

# FLVS Full Time 6-12 Public School Handbook

## 2016-17



*Note: The policies in this handbook supplement are specific to FLVS Full Time and are updated as needed throughout the year.*

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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 6-12 School Phone Number	(844) 522-1965
FLVS Full Time 6-12 School Fax Number	(407) 377-8330
FLVS Full Time 6-12 School Address	2145 Metrocenter Blvd, Suite 100 Orlando, FL 32835
FLVS Full Time 6-12 School Hours	Monday-Friday, 8:30 a.m.-4:30 p.m. EST
Technical and General Support	844-522-1965
6-8 School Principal	Brianne Harris
9-12 School Principal	Kenneth Henson
Email	All staff and support services can be found on the student's home page in Focus

## 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

- **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. While not required for all courses to attend live, intensive courses and courses with which students are struggling may lead to required attendance.
- **Academic Honesty**- 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 plagiarism.
- **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 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 e-mail, 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.
- **Effective Written Communication Skills**-Students will use electronic e-mail, 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.
- **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.

## 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.

### 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 (2016-2017)

Event	Date
First Day of School	August 15, 2016
Labor Day (No School in Session)	September 5, 2016
Teacher In-Service Day (No School for Students)	October 12, 2016
Thanksgiving Break (No School in Session)	November 21 – 25, 2016
First Semester End Date	December 16, 2016
Winter Break (No School in Session)	December 19, 2016 – January 2, 2017
Teacher In-Service Days (No School for Students)	January 3, 2017 – January 4, 2017
Second Semester Start Date (Students return to School)	January 5, 2017
Martin Luther King, Jr. Day (No School in Session)	January 16, 2017
Presidents' Day (No School in Session)	February 20, 2017
Teacher In-Service Days (No School for Students)	March 17, 2017
Spring Break (No School in Session)	March 20, 2017 – March 24, 2017
Teacher In-Service Days (No School for Students)	April 28, 2017
Memorial Day (No School in Session)	May 29, 2017
Last Day of School	June 2, 2017
Teacher In-Service Days(No School for Students)	June 5, 2017 – June 7, 2017

## 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 6-12. 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.

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 (6) 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 (6) 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 that have an active Individual Educational Plan (IEP) differ from the general school age requirements.
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 Individual Educational Plans (IEP) of 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% of their required credits to be eligible for a diploma are not eligible to enroll. AdvancED accreditation requires "the institution ensures that students graduating from the institution complete at least 25% 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 6-12 meet the below academic progress. 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 6 credits per year. The FLVS Flex option allows students to have access to courses 12 months per year, 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.

### Recommended Academic Progress

Grade Student is Entering	Required Academic Achievement	Successful Course Completion	Minimum Accumulated Credits	Minimum Unweighted Cumulative
6	Proficient scores** on Grade 5 FSA ELA Reading, Writing AND Math	Promotion from Grade 5	N/A	N/A
7	Proficient scores** on Grade 6 FSA ELA Reading, Writing AND Math	Passing grades in at least 4 core courses in Grade 6	N/A	2.0
8	Proficient scores** on Grade 7 FSA ELA Reading, Writing AND Math	Passing grades in at least 4 core courses in Grade 7	N/A	2.0
9	Proficient scores** on Grade 8 FSA ELA Reading, Writing AND Math	Promotion from Grade 8	N/A	2.0
10	Proficient scores** on Grade 9 FSA ELA and any applicable	English 1 AND Algebra 1 OR Geometry	5	2.0
11	Proficient scores** on Grade 10 FSA ELA and Algebra 1 EOC as applicable	English 1, 2 AND Algebra 1 OR Geometry AND 1 Science AND 1 Social Science	11	2.0
12	Proficient scores** on Grade 10 FSA ELA and Algebra 1 EOC	English 1, 2, 3 AND Algebra 1 AND Geometry AND 2 Science AND 2 Social Science	17	2.0

\*\*Proficient scores = At least satisfactory achievement (Level 3 or higher) on the most recent Florida standardized assessments per grade level as defined by the Florida Department of Education's achievement levels and scale scores. For more details, please visit: <http://www.fldoe.org/core/fileparse.php/5663/urlt/ELA-MathFSAFS1516.pdf>. Students may also demonstrate academic achievement through proficient grade level scores on an official standardized test administered by another public or private school system OR concordant scores on the SAT (430), ACT (19) and/or PERT (97).



Truth in Application – A student’s application does not guarantee enrollment to FLVS Full Time and alternative options may be discussed. In addition, any subsequent enrollment may be terminated if it is discovered that the application provided incomplete, inaccurate or false information, or if any information was withheld. Students applying for enrollment are required to submit all academic records prior to any consideration for admission. Parents must disclose their student’s current Individual Educational Plan (IEP) or current 504 Plan status, as applicable, at the time of applying for enrollment.

## Enrollment, Attendance, Withdrawal, and Location Changes

### Enrollment Information

The annual enrollment period is open June 1-June 30 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 that 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 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.

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 6-12 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.**

### Dual Enrollment

FLVS Full Time has partnered with Polk 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

In order to meet the state’s requirements, families should aim to 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** –If a student is absent, the parent/guardian must send information to the school about the absence, and the school determines if the absence can be classified as excused. An excused absence is defined as students who are unable to participate in school due to health, family illness, death in the family, religious holiday, court appearances, or as approved by administration. Health related absences of 3 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, excessive unexcused absences may lead to a student being considered truant.
- **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 (as defined in the [school year calendar](#)), 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.
- **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 requirement have not been fulfilled, an administrator may invalidate the attendance record, resulting in sanctions up to and including withdrawal.

### Attendance Status

Attendance status is based on several criteria, and is a combination of measures that indicate if a student is demonstrating adequate participation (and therefore attendance) in the school. This not only includes the actual attendance tracked by the SIS, but also course percentage completion, and amount of communication with the teacher. Therefore, even though the SIS may be recording a high number of days attended, if a student’s course percentage completion, are not on track or he/she fails to communicate on a regular basis with the teacher, the student may still be considered truant.

When a student is in truant status, he/she is in danger if being withdrawn. The school will work with the family to help get the student’s participation back on track. If these efforts fail, the student will be escalated to an administrator, which could lead to the student’s official disenrollment (see [School-Initiated Withdrawals](#)).

