



**FLORIDA CYBER**  
CHARTER ACADEMY<sup>SM</sup>

# FLCCA SCHOOL HANDBOOK

School Year 2016-2017

Revised July 2016

Approved by Southwest Board on July 18, 2016

Approved by North Board on

Approved by Central Board on

## Welcome and Introduction

Dear Parents:

Welcome to the Florida Cyber Charter Academies (FLCCA)! FLCCA blends innovative instructional technology with a traditional curriculum for students across the county. There are many benefits to our unique learning model, including a rigorous and comprehensive research based curriculum, the support of Florida certified teachers, and an individualized learning program that prepares students to meet their education, college, and career goals. This challenging and engaging curriculum was developed by renowned learning experts, teachers, and instructional designers.

The Parent-Student Handbook is a comprehensive guide to FLCCA policies and procedures. Please read it carefully, included the Student/Parent Compact found on the last pages. The Student/Parent Compact requires initials and a signature page that should be returned to your child's homeroom teacher as soon as possible.

Our dedicated staff looks forward to working with your family during the upcoming school year. Please feel free to contact the FLCCA administration at any time if you have questions or concerns.

Best Regards,

Bridget White  
Elementary Academic Administrator

Farica King  
MS/HS Academic Administrator

Jacqueline Bowen  
Executive Director

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## Mission Statement

Florida Cyber Charter Academy (FLCCA) is a high quality, virtual public charter school dedicated to providing an innovative educational environment in which all students have the opportunity to succeed. We value rigorous and real-world instruction as we ask one question of ourselves daily: Are our students learning? Our mission is to help students reach their full-potential by utilizing a highly effective curriculum and implementing classes that are student-centered, data-driven and engaging for all learners. FLCCA strives to celebrate diversity and build community while using cutting-edge technology to break down barriers and create productive citizens who are successful in their future endeavors. We are able to accomplish this through our community of students, families, teachers, administration and a governing board who are invested in pursuing academic excellence for all.

### **We believe...**

- In individualized learning through mass customization instead of mass production of education.
- In decades of scientific research regarding how brains really work and how learning happens.
- The Big Ideas + Consecutive Down Payments + Practice = Mastery.
- That mastery of concepts and skills should be for all kinds of children- not just the "best and brightest."
- In giving parents meaningful ways to be involved in their children's education if they choose.
- In being directly accountable and responsive to all of our customers.
- In outstanding teacher encouragement.
- In rich, engaging content that gets kids into learning so learning gets into them.
- That profitability yield invention, responsiveness, and responsibility.
- In using 21<sup>st</sup>- century tools to prepare 21<sup>st</sup>-century students.
- In books and digital media—because a mix of teaching tools maximizes learning.
- That children should be introduced to humankind's legacies which create our common culture as humans.
- That raw, unyielding passion is our most important quality

## School Contact Information

Inquiry	Who to Contact	Contact Information
<b>Administration Office</b>	Executive Director Jacqueline Bowen	904.247.3268
<b>Guidance Counselor</b>	TBD	904.247.3268
<b>Special Programs Manager</b>	Shea Beaudreau	<a href="mailto:sbeaudreau@k12.com">sbeaudreau@k12.com</a> 904.247.3268
<b>Academic Administrator, K-5</b>	Bridget White	<a href="mailto:bwhite@k12.com">bwhite@k12.com</a> 904.247.3268 ext. 2011
<b>Academic Administrator, 6-12</b>	Farica King	<a href="mailto:fking@k12.com">fking@k12.com</a> 904.247.3268 ext. 1006
<b>Enrollment</b>	Registrar	904.247.3268
<b>Student Records/Transcripts</b>	Records Clerk, Samantha Lindsay	<a href="mailto:slindsay@k12.com">slindsay@k12.com</a> 904.247.3268
<b>Special Education (Existing IEP)</b>	Special Education Teacher	Use School Email
<b>Change of Address</b>	Homeroom Teacher	Use School Email
<b>Course Changes, Missing Courses</b>	K-8 Homeroom Teacher 9-12 Guidance Counselor	Use School Email
<b>Withdrawal</b>	Homeroom Teacher	Use School Email
<b>Attendance</b>	Homeroom Teacher	Use School Email
<b>State Testing</b>	Homeroom Teacher	Use School Email
<b>Grades</b>	Content Teacher	Use School Email
<b>Curriculum &amp; Lessons</b>	Content Teacher	Use School Email
<b>Grades and Scores for Assessments and Quizzes</b>	Content Teacher	Use School Email
<b>Class Connect Technical Issues</b>	K12 Inc. Customer Support	<a href="http://help.k12.com">http://help.k12.com</a> 866.512.2773
<b>K12 Computer Return Label</b>	K12 Inc. Customer Support	<a href="http://help.k12.com">http://help.k12.com</a> 866.512.2773
<b>Course Material Returns, Shipping, Damages</b>	K12 Inc. Customer Support	<a href="http://help.k12.com">http://help.k12.com</a> 866.512.2773
<b>Online School Error Messages</b>	K12 Inc. Customer Support	<a href="http://help.k12.com">http://help.k12.com</a> 866.512.2773
<b>Course Content- Comments and Minor Errors</b>	K12 Inc.	OLS Feedback in your Online School

**Staff Extension List- 904.247.3268**

<b>Name</b>	<b>Extension</b>	<b>Title</b>
<b>Alvarez, Summer</b>	2003	ES Teacher
<b>Brail, Isaac</b>	5026	MS/HS Teacher
<b>Cornall, Alana</b>	2047	Reading Teacher
<b>Conners, Brooke</b>	1014	ES Teacher
<b>Duncan, Jessica</b>	2044	IEP Compliance Teacher
<b>Fritchie, Grace (Burns)</b>	2046	MS/HS Teacher
<b>Graham, Mary</b>		Art Teacher
<b>Hansen, Kelly</b>	2048	MS/HS Teacher
<b>Hoffman, Jennifer</b>	2038	Special Programs Teacher
<b>Kales, Kathy</b>	2041	ES Teacher
<b>King, Farica</b>		MS/HS Academic Administrator
<b>Kniffin-Martin, Karen</b>	2026	ES Teacher
<b>Krauss, Maryfrances</b>		ES Math Support
<b>Larson, Melissa</b>	1011	Lead ES Teacher
<b>Lozano, Lee</b>	2049	ES Teacher
<b>Lindsay, Samantha</b>	1001	Records Clerk
<b>Martinez, Suzette</b>	2010	ES Teacher
<b>Muldoon, Linda</b>	2017	ES Teacher
<b>Offutt, Lynda Joy</b>		MS/HS Math Support
<b>Rogan, Shauna</b>	2028	ES Teacher
<b>Saslow, Lauren</b>	5016	Special Programs Teacher
<b>Stusek, Melissa</b>	2006	ES Teacher
<b>Taber, Megan</b>		ES Literacy Support
<b>Vargas, Shannon</b>	2031	ES Teacher
<b>Weber, Kevin</b>	2027	MS/HS Teacher
<b>Wickham, Keisha</b>		MS/HS Literacy Support
<b>Wilson, Nicole</b>	2009	ESE Compliancy Teacher
<b>White, Bridget</b>	2011	ES Academic Administrator
<b>Young, Crystal</b>	2037	MS/HS Teacher

# 2016-2017 School Calendar

AUGUST 2016						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

10 First Day of School

FEBRUARY 2017						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

20 Presidents' Day

SEPTEMBER 2016						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

5 Labor Day

MARCH 2017						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

10 Quarter 3 Ends (45 Days)  
13-17 Spring Break

OCTOBER 2016						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

11 Quarter 1 Ends (44 Days)

APRIL 2017						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

14 Teacher Work Day

NOVEMBER 2016						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

21-25 Thanksgiving Break

MAY 2017						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

25 Last Day of School  
Quarter 4 Ends (49 Days)  
29 Memorial Day  
30-31 Post-Planning

DECEMBER 2016						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

16 Quarter 2 Ends (43 Days)  
19-30 Winter Break

JUNE 2017						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

5-30 ESY

JANUARY 2017						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

2 Teacher Work Day  
3 Students Return/  
Second Semester Begins  
16 M.L.K. Jr. Day  
17-18 Teacher Work Days

- 180 Total Instructional Days**
- First/Last Day of School
  - Quarter End Dates
  - Holidays/Breaks – School Closed for Teachers and Students
  - Teacher Work Days – School closed for Students
  - Report Cards Issued



## Instructional Model

FLCCA's instructional model will rely on:

- Rigorous academic standards and expectations
- Highly qualified educators providing synchronous and asynchronous instructional support
- Student-to-student and student-to-teacher interaction using a variety of learning technologies, including Blackboard Collaborate, Zoom, and FreshGrade
- Traditional grading scale and grade reporting, along with class ranking and cumulative GPA
- Opportunities for student leadership and participation in school-sponsored activities, both virtually and face to face
- Post-secondary preparation, career planning, exploration, and support

In this education model, teaching and learning includes the accessibility of teachers during normal school hours, 8 a.m.-5 p.m. Teacher may be contacted via School Email (through the Online School- OLS), telephone, and Class Connect sessions via the Blackboard Collaborate web conferencing.

Students participate in school on average of 6 hours per school day. Students must use their Student Login each day to be counted as "Present" for that school day. Elementary students are required to attend Reading, Math, Writing, Health, and Science class connect sessions each day. Middle and High School students should consult their course syllabus and online schedule for required individualized Class Connect sessions.

Class Connect sessions engage students in direct instruction, live tutorials, and opportunities to receive teacher assistance in completing lessons within the OLS/OLMS/OHS. We strongly believe in differentiating instruction in order to meet our students' needs. Attendance and participation in Class Connect sessions is required and accounts for a portion of each student's grade.

Elementary Class Connect sessions will include the use of Zoom, a free video conferencing system. Zoom increases student engagement and allows teachers to provide immediate and authentic feedback on student work. Zoom can be accessed on the web on your desktop or on your mobile or tablet device. More information can be found at <https://zoom.us>.

Throughout the school year, teachers will assess students using multiple data sources and determine the best use of academic time for students. Those students demonstrating proficiency of standards may have an adjusted schedule of sessions.

