board hearing and to present the student's side of the case. The parent(s) will be notified of the date, time, and place of the hearing at least five (5) days prior to the hearing.

The chief administrative officer of the sponsoring school district must approve the decision and may authorize a formal expulsion hearing. This hearing will be convened by the district, and will include the student, parent, school principal, and other staff members as appropriate. At this hearing, the charges will be reviewed and if the charges are not admitted to, the student and parent shall be provided with an explanation of the evidence. The student will be provided with an opportunity to present his/her version of the occurrence. The hearing officer appointed by the Board of Trustees will determine the expulsion or recommend an alternative. Hearing request must be made within 5 school days or chief administrator will take final action.

Due Process for Parents

Parents/guardians who believe their student(s) may have been subjected to inappropriate behavior by anyone affiliated with FLVS should immediately contact the school leadership or FLVS Professional Standards at 407-413-3692 to report any concerns. Next steps for Due Process will come from FLVS Professional Standards.

Disciplinary Action for Students with Disabilities

Disciplining Students with Disabilities

Students with disabilities are not exempt from consequences for violations of the code of student conduct.

School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement is appropriate for a student who has a documented disability (IDEA or Section 504) and violates the code of student conduct. If it is determined that the behavior is in fact a manifestation (result) of the student's disability, the consequences outlined in the student code of conduct may be deemed inappropriate and consideration will be given to implementation of strategies and supports that will reduce the likelihood that inappropriate behavior occurs in the future and encourage more socially acceptable behaviors within the school setting.

In cases of severe violations of the district's code of student conduct, school personnel may remove and place such student in an interim alternative educational setting for not more than 45 school days, without regard to whether the behavior is determined to be a manifestation of the student's disability, if the student:

1. Carries a weapon to or possesses a weapon at school, on school premises, or at a school function under the jurisdiction of the school district;
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 under the jurisdiction of the school district; or
3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the school district.

Suspension and Expulsion

Suspension

When a student is suspended, he/she is temporarily removed from class (the Learning Management System) or a school-sponsored program or activity. The length of a suspension is determined by the school administrator (up to 10 days at a time). A suspension will be documented in writing.

During a period of suspension as defined by the school principal, a student's permission to log on to and/or use parts of Student Information System and Learning Management System is restricted.

Student access to both systems may be revoked. In such cases where the student's access is completely revoked, the parent/guardian is responsible for logging on to Learning Management System and obtaining the student's assignments, responding to email, and recording assessment responses for the student. The student should continue with his/her schoolwork during a suspension.

Expulsion

If a student enrolled in FLVS violates any provision and/or expressed rule in the Student Parent Handbook or Student Progression Plan, FLVS reserves the right to initiate pre-expulsion hearings to determine probable cause. If FLVS determines the student may be expelled, the legal guardian may request an appeal by contacting FLVS Professional Standards 407-513-3692.

When a student is expelled, he/she is separated from the school for an extended period of time, or permanently, for disciplinary reasons. An expulsion will be documented in writing.

Violations that may lead to expulsion include, but are not limited to, any behavior that indicates that a student is a serious threat to the safety of others, possession of firearms, dangerous weapons, bombs, or explosives, criminal behavior, arson, under the influence of or possession of, or sale of controlled substances or paraphernalia. Suspensions or expulsions for students designated as exceptional follow all appropriate state and federal policies, regulations, and laws.

Appendix B: Virtual Instruction Program

The FLVS Full Time Virtual Instruction Program (VIP) is a 180-day, comprehensive solution for Kindergarten-12th grade public school students available in certain school districts. FLVS Full Time VIP students and parents/guardians are responsible for following the procedures and policies laid out in the FLVS Full Time Handbook, including the Code of Conduct.