## Truancy

In order to maximize student learning, regular attendance 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 has zero tolerance for truancy. Parent/guardians are held legally responsible for ensuring that their student is fully participating in school, even if they have designated another individual as their student's parent/guardian. The information below is intended to help parent/guardians understand how to avoid having their student be considered truant, and to understand the consequences of truancy.

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

- The student completes assigned lessons and assessments.
- The student participates in educational activities for an appropriate number of hours, as outlined in the [Required Instructional Hours](#) section.
- The student maintains 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 all mandatory state testing.
- The parent/guardian has communicated with the homeroom teacher in advance if he or she needs to deviate from the regular school calendar (for example, switching a vacation and school day).

“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), and is not exempt under s. [1003.21](#)(3) or s. [1003.24](#), 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](#) and [1003.27](#)(3), 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.

## School-Initiated Withdrawals

Students will be withdrawn from the school if they have 10 consecutive or 15 unexcused absences in a 90-day period, or if they are out of compliance for two weeks or more with a Student Success Plan that addresses any area of concern. Other reasons for school-initiated withdrawal are if a student is out of compliance with attendance requirements for Exceptional Student Education services, or if they do not participate in all mandatory state testing. If the Focus system is logging attendance, but the student is not participating regularly by submitting assessments, the student may be placed in an intervention program designed to improve support for the student and the parent/guardian. At the end of that intervention the parent/guardian and school staff will evaluate whether or not the student should continue with FLVS Full Time or seek an alternative educational setting.

## Parent/Guardian-Initiated Withdrawals

Only the parent/guardian who enrolls the student may withdraw 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 home school student in their zoned district within 10 days of their withdrawal from FLVS Full Time.

## Concurrent Enrollment in Another K-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 guidance counselor and approved by the Principal to ensure academic appropriateness.

[FS. 1006.15](#) 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 their 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/guardian's 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 [FHSAA policy 16.3.5](#)

## Address Change/Temporary Location Change

FLVS Full Time policies 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 (3) 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 their 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, Algebra 2, 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 End-of-Course (EOC) assessments for specific 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, 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.

### Florida Standards Assessments (FSA)

Dates	Assessment
October 10 - 19, 2016	Paper-Based Accommodations: FSA English Language Arts Grade 10 Retake – Writing & Reading
October 10 – 21, 2016	Computer Based: FSA English Language Arts Grade 10 Retake - Writing
October 10 – 28, 2016	Computer Based: FSA English Language Arts Grade 10 Retake- Reading
Feb. 27 - March 3, 2017	Paper-Based: FSA English Language Arts Grades 4 - 7 – Writing Paper-Based Accommodations: FSA English Language Arts Grades 8 – 10 and Retakes - Writing
Feb. 27 - March 10, 2017	Computer Based: FSA English Language Arts Grades 8 – 10 and Retakes - Writing
March 27 - April 7, 2017	Computer-Based (and Paper-Based Accommodations): FSA English Language Arts Grade 10 Retake- Reading
April 10 - 28, 2017	Paper-Based Accommodations: FSA English Language Arts Grades 4 – 10 – Reading FSA Mathematics Grades 3 - 8
April 10 - May 5, 2017	Computer-Based: FSA English Language Arts Grades 4 – 10 – Reading FSA Mathematics Grades 3 - 8

<b>FSA End-of-Course Assessments</b>	
September 12 -16, 2016 Nov. 28 - Dec. 9, 2016 April 17 - 28, 2017 July 10- 14, 2017	Paper-Based Accommodations: Algebra 1, Geometry, Algebra 2
September 12 - 23, 2016 Nov. 28 – Dec. 16, 2016 April 17 - May 5, 2017 July 10 - 21, 2017	Computer-Based: Algebra 1, Geometry, Algebra 1

### Next Generation Sunshine State Standards (NGSSS) Assessments

Dates	Assessment
<b>Statewide Science Assessments</b>	
March 27 – 31, 2017	<b>Paper Based:</b> Grades 5 and 8 Science
<b>NGSSS End-of-Course Assessments</b>	
September 12 – 16, 2016 Nov. 28 – Dec. 9, 2016 July 10 – 14, 2017	<b>Paper-Based Accommodations:</b> Algebra 1 Retake, Biology 1, Civics, U.S. History
September 12 – 23, 2016 Nov. 28 – Dec. 16, 2016 July 10 – 21, 2017	<b>Computer-Based Accommodations:</b> Algebra 1 Retake, Biology 1, U.S. History
March 27 – 31, 2017	<b>Paper-Based Accommodations:</b> Algebra 1 Retake
March 27 – April 7, 2017	<b>Computer-Based Accommodations:</b> Algebra 1 Retake
April 17 - May 12, 2017	<b>Paper-Based Accommodations:</b> Biology 1, Civics, U.S. History
April 17 - May 19, 2017	<b>Computer-Based Accommodations:</b> Biology 1, Civics, U.S. History

### Other Statewide Assessments

Dates	Assessment
October 15 and 19, 2016	<a href="#">Preliminary SAT/National Merit Scholarship Qualifying Test</a> (PSAT/NMSQT)
TBD	<a href="#">Comprehensive English Language Learning Assessment</a> (CELLA)
TBD	<a href="#">Alternate Assessment for Students with Significant Disabilities</a>
May 2017	<a href="#">Advanced Placement (AP) Exams</a>

Year-Round	<a href="#">Postsecondary Educations Readiness Test (PERT)</a>
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## Course Completion

Courses at FLVS Full Time are made up of lessons, which are grouped into units. Within each unit are quizzes and other smaller assessments. At the end of each unit there is a unit test, which covers the entire unit. At the end of most courses, the last unit test serves as a final exam. All lessons and assessments 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 has worked with the student on mastering the material.

The purpose of the final exam is to assist in validating that students have demonstrated mastery of key course concepts and standards. The final exam, unto itself, is not the sole determiner of student achievement; however, students are required to take a final 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% 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. 28 days of work is required, at 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 Discussion-Based Assessments (DBAs) in his/her course is ineligible for course credit.