## Sample Elementary School Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	ELA Small Group-Invitation Only	ELA Small Group-Invitation Only	ELA Small Group-Invitation Only	ELA Small Group-Invitation Only	ELA Small Group-Invitation Only
8:30-10:00	Session 1: 90 min Reading Block/ Math – 80 minutes Health (5 min)	Session 1: 90 min Reading Block/ Math – 60 min Health (20 min)	Session 1: 90 min Reading Block/ Math – 80 min Health (5 min)	Session 1: 90 min Reading Block/ Math – 60 min Health (20 min)	Session 1: 90 min Reading Block/ Math – 80 min Health (5 min)
10:00-10:30	Break	Break	Break	Break	Break
10:30-11:55	Session 2: 90 min Reading Block/ Math (80 minutes) Health (5 minutes)	Session 2: 90 min Reading Block/ Math (60 minutes) Health (20 minutes)	Session 2: 90 min Reading Block/ Math (80 minutes) Health (5 minutes)	Session 2: 90 min Reading Block/ Math (60 minutes) Health (20 minutes)	Session 2: 90 min Reading Block/ Math (80 minutes) Health (5 minutes)
11:55-12:55	Lunch	Lunch	Lunch	Lunch	Lunch
12:55-1:15	Writing	Writing	Writing	Writing	Writing
1:15-2:05	Science	Science	Science	Science	Science
2:05-2:55	STEAM	STEAM	STEAM	STEAM	STEAM

## MS/HS Schedule

Students will consult their class syllabus, online schedule, and weekly course newsletters for their individualized class connect sessions listing.

## Student Work Samples/Interim Assessments

Work samples are a tool that teachers utilize to ensure educational progress. **Students failing to submit work samples will be considered non-compliant.** Submitting work samples as requested will count towards a percentage of student's final grades. Any work assigned to students that is not collected should also be kept until the end of the school year in case a class portfolio is needed for grade recovery.

Interim Assessments are assigned every six weeks. Kindergarten through 5<sup>th</sup> Grade students will complete Interim Assessments in Reading and Math. Fifth Grade students will also complete assessments in Science. All middle and high school students will complete interim assessments in reading and math. Eighth grade students will also complete interim assessments for science. For classes that have an EOC component (Civics, Algebra I, Algebra II, Geometry, Biology, US History) students will participate in an interim assessment. Results from the Interim Assessments are used to inform individualized instruction for students and ensure educational progress. All students are **required** to complete interim assessments for student grouping placement.

### Elementary Work Samples

Teachers will assign work samples through class connect sessions. Work will be uploaded using FreshGrade™. Directions regarding what to submit and how to submit it will be provided to families each quarter.

## Supplemental Activities

A supplemental activity is work the student completes in addition to the K<sup>12</sup> curriculum assigned to the student. It does not replace the K<sup>12</sup> curriculum. Supplemental activities should represent new learning for the student or should provide practice for work that is appropriate for his/her grade level. **Class Connect sessions with teachers are required and should be entered in the appropriate subject area.**

Supplemental activities can be logged in the Online School as instructional hours. These activities can be logged into the student's daily schedule and counted toward their mandatory hours of instruction. To ensure that supplemental activities are appropriate and recorded properly, please discuss these with your FLCCA teacher.

## Grading

FS 1008.25 specifies that the school must annually report to the parent of each student the progress of the student towards achieving proficiency in reading, writing, science and mathematics, including the student's results on each statewide assessment test. The evaluation of each student's progress must be based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information.

Notification will be sent at any time during a grading period when it is apparent the student may not pass a course.

Teachers will determine report card grades that provide the student and the student’s guardian(s) with an objective evaluation of the student’s scholastic achievement and effort.

- Marks are based on the quality of student performance relative to expected levels of achievement of the standards that the teacher observes and evaluates.
- The student’s academic grades are to reflect academic achievement. The quality of the work will be assessed by multiple measures that include, but are not limited to:
  - teacher observations (oral presentations or reports, speeches, recitations, student participation, and demonstrations);
  - classroom assignments (exit tickets, work samples, reports, term or research papers, models, projects, computer programs);
  - examinations (interim assessments, essay, multiple-choice, and completion tests; oral tests; and skill tests requiring demonstrations);
  - core curriculum benchmark assessments.

Report cards will be issued at the close of each grading period. To receive a report card, a student shall be enrolled at least one-half of the 45 day grading period. Students enrolled for less than one-half of the grading period will receive a report card, but a grade is not required. If a student withdraws, a grade will be indicated.

All students, including English Language Learners, will use the same evaluation plan.

### Elementary School Category and Weight

Math & ELA, Science & Social Studies		PE, Art or Music	
Category	Weighting	Category	Weighting
Teacher Graded Student Work Samples	40%	OLS Expected Progress	70%
OLS Expectations	30%	Teacher Graded Student Work Samples	30%
CC Attendance and Participation	20%		
Testing Compliancy	10%		

## **K-2 Grading Scale**

<b>90-100%</b>	<b>E</b>
<b>75-89%</b>	<b>S</b>
<b>60-74%</b>	<b>N</b>
<b>Below 60%</b>	<b>U</b>

## **3-5 Grading Scale**

<b>90-100%</b>	<b>A</b>
<b>80-89%</b>	<b>B</b>
<b>70-79%</b>	<b>C</b>
<b>60-69%</b>	<b>D</b>
<b>Below 60%</b>	<b>F</b>

If an "I" (incomplete) is recorded on a report card, the requirements for which the incomplete was assigned must be satisfied within two weeks of the issuance of the report cards, or the "I" becomes an "F." At administration or teacher discretion, a longer period of time may be allowed for assignment completion.

## **6-12<sup>th</sup> Grade Student Expectations & Grading Policies**

### EXPECTATIONS OF DIFFICULTY, PARTICIPATION, AND TIME COMMITMENT

Students often find that going to school online takes longer and is more difficult than going to school in a traditional setting. Be prepared for online schooling in general to be a little more difficult than you might expect. If you are not spending at least 60 minutes on this course each day, you're probably not doing enough to pass the class. If this is happening, make an appointment to meet with your teachers or visit with them during Open Office Hours so we can review what you are doing each day. If you need help in working out a personal schedule, staying motivated or creating an effective home learning environment, contact your guidance counselor. This person is an expert at helping students with these concerns.

### TECHNOLOGY CLAUSE

By enrolling in an online school program, you have exhibited understanding that the ability to access the internet is required daily. That being said, errors in technology do occur, and it is understandable that time off from school may be warranted by lack of acceptable computer equipment and internet malfunctions. However, if your internet or computer will be out-of-commission for more than a day or two, it is the responsibility of the student and/or LC to (1) notify the instructor and (2) seek other methods of online access, such as local

libraries or a relative's home. Also, K12 Tech Support can be contacted with any technology issues that arise:

K12 Customer Tech Support <http://help.k12.com> 866-512-2273

### GRADING SCALE

<b>90-100%</b>	<b>A</b>
<b>80-89%</b>	<b>B</b>
<b>70-79%</b>	<b>C</b>
<b>60-69%</b>	<b>D</b>
<b>Below 60%</b>	<b>F</b>

### GRADED ASSIGNMENTS

Whether teacher scored or computer scored, graded assignments will be weekly. On average, students should have 2-3 assignments to complete per week for each core subject and 1-2 assignments per week for electives. This number can vary for each course, so please consult your weekly newsletter and class syllabus.

You are encouraged to prioritize assignments as follows to ensure you meet these deadlines:

1. Work on the current week's lessons to be aligned with pacing of the course
2. Work on any assignments with a grade of 0 (zero) in your gradebook.
3. Complete all Part 2's of assignments/exams not previously submitted to dropbox.
4. Contact your teacher to arrange attending a small group or individual session in order to remediate and re-take any assessment for which you got a low score.
5. Ensure Interim Assessments have been completed in a timely manner

### ZEROES IN GRADEBOOK

Zeroes will be entered each Monday by the end of the day. This zero is entered to reflect that the student has NOT completed the assignment by the due date. Please refer to your individual class syllabus and weekly teacher newsletter for all due dates. Any assignments NOT completed by the final submission date will become a permanent zero.

## GRADE DETERMINATION

FLCCA Middle/High grades are determined by the sum total of points a student earns on all graded assignments and tests. Points earned by student/Total points possible = Grade

Example: In his or her math class, the student earns 563 points out of a total of 700 possible points. The grade will be 80%.  $563/700 = 80\%$

Regular courses are weighted using a 4 point scale where A = 4, B = 3, C = 2, D = 1 and F = 0.

## **Progress Reports & Report Cards**

The Online School (OLS/OLMS/OLHS) offers an on-going report of a student's academic progress and attendance information. A parent may log on to the system at any time and view this information. Elementary School utilizes iGradePlus as an online grading book. Parents can access iGradePlus for student grades on interim assessments, work samples, participation, OLS progress, and testing compliancy. Teachers will send a message with iGradePlus log in information to the Learning Coach email address on file before the first quarter report card is issued.

If a parent wishes to have a printed version of academic and attendance information, s/he may print a copy of the progress and attendance screens in the OLS account for the student. Report cards are issued by teachers via School Email on a quarterly basis.

## **Academic Advancement**

Promotion to the next grade level is determined by subject mastery, attendance, and teacher approval. If the course has a final exam or EOC (End of Course Assessment), the student will be required to complete the required test. As a school, it is our goal to see 100% completion of all coursework. FLCCA will encourage each student to achieve 100% completion to reach full potential and capability for the next grade level assignment. All progress will be prorated according to each student's start date. For more information on academic goals, please visit the Student Progression Plan which details promotion guidelines by grade level.

## 2016-2017 Progression Plan

### ELEMENTARY

#### 1. PLACEMENT INTO KINDERGARTEN

Children are eligible for admission to public kindergarten if they have attained age 5 on or before September 1 of the current school year. Children who have attained the age of six years by February 1 of any school year are required to attend school regularly during the entire school year.

#### 2. REQUIRED PROGRAM OF STUDY K-5

The required program of study for elementary students in K12 Schools reflects state and local requirements for elementary education. The areas of study required for each grade, Kindergarten through 5, are shown in Table below.

Required Program of Study							
<b>Kindergarten</b>	Language Arts*	Mathematics*	Science	Social Studies	Health	PE/Art/Music	Character Education
<b>Grade 1</b>	Language Arts*	Mathematics*	Science	Social Studies	Health	PE/Art/Music	Character Education
<b>Grade 2</b>	Language Arts*	Mathematics*	Science	Social Studies	Health	PE/Art/Music	Character Education
<b>Grade 3</b>	Language Arts*	Mathematics*	Science	Social Studies	Health* **	PE/Art/Music	Character Education
<b>Grade 4</b>	Language Arts*	Mathematics*	Science**	Social Studies**	Health* **	PE/Art/Music	Character Education
<b>Grade 5</b>	Language Arts*	Mathematics*	Science**	Social Studies**	Health* **	PE/Art/Music	Character Education

\*Passing grade is required for promotion

\*\*Passing grade is required for promotion in Science or Social Studies in 4<sup>th</sup> and 5<sup>th</sup> grade

\*\*\*Not required for students with disabilities on Alternate Assessment

#### 3. PROMOTIONAL REQUIREMENTS FOR BASIC EDUCATION GRADES K-5

No student shall be assigned to a grade level based solely on age or other factors that amount to social promotion or administrative placement. This does not prevent students from being promoted based upon exemption according to state law and district policy. Grades K-5 students who are retained due to not



meeting promotion criteria in Language Arts or Math may be eligible for remediation and potential promotion through a summer school assessment. A decision to retain a student may be appealed by a parent or legal guardian to the Superintendent or Designee and a final decision will be made after a review of the student's performance. This appeal process does not apply to Grade 3 students who fail due to not meeting the state Reading assessment requirements.