The following items differ:

- FLVS Full Time administration may reach out the local school district VIP liaison regarding matters surrounding discipline, attendance, and truancy that are impeding on student learning.
- While ESE and 504 plan accommodations will be met, the local school district will be responsible for Child Find obligations and updates to the IEP. It is the responsibility of the local school district VIP liaison to ensure that the most updated IEP or 504 Plan is on file in the FLVS Full Time Student Information System.
- The parent/guardian of the VIP student is responsible for alerting their VIP local school district of a change of address.
- Students attending Florida Virtual School Full Time VIP will be required to take the Florida Standards Assessment (FSA), in accordance with Florida public school requirements. Testing days, locations, and times are arranged by the local school district.
- The local school district is responsible for providing the FLVS Full Time enrollment team with each student's schedule, and are additionally responsible for the promotion, graduation, and diploma options for students enrolled in the VIP.
- The annual enrollment period may differ, as the annual enrollment period is based on the school district that VIP student is enrolled in.
- Rules apply in regard to enrollment for expelled students.
- VIP students participating in the FLVS Full Time program are public school students of their resident districts. FLVS Full Time is not the school of record.
- To withdraw a student from the FLVS Full Time District VIP District program, that parent/guardian should notify their resident district of intent to withdraw.
- The annual school calendar may reflect differences, depending on the district of enrollment.
- School districts choose to participate in Mid-Year enrollment for the FLVS Full Time VIP on an individual basis.
- VIP students do not participate in the FLVS Full Time Graduation ceremony.

If you have any questions about the FLVS Full Time VIP program, please reach out to a school administrator or your district liaison.

2018–2019 Uniform Statewide Assessment Calendar

According to Section 1008.22(7)(d), Florida Statutes (F.S.), and State Board of Education Rule 6A-1.094224, Florida Administrative Code (F.A.C.), each school district must complete this uniform calendar with district-required assessment information, publish the calendar to the district website, and provide it to the department by October 1 of each school year, beginning in 2016–17. Districts must provide completed calendars to schools and include the calendar in their parent guides. In addition, each school must publish the completed calendar on its website. The statewide assessment information in sections 3 and 4 should not be altered; however, districts may otherwise modify and populate this template to accurately indicate their assessment schedules for the school year.

1. Glossary of Assessment Terms

The following glossary includes definitions of assessment terms and explanations of acronyms used throughout this template. Districts may add rows as needed for additional glossary terms that are specific to district-required assessments. Do not modify any other information in this section.

Acronym/Term	Definition
ACCESS for ELLs	Assessing Comprehension and Communication in English State-to-State (ACCESS) for English Language Learners (ELLs)
Accommodation	Per Rule 6A-1.0943, F.A.C., “Accommodations are defined as adjustments to the presentation of the statewide standardized assessment questions, methods of recording examinee responses to the questions, scheduling for the administration of a statewide standardized assessment to include amount of time for administration, settings for administration of a statewide standardized assessment, and the use of assistive technology or devices to facilitate the student’s participation in a statewide standardized assessment.”
CBT	Computer-Based Test
Diagnostic	Assessments that measure students’ understanding of a subject area or skills base, which allow teachers and educators to evaluate student learning, focusing on strengths and areas of need
District Window	The selected dates within the statewide window during which a district will administer a given assessment
District-Required Assessments	Assessments required by the school district for students in a specific grade or course

Rule 6A-1.094224, F.A.C.
 Form ARM 001
 Effective July 2016
 Updated December 29, 2017