Students who elect to complete an honors course, where available, commit to completing and passing all honors assessments in the course. Students who do not complete and pass (score of 60% or higher) all honors assessments in the course will not be completed with honors credit for the course. Students seeking honors credit must also complete the honors 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 Grade Point Average (GPA) and typically count 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. 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

## Grading Scale

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

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 6-12:** 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% or greater. Incomplete assessments will be assigned 0%. 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%) or higher and/or a passing score on the applicable Florida End of Course (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%) or higher is not earned, and retaking such courses may delay the student's graduation. The school's [grading scale](#) is above.

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 Advanced Placement (AP) courses are weighted with one (1) extra grade point.

## Middle School Students Enrolled in High School Credit Courses

Grades earned for high school credit courses are part of the high school transcript and are included in the high school grade point average (GPA). The grade forgiveness policy allows middle school students who earn a "C" average or below for a high school credit course to re-take the course.

## 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.

Beginning in the 2000-2001 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.

## 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 [FS 1003.4295](#) 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 their district-assigned test site to complete their 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, below.
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 below.
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:
  - o Portfolio evaluation by the superintendent or designee;
  - o Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
  - o Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools;
  - o Demonstrated proficiencies on nationally-normed standardized subject area assessments;
  - o Demonstrated proficiencies on the FCAT; 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 ninety (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 high school 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 guidance 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. 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, pre-requisites, and course capacity. Schedule change requests for elective changes will not be granted.

## Promotion, Graduation, and Diploma Requirements

### Promotion Requirements for Middle School

To be promoted to the next grade, sixth and seventh grade students must:

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

To be promoted to ninth grade, eighth 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;
- Complete the career and planning curriculum component and complete a personalized academic and career plan.

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

### 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	5
Junior	11	11
Senior	12	17

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 Education Management System.

In certain situations, the counselor, in consultation with the student, parent/guardian, and/or school administrator, may adjust the student’s grade 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 nineteen (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 twenty (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 [FL graduation requirements](#);
2. Earn at FLVS a \*minimum of 6 of the credits (or 12 courses) required for graduation, with at least 3 of these credits (or 6 courses) earned in the semester immediately prior to graduation;
3. Pass all state-mandated graduation tests;
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% 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 Nine in the 2013-2014 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 End-of-Course (EOC) or a comparative score on the Postsecondary Education Readiness Test (PERT)

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

- Algebra 1\*
- Biology 1\*
- Geometry
- U.S. History
- Algebra 2 (if enrolled)\*

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

**What are the requirements for standard diploma designations?**

<p><b>Scholar Diploma Designation</b></p> <p>In addition to meeting the 24-credit standard high school diploma requirements, a student must:</p> <ul style="list-style-type: none"> <li>• Earn one credit in Algebra 2;</li> <li>• Earn one credit in Statistics or an equally rigorous mathematics course;</li> <li>• Pass the Biology 2 EOC;</li> <li>• Earn one credit in Chemistry or Physics;</li> <li>• Earn one credit in a course equally rigorous to Chemistry or Physics;</li> <li>• Pass the U.S. History EOC;</li> <li>• Earn two credits in the same World Language; and</li> <li>• Earn at least one credit in AP, IB, AICE or a dual enrollment course.</li> </ul> <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"> <li>• Takes the respective AP, IB or AICE assessment; and</li> <li>• Earns the minimum score to earn college credit.</li> </ul>
<p><b>Merit Diploma Designation</b></p> <ul style="list-style-type: none"> <li>• Meet the standard high school diploma requirements</li> <li>• Attain one or more industry certifications from the list established (per <a href="#">s. 1003.492, F.S.</a>)</li> </ul>

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

<p><b>24-credit standard diploma option</b></p>
<p><b>4 Credits English Language Arts (ELA)</b></p> <ul style="list-style-type: none"> <li>• ELA I, II, III, IV</li> <li>• ELA honors, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) and dual enrollment courses may satisfy this requirement</li> </ul>
<p><b>4 Credits Mathematics</b></p> <ul style="list-style-type: none"> <li>• One of which must be Algebra 1 and one of which must be Geometry</li> <li>• Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry)</li> </ul>
<p><b>3 Credits Science</b></p> <ul style="list-style-type: none"> <li>• One of which must be Biology 1, two of which must have a laboratory component</li> <li>• Two of the three required credits must have a laboratory component</li> <li>• An industry certification that leads to college credit substitutes for up to one science credit (except for Biology 1)</li> <li>• An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology 1)</li> </ul>
<p><b>3 Credits Social Studies</b></p> <ul style="list-style-type: none"> <li>• 1 credit in World History</li> <li>• 1 credit in U.S. History</li> <li>• .5 credit in U.S. Government</li> <li>• .5 credit in Economics with Financial Literacy</li> </ul>
<p><b>1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts+</b></p>
<p><b>1 Credit Physical Education+</b> - To include the integration of health  <i>+Special Note: Eligible courses are specified in the <a href="#">Florida Course Code Directory</a></i></p>
<p><b>8 Elective Credits</b></p>
<p><b>1 Online Course</b></p>
<p><b>Students must earn a 2.0 grade point average on a 4.0 scale.</b></p>

## Students Entering Grade Nine in the 2014-2015 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 End-of-Course (EOC) or a comparative score on the Postsecondary Education Readiness Test (PERT)

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

- Algebra 1\*
- Biology 1
- Geometry\*
- U.S. History
- Algebra 2 (if enrolled)\*

*\*Special Note: 30% 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: <ul style="list-style-type: none"><li>• Earn one credit in Algebra 2 (must pass EOC);</li><li>• Pass the Geometry EOC;</li><li>• Earn one credit in Statistics or an equally rigorous mathematics course;</li><li>• Pass the Biology 1 EOC;</li><li>• Earn one credit in Chemistry or Physics;</li><li>• Earn one credit in a course equally rigorous to Chemistry or Physics;</li><li>• Pass the U.S. History EOC;</li><li>• Earn two credits in the same World Language; and</li><li>• Earn at least one credit in AP, IB, AICE, or a dual enrollment course.</li></ul> A student is exempt from the Biology 1 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: <ul style="list-style-type: none"><li>• Takes the respective AP, IB, or AICE assessment; and</li><li>• Earns the minimum score to earn college credit.</li></ul>
Merit Diploma Designation
<ul style="list-style-type: none"><li>• Meet the standard high school diploma requirements</li><li>• Attain one or more industry certifications from the list established (per <a href="#">s. 1003.492, F.S.</a>)</li></ul>