#### KINDERGARTEN THROUGH SECOND GRADE

Promotion of students in Grades K-2 will be determined through a collective analysis between the parent, teacher, and school site administrator of the following indicators:

*Language Arts:* Teacher judgment that the student has met applicable state standards in Language Arts

*Math:* Teacher judgment that the student has met applicable state standards in Math

*Reading:* Promotion of students is based on attaining the minimum required score on the statewide standardized assessment as specified in 1008.25 F.S. The School Board may only exempt students from mandatory retention for good cause.

#### A. *Third-Grade Retention*

If a student's reading deficiency is not remedied by the end of third grade, as demonstrated by scoring at Level 2 or higher on the FSA in reading for grade three, the student must be retained.

#### B. *Good Causes Exemptions to Third Grade Retention*

A student can only be exempted from third grade retention for the following good causes:

- Limited English Proficient (LEP) students with less than two years of English for Speakers of other Languages (ESOL) instruction
- Students with disabilities whose Individual Educational Plan (IEP) indicates participation in FSA is not appropriate
- Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education (*DOE Note: SAT*)
- Students who demonstrate, through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the Sunshine State Standards in reading equal to at least a Level 2 performance on the FSA

- Students with disabilities who participate in the FSA and who have an IEP or a 504 plan that reflects that the student has received intensive remediation in reading for more than two years but still demonstrates a deficiency in reading and was previously retained in K-3
- Students who have received intensive remediation in reading for two or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten through grade 3 for a total of two years.

#### FOURTH GRADE

Promotion of students in Grade 4 will be determined through a collective analysis between the parent, teacher, and school site administrator of the following indicators:

*Language Arts:* Teacher judgment that the student has met applicable state standards as indicated by a final grade of D or above in Language

*Math:* Teacher judgment that the student has met applicable state standards in Math as indicated by a final grade of D or above

*Social Studies/Science:* Teacher judgment that the student has met applicable state standards as indicated by a final grade of D or above in Social Studies or Science.

#### FIFTH GRADE

Promotion of students in Grade 5 will be determined through a collective analysis between the parent, teacher, and school site administrator of the following indicators:

*Language Arts:* Teacher judgment that the student has met applicable state standards as indicated by a final grade of D or above in Language

*Math:* Teacher judgment that the student has met applicable state standards in Math as indicated by a final grade of D or above

*Social Studies/Science:* Teacher judgment that the student has met applicable state standards as indicated by a final grade of D or above in Social Studies or Science.

### **MIDDLE SCHOOL**

#### PROMOTIONAL REQUIREMENTS FOR MIDDLE SCHOOL

No student shall be assigned to a grade level based solely on age or other factors that constitutes social promotion or administrative placement. The

student progression from one grade to another is partially based on proficiency in reading, writing, science, and mathematics.

This does not preclude students from being promoted based upon state law and district policy.

In order to be promoted to the next grade level, the student must meet the current teacher judgment, credit, and GPA requirements as outlined in the document. Each school must hold a parent meeting either in the evening or on a weekend to inform parents about the course curriculum and activities.

To be promoted within middle school at the end of a given year, a student must pass a minimum number of core courses as indicated below:

### **Middle School Promotion Requirements (6-8)**

<b>To Grade</b>	<b>Course Requirements</b>
<b>7</b>	Successfully complete three or more 6 <sup>th</sup> grade core courses
<b>8</b>	Successfully complete three or more 7 <sup>th</sup> grade core courses and recover the core course not passed in 6 <sup>th</sup> grade, if applicable
<b>9</b>	Successfully complete all four 8 <sup>th</sup> grade core courses and recover the core course not passed in 7 <sup>th</sup> grade if applicable 1,2,4

\*Core courses are language arts, mathematics, science, and social studies.

### Middle School Curriculum

<b>Required Course Grade 6-8</b>	<b>Middle School Credits</b>
Language Arts	3
Mathematics*	3
Science	3
Social Studies**	3
Physical Education	1.50
Health	1.50
Electives	3
<b>Total Credits</b>	<b>18</b>

\*These courses may include M/J Mathematics 1 and 2, Pre=Algebra, Algebra I, Algebra I Hon., Geometry, and Geometry Hon. in the indicated sequence.

\*\*These courses must include World History, Civics, and US History – one semester of which must include the study of state and federal government and civics education.

### **PROMOTION TO HIGH SCHOOL**

Promotion of students from middle school to high school will be based on:

a) a minimum final grade of “D” in all 12 required core courses in the middle school required curriculum,

and

b) for students entering grade 6 during the 2006 -2007 school year and thereafter, successfully passing a social studies courses which integrates career and education planning including the creation of an Academic Plan.

**\*Unless otherwise noted, a student's graduation requirements are the requirements in effect the first year that the student entered ninth grade.**

#### NUMBER OF CREDITS REQUIRED

Students in grades 9-11 or in their first three years of high school shall be scheduled full-time into required academic courses each year to earn sufficient credits toward graduation. Seniors and students in their 4th and 5th year of high school may enroll full-or part-time. To be promoted within high school at the end of a given year, a student electing a 24-credit option must earn the minimum number of credits as indicated below.

#### **HS Promotion Requirements**

<b>To Grade</b>	<b>24 Credit Diploma Option</b>	<b>Other</b>
<b>10</b>	5 credits, including 1 English or 1 mathematics	
<b>11</b>	12 credits, including 2 English and any combination of 2 mathematics and/or science	
<b>12</b>	18 credits, including 3 English and any combination of 4 mathematics and/or science	1.5 GPA or above

#### GRADE POINT AVERAGE REQUIREMENTS

- 1) For promotion to Grade 12 a student must have a cumulative, unweighted GPA of at least 1.5.
- 2) For graduation, students in both the 24-credit and 18 credit programs must have cumulative, unweighted GPA of at least 2.0.
- 3) Students shall maintain a minimum, cumulative grade point average on a 4.0 scale, or its equivalent, in courses required by the state for graduation. This average shall be referred to as the Graduation GPA and should not be confused with the ranking GPA. (See High School - Appendix B.) Schools shall identify students in grades 9 through 12 who are earning grade point averages less than that required for graduation and shall provide assistance to these students. Parents and guardians of students who have cumulative grade point averages less than 0.5 above the

required graduation level shall be notified mid-year that the student is at risk of not meeting the GPA graduation requirement.

**Standard Diploma Requirements for Ninth Grade Entry Years 2013-2014 and After**

<b>Subject</b>	<b>High School Credit</b>
English	4
Mathematics*	4
Science**	3
Social Studies***	3
Performing Art	1
Health Opportunities Physical Education (HOPE)****	1
Electives (one online course)	8
<b>Total</b>	<b>24</b>

\*All students must earn one credit in Algebra I, one credit in Geometry, and one credit in

Algebra II (or their equivalent as specified in the State Course Code Directory) prior to graduation. A student must earn a passing grade in BOTH Algebra IA and Algebra IB or Algebra I in order to meet the state/district Algebra I graduation requirement.

\*\* Science credits shall include one credit in biology, one credit in physical sciences and one additional equally rigorous science course

\*\*\* The credits shall include 1 credit in American history; 1 credit in world history; ½ credit in economics; and ½ credit in American government including a study of the Constitution of the United States.

\*\*\*\* HOPE-Core is a one credit physical education course which includes the integration of Health Education and Physical Education Standards, Benchmarks, and topics.

**State End of Course Assessments:  
Standard High School Diploma**

<b>1<sup>st</sup> Year 9<sup>th</sup> Grade</b>	<b>District EOCs</b>	<b>Algebra I EOC</b>	<b>Geometry EOC</b>	<b>Algebra 2 EOC</b>	<b>Biology EOC</b>	<b>US History EOC</b>	<b>Graduation Test Requirements 24 Credit AND 18 Credit</b>
2013-2013 and thereafter	20% of final grade	30% of final grade <b>Must pass to graduate</b>	30% of final grade	30% of final grade	30% of final grade	30% of final grade	Grade 10 Reading/Concordant and A1 EOC/PERT Comparative

## Assessments

Students will be administered assessment tests in each subject area during the first weeks of enrollment. Interim Assessments in Reading (K-5), Math (K-5) and Science (5) will be given approximately every six weeks. Access to tests will be provided by the FLCCA staff and completed in the home independently or in Class Connect sessions.

**FLCCA students are required to participate in all school, district, or state-mandated academic assessments (FSA, etc.) at locations set up throughout the county.** Failure to participate in these assessments can result in your child's removal from FLCCA and could negatively impact the future of the Florida Virtual Academies.

***If a student misses any mandated test without an approved excuse, the student could be eligible for dismissal and may not be reinstated into FLCCA for up to two years.***

## Academic Integrity in Assessments and Assignments

Assessments, such as quizzes and tests, are a critical part of any academic program. They offer important information about a student's progress toward mastery. This information is helpful only when accurate. It can be accurate only if the assessment represents the student's independent work.

Unless otherwise instructed by your teacher or by a specific assessment, you are expected to honor the following principles while taking assessments:

- The student will complete assessments independently.
- Students will not copy or redistribute any part of an assessment in any way: electronically, verbally, or on paper.
- Students will treat the assessment as “closed book”: meaning that you may not use any textbooks, references, or other materials (printed or electronic) during the assessment—unless your teacher or the specific assessment otherwise instructs (for example, you are specifically told to refer to certain pages in a book as part of the assessment).
- Students will treat the assessment as “single browser”: meaning that during the assessment you may not log in a second time to your course, or open your course or related materials on another browser on another computer.
- Answers will represent only the student's independent work, free of any outside assistance. The student will not plagiarize in any way.

- Students will not confer with other students, family members, or acquaintances, either in person or through electronic communication, during the assessment.

Students' written work should be completely free of plagiarism. Plagiarism is copying another person's work or ideas without providing direct reference to the author, original print material, or website. Put simply, always give credit where credit is due. Be sure to ask your teacher if you have questions regarding citing sources. Web tools that check for student plagiarism are used regularly.

Unless your teacher or specific directions inform you of exceptions, you are expected to follow these principles while taking assessments and completing written assignments.

Only by honoring these principles can you assure both academic and personal integrity.