2018–2019 Uniform Statewide Assessment Calendar

ELA	English Language Arts
EOC	End-of-Course
Evaluative	Assessments that measure student proficiency at selected intervals to compare change over time and to compare state-level results
FAIR	Florida Assessments for Instruction in Reading
FLKRS	Florida Kindergarten Readiness Screener
Formative	Formative assessments are the formal and informal ways that teachers and students gather and respond to evidence of student learning. Formative assessments are part of teaching in the classroom. Formative assessments will not result in a score that will appear on a student's report card, but they serve the greater purpose of informing both students and teachers on what changes need to happen in classroom instruction to better serve the needs of individual students.
FSA	Florida Standards Assessments
FSAA	Florida Standards Alternate Assessment
Interim	Interim assessments are administered on a smaller scale (i.e., school or district) with results that can be used at the classroom level or aggregated at the school- or district-level. Depending on the design, interim assessments can be used to predict a student's ability to succeed on a summative assessment, to evaluate a program, or to diagnose student learning gaps.
NAEP	National Assessment of Educational Progress
NGSSS	Next Generation Sunshine State Standards
PBT	Paper-Based Test
Progress Monitoring	Process used to determine whether a student's academic performance is improving, at what rate it is improving, and how effective instruction has been
PSAT/NMSQT	Preliminary SAT/National Merit Scholarship Qualifying Test
Summative	Assessments that evaluate student mastery of Florida's academic standards at or near the conclusion of the course of instruction

2018–2019 Uniform Statewide Assessment Calendar

Statewide, Standardized Assessments	All assessments required by s. 1008.22 , Florida Statutes (F.S.)
Statewide Window	The range of dates during which districts and/or schools may choose to administer a given assessment
Testing Time	The amount of time individual students are each given to respond to test items on each test

2. Test, Type, and Purpose/Use

Add rows as needed to define district-required tests, test type, and their purpose/use in your district. If additional types are added, define applicable types in the glossary. Do not modify any other information in this section.

Test	Type	Purpose/Required Use	Statutory Authority/Required Use Citation
ACCESS for ELLs 2.0	Diagnostic	Measure English language acquisition of ELLs	s. 1003.56, F.S.
Alternate ACCESS for ELLs	Diagnostic	Measure English language acquisition of ELLs with significant cognitive disabilities	Rule 6A-6.0902, F.A.C. Rule 6A-6.0903, F.A.C. Rule 6A-6.09021, F.A.C.
Dreambox	Diagnostic/Progress Monitoring	Personalized math program that ensures that learners understand concepts before moving on to new lessons	
Exact Path	Diagnostic/Progress Monitoring	Individualized reading program with diagnostic statements	
FAIR	Diagnostic/Progress Monitoring	Provides general estimate of students' reading ability/monitors students' progress toward meeting grade-level skills in reading	s. 1008.25(4), F.S.
FLKRS	Diagnostic/Progress Monitoring	Determine readiness for kindergarten; used to calculate VPK Provider Kindergarten Readiness Rates	s. 1002.69, F.S. Rule 6M-8.601, F.A.C.

2018–2019 Uniform Statewide Assessment Calendar

Test	Type	Purpose/Required Use	Statutory Authority/Required Use Citation
iReady	Diagnostic/Progress Monitoring	Diagnostic for reading and mathematics that pinpoints student needs down to the sub-skill level, and ongoing progress monitoring shows whether students are on track to achieve end-of-year targets	
Scantron Performance Series	Diagnostic/Progress Monitoring	Provides general estimate of students' reading ability/monitors students' progress toward meeting grade-level skills in reading; Measures student knowledge and application of grade level standards and objectives	s.1008.25(4), F.S. s.1008.22, F.S.
Touchpoints	Diagnostic/Progress Monitoring	Internally developed assessments aligned with Florida Standards to determine student readiness for FSA	

Test	Type	Purpose/Required Use	Statutory Authority/Required Use Citation
FSA	Summative	Purpose: Measure student achievement of Florida's academic standards (Florida Standards, Next Generation Sunshine State Standards) Required uses: third grade retention; high school standard diploma; EOC assessments as 30% of course grade; school grades; school improvement rating; district grades; differentiated accountability; scholar designation; federal reporting; Credit Acceleration Program (CAP); school improvement plans; school, district, state, and federal reporting Optional uses: progress monitoring in accordance with student progress plan	s. 1008.22, F.S. Rule 6A-1.09422, F.A.C. Rule 6A-1.0943, F.A.C. Rule 6A-1.09432, F.A.C. Rule 6A-1.094223, F.A.C s. 1008.25, F.S. Rule 6A-1.094221, F.A.C. Rule 6A-1.094222, F.A.C. s. 1003.4156, F.S. s. 1003.4282, F.S.
FSAA	Summative		
NGSSS EOC Assessments	Summative		
Statewide Science Assessment	Summative		