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

24-credit standard diploma option
<b>4 Credits English Language Arts (ELA)</b> <ul style="list-style-type: none"><li>• ELA I, II, III, IV</li><li>• ELA honors, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB), and dual enrollment courses may satisfy this requirement</li></ul>
<b>4 Credits Mathematics</b>

<ul style="list-style-type: none"> <li>• One of which must be Algebra 1 and one of which must be Geometry</li> <li>• Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry)</li> </ul>
<b>3 Credits Science</b> <ul style="list-style-type: none"> <li>• One of which must be Biology 1, two of which must have a laboratory component</li> <li>• Two of the three required credits must have a laboratory component</li> <li>• An industry certification that leads to college credit substitutes for up to one science credit (except for Biology 1)</li> <li>• An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology 1)</li> </ul>
<b>3 Credits Social Studies</b> <ul style="list-style-type: none"> <li>• 1 credit in World History</li> <li>• 1 credit in U.S. History</li> <li>• .5 credit in U.S. Government</li> <li>• .5 credit in Economics with Financial Literacy</li> </ul>
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts+
<b>1 Credit Physical Education+</b> - To include the integration of health <i>+Special Note: Eligible courses are specified in the <a href="#">Florida Course Code Directory</a></i>
<b>8 Elective Credits</b>
<b>1 Online Course</b>
<b>Students must earn a 2.0 grade point average on a 4.0 scale.</b>

## Students Entering Grade Nine in the 2015-2016 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 End-of-Course (EOC) or a comparative score on the Postsecondary Education Readiness Test (PERT)

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

- Algebra 1\*
- Biology 1
- Geometry\*
- U.S. History
- Algebra 2 (if enrolled)\*

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

### What are the requirements for standard diploma designations?

<b>Scholar Diploma Designation</b>
<p>In addition to meeting the 24-credit standard high school diploma requirements, a student must:</p> <ul style="list-style-type: none"> <li>• Earn one credit in Algebra 2 (must pass EOC);</li> <li>• Pass the Geometry EOC;</li> </ul>

- Earn one credit in Statistics or an equally rigorous mathematics course;
- Pass the Biology 1 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 1 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**

- Meet the standard high school diploma requirements
- Attain one or more industry certifications from the list established (per [s. 1003.492, F.S.](#))

### **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 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)

##### **3 Credits Social Studies**

- 1 credit in World History
- 1 credit in U.S. History
- .5 credit in U.S. Government
- .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 Nine in the 2016-2017 School Year**

The Florida Department of Education has not yet published the academic advisement flyer for those students entering 9th grade in the 2016-2017 school year. Once the requirements have been released, the handbook will be updated to reflect the new cohort year's information.

## 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% 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% 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?

- 3 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 [1003.4282\(10\) \(d\) \(i-iv\)](#).

## 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 [F.S. 1003.429](#) 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 in June. Students who are considered either Winter or Spring grads are able to participate. Due to Summer course completion falling after the graduation ceremony, summer graduates are not able to participate in the graduation ceremony. Students must have earned the 24 required credits or the required credits for the 18 credit ACCEL option before the end of the school year in which graduation is anticipated to be eligible for participation in the graduation ceremony. Students earning a Certificate of Completion are eligible to participate in graduation. Students with serious discipline infractions or who do not participate in mandatory state testing, even those that do not have the requirement to pass to meet graduation requirements, while enrolled with FLVS Full Time will not be eligible to participate in the ceremony. The Principal will make the final decision as to who shall and shall not participate in graduation exercises.



## 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 guidance 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

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:

- High school graduation with a standard diploma
- Admission test scores
- 16 credits of college preparatory academic courses
- English (3 with substantial writing)
- 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 [https://www.flchoices.org/College\\_Planning/\\_default.aspx](https://www.flchoices.org/College_Planning/_default.aspx)

## The Florida College System

The Florida College System includes 28 state colleges. These institutions offer career-related certificates and two-year associate degrees that prepare students to transfer to a bachelor's degree program or to enter jobs requiring specific skills. Many also offer baccalaureate degrees in high-demand fields.

Florida College System institutions have an open door policy. This means that students who have earned a standard high school diploma, have earned a high school equivalency diploma, or have demonstrated success in postsecondary coursework will be admitted to an associate degree program. See also the [Florida College System website](#): <http://www.fldoe.org/fcs>

## Career and Technical Centers

Florida also offers students 46 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/workforce/pdf/DistrictTechnicalCenterDirectors.pdf>.

## Where is Information on Financial Aid Located?

The [Office of Student Financial Assistance](#) State Programs administers a variety of postsecondary educational state-funded grants and scholarships. See <http://www.floridastudentfinancialaid.org/>.

## 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 and elective 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% 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 or 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.

At the end of the first semester of the senior year, the final rank in class shall be determined for each senior student. The cumulative weighted district GPA is used to determine rank in class and honors designation for graduation. The end of Semester I of the student's graduating year

will be the final date for completion of coursework and adding courses to be included in his/her cumulative district GPA for class rank purposes. Transcripts must be dated on or before the final day of the first semester to be used in class rank calculations. Rank is frozen on a designated day during second semester. The time between the end of the first semester of the senior year is provided to allow for corrections.

### 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 (“Event(s)”). 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 a 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

### Enrollment Requirements

Each full-time virtual instruction program under [s. 1002.37](#) or [s. 1002.45](#) must fulfill the obligations of a school district under this section for public school exceptional students who are *enrolled* in a full-time virtual instruction program. A student whose individual educational plan indicates that **full-time** virtual instruction is appropriate may be enrolled in a full-time virtual instruction program. Factors for the IEP team to consider in determining whether or not a full-time virtual program may be appropriate can be viewed in questions 6 and 7 of the [Exceptional Student Education Q&A document](#) provided by the Florida Department of Education.