## **Plagiarism**

The definition of plagiarism is copying or imitating the language, ideas, and thoughts of another writer and passing them off as your own original work, either intentionally or unintentionally. Specific examples of plagiarism that will not be tolerated include, but are not limited to:

- Copying, paraphrasing, rephrasing, or summarizing another person's work without citing that source.
- Using material, including photographs, from the internet or any other source and representing as your own, even if you have changed some of the words.
- Having someone else write the assignment or rephrase any portion of that assignment.
- Directly copying or rephrasing student aids (Cliff Notes, for example), critical sources, or reference materials in part or whole without acknowledging those sources.
- Indirect reproduction of student aids, such as Cliff's Notes, Cole Notes, critical sources, or reference materials by rephrasing ideas borrowed from them without acknowledgment.

### CONSEQUENCES OF PLAGIARISM

First offense – The student and parent will attend a conference with the school administration and teacher. The student will be allowed to complete the assignment for a possible 50% of the original points.

Second offense – The student and parent will attend a conference with the school administrator. The student will not be allowed to rewrite the assignment. A score of "0" will be entered as a grade.

Third offense – The student and parent will attend a conference with the school administrator which may result in suspension and district notification.

### **Source Citation**

Many courses require written work in which you will need to cite sources. Any direct quotations from your textbook can simply be cited as (Author, page number). Any quotations from outside sources require full citations, including author, title, publisher, date of publication, and page number. If citing information found on a website, provide the complete web page or site title, URL, author (if known), page number (if applicable), and publication date of the site (if available).

## **Parent-Teacher Communication**

FLCCA teachers are responsible for monitoring and validating student attendance, curricular progress, and educational growth. The teacher is the first point of contact for all issues regarding the school.

School Email and telephone are the primary sources of contact between the FLCCA teacher and parents; therefore, it is essential that parents check their School Email and voicemail at least twice a day. Parents should promptly reply to School Emails or voicemails received from FLCCA or K12. Please keep in mind that teachers spend a significant amount of their time providing instruction in Class Connect sessions and, as a result, FLCCA teachers may not be available to receive all incoming calls. In the event that a message needs to be left, please provide as much detail as possible and teachers will respond to all calls within one business day.

All communications between FLCCA administration, FLCCA teachers, parents, students, and other parties directly related to FLCCA must be conducted with appropriate professionalism. Demeaning or profane language and derogatory remarks/innuendos are not acceptable and are grounds for student withdrawal. This includes communications during conferences, communications in School Email, and communications posted to any school sponsored community board.

All FLCCA phone numbers, Class Connect links, e-mail, and k-mail addresses are registered with the school administration and fall under state regulations concerning communication of official school business. These and ONLY these contacts are permitted for communication between FLCCA staff and parents and students of FLCCA.

## **Individualized Learning Plans**

Teachers will work with parents and students to develop individualized learning plans within the first four weeks of enrollment. The ILP will include current educational data regarding previous assessment results, current course placement, and relevant



academic history as well as outline the student's progress goals for the current school year and beyond. The ILP will be reviewed and updated on a quarterly basis by teachers and parents to ensure that students are meeting expectations and if not, that appropriate supports and interventions are put in place to assist the student in meeting state standards and personal academic goals.

## **Special Education Services**

FLCCA is responsible for identifying children who have special needs. FLCCA teachers have the responsibility to make a referral if they suspect a student may have special learning needs. If it is suspected that a student has special needs, a conference will be held with special education staff, the general education teacher, district representation, and the student's parent to determine if services are appropriate. Florida Cyber Charter Academy and the district are responsible for providing a free and appropriate education under the federal Individuals with Disabilities in Education Act (IDEA). FLCCA's Special Programs Manager will assure compliancy with state and federal guidelines.

### **Teacher Responsibilities**

- Collaboratively develop Individual Learning Plans for your student
- Help you to use the Online School Guide and direct you through the K12 curriculum
- Provide instruction as needed using the K12 curriculum and other educational resources to meet Florida State Standards
- Develop and explain accommodations or modifications to the curriculum
- Conduct conferences with you to discuss your student's academic progress
- Collect and review work assignments and provide constructive feedback
- Maintain work day from 8:00 am – 5:00 pm
- Respond within 24 school hours to all School Emails and telephone calls
- Inform you of school updates/information from FLCCA and/or K12
- Prepare students for state and other standardized tests
- Provide encouragement and support in all areas of student learning and achievement
- Complete report cards
- Be the first point of contact for parents and students

## **Multi-Tiered System of Supports (MTSS)**

FLCCA supports the academic achievement of all students, particularly those most at risk. It is a priority to build strong parent/teacher/student relationships and address the specific needs of individual students. The Multi-Tiered System of Supports Team at FLCCA uses a mixed problem-solving model to identify and serve students having academic, behavioral, or emotional difficulties. This process involves the student, parents, teachers, and other specially trained professionals and administrators.

The MTSS Team uses a tiered model to incorporate problem-solving methods and research-based interventions into an Individualized Learning Plan for each student. The goal of the MTSS process is for the teacher and parent to work together so each student may achieve a satisfactory rate of progress in the regular educational setting, preventing the need for more intensive services at a later period. All students in FLCCA participate in the MTSS process, which is embedded in the school's instructional model. This model includes a standards based curriculum, direct instruction from highly-qualified teachers via Class Connects and other supplemental programs as required, and all state-mandated tests. A student who receives supplemental help from the homeroom teacher, such as through small group or individual Class Connects sessions and/or other research-based interventions outlined in the student's ILP, may move up the tiered-process for more support. The homeroom teacher and the parent form a partnership to determine which additional interventions are required to further support the student's learning needs. In addition, older students (grades 4 and up) are encouraged to participate in this decision-making process. The homeroom teacher and parent carefully follow and document the student's response to those interventions, which must be monitored consistently for a period of six to twelve weeks. It takes time for data collection and review of this data to determine if the recommended interventions are effective. Once this data collection has occurred, the Student Support Team (SST) (made up of the homeroom teacher, parent, and other intervention specialists) reviews the student's OLS progress and attendance, the ILP, state testing scores, educational and family learning history, medical history, and results of intervention strategies previously tried with the student. If the interventions have shown little or no effect on student progress, SST may recommend a referral for further academic screenings, a comprehensive diagnostic evaluation, and/or referral to participate in other supplemental programs designed for more intensive student support. Since MTSS is a process and not a program, students may move up and down through the tiers throughout their academic career. The goal of MTSS is a pro-active one, to provide each student with the tools needed to achieve academic success.

## **2016 Florida Attendance Statutes**

### **Minimum Attendance requirements:**

**Grades K - 3 – 720 hours per school year. This amounts to about 20 hours per week.**

**Grades 4 -12 – 900 hours per school year. This amounts to about 25 hours per week.**

**Please note: In this model, students must use their Student Login to be counted as “present” each school day. Learning Coach Login can be used to enter attendance hours. Both components are required to be in compliance for attendance.**

**1003.21 School attendance.—**

(1)(a)1. All children who have attained the age of 6 years or who will have attained the age of 6 years by February 1 of any school year or who are older than 6 years of age but who have not attained the age of 16 years, except as otherwise provided, are required to attend school regularly during the entire school term.

2. Children who will have attained the age of 5 years on or before September 1 of the school year are eligible for admission to public kindergartens during that school year under rules adopted by the district school board.

(b) Any child who has attained the age of 6 years on or before September 1 of the school year and who has been enrolled in a public school or who has attained the age of 6 years on or before September 1 and has satisfactorily completed the requirements for kindergarten in a private school from which the district school board accepts transfer of academic credit, or who otherwise meets the criteria for admission or transfer in a manner similar to that applicable to other grades, shall progress according to the district's student progression plan. However, nothing in this section shall authorize the state or any school district to oversee or exercise control over the curricula or academic programs of private schools or home education programs.

(c) A student who attains the age of 16 years during the school year is not subject to compulsory school attendance beyond the date upon which he or she attains that age if the student files a formal declaration of intent to terminate school enrollment with the district school board. Public school students who have attained the age of 16 years and who have not graduated are subject to compulsory school attendance until the formal declaration of intent is filed with the district school board.

The declaration must acknowledge that terminating school enrollment is likely to reduce the student's earning potential and must be signed by the student and the student's parent. The school district shall notify the student's parent of receipt of the student's declaration of intent to terminate school enrollment. The student's certified school counselor or other school personnel shall conduct an exit interview with the student to determine the reasons for the student's decision to terminate school enrollment and actions that could be taken to keep the student in school. The student's certified school counselor or other school personnel shall inform the student of opportunities to continue his or her education in a different environment, including, but not limited to, adult education and high school equivalency examination preparation. Additionally, the student shall complete a survey in a format prescribed by the Department of Education to provide data on student reasons for terminating enrollment and actions taken by schools to keep students enrolled.

(d) Students who become or have become married and students who are pregnant shall not be prohibited from attending school. These students and students who are parents shall receive the same educational instruction or its equivalent as other students, but may voluntarily be assigned to a class or program suited to their special needs. Consistent with s. 1003.54, pregnant or parenting teens may participate in a teenage parent program. Pregnant students may attend alternative education programs or adult education programs, provided that the curriculum allows the student to continue to work toward a high school diploma.

(e) Consistent with rules adopted by the State Board of Education, children with disabilities who have attained the age of 3 years shall be eligible for admission to public special education programs and for related services. Children with disabilities younger than 3 years of age who are deaf or hard of hearing; visually impaired; dual sensory impaired; orthopedically impaired; other health impaired; who have experienced

traumatic brain injury; who have autism spectrum disorder; established conditions, or who exhibit developmental delays or intellectual disabilities may be eligible for special programs and may receive services in accordance with rules of the State Board of Education. Rules for the identification of established conditions for children birth through 2 years of age and developmental delays for children birth through 5 years of age must be adopted by the State Board of Education.

(f) Children and youths who are experiencing homelessness and children who are known to the department, as defined in s. 39.0016, must have access to a free public education and must be admitted to school in the school district in which they or their families live. School districts shall assist such children in meeting the requirements of subsection (4) and s. 1003.22, as well as local requirements for documentation.

(2)(a) The State Board of Education may adopt rules under which students not meeting the entrance age may be transferred from another state if their parents have been legal residents of that state.

(b) Each district school board, in accordance with rules of the State Board of Education, shall adopt a policy that authorizes a parent to request and be granted permission for absence of a student from school for religious instruction or religious holidays.

(3) The district school superintendent may authorize certificates of exemptions from school attendance requirements in certain situations. Students within the compulsory attendance age limits who hold valid certificates of exemption that have been issued by the superintendent shall be exempt from attending school. A certificate of exemption shall cease to be valid at the end of the school year in which it is issued.