2018–2019 Uniform Statewide Assessment Calendar

Test	Type	Purpose/Required Use	Statutory Authority/Required Use Citation
			s. 1008.34, F.S. Rule 6A-1.09981, F.A.C. s. 1008.341, F.S. Rule 6A-1.099822, F.A.C. s. 1008.33, F.S. Rule 6A-1.099811, F.A.C. s. 1012.34, F.S. s. 1002.38, F.S.
NAEP	Evaluative	Measure student performance for comparison among state and national populations over time	s. 1008.22, F.S.
PreACT	Summative	Inform course placement	s. 1007.35, F.S.
PSAT/NMSQT	Summative	Inform course placement	s. 1007.35, F.S.
Touchpoints	Diagnostic	Internally developed assessments aligned with Florida Standards to determine student readiness for FSA	

3. Required Statewide Assessments

The following assessments are required for students as indicated in the Students to Be Tested column.

Populate the **District Window** column for each assessment in the table below. Do not modify any other information in this section. When calculating total test time in Section 6, do not include times for assessments indicated by grey rows, which indicate duplicate assessment windows (e.g., EOCs), assessments that take the place of another assessment, or assessments that do not have a specified testing time.

2018–2019 Uniform Statewide Assessment Calendar

Assessment	Students to Be Tested	Statewide Window	District Window	Mode	Testing Time	Results Expected
Star Early Literacy Assessment	Kindergarten	July 9–October 12, 2018	August 13–September 24	CBT ¹	15–20 minutes	Immediately following test completion
FSA—Datafolio	Students with significant cognitive disabilities for whom participation in the general statewide assessment is inappropriate, even with accommodations	Collection Period 1: September–October 2018	N/A	PBT	Varies/Untimed	June 2019
FSA Algebra 1 and Geometry EOC assessments	Students enrolled in associated courses	September 10–28, 2018	Resident district determines exact testing dates	CBT ¹	180 minutes ²	October 2018
NGSSS Biology 1, Civics, and U.S. History EOC assessments	Students enrolled in associated courses	September 10–28, 2018	Resident district determines exact testing dates	CBT ¹	160 minutes ³	October 2018
FSA—Datafolio	Students with significant cognitive disabilities for whom participation in the general statewide assessment is inappropriate, even with accommodations	Collection Period 2: November–December 2018	N/A	PBT	Varies/Untimed	June 2019

2018–2019 Uniform Statewide Assessment Calendar

Assessment	Students to Be Tested	Statewide Window	District Window	Mode	Testing Time	Results Expected
FSA Algebra 1 and Geometry EOC assessments	Students enrolled in associated courses	November 26–December 14, 2018	Resident district determines exact testing dates	CBT ¹	180 minutes ²	January 2019
NGSSS Biology 1, Civics, and U.S. History EOC assessments	Students enrolled in associated courses	November 26–December 14, 2018	Resident district determines exact testing dates	CBT ¹	160 minutes ³	January 2019
FSA—Datafolio	Students with significant cognitive disabilities for whom participation in the general statewide assessment is inappropriate, even with accommodations	Collection Period 3: March–April 2019	N/A	PBT	Varies/Untimed	June 2019
FSA—Performance Task	Students with significant cognitive disabilities for whom participation in the general statewide assessment is inappropriate, even with accommodations	February 25–April 26, 2019	N/A	PBT	Varies/Untimed	June 2019
FSA ELA – Reading	Grade 3	April 1–12, 2019	Resident district determines exact testing dates	PBT	160 minutes	May 2019