At the time of applying for enrollment at FLVS Full Time, all parents of student's with IEPs or 504 Plans are asked to submit a copy of the student's most recent Individualized Education Plan (IEP) or 504 Plan. It is important that the plan is current and complete, and that evaluation reports completed within the past three years also be submitted. After indicating that a student with an IEP is applying for enrollment at FLVS Full Time, the parent must submit documentation of the most current, active IEP. Parents will also be asked to submit the following special education documentation but enrollment will not be delayed if a parent does not have access to these documents: Most current re-evaluation documentation and initial ESE eligibility paperwork (initial consent for evaluation, evaluation report, and initial IEP and placement documents).

Upon receipt of the above information indicating that a student requesting enrollment in FLVS Full Time is a student with an IEP, FLVS Full Time will review the special education documents to determine if comparable services are appropriate in the full-time virtual education setting. If so, FLVS Full Time may adopt and implement the child's IEP from the previous school district. 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, FLVS Full Time may request to convene an IEP meeting with the prior school's IEP team to discuss appropriate schooling options according to the current IEP. FLVS Full Time will notify parents of proceeding with enrollment or a request for convening an IEP team meeting within 10 business days after receiving all of the required documentation, as described above. This notification shall be either via phone call or email.

If an IEP team meeting is necessary, the IEP team will be composed of individuals in accordance with the requirements of [Rule 6A-6.03028\(3\)\(c\)](#), Florida Administrative Code (F.A.C.), Provision of Free Appropriate Public Education (FAPE) and Development of Individual Educational Plans for Students with Disabilities.

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.

### During the School Year

At the beginning of the school year, the ESE staff and the 504 Coordinator ensure that all teachers have access to the student IEPs and/or 504 Plans. The teachers are made aware of each student's special learning needs and are given guidance on how to make any necessary program accommodations throughout the school year.

### Conducting IEP/504 Meetings

The ESE team 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. Families are contacted in order to establish mutually beneficial meeting times. Although held virtually, the IEP/504 meetings occur in compliance with all state and federal laws.

## Related Services

According to the IEP/504 Plan, some students qualify to receive related services. Due to the virtual nature of the school, these services are provided virtually over the Internet with real-time conferencing software. The ESE team/504 Coordinator ensures the service is provided in compliance with the IEP/504 Plan.

## Attending Special Education and Related Service Sessions

It is necessary for students to attend their applicable special education and/or related service session(s) as designated on the student's IEP or 504 Plan. If the student fails to regularly attend his/her applicable special education and/or related service session(s), the student may be at risk for withdrawal from the public program for noncompliance. Upon enrollment, an ESE/504 attendance policy document will be sent to all families of students that have required attendance for special education and/or related services that must be implemented in accordance with their IEP or 504 Plan. This document must be signed and returned to the school designee in order to indicate that both the student and parent are aware of the attendance requirements. The parameters of allowable absences and non-attendance procedures are outlined in this document and include a process to assist the student with meeting these requirements prior to noncompliance due to repeated absences.

## 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 special 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 fail, the staff member will then refer the student 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 used by 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, parent/guardian and special education teachers. Contracted service personnel including, but not limited to, School Psychologists, Occupational Therapists, Speech-Language Pathologists, and Mental Health Counselors may be invited to participate on the SST, if applicable to the specific student in review. In discussing an individual student's difficulties, the student's parent or 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 Exceptional Student Education (ESE) team for further evaluation. Once the ESE team receives the referral they will begin the process of determining if the student is in need of special education services and/or related services, and therefore an IEP or Section 504 Plan.

At any time during this process, parents may formally request in writing that the school evaluate the student for suspected disabilities. A parent may request a special education 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](#), 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](#))
- 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.

## Gifted Students

Florida students who are identified by their district with a gifted Educational Plan (EP) or students whose teachers or parents think they are capable of working at an accelerated level, may be placed in honors or advanced placement (AP) courses at FLVS Full Time.

To enroll a student who is gifted in FLVS Full Time general education honors and AP courses would be the decision of the EP team. The student’s EP would indicate the student’s academic needs are currently being met through these general education courses and the goals would specify any additional service to be provided if needed.

### Gifted Evaluations

A student is eligible for a Gifted EP if the student meets all of the criteria under 1 or 2 below:

1. The student demonstrates:
  - The need for a special program; AND
  - A majority of characteristics of gifted students according to a standard scale or checklist; AND
  - Superior intellectual development as measured by an intelligence quotient of two (2) standard deviations or more above the mean on an individually administered standardized test of intelligence; OR
2. The student is a member of an under-represented group and meets the criteria specified in an approved FLVS school district plan for increasing the participation of under-represented groups in programs for gifted students. Under-represented groups are defined in [Rule 6A-6.03019](#), F.A.C. as students with limited English proficiency or students from low socio-economic status families.

Initial gifted evaluation referrals can be made by the teacher, parent, or student. If screening components are met, parental consent for evaluation is obtained and gifted evaluation is

conducted. After evaluation is completed, the ESE team will hold an eligibility/ineligibility determination meeting to review evaluation and other relevant data in order to determine if the student is eligible or ineligible for gifted education services.

## Instructional Program Options for Gifted Students

FLVS Full Time provides instructional options to gifted students that allow for numerous opportunities to expand and challenge their 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.

## 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. Florida Virtual School 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 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 peruse a civil or criminal legal action against any person violating the Civility Code.**

## 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 photooptical 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 or her person or damage to his or 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** mean 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 of the above.

## Student Conduct

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.

The FLVS school district upholds that bullying or harassment of any student or school employee is prohibited:

- a. During any education program or activity conducted by a public Kindergarten-12 educational institution;
- b. During any school-related or school-sponsored program or activity;
- c. Through the use of data or computer software that is accessed through a computer, computer system, or computer network of a public Kindergarten-12 education institution within the scope of the FLVS school district; meaning regardless of ownership, any computer, computer system, or computer network that is physically located on school property or at a school-related or school-sponsored program or activity; or
- d. Through the use of data or computer software that is accessed at a non-school-related location, activity, function, or program or through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the bullying substantially interferes with or limits the victim’s ability to participate in or benefit from the services, activities, or opportunities offered by a school or substantially disrupts the education process or orderly operation of a school.

- e. The above section (d) does not require a school to staff or monitor any non-school- related activity, function, or program.

Concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on all of the facts and surrounding circumstances. The physical location or time of access of a computer-related incident cannot be raised as a defense in any disciplinary action.