(4) Before admitting a child to kindergarten, the principal shall require evidence that the child has attained the age at which he or she should be admitted in accordance with the provisions of subparagraph (1)(a)2. The district school superintendent may require evidence of the age of any child whom he or she believes to be within the limits of compulsory attendance as provided for by law. If the first prescribed evidence is not available, the next evidence obtainable in the order set forth below shall be accepted:

(a) A duly attested transcript of the child's birth record filed according to law with a public officer charged with the duty of recording births;

(b) A duly attested transcript of a certificate of baptism showing the date of birth and place of baptism of the child, accompanied by an affidavit sworn to by the parent;

(c) An insurance policy on the child's life that has been in force for at least 2 years;

(d) A bona fide contemporary religious record of the child's birth accompanied by an affidavit sworn to by the parent;

(e) A passport or certificate of arrival in the United States showing the age of the child;

(f) A transcript of record of age shown in the child's school record of at least 4 years prior to application, stating date of birth; or

(g) If none of these evidences can be produced, an affidavit of age sworn to by the parent, accompanied by a certificate of age signed by a public health officer or by a public school physician, or, if these are not available in the county, by a licensed practicing physician designated by the district school board, which states that the health officer or physician has examined the child and believes that the age as stated in the affidavit is substantially correct. Children and youths who are experiencing homelessness and children who are known to the department, as defined in s. 39.0016, shall be given temporary exemption from this section for 30 school days.

**History.**—s. 116, ch. 2002-387; s. 18, ch. 2006-74; s. 4, ch. 2006-301; s. 4, ch. 2008-204; s. 5, ch. 2009-35; s. 7, ch. 2009-164; s. 4, ch. 2013-89; s. 16, ch. 2014-20

## Attendance Policy FAQ's

### 1. **When can I log attendance?**

You are able to log attendance daily from the first day of school until the last day of school.

### 2. **What constitutes earned attendance hours?**

Attendance hours are hours that are spent in student preparation for the daily lesson and student's learning time. Attendance outside of the curriculum must be approved by the teacher and administration.

### 3. **Where do I need to log my child's attendance and how often?**

Student attendance hours need to be logged in the attendance screen on the OLS and must be entered daily. Students must also use their Student Login each day to be counted as "Present".

### 4. **How much attendance may I log each day?**

You should log the actual number of K<sup>12</sup> and supplemental work hours completed by the child. This should not exceed 180 minutes in one subject area, 8 hours daily, or 40 hours weekly. Attendance hour requirements for the school year are 720 for grades K-3 and 900 for grades 4 and above.

### 5. **What should I do if I forgot to log my child's attendance?**

If you have already entered hours for that day and you clicked the "Submit" button, your teacher may need to add the hours for you. Contact your teacher and s/he will assist you in entering hours.

## Student Information Changes

Parents are required to notify their homeroom teacher immediately of any change in pertinent information (ex. name, mailing and/or shipping address, phone number, emergency contact, responsible adult, or court order designating a change in guardianship, etc.) This information is part of your child's educational record and must be kept current.

### **Change of Address**

The parent/guardian will send the new address in a School Email to the homeroom teacher attaching two (2) "proof of residency" documents (i.e. electricity bill, lease/rental agreement, or utility bill). Once the homeroom teacher receives all necessary documentation, the information will be sent to the registrar for approval. The Registrar will update new address in the OLS.

### **Important Note:**

It is the parent's responsibility to ensure that the physical address is correct. The address in the system will be used to assign testing sites. If a student moves into a district that FLCCA does not serve, the student will have to withdraw from the FLCCA program.

## **Withdrawal from FLCCA**

Parents who decide to withdraw their student from FLCCA are required to communicate their intentions to their assigned homeroom teacher prior to the withdrawal from FLCCA. When a family withdraws from Florida Cyber Charter Academy for whatever reason, it is the parent's responsibility to report to the local school district to enroll and/or declare their intentions to participate in traditional home school, enroll in private, or another public school. FLCCA will also notify the district stating that the student has withdrawn from our school and identify the new school.

The supplied equipment and materials must be returned in a timely manner. Each student will be sent pre-paid shipping labels to help expedite the return shipments. If a parent wants to withdraw from FLCCA, they should be directed to their homeroom teacher to start the withdrawal process.

## **Truancy**

Responsibility for compliance with Florida Department of Education attendance statutes and regulations requires FLCCA to keep an accurate record of daily attendance and progress. To be considered in good standing with regard to attendance, a student must show attendance and progress in the OLS. If a student shows progress with no attendance, or vice versa, this could lead to truancy issues. In order to avoid potential truancy situations, communicate with your child's teacher regarding any scheduled vacations or illness issues that could be misinterpreted as truancy.

Truancy could lead to dismissal from FLCCA.

## **Re-enrollment Policy for Students Withdrawn Due to Excessive Absenteeism**

Any student withdrawn for non-compliance after sufficient attempts to re-engage the student with an Action Plan (for attendance, progress, or being unavailable for conferencing) will not be able to re-enroll within the school year. However, a student may be enrolled the following year, with an Action Plan adapted for their success. Teachers will monitor the Action Plan and provide updates to the administrative team during that re-enrollment year. Non-compliance with the Action Plan may result with a final withdrawal from FLCCA.

## Computer and Internet Requirements

Each family will be required to have a computer system that meets the minimum specifications necessary to access the K<sup>12</sup> Online School (OLS). Families must also have Internet access in order to participate in the school and all required Class Connects. In certain cases based on financial need, a family may be eligible for a computer loan.

The parent or mentor needs to have at least basic computer skills. Use of the computer is an integral part of the program, but in the early grades it is imperative that the parent (or other responsible adult) also interacts with the student and the computer.

The technical specifications required can be seen at <http://www.K12.com>.

## Computers & ISP Reimbursement

Each family will be required to have a computer system that meets the minimum specifications necessary to access the K<sup>12</sup> Online School (OLS). Families must also have Internet access in order to participate in the school. In certain cases based on financial need, a family may be eligible for a loaned computer and reimbursement for Internet Service Providers (ISP). If eligible, families are reimbursed \$9.95 per full month of enrollment with FLCCA. This amount is paid at the end of the school year. **See Appendix 1 for ISP reimbursement request.**

## Procedure for requesting Computers and ISP Reimbursement

- All requests for loaned computers or ISP reimbursement should be made through FLCCA teachers. Teachers then submit a request through the Operations Manager.
- If student meets eligibility requirements Operations Manager will request a computer to be shipped to the family.

## COMPUTER USE POLICY

Access to the Internet via computer equipment and resource networks provided to qualifying students as a result of enrollment in FLCCA are intended to serve and pursue educational goals and purposes. Communications and Internet access should be conducted in a responsible and professional manner reflecting the school's commitment to honest, ethical, and non-discriminatory practice. Therefore, the following is prohibited:

- Any computer use that violates federal, state, or local law or regulation.
- Knowing or reckless interference with the normal operation of computers, peripherals, or networks.
- The use of FLCCA Internet-related systems to access, transmit, store, display, or request inappropriate materials.
- Any use that is deemed to adversely affect FLCCA or its students.

- If a student or family abuses or destroys any part of the computer or peripherals they may be held responsible for payment to fix or replace the unit.

## **Use of Social Media**

Since the term 'social media' is used a number of different ways, we want to make sure you understand what we mean when we say social media. Social media is any tool or service that facilitates back and forth communications over the Internet. Social media applies not only to current "big names" such as Facebook® and Twitter™, but also applies to other platforms you may use that include user interactions, which you may not think of as social media. Platforms such as Pinterest™, YouTube™, Flickr™, blogs, and wikis are all part of social media. As technology advances, the list of platforms will change and grow.

Student use of social media to threaten other students, faculty, or staff could result in law enforcement involvement and criminal prosecution.

We also want to share the school's policy for staff use of social media with students and parents.

- Teachers and staff will not be allowed to accept students or parents as friends on personal social networking sites.
- Teachers and staff will not post images that include students or school events on personal pages.

We have determined inappropriate content to include the following: provocative photographs or images, sexually explicit messages, posts about use of drugs or alcohol, or anything a student is prohibited from doing.

## **Cyberbullying/Bullying Policy**

Every FLCCA student has the right to an educational environment that is reasonably free from intimidation, harassment, harm, or threat by another student.

Bullying and/or cyber-bullying is prohibited during school, via school equipment, at school sponsored events, or by any electronic act that results in the disruption of the orderly operation of the school or educational environment, whether or not the electronic act originated on school property or with school equipment.

"Bullying" is considered to be the intentional harassment, intimidation, humiliation, ridicule, defamation, threat, or incitement of violence by a student



against another student or school employee by a written, verbal, electronic, or physical act that causes or creates a clear and present danger of:

- a) Physical harm to a school employee or student or damage to the school employee's or student's property
- b) Substantial interference with a student's education or with a school employee's role in education
- c) A hostile educational environment for one (1) or more students or school employees due to the severity, persistence, or pervasiveness of the act
- d) Substantial disruption of the orderly operation of the school or educational environment.

"Electronic act" means, without limitation, a communication or image transmitted by means of an electronic device, including, without limitation, a telephone, wireless phone, or other wireless communications device, computer, or pager.

"Harassment" means a pattern of unwelcome verbal or physical conduct relating to another person's constitutionally or statutorily substantial interference with the other's performance in the school environment.

"Substantial Disruption" means, without limitations, that any one or more of the following occur as a result of bullying:

- a) Necessary cessation of instruction or educational activities
- b) Inability of students or educational staff to focus on learning or function as an educational unit because of a hostile environment
- c) Severe or repetitive disciplinary measures are needed in the classroom or during educational activities
- d) Exhibition of other behaviors by students or educational staff that substantially interfere with the learning environment.

School employees who witness bullying or have reliable information that a pupil has been the victim of bullying, as defined in this policy, shall report the incident to the Administrator immediately. Students who engage in bullying during school, on school property, during and/or while in route to or from any school function in connection to or with any school sponsored activity or event, or by an electronic act that results in the disruption of the orderly operation of the school or educational environment are subject to disciplinary action, up to and including suspension or withdrawal by the district.

The person or persons who file a complaint will not be subject to retaliation or reprisal in any form. A school employee who has reported violations under the school district's policy shall be immune from any tort liability that may arise from the failure to remedy the reported incident.

## Confidentiality

Every effort is used in maintaining the confidentiality of students attending Florida Cyber Charter Academies. Before confidential student information is transferred over the Internet, it is password protected or encrypted, and can only be decrypted by another party employed or assigned by FLCCA. Florida Virtual Academies is committed to protecting the confidentiality of personally identifiable data regarding students with disabilities. Student files are accessible only to school or district officials. Parents and students should be careful not to share their K<sup>12</sup> Online School (OLS) username and password with any unauthorized individuals. In any case, where a parent or teacher believes the security of the OLS has been compromised, the parent should use the tools provided in the OLS to change their username and password.

## Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) grants parents and students over 18 years of age ("eligible students") certain rights regarding the student's education records. These rights are:

- 1) The right to inspect and review the student's education records within 45 days of the day the School receives a request for access.