2018–2019 Uniform Statewide Assessment Calendar

Assessment	Students to Be Tested	Statewide Window	District Window	Mode	Testing Time	Results Expected
FSA ELA – Writing	Grades 4–6	April 1–12, 2019	Resident district determines exact testing dates	PBT	120 minutes	June 2019
FSA ELA – Writing	Grades 7–10	April 1–12, 2019	Resident district determines exact testing dates	CBT ¹	120 minutes	June 2019
FSA ELA – Reading	Grades 4–6	May 1–14, 2019	Resident district determines exact testing dates	PBT	Grades 4–5 Reading: 160 minutes Grade 6 Reading: 170 minutes	June 2019
FSA Mathematics	Grades 3–6	May 1–14, 2019	Resident district determines exact testing dates	PBT	Grades 3–5 Mathematics: 160 minutes Grade 6 Mathematics: 180 minutes	June 2019
NGSSS Statewide Science Assessment	Grades 5 and 8	May 1–14, 2019	Resident district determines exact testing dates	PBT	160 minutes	June 2019
FSA ELA – Reading	Grades 7–10	May 1–29, 2019	Resident district determines exact testing dates	CBT ¹	Grades 7–8 Reading: 170 minutes Grades 9–10 Reading: 180 minutes	June 2019
FSA Mathematics	Grades 7 and 8	May 1–29, 2019	Resident district determines exact testing dates	CBT ¹	180 minutes	June 2019

2018–2019 Uniform Statewide Assessment Calendar

Assessment	Students to Be Tested	Statewide Window	District Window	Mode	Testing Time	Results Expected
FSA Algebra 1 and Geometry EOC assessments	Students enrolled in associated courses	May 1–29, 2019	Resident district determines exact testing dates	CBT ¹	180 minutes ²	June 2019
NGSSS Biology 1, Civics, and U.S. History EOC assessments	Students enrolled in associated courses	May 1–29, 2019	Resident district determines exact testing dates	CBT ¹	160 minutes ³	June 2019
FSA Algebra 1 and Geometry EOC assessments	Students enrolled in associated courses	July 15–26, 2019	Resident district determines exact testing dates	CBT ¹	180 minutes ²	August 2019
NGSSS Biology 1, Civics, and U.S. History EOC assessments	Students enrolled in associated courses	July 15–26, 2019	Resident district determines exact testing dates	CBT ¹	160 minutes ³	August 2019

¹ Paper-based accommodations (e.g., regular print, large print, braille, one-item-per-page) for computer-based tests are available to eligible students if indicated as an accommodation on an IEP or Section 504 plan.

² Any student taking an FSA EOC assessment who has not completed a session by the end of the allotted time may continue working up to half the length of a typical school day.

³ Any student taking an NGSSS EOC assessment who has not completed the session by the end of the allotted time may continue working; however, testing must be completed within the same school day.

4. Statewide Assessments for SELECT Students

The following assessments are only intended for selected students/students in certain sub-groups. Populate the **District Window** column for the assessments in the table below. If an assessment is not being administered in your district, indicate “N/A” in the District Window column. Do not modify any other information in this section. Because the tests included in this section are not administered to all students or, in some cases, are optional for students, the testing time for these tests should not be included in the total testing time calculated in Section 6.