## Consequences

**School employees:** Consequences and appropriate remedial action for a school employee found to have committed an act of bullying or harassment may be disciplined in accordance with district policies, procedures, and agreements. Additionally, egregious acts of harassment by certified educators may result in a sanction against an educator's state-issued certificate. (See State Board of Education Rule [6B-1.006](#), FAC) Consequences and appropriate remedial action for a visitor or volunteer found to have committed an act 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.

**Students:** Consequences and appropriate remedial action for students who commit acts of bullying or harassment may range from positive behavioral interventions, up to and including suspension or expulsion, as outlined in the [Student Code of Conduct](#).

A student who commits an act of hazing, as defined above, upon another person who is a member of or an applicant to any type of student organization commits a felony of the third degree, punishable as provided in [s. 775.082](#) or [s. 775.083](#), if the person knew or should have known the act would result in serious bodily injury or death of such other person, and the hazing results in serious bodily injury or death of such other person.

[s. 1006.135 2\(b\)](#) As a condition of any sentence imposed pursuant to paragraph (a) subsection (2) or subsection (3), the court:

1. Shall order the defendant to attend and complete a four-hour hazing education course and may also impose a condition of drug or alcohol probation.
2. May require the defendant to make a public apology to the students and victims at the school.
3. May require the defendant to participate in a school-sponsored anti-hazing campaign to raise awareness of what constitutes hazing and the penalties for hazing.

**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 or 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 in the [Student Code of Conduct](#) 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.

## Discipline and Due Process for Students

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.

## Discipline Measures

There are three levels of disciplinary measures utilized by the school: 1) warning, 2) suspension, and 3) expulsion. Each level has associated conduct breach definitions and corresponding disciplinary actions that may occur.

### 1. Warning

- Students that receive warnings from the school will have a conference (via phone or in person) with their parent/guardian(s) and the school administrator(s), and the incident will be formally documented in writing. The student will not have a disruption in schooling and will not be removed from the class (the Education Management System).
- Warnings are issues when a student demonstrates a breach of expected conduct, but not as serious as those listed under the suspension and/or expulsion categories in this handbook.

### 2. Suspension

- When a student is suspended, he or she is temporarily removed from class (the Education 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 or her schoolwork during a suspension.
- Violations that may lead to suspension include, but are not limited to, the following breaches of conduct:
  - **Cheating on tests or daily work:** A student who knowingly participates in copying, using another's work, and representing it as his or her own (for example, students transmitting their work electronically for another student's

use), or who provides other students with test answers, answer keys, or otherwise uses unauthorized materials in an assignment or assessment situation.

- **Plagiarism:** A student's use of another person's words, products, or ideas without proper acknowledgement of the original work with the intention of passing it off as his or her own. Plagiarism may occur deliberately (with the intention to deceive) or accidentally (due to poor referencing). It includes copying material from a book, copying and pasting information from the Internet, and getting family or friends to help with coursework.
- **Unexcused absence:** An unexcused absence is the absence of a student due to truancy, illegal employment, or parental neglect.
- **Illegal absence:** Illegal absences are unexcused absences by a student who is under the age of 17 and who is absent from school due to avoidable absences, parental neglect, illegal employment, unapproved family vacations, and truancy.
- **Abusive conduct:** A student who uses abusive language or engages in abusive conduct in the presence of others either in person or electronically/virtually.
- **Bullying:** A student that repeatedly engages in negative actions against another student in an attempt to exercise control over him or her.
- **Harassment:** A student who demonstrates verbal, written, graphic, or physical conduct relating to an individual's sex, race, color, national origin, age, religious beliefs, ethnic background, or disability that is sufficiently severe, pervasive, or persistent so as to interfere with or limit the ability of an individual to participate in or benefit from the school's programs that: 1) has the purpose or effect of creating an intimidating or hostile environment, 2) unreasonably interferes with an individual's educational performance, or 3) otherwise adversely affects an individual's educational opportunities.
- **Vandalism:** A student who intentionally damages or destroys school property or records (physical or electronic). In these instances the school reserves the right to contact the proper law enforcement agency(ies).
- **Theft and robbery:** A student who takes money or other property (physical or electronic) with the intent to deprive another person or the school of that property. The threat or the use of force or violence is considered a serious breach of conduct. In these instances the school reserves the right to contact the proper law enforcement agency.
- **Sexual harassment:** A student who subjects another to any unwelcome sexual advances including verbal harassment, unwelcome or inappropriate touching, or suggestions, requests, or demands for sexual favors.
- **Violation of acceptable use policy:** Students who violate the acceptable use policy in one form or another are open to disciplinary action, including suspension. This would include signing on as parents.
- Repeated violation of any disciplinary issue.

### 3. Expulsion

- When a student is expelled, he or 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.

- The school will not discipline students protected under Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities in Education Act (IDEA), or the American with Disabilities Act (ADA) unless the school complies with the requirements of those acts. [Section 118.31](#), Stats., which prohibits corporal punishment of students, shall apply to the school. [Sections 118.32](#) and [948.50](#), Stats., which prohibit a strip search of a student, shall also apply to the school.

## 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 or she will be provided an explanation of the evidence. The student will be provided with an opportunity to present his or 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 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 or her version of the occurrence. The hearing officer appointed by the Board of Education will determine the expulsion or recommend an alternative. Hearing request must be made within 5 school days or chief administrator will take final action.

## Academic Integrity

Academic integrity is one of the core values at FLVS and its franchises. 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:

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



## Why is academic integrity important?

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

## Academic Integrity: An Overview

Florida Virtual School (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
  - 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 discussion-based assessment 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% or higher) on the first attempt in order for a student to be eligible for course credit.
6. Random Proctored Exams
  - Students are randomly chosen to take a proctored segment exam.
7. Academic Integrity Hotline/Email
  - Community members, guidance counselors, parents and students can call or email to report any academic integrity related issue anonymously.

Academic Integrity Hotline:

407-513-3341 or 866-943-3050 (toll free)

Academic Integrity Email Address:

[academicintegrity@flvs.net](mailto: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 a 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
IL 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	X	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 Part Time, FLVS Full Time, FLVS Franchises, 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 or 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
- 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.