To request an inspection and review, the parent or eligible student should submit a written request to the Head of School that identifies the record(s) they wish to inspect. The Head of School will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

- 2) The right to request an amendment of the student's FLCCA education records that the parent or eligible student believes is inaccurate.

Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write the School administration, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- 3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA allows disclosure without consent.

One exception, which permits FLCCA to disclose information without consent, is when the school discloses information to school officials with legitimate educational interests. A school official is a person employed by or contracted to provide services to or designated by the contractor to provide services to FLCCA as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Directors of the School; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

- 4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Ave., S.W.  
Washington, D.C. 20202-4605

- 5) FERPA requires that the School, with certain exceptions, obtain a parent's or eligible student's written consent prior to the disclosure of personally identifiable information from a child's education records. However, the School may disclose "directory information" without written consent, unless you, the parent or eligible student, have advised the School in writing that you do not want all or part of the directory information disclosed. The method for objecting to disclosure of directory information is specified below. The primary purpose of directory information is to allow the School to include the following information from education records in certain school publications or disclose it to certain parties. Examples include:

- Shipment of school materials to and from student's home
- Entry of student enrollment information into a computer database for use by school officials
- Honor roll or other recognition lists
- School yearbook

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can be disclosed to outside organizations without a parent's prior written consent. In addition, federal laws require the school to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings – unless parents or eligible students have advised the school during the enrollment process or in writing that they do not want their student's information disclosed without prior written consent.

The school has designated that information self-reported to the K12 online directory may be provided without prior written consent. Changes to the K12 online directory can be updated regularly.

If there are certain items the school has chosen to designate as directory information that you do not want disclosed from your child's education records, without your prior written consent, please send a School Email identifying the information you do not want disclosed, your student's name, and any edits to the FLCCA administration.

## **Homeless Students**

A homeless student is a child or youth in transition who lack a fixed, regular, and adequate nighttime residence due to economic hardship. It includes children and youths who:

- Are temporarily sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason
- Are living in motels, hotels, or camping ground due to the lack of alternative adequate accommodations
- Are living in emergency shelters
- Are abandoned in hospitals, or are awaiting foster care placement
- Having a nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings
- Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
- Runaway children or children who are abandoned.

- Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definitions. Homeless status is determined in cooperation with the parents in the case of unaccompanied youth the local educational agency liaison and the district liaison.

FLCCA will accept application for enrollment of the student, even if the child or youth lacks records normally required for enrollment. Records will immediately be requested from the previous school.

Each homeless child or youth shall be provided services comparable to services offered to other students in FLCCA such as:

- Educational services for which the child or youth meets eligibility criteria such as ESL or special education services
- Programs for “at risk” students
- Additional enrichment programs

**Examples of Comparable Services in a virtual school:**

- Student materials and equipment
- Computer system
- Computer ink
- Increased flexibility in teacher availability for support

## **Health Screenings**

Screening is a traditional part of school health services. It centers on vision and hearing, since impairment of these senses can interfere with learning. In addition to vision and hearing screening, Florida Statute 381.0056(6)(e) requires growth and development and scoliosis screening as well. The mandatory grade levels are listed below:

- Vision screening – provided to students in grades KG, 1, 3, and 6. Vision screening will also be performed on all students entering Florida schools for the first time in grades KG through 5, and at the request of the classroom teacher or parent.
- Hearing screening – provided to students in grades KG, 1, and 6. Hearing screening will also be performed on all students entering Florida schools for the first time in grades KG through 5.
- Growth and development screening with BMI – provided to students in grades 1, 3, and 6.
- Scoliosis screening – provided to students in grade 6.

All students who do not pass their screening will be referred for further examination and corrective measures. If you are in need of a health care provider for your child, please contact your school nurse.

**If you do not want your child to participate in any of these screenings** and wish your child not be screened, you must notify your school nurse in writing before the assigned screening date. Please ask your child's school for the date or dates of the scheduled screenings.

## **Immunizations**

Parents must submit copies of the child's immunization records prior to being admitted to FLCCA. Records will be reviewed upon submission. Parents will be notified of required immunizations that are missing or omitted. Exceptions may be granted if there is parental objection on religious grounds documented on Florida Department of Health Form DH681 or written certification for exemption for medical reasons by a licensed provider.

## IMMUNIZATION REQUIREMENTS FOR SCHOOL ENTRY

	K	1	2	3	4	5	6	7	8	9	10	11	12
Varicella - 2 doses (chickenpox)	x	x	x	x	x	x	x	x					
Varicella - 1 doses (chickenpox)									x	x	x	x	x
DPT - 5 doses	x	x	x	x	x	x	x	x	x	x	x	x	x
Polio - *3-5 doses	x												
Polio - 4 doses		x	x	x	x	x	x	x	x	x	x	x	x
MMR - 2 doses	x	x	x	x	x	x	x	x	x	x	x	x	x
Hepatitis B - 3 doses	x	x	x	x	x	x	x	x	x	x	x	x	x
Tdap - 1 dose									x	x	x	x	x

*The immunization record must show that the student has met the minimum state requirement:*

**\*KG** - if the 4th dose of polio vaccine is administered prior to the 4th birthday, a 5th dose of polio vaccine is required for entry into kindergarten. The final dose of the polio series should be administered on or after the 4th birthday regardless of the number of previous doses.

### Pre-kindergarten

**Varicella** (chickenpox) vaccine or date of disease (year) as verified by parent or physician  
**3 doses Hepatitis B**  
**4 doses Hib**  
 Up to date for age for **DTaP, Polio, and MMR**

### Kindergarten

**5 doses DPT** (diphtheria, pertussis, tetanus)  
**\*3-5 doses Polio**  
**2 doses MMR** (measles, mumps, rubella)  
**3 doses Hepatitis B**  
**2 doses Varicella** or have had the disease as verified by parent or physician

**1st - 7th Grade Students**      **5 doses DPT** (diphtheria, pertussis, tetanus)  
**4 doses Polio**  
**2 doses MMR** (measles, mumps, rubella)  
**3 doses Hepatitis B**  
**2 doses Varicella** or have had the disease as verified by parent or physician

**8th - 12th Grade Students**      **5 doses DPT** (diphtheria, pertussis, tetanus)  
**4 doses Polio**  
**2 doses MMR** (measles, mumps, rubella)  
**3 doses Hepatitis B**  
**1 dose Tdap 1 doses Varicella** or have had the disease as verified by parent or physician

## Parent Involvement

FLCCA encourages all parents to become involved in school activities sponsored in their geographical area in order to help develop a stronger school community. Many opportunities for involvement are provided through FLCCA sponsored events such as parent trainings, student outings, meet and greet sessions, and Graduation/End-of-the-Year events.

## **Problem Resolution**

While our goal is 100% satisfaction we recognize that at times issues may arise that require administrative attention. In attempting to resolve any situation or problem, parents should use the following steps. All concerns and issues should first be directed to your child's teacher. If the concern is not resolved at this level, please contact the Academic Administer and then the Head of School or other members of administration.

## **School Property**

FLCCA provides materials, books and other curricular supplies. These materials are school property and must be kept in good condition. Parents are responsible for the repair or replacement of all lost, stolen, or damaged school property. All property and equipment must be returned in good, working condition upon withdrawal from the program. All printed materials are copyrighted, and unauthorized copying of that material is a copyright infringement. Materials cannot be sold or transferred and are to be used solely by the student while enrolled in the FLCCA program.

## **Missing Materials**

Florida Cyber Charter Academy provides students with complete sets of materials for each subject. Families are provided with a packing list for each subject, and it is the responsibility of the parent/responsible adult to check the packing list against the items shipped. If items are missing, the parent/responsible adult is responsible for notifying K<sup>12</sup> Inc. within two weeks of receiving the materials so that a missing materials report can be submitted to have the item provided. Missing materials that are reported mid-year may be considered lost materials and could result in charges to the family for replacement.

Lost or Damaged Materials - Materials that are lost or damaged should be reported to K<sup>12</sup> Inc. as soon as possible. The parent/responsible adult may be responsible for the cost of replacing lost or damaged materials. Please treat all K<sup>12</sup> provided materials with the utmost care.

## **Consumable Materials VS. Returnable Materials**

At the beginning of the school year, parents/responsible adults will be provided with a list of returnable items. All items on the returnable list cannot be written in and must be returned. We suggest families keep the boxes they receive. Boxes will not be supplied for reclamation of any materials. K<sup>12</sup> Inc. will arrange for pick-up of these materials at the end of the school year. The parent/responsible adult will be responsible for the replacement cost of items on the list that are not returned. Consumable materials are not required to be returned.



**PLEASE NOTE:** When a student withdraws prior to the end of the school year, all items, regardless of condition, must be returned. This includes student and teacher printed pages. Exceptions for liquids and certain consumable items may be specified in the reclamation process.

## **Objectionable Materials**

If a parent finds certain lessons, books or materials to be objectionable, s/he should contact the student's FLCCA teacher and utilize the feedback option within the OLS. The teacher will work with the parent to find alternative lessons to meet the lesson objectives. The assessment for the lesson in the OLS must be completed to show that the objectives have been met. This policy covers individual lessons. If a pattern exists, the parent will be asked to speak with administration. The strength of the program will not be compromised.

## **Constitutionally Protected Prayer**

The FLCCA administration is committed to ensuring that no policies are in place which prevent or otherwise deny participation in constitutionally protected prayer in public schools as set forth in the guidance for Section 9524 of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind (NCLB).

## **Inter-Agency Cooperation**

Florida Cyber Charter Academy shall seek to improve communication, coordination, and collaboration between schools and agencies serving children; shall foster cooperation regarding the sharing of data about children, youth, and families with involved agencies serving children; and shall work in cooperation with other schools/districts/communities/ regional planning boards to facilitate the successful re-entry and transition of youth formerly in state custody into their diverse school/community settings in order to encourage the continuation of education and access to other needed services in order to prevent recidivism.

## **Student Records**

Florida Cyber Charter Academy shall provide for the transfer of electronic student education records upon written request of any authorized person on behalf of an education facility operated within any correctional or health facility or, for children in the custody of the state, an education facility operated within any other state approved facility, whether within or outside the state of Florida, where such student has become enrolled or is seeking enrollment. The transfer of such records, whether by mail or otherwise, shall occur no later than 10 business

days from the date of receipt of the written request. If the student has been expelled, the transferred records shall include the dates of the withdrawal and the reason(s) for which the student was expelled by the district.

No education record of any student may be withheld as the result of lack of payment of any fine, debt, or other outstanding obligation.

A student or his/her parent(s) may inspect the education record of that student in accordance with the federal Family Education Rights and Privacy Act.