2018–2019 Uniform Statewide Assessment Calendar

Assessment	Applicable Students ⁴	Statewide Window	District Window	Mode	Testing Time	Results Expected
FAIR	Grades 3–12	Assessment Period (AP) 1: First day of school–November 2, 2018	N/A	CBT ¹	45 minutes	1 week after
PreACT	Grade 10	September–December 2018	Resident district determines exact testing dates	PBT	150 minutes	Approximately 2 weeks after testing
ELA Grade 10 Retake – Writing		September 10–21, 2018	Resident district determines exact testing dates	CBT ¹	120 minutes ²	December 2018
ELA Grade 10 Retake – Reading		September 10–28, 2018	Resident district determines exact testing dates	CBT ¹	180 minutes ²	December 2018
PSAT/NMSQT	Grade 10	October 10, 2018	October 10, 2018	PBT	165 minutes	January 2019
FAIR	Grades 3–12	AP 2: November 5, 2018–February 8, 2019	N/A	CBT ¹	45 minutes	1 week after
ACCESS for ELLs 2.0	Grades K–12 currently classified as ELL with “LY” code	January 28–March 22, 2019	Resident district determines exact testing dates	PBT	Kindergarten: 45 minutes Grades 1–12: 105–245 minutes (varies by grade-level/tier)	June 2019

2018–2019 Uniform Statewide Assessment Calendar

Assessment	Applicable Students ⁴	Statewide Window	District Window	Mode	Testing Time	Results Expected
Alternate ACCESS for ELLs	Grades 1–12 with significant cognitive disabilities and currently classified as ELL with “LY” code	January 28–March 22, 2019	N/A	PBT	80 minutes	June 2019
NAEP – Mathematics, Reading, and Science	Grades 4, 8, and 12	January 28–March 8, 2019	N/A	CBT	90–120 minutes	Fall 2019 (<i>National, State, and Trial Urban District Assessment results</i>): Mathematics and Reading, Grades 4 and 8 Spring 2020 (<i>National results</i>): Mathematics and Reading, Grade 12; Science, Grades 4, 8, and 12
FAIR	Grades 3–12	AP 3: February 11–June 7, 2019	N/A	CBT ¹	45 minutes	1 week after
ELA Grade 10 Retake – Writing		February 25–March 15, 2019	Resident district determines exact testing dates	CBT ¹	120 minutes ²	May 2019

2018–2019 Uniform Statewide Assessment Calendar

Assessment	Applicable Students ⁴	Statewide Window	District Window	Mode	Testing Time	Results Expected
ELA Grade 10 Retake – Reading		February 25–March 15, 2019	Resident district determines exact testing dates	CBT ¹	180 minutes ²	May 2019
FSA Algebra 1 Retake EOC ⁵		February 25–March 15, 2019	Resident district determines exact testing dates	CBT ¹	180 minutes ²	May 2019

¹ Paper-based accommodations (e.g., regular print, large print, braille, one-item-per-page) for computer-based tests are available to eligible students if indicated as an accommodation on an IEP or Section 504 plan.

² Any student taking an FSA ELA Retake or EOC assessment who has not completed a session by the end of the allotted time may continue working up to half the length of a typical school day.

³ Any student taking an NGSSS EOC assessment who has not completed the session by the end of the allotted time may continue working; however, testing must be completed within the same school day.

⁴ If indicated, “applicable students” relates to the sub-group(s) of students who *may* take that assessment; it does not indicate that all students throughout the state in that sub-group will take that assessment. Assessments for which no applicable student group is listed are available to students as needed but are not limited to any specific sub-group

⁵The FSA Algebra 1 EOC Assessment is only offered as a separate Retake assessment during the Spring administration; students retaking the FSA Algebra 1 EOC in Fall, Winter, or Summer participate in the regular EOC administration.

5. District-Required Assessment Information

Complete the table below with assessments that are required for all schools in your district.

Assessment	Students to Be Tested	District Window	Mode	Testing Time	Results Expected
I-Ready ELA	Grades 3-5	August 20-31	CBT	90 minutes	Immediate
I-Ready Math	Grades 3-5	August 20-31	CBT	90 minutes	Immediate
Exact Path	K-2	August 20-31	CBT	60 minutes	Immediate
Dreambox	K-2	August 20-31	CBT	60 minutes	Immediate
Touchpoint ELA	Grades 3-5	October 8-12	CBT	45-60 minutes	Immediate