### **Instructional Leaders**

The instructional Leader 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 Instructional Leader's contact information can be found on the front page of your course website.

FLVS Instructional Leaders 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 or 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 Instructional Leaders among others.

The Instructional Leader (IL) serves our students like a principal. Consequently, the Instructional Leader 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 of Student Services, who will work to resolve the issue. The Director of Student Services will send written correspondence to the student/parent/guardian within 72 hours.

In the event the Director of Student Services cannot resolve the disagreement, the grievance will be forwarded to the Senior Director of Part Time Instruction. The decision of Senior Director of Part Time Instruction is final and shall be given to the customer in writing within 72 hours. The Board of Directors 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.

## 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 Employee Relations at 407-413-3692 to report any concerns.

## Acceptable Use Policy

FLVS Full Time does not provide technology to students who enroll.

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. (f.s. [847.001](#) 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. (f.s. [815](#) 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 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 (f.s. [847.0141](#) Sexting)
- Dress Code Policy: 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.
- 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.

## Appendix A: Uniform Statewide Assessment Calendar (2016-2017)



## 2016–2017 Uniform Statewide Assessment Calendar

According to Section 1008.22(7)(c), 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.
ELA	English Language Arts
EOC	End-of-Course
Evaluative	Assessments that measure student proficiency at selected intervals in order 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

## 2016–2017 Uniform Statewide Assessment Calendar

Acronym/Term	Definition
Interim	Assessments 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
Statewide, Standardized Assessments	All assessments required by <a href="#">s. 1008.22</a> , 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.
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	s. 1002.69(1), F.S. Rule 6M-8.601, F.A.C.

## 2016–2017 Uniform Statewide Assessment Calendar

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; remedial instruction; high school standard diploma; EOC assessments as 30% of course grade; school grades; school improvement rating; district grades; differentiated accountability; teacher evaluation; scholar designation; federal reporting; Credit Acceleration Program (CAP), school improvement plans; school, district, state, and federal reporting	s. 1008.22, F.S.
FSAA	Summative		Rule 1.09422, F.A.C.
NGSSS EOC Assessments	Summative		Rule 1.0943, F.A.C.
Statewide Science Assessment	Summative		Rule 1.09432, F.A.C. Rule 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. 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.

### 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.

Assessment	Students to Be Tested	Statewide Window	District Window	Mode	Testing Time	Results Expected
FLKRS	Kindergarten	August–October, 2016	<b>School/District determines exact testing dates</b>	PBT	N/A – Classroom Observation During Instruction	One week after the final date of instruction

## 2016–2017 Uniform Statewide Assessment Calendar

Assessment	Students to Be Tested	Statewide Window	District Window	Mode	Testing Time	Results Expected
FSA Algebra 1, Geometry, and Algebra 2 EOC assessments	Students enrolled in associated courses	September 12–23, 2016	School/District determines exact testing dates	CBT <sup>1</sup>	180 minutes <sup>2</sup>	October 2016
NGSSS Biology 1, Civics, and U.S. History EOC assessments	Students enrolled in associated courses	September 12–23, 2016	School/District determines exact testing dates	CBT <sup>1</sup>	160 minutes <sup>3</sup>	October 2016
FSA Algebra 1, Geometry, and Algebra 2 EOC assessments	Students enrolled in associated courses	November 28–December 16, 2016	School/District determines exact testing dates	CBT <sup>1</sup>	180 minutes <sup>2</sup>	January 2017
NGSSS Biology 1, Civics, and U.S. History EOC assessments	Students enrolled in associated courses	November 28–December 16, 2016	School/District determines exact testing dates	CBT <sup>1</sup>	160 minutes <sup>3</sup>	January 2017
FSA ELA – Writing	Grades 4–7	February 27–March 3, 2017	School/District determines exact testing dates	PBT	120 minutes	June 2017
FSA ELA – Writing	Grades 8–10	February 27–March 10, 2017	School/District determines exact testing dates	CBT <sup>1</sup>	120 minutes	June 2017
FSAA	Students with significant cognitive disabilities for whom participation in the general statewide assessment is inappropriate, even with accommodations	February 27–April 28, 2017	School/District determines exact testing dates	PBT/CBT <sup>1</sup> (based on IEP)	Varies/Untimed	June 2017
FSA ELA – Reading	Grade 3	March 27–April 7, 2017	School/District determines exact testing dates	PBT	160 minutes	May 2017
FSA ELA – Reading	Grades 4–10	April 10–May 12, 2017	School/District determines exact testing dates	CBT <sup>1</sup>	Grades 4–5 Reading: 160 minutes Grades 6–8 Reading: 170 minutes Grades 9–10 Reading: 180 minutes	June 2017

## 2016–2017 Uniform Statewide Assessment Calendar

Assessment	Students to Be Tested	Statewide Window	District Window	Mode	Testing Time	Results Expected
FSA Mathematics	Grades 3–8	April 10–May 12, 2017	School/District determines exact testing dates	CBT <sup>1</sup>	Grades 3–5 Mathematics: 160 Minutes Grades 6–8 Mathematics: 180 minutes	June 2017
FSA Algebra 1, Geometry, and Algebra 2 EOC assessments	Students enrolled in associated courses	April 17–May 12, 2017	School/District determines exact testing dates	CBT <sup>1</sup>	180 minutes <sup>2</sup>	June 2017
NGSSS Biology 1, Civics, and U.S. History EOC assessments	Students enrolled in associated courses	April 17–May 19, 2017	School/District determines exact testing dates	CBT <sup>1</sup>	160 minutes <sup>3</sup>	June 2017
NGSSS Statewide Science Assessment	Grades 5 and 8	May 1–5, 2017	School/District determines exact testing dates	PBT	160 minutes	May 2017
FSA Algebra 1, Geometry, and Algebra 2 EOC assessments	Students enrolled in associated courses	July 10–21, 2017	School/District determines exact testing dates	CBT <sup>1</sup>	180 minutes <sup>2</sup>	August 2017
NGSSS Biology 1, Civics, and U.S. History EOC assessments	Students enrolled in associated courses	July 10–21, 2017	School/District determines exact testing dates	CBT <sup>1</sup>	160 minutes <sup>3</sup>	August 2017

<sup>1</sup> 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.

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

<sup>3</sup> 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.