Any student seeking admission to Florida Virtual Academies who has been suspended or expelled from any public or nonpublic school shall provide information on the dates of any suspensions or expulsions and the reason or reasons for which the student was suspended or expelled. The school district will be notified before enrollment approval.

## **Student Activities**

Florida Cyber Charter Academy will provide student participation opportunities that are designed to meet the students' academic, recreational, and social interests. Activities may include, but will not be limited to, virtual clubs, service projects, and scholastic activities such as spelling bees or science fairs. An adult sponsor, approved by the school administrator, will supervise each school-related club/organization.

Students are encouraged to participate in organizations endorsed by the school, which are formed to share common interests or are an integral part of the educational program of the Florida Cyber Charter Academy. All student organizations will operate according to approved guidelines and procedures and will not discriminate based on race, sex, religion, disability, or national origin.

Students wishing to participate in extra-curricular activities in the district should contact the district office and identify themselves as enrolled in Florida Cyber Charter Academy.

## **Bright Futures Scholarships**

Florida Bright Futures established a lottery-funded scholarship program to reward any Florida high school graduate who:

- Merits recognition of high academic achievement
- Enrolls in a degree program, certificate program, or applied technology program at an eligible Florida public or private post-secondary education institution

- Receives funding within 2 years of graduation from high school

The program offers three levels of scholarship awards – the Florida Academic Scholars award (FAS), the Florida Medallion Scholars award (FMS), and the Florida Gold Seal Vocational Scholars award (GSV). For information regarding Bright Futures requirements, please contact the Florida Bright Futures Scholarship Program at 1-888-827-2004 or visit the website at <http://www.floridastudentfinancialaid.org/ssfad/bf/>

### **General Requirements**

- Be a Florida resident
- Earn a standard high school diploma
- Accepted and enrolled in an eligible Florida public/private post-secondary school
- Enrolled for at least six semester credit hours
- Not have been found guilty of a felony
- Apply for the scholarship in the last semester before graduation and complete an error-free Free Application for Federal Student Aid (FAFSA). The FAFSA is no longer required, but highly recommended.
- **The requirements for the Florida Bright Futures Scholarship program are subject to change with each legislative session.** Please contact your guidance counselor for more information.

### **Community Service Hours**

Community Service is defined as identifying a social issue in the community. This requires students to look beyond themselves and reach out to an issue faced by our society (i.e. poverty, abuse, elderly citizen rights, etc.). These hours will meet the requirement for the Florida Academic Scholars, Florida Medallion Scholars or Gold Seal Vocational scholarships.

Volunteer Service is defined as assisting where needed and does not necessarily address a social issue. Although these hours are not recorded on the transcript, students must keep a log of these activities for use when applying for college, job applications, awards and scholarships but may not be used for Bright Futures. Only community service hours, as defined above, meet the requirement for Bright Futures.

To be eligible to receive one of the Florida Bright Futures Scholarship Awards a student must complete a program of community service work that includes a minimum of hours:

**Florida Academic Scholarship – 100 hours**

**Florida Medallion Scholarship – 75 hours**

**Gold Seal Vocational – 30 hours**

1. Identify an organization in your area that addresses a social issue for which you would like to perform your community service hours. You can use the link to [VolunteerMatch.org](http://VolunteerMatch.org) to assist you in this search.

2. Once you have identified an organization and a social issue to address, make an appointment to speak to your guidance counselor. Your counselor must approve your community service plan before you begin earning community service hours, or your hours will not count towards the scholarship.

3. Once your counselor has given approval, you may begin your community service. We will provide you with a log sheet, and you must make sure to get it signed/initialed by your supervisor for each service period. Once you have logged all your hours and had those hours signed, you can then submit these to your counselor.

**Florida Academic Scholars (FAS)**

Public & Private Institutions: All students will receive the specified (cost per credit hour) award amounts established by the Florida Legislature in the General Appropriations Act.

For current year award amounts visit the FSFA website.

Requirements 16 credits of college prep courses including:  
 \*4 English (3 w/substantial writing)  
 \*4 Mathematics (Algebra I & above)  
 \*3 Natural Science (2 w/lab)  
 \*3 Social Science  
 \*2 Foreign Language (in same lang)  
 \*Up to two additional credits from courses in the academic areas listed above and/or AP may be used to raise the GPA  
 \*3.5 weighted GPA in the above courses  
 \*100 hours of community service  
 \*A minimum score of:  
 Class of 2014: SAT-1290; ACT-

**Florida Medallion Scholars (FMS)**

Public & Private Institutions: All students will receive the specified (cost per credit hour) award amounts established by the Florida Legislature in the General Appropriations Act.

For current year award amounts visit the FSFA website.

Requirements 16 credits of college prep courses including:  
 \*4 English (3 w/substantial writing)  
 \*4 Mathematics (Algebra I & above)  
 \*3 Natural Science (2 w/lab)  
 \*3 Social Science  
 \*2 Foreign Language (in same lang)  
 \*Up to two additional credits from courses in the academic areas listed above and/or AP may be used to raise the GPA  
 \*3.0 weighted GPA in the above courses  
 \*75 hours of community service  
 \*A minimum score of:  
 Class of 2014: SAT-1170; ACT-

**Gold Seal Vocational (GSV)**

Public & Private Institutions: All students will receive the specified (cost per credit hour) award amounts established by the Florida Legislature in the General Appropriations Act.

For current year award amounts visit the FSFA website.

Requirements 16 credits in the following areas:  
 \*4 English  
 \*4 Mathematics (including Algebra 1)  
 \*3 Natural Science  
 \*3 Social Science  
 \*1 Fine or Practical Art  
 \*1 Physical Education w/Health  
 \*3.0 weighted GPA in the above courses  
 \*3 career/technical job-preparatory or technical education program credits in one career/technical program with an un-weighted 3.5 GPA in those courses  
 \*30 hours community service  
 \*A minimum score of:  
 SAT: Verbal 440/Math 440  
 ACT: Eng 17/Rdg 18/ Math 19  
 PERT:  
 Reading - 104

29	26	Writing - 99
Class of 2015: SAT-1290; ACT-	Class of 2015: SAT-1170; ACT-	Math - 113
29	26	
Class of 2016: SAT-1290; ACT-	Class of 2016: SAT-1170; ACT-	
29	26	
(*SAT: Critical Reading and	(*SAT: Critical Reading and	
Math combined and ACT:	Math combined and ACT:	
Composite excluding writing)	Composite excluding writing)	

## Optional Outings

FLCCA will sponsor optional outings for students and families on a regular basis. These outings are designed to enhance the K<sup>12</sup> curriculum/learning activities. While attendance is not mandatory, it is an opportunity to meet other school participants, have conversations, share practices that work, and participate in academic enrichment. While credit for student outings is not offered in lieu of the regular curriculum, time can be counted as supplemental activities hours in the OLS.

Parents are responsible for the cost of transportation and any entrance fees associated with optional outings.

FLCCA parents and students are expected to conduct themselves appropriately at all optional student outings. Parents /guardians are responsible for the supervision of their children at all times and must attend outings with their students.

Any person who is a registered sex offender shall not attend FLCCA outings.

## Dress Code

FLCCA expects students will dress neatly and appropriately at all times on school sponsored outings, events, and district property. The two criteria for determining appropriateness are safety and decency. Student dress that distracts others from the learning process is unacceptable.

Examples, of inappropriate dress include, but are not limited to:

- Clothing, apparel, or jewelry that by words, signs, pictures, or any other combinations thereof, advocates or promotes sexual activity, violence, death, suicide, or the use of alcohol or drugs, or demeans, degrades, or

intimidates another because of race, sex, religious persuasions, national origin, disability, or gang membership.

- Apparel that reveals or exposes the midriff/lower back or sides of the upper body or torso and/or undergarments.
- Any clothing that is excessively tight, is of transparent or see-through material, is ripped or torn, or has suggestive signs or symbols.
- Any clothing through which underwear or any type of undergarment may be seen.
- Clothing which does not cover backs or clothing which permits viewing of cleavage, tank tops with open sides and muscle/tank shirts.
- Spikes, dog chains/chokers, ball bearing chains, wallet chains or other jewelry that increases the risk for accidents.

Students who neglect to adhere to the dress code of FLCCA are subject to disciplinary action. Further information on dress code can be found in the District Code of Conduct.

## **Physical Education**

Physical education may be defined as “the development and maintenance of skills related to strength, agility, flexibility, movement, and stamina, including dance; the development of knowledge and skills regarding teamwork and fair play; the development of knowledge and skills regarding nutrition and physical fitness as part of a healthy lifestyle; and the development of positive attitudes regarding sound nutrition and physical activity as a component of personal well-being.”

FLCCA students must be enrolled in a physical education course or participate in physical activities for 150 minutes each week for grades K-5. The requirement may be waived for those students enrolled in a remedial course. The equivalent of one period per day of physical activity for one semester of each school year is required for grades 6- 8.

Students in k-8 may “opt out” of Physical Education if the parent indicates in writing that the student participates in physical activities outside of the school day that are equal or in excess of the mandated requirement.

## **Drug and/or Alcohol Use**

FLCCA maintains a zero tolerance of drug and alcohol abuse. Students found possessing, distributing, selling, or abusing drugs and/or alcohol while on school grounds including the instructional area, school sponsored outings, and activities will be subject to disciplinary action up to and including expulsion by the district. Law enforcement officials will be notified.

## **Tobacco/Smoking Policy**

FLCCA prohibits the use or possession of tobacco products by students on school grounds, school sponsored outings, and activities. Students possessing or using tobacco products will be suspended from school and law enforcement officials will be notified.

## **Firearms and Weapons**

Carrying, bringing, using, or possessing any firearm or weapon in any school building, on school grounds, in any school vehicle, or at any school sponsored activity is prohibited. A student who is found to have carried, brought, used, or possessed a firearm in violation of this policy shall be subject to the District Code of Conduct Policy. Any student who brings a firearm to a school event shall be referred to the criminal justice and juvenile justice systems.

For the purposes of this policy, a “firearm” is defined as: any weapon, including a starter gun, which will or is designed to or may readily be converted to expel a projectile by action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer; any explosive, incendiary, or poison gas to include but not limited to bomb, grenade, rocket having a propellant charge of more than one quarter ounces, missile having an explosive or incendiary charge more than one quarter ounce, mine, or device similar to any of the devices described in this section; any type of weapon by whatever name known which will, or which may be readily converted to, expel a projectile at the action of any explosive or other propellant and which has any barrel with a bore of more than one-half inch in diameter; any combination of parts that either designed or intended for use in converting any device into any destructive device may readily be assembled into a stun weapon or Taser; pistol, revolver, or other weapon designed or intended to propel a missile of any kind; any dirk, bowie knife, switchblade knife, ballistic knife, razor, slingshot, spring stick, metal knocks, blackjack; any flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely, which may be known as a nun chuck, nun chukka, nunchaka, shurikan, or fighting chain; any disc, of whatever configuration having at least two points or pointed blades which is designed to be thrown or propelled and which may be known as a throwing star or oriental dart; or any weapon of like kind as those enumerated in this definition.