2018–2019 Uniform Statewide Assessment Calendar

Assessment	Students to Be Tested	District Window	Mode	Testing Time	Results Expected
Touchpoint Math	Grades 3-5	October 8-12	CBT	45-60 minutes	Immediate
Touchpoint Science	Grade 5	October 8-12	CBT	45-60 minutes	Immediate
Touchpoint ELA	Grades 3-5	December 10-14	CBT	45-60 minutes	Immediate
Touchpoint Math	Grades 3-5	December 10-14	CBT	45-60 minutes	Immediate
Touchpoint Science	Grade 5	December 10-14	CBT	45-60 minutes	Immediate
I-Ready ELA	Grades 3-5	January 10-24	CBT	90 minutes	Immediate
I-Ready Math	Grades 3-5	January 10-24	CBT	90 minutes	Immediate
Touchpoint ELA	Grades 3-5	March 11-15	CBT	45-60 minutes	Immediate
Touchpoint Math	Grades 3-5	March 11-15	CBT	45-60 minutes	Immediate
Touchpoint Science	Grades 5	March 11-15	CBT	45-60 minutes	Immediate
I-Ready ELA	Grades 3-5	May 15-30	CBT	90 minutes	Immediate
I-Ready Math	Grades 3-5	May 15-30	CBT	90 minutes	Immediate
Intensive Reading Fall Diagnostic*	Grades 6-8	August 13-September 3	CBT	60 minutes	Immediate
Intensive Math Fall Diagnostic*	Grades 6-8	August 13-September 3	CBT	60 minutes	Immediate
Intensive Reading Winter Diagnostic*	Grades 6-8	November 26-January 25	CBT	60 minutes	Immediate
Intensive Math Winter	Grades 6-8	November 26-January 25	CBT	60 minutes	Immediate

2018–2019 Uniform Statewide Assessment Calendar

Assessment	Students to Be Tested	District Window	Mode	Testing Time	Results Expected
Diagnostic*					
Intensive Reading Spring Diagnostic*	Grades 6-8	April 15-May 31, 2019	CBT	60 minutes	Immediate
Intensive Math Spring Diagnostic*	Grades 6-8	April 15-May 31, 2019	CBT	60 minutes	Immediate
Scantron Math Fall*	Grades 9-12	August 20-August 31, 2018	CBT	60 minutes	Immediate
Scantron Reading Fall*	Grades 9-12	August 20-August 31, 2018	CBT	60 minutes	Immediate
Scantron Math Winter*	Grades 9-12	November 12- November 30, 2018	CBT	60 minutes	Immediate
Scantron Reading Winter*	Grades 9-12	November 12-November 30, 2018	CBT	60 minutes	Immediate
Scantron Math Spring*	Grades 9-12	March 18-29, 2019	CBT	60 minutes	Immediate
Scantron Reading Spring*	Grades 9-12	March 18-29, 2019	CBT	60 minutes	Immediate
FLVS 1 st Semester Final Exams (6 courses)	Grades 6-12	November-December, 2018	CBT	6 hours	Immediate
FLVS 2 nd Semester Final Exams (6 courses)	Grades 6-12	April-May, 2019	CBT	6 hours	Immediate

*These assessments are only intended for students in certain sub-groups. The testing time for these tests will not be included in the total testing time calculated in Section 6.

6. Estimates of Total Testing Time by Grade Level

2018–2019 Uniform Statewide Assessment Calendar

Estimates of average time for administering state-required and district-required assessments (listed in Sections 3 and 5 above) by grade level. Subject-based assessments should be included with the grade level to which they are most likely to be administered (e.g., Biology 1 with grade 9).

Grade Level	Statewide Assessments	District Assessments	Approximate Total Testing Time (In Minutes)
K	15–20	120	135
1	0	120	120
2	0	120	120
3	320	810	1130
4	440	810	1250
5	600	945	1545
6	470	720	1190
7	630	720	1350
8	630	720	1350
9	640	720	1360
10	480	720	1200
11	160	720	880
12	0	720	720