Assessment	Applicable Students <sup>4</sup>	Statewide Window	District Window	Mode	Testing Time	Results Expected
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## 2016–2017 Uniform Statewide Assessment Calendar

Assessment	Applicable Students <sup>4</sup>	Statewide Window	District Window	Mode	Testing Time	Results Expected
FAIR	Grades 3–12	Assessment Period (AP) 1: First day of school– November 4, 2016	School/District determines exact testing dates	CBT <sup>1</sup>	45 minutes	1 week after
NGSSS Algebra 1 Retake EOC		September 12–23, 2016	School/District determines exact testing dates	CBT <sup>1</sup>	160 minutes <sup>3</sup>	October 2016
PreACT	Grade 10	September–December 2016	School/District determines exact testing dates	PBT	150 minutes	Approximately 2 weeks after testing
FCAT 2.0 Reading Retake		October 10–21, 2016	School/District determines exact testing dates	CBT <sup>1</sup>	Up to a typical school day	November 2016
ELA Grade 10 Retake – Writing		October 10–21, 2016	School/District determines exact testing dates	CBT <sup>1</sup>	120 minutes <sup>2</sup>	January 2017
ELA Grade 10 Retake – Reading		October 10–28, 2016	School/District determines exact testing dates	CBT <sup>1</sup>	180 minutes <sup>2</sup>	January 2017
PSAT/NMSQT	Grade 10	October 15 and 19, 2016	School/District determines exact testing dates	PBT	165 minutes	January 2017
FAIR	Grades 3–12	AP 2: November 7, 2016 – February 10, 2017	School/District determines exact testing dates	CBT <sup>1</sup>	45 minutes	1 week after
PSAT/NMSQT	Grade 10	November 2, 2016	School/District determines exact testing dates	PBT	165 minutes	January 2017
NGSSS Algebra 1 Retake EOC		November 28–December 16, 2016	School/District determines exact testing dates	CBT <sup>1</sup>	160 minutes <sup>3</sup>	January 2017
ACCESS for ELLs 2.0	Grades K–12 currently classified as ELL with “LY” code	January 30–March 24, 2017	School/District determines exact testing dates	PBT	Kindergarten: 45 minutes Grades 1–12: 105–245 minutes (varies by grade-level/tier)	May 2017

## 2016–2017 Uniform Statewide Assessment Calendar

Assessment	Applicable Students <sup>4</sup>	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 30–March 24, 2017	School/District determines exact testing dates	PBT	80 minutes	May 2017
NAEP	Grades 4 and 8 Reading, Mathematics, Writing, Civics, Geography, U.S. History	January 30–March 10, 2017	School/District determines exact testing dates	PBT and CBT <sup>1</sup>	90 minutes	Statewide results provided Fall 2017
FAIR	Grades 3–12	AP 3: February 13–June 9, 2017	School/District determines exact testing dates	CBT <sup>1</sup>	45 minutes	1 week after
ELA Grade 10 Retake – Writing		February 27–March 10, 2017	School/District determines exact testing dates	CBT <sup>1</sup>	120 minutes <sup>2</sup>	June 2017
ELA Grade 10 Retake – Reading		March 27–April 7, 2017	School/District determines exact testing dates	CBT <sup>1</sup>	180 minutes <sup>2</sup>	June 2017
FSA Algebra 1 Retake EOC <sup>5</sup>		March 27–April 7, 2017	School/District determines exact testing dates	CBT <sup>1</sup>	180 minutes <sup>2</sup>	June 2017
NGSSS Algebra 1 Retake EOC		March 27–April 7, 2017	School/District determines exact testing dates	CBT <sup>1</sup>	160 minutes <sup>3</sup>	June 2017
FCAT 2.0 Reading Retake		March 27–April 7, 2017	School/District determines exact testing dates	CBT <sup>1</sup>	Up to a typical school day	May 2017
NGSSS Algebra 1 Retake EOC		July 10–21, 2017	School/District determines exact testing dates	CBT <sup>1</sup>	160 minutes <sup>3</sup>	August 2017

<sup>1</sup> 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.

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

<sup>3</sup> 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.

<sup>4</sup> 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.

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<sup>5</sup>The 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
LEAP Mathematics (Fall)	Grades K-5	August 15, 2016 to September 9, 2016	CBT	1 Hour	Immediate
LEAP English Language Arts (Fall)	Grades 2-5	August 15, 2016 to September 9, 2016	CBT	1 Hour	Immediate
DIBELS	Grades K and 1	August 15, 2016 to September 9, 2016	Phone and Adobe Connect	30 minutes	Immediate
LEAP Mathematics (Winter)	Grades K-5	January 9, 2017 to February 3, 2017	CBT	1 Hour	Immediate
LEAP English Language Arts (Winter)	Grades 2-5	January 9, 2017 to February 3, 2017	CBT	1 Hour	Immediate
DIBELS	Grades K and 1	January 9, 2017 to February 3, 2017	Phone and Adobe Connect	30 minutes	Immediate
LEAP Mathematics (Spring)	Grades K-5	April 10, 2017 to June 2, 2017	CBT	1 Hour	Immediate
LEAP English Language Arts (Spring)	Grades 2-5	April 10, 2017 to June 2, 2017	CBT	1 Hour	Immediate
DIBELS	Grades K and 1	April 10, 2017 to June 2, 2017	Phone and Adobe Connect	30 minutes	Immediate
Intensive Reading Diagnostic*	Grades 6-12	August 8-31, 2016	CBT	1 hour	Immediate
Intensive Math Diagnostic*	Grades 6-12	August 8-31, 2016	CBT	1 hour	Immediate



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Assessment	Students to Be Tested	District Window	Mode	Testing Time	Results Expected
FLVS Mid Term Exams (6 courses)	Grades 6-12	December 19-23, 2016	CBT	6 hours	Immediate
FLVS Final Exam (6 courses)	Grades 6-12	May 22 - June 1, 2017	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

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	Classroom observation	270	270
1	0	270	270
2	0	360	360
3	320	360	680
4	440	360	800
5	600	360	960
6	470	720	1190
7	630	720	1350
8	630	720	1350
9	640	720	1360
10	480	720	1200
11	340	720	1060
12	0	720	720