## **Other Weapons Violations**

A student who is found to have carried, brought, used, or possessed a weapon in violation of this policy shall be subject to appropriate disciplinary action according to the District Code of Conduct. The term “weapons,” as utilized in this policy, shall include, but not be limited to rifles, pocket knives, household knives, toy guns, look-alike guns, facsimiles of destructive devices, or other

dangerous articles, firecrackers, sparklers, ice picks, or any other object which may be used to intimidate, threaten, or harm others.

## Special Education Discipline Procedure

This section refers to students with disabilities as determined under the provisions of the federal Individuals with Disabilities Education Improvement Act of 2004 (IDEA) and associated Florida laws and regulations. All procedural safeguards afforded students without disabilities by law must be extended to students with disabilities and their parents.

If there is a pattern of discipline issues, the student's Special Education teacher must notify the parent of a Discipline Individualized Education Program (IEP) Team meeting. A Discipline IEP Team meeting must be held to determine if the behavior is a manifestation of the student's disability. The IEP Team meeting must be appropriately constituted with, at a minimum, the following individuals: an administrator of the Florida Cyber Charter Academy; the student's Special Education teacher; at least one of the student's Regular Education teachers; one or both parents of the student; the student (if appropriate). A district representative may also attend.

Note: If the parent chooses not to attend or participate by phone in the rescheduled IEP

Team meeting, the school personnel shall meet without the parent. Parents must be provided prior written notice of all IEP Team meetings.

If the IEP Team determines that the behavior is a manifestation of the student's disability, the student will not be suspended nor recommended for withdrawal. If the behavior is not a manifestation of the student's disability, the student is subject to the disciplinary consequences of a student without disabilities; however, the student shall continue to receive a free appropriate public education (FAPE).

A student is considered exceptional if he/she has been identified as having exceptionality and has a current IEP. Exceptionalities include disabilities and Gifted and Talented. Any student about whom the school system has a basis of knowledge, that the student is a student with a disability **before** the behavior that precipitated the disciplinary action occurred, may assert the protections under IDEA. Such protections do *not* apply to students who are exceptional only as Gifted and/or Talented.

## Crisis Plan

Natural disasters and man-made disasters are potential hazards for which we must be prepared. We must also prepare for crisis situations—which could



include intruders, hostile individuals, weapons, and bomb threats. The objective of a School Crisis Management Plan is to provide a framework by which decisions can be made during such disasters or crises with the ultimate goal of safeguarding students, families and school personnel.

To meet this objective, students, families and staff will be instructed and prepared in the appropriate and safe procedures to follow in the event of a crisis through staff in-service and drills. The occurrence of a crisis will require prompt response from all personnel as they perform their specific assignments from this plan.

This plan is offered to provide a general framework of procedures and administrative structures to be used in the event of a crisis that involves our school. Since no two emergencies will be the same in nature, scope, or magnitude, it is necessary for the school's plans to be basic, flexible, and subject to modifications as the needed.

**The most senior member of staff participating in a school-sanctioned event is considered the employee of authority during any crisis or emergency.**

### **Accessibility of Phone Lines**

Parents are encouraged not to call the school in emergency situations to facilitate the phone lines remaining accessible for handling a crisis/emergency.

### **Student and Family Safety**

Providing a safe educational environment during a crisis is a primary concern of the Florida Cyber Charter Academy. To provide this environment, school personnel will utilize various plans of action to help ensure the safety and well-being of all students.

### **Outings**

In addition to the emergency response plan, supervisory personnel review all school sponsored outings relative to a national alert status. The approval of outings is contingent upon the existence of a safe climate for travel at the time of student departure. Teachers and/or administrators should establish and communicate with parents a safe meeting place in the eventuality of an unforeseen crisis.

### **Lockdown**

A "lockdown" event occurs when there is an immediate hostile threat to the school or school event. In a physical location such as a blended classroom or outing this may be an intruder, a firearms event, or a non-custodial parent trying to remove their child from school. A "lockdown" announcement is made and all

staff and students seek immediate cover in a locked room. All school activities cease and 911 is called. All staff, families and students remain in “lockdown” until released by the police and/or a “return to class” announcement is made by administrative personnel.

In the virtual setting this could be an external severe attack attempting to break into the firewalls protecting our student learning and information. If necessary, access to the K12 systems will be disabled.

### **Shelter-in-Place**

A shelter-in-place event occurs when there is a threat in the vicinity of the school or school event. This may be a hazardous material spill or police action in the area. In order to ensure the safety and health of students, families and staff, the area is secured and visitors are closely scrutinized or not allowed in the school sponsored area at all, depending on the event. Activities inside the school sponsored area continue.

Depending upon the specific event, students, families and staff may be required to remain in the school sponsored area for an extended period. It is the Florida Cyber Charter Academy’s goal to return children to their parent/guardian as soon as it is determined safe to do so. The Florida Cyber Charter Academy follows the directions provided by health and public safety officials. Shelter-in-place is a temporary measure (i.e., minutes or hours) designed to utilize the school sponsored area and its indoor atmosphere to separate students, families and staff from a hazardous outdoor environment or acts of violence that may have occurred in the vicinity of the school sponsored area.

### **Environmental Hazards**

Designated school staff members respond to various health emergencies and work closely with public health officials. In situations involving environmental hazards, staff members assist students, families and other staff who show symptoms of exposure to biological or chemical contaminants. Basic decontamination involves separating the exposed student, family or staff from others and directing the person to wash thoroughly with soap and water. If possible, staff will allow the person to take a shower and provide alternate clothing. Exposed clothing will be placed and sealed in plastic bags.

### **Student Access to News Broadcasts**

When a physical school campus is maintained, school staff will limit the use of television and radio broadcasts in classrooms to avoid overexposure to media reports. Administration will use discretion in determining the appropriate use of media broadcasts. Furthermore, limiting access via mobile communications devices may also be employed by school staff. Any confiscated devices will be returned at the cessation of any hazard.

## **Parent-Student Reunification Process**

When a physical school campus is maintained and public safety officials enforce the evacuation of a school, students and staff members will be safely transported by bus to a designated parent-student alternate shelter location. Students may be held at this alternate shelter site for various reasons until release is approved by public safety or health officials depending on the circumstances of the event. Parents will be permitted to pick up their children unless public safety officials have restricted access to the school during a shelter-in-place response or there is some other reason why access to the school has been restricted. Students will only be released to those individuals authorized on the school emergency card or who have written permission from a parent or guardian. Parents will be required to present proper identification in order for students to be released from an alternate shelter location.

## **Crisis Management Emergency Evacuation Procedures**

### *Fire: Fire Alarm Sounds*

1. Evacuate the building according to the approved escape plan in the room.
2. If a physical outing or classroom: take attendance for students.
3. Keep students calm in a designated area.
4. Take attendance upon returning to the room after the all-clear is sounded.

### *Bomb Threat: Fire Alarm Sounds*

1. Follow the same procedures as fire drill.
2. In the event students must be evacuated to off-site location, they will either be bused or walk depending upon the school.
3. If a physical outing or classroom: take attendance for students. Do not reenter building until authorized to do so by authorities.
4. DO NOT use cell phones or two-way radios.

### *Weather*

1. Proceed to a safe area within the school or office
2. If a physical outing or classroom: take attendance of students.
3. Keep students calm.
4. Listen for voice commands from an administrator.
5. If students and staff are outside, proceed to a safe area within the school.

### *Intruder, Weapon, or Hostage*

1. Remain in the classroom or office with doors locked. Stay out of sight of windows and doors.
2. Turn off the lights and stay close to the floor.
3. If a physical outing or classroom: take attendance of students.

4. Police assistance will be sent to any area in the building where needed.
5. Wait for further instructions.
6. Students should not open outside doors for anyone.

### 2016-2017 FLCCA – Student Internet Reimbursement Form

Please complete the following information and submit receipts of payment for each month you are requesting reimbursement.

Date \_\_\_\_\_

Student Name \_\_\_\_\_

Student Address \_\_\_\_\_

City, State & Zip \_\_\_\_\_

District/County Student Attended \_\_\_\_\_

Internet Services Used \_\_\_\_\_

Cost of Service \_\_\_\_\_

If eligible, families are reimbursed \$9.95 per full month of enrollment with FLCCA. This amount is paid at the end of the school year and the student must be still active with Florida Cyber Charter Academies.

.....

TO BE COMPLETED BY ADMIN STAFF

Student Start Date \_\_\_\_\_

Student was active at the end of the school year    YES    NO    (Circle One)

Amount submitted for Payment \_\_\_\_\_

Date Submitted or Payment \_\_\_\_\_

Admin Staff Submitting Request for Payment  
\_\_\_\_\_

**2016-2017 FLCCA**  
**PARENT / STUDENT CONTRACT**

Acknowledgment of Expectations Form

For: (Student) \_\_\_\_\_

Please **initial** each of the following statements

- \_\_\_ I understand that by submission of this form I am requesting to enroll my student in a public school with Florida mandated residency, attendance, and testing requirements that I am expected to meet and failure to meet these requirements will result in a voluntary withdrawal.
- \_\_\_ I understand that full participation in all mandated State Testing is expected on the required dates and at the required location (to be announced). It is my responsibility to provide transportation for all required testing.
- \_\_\_ I understand that as a public school, there are strict requirements regarding progress and attendance with FLCCA. I agree to adhere to these requirements that are set in accordance with Florida Department of Education public school policy.
- \_\_\_ I understand that Florida Cyber Charter Academy is requesting a one year commitment.
- \_\_\_ I understand that there are default courses that are sent to my student automatically, but taking performance assessment, in a timely manner could show a need for lower or higher course work.
- \_\_\_ I understand that it is my responsibility to secure an internet service provider and computer access for the entire year. These are requirements for use of the K12 curriculum, the OLS, and participation in FLCCA.
- \_\_\_ I understand my student child will be required to attend daily class connect sessions with a Florida certified teacher, and that attendance and participation in these classes accounts for 20% of my elementary student's grade.

- \_\_\_ I understand that I am required to submit student work samples at designated intervals to my child's teacher and that these work sample submissions account for 40% of my elementary student's grade.
- \_\_\_ I understand that my student must follow the daily schedule in the OLS and complete all required lessons for the week. I understand that OLS expectations account for 30% of my elementary student's grade.
- \_\_\_ I understand that my student must participate in all required school assessments (including interim assessments) and that compliancy with this requirement accounts for 10% of my elementary student's grade.
- \_\_\_ I understand and accept the responsibility to personally instruct and supervise my student while using the K12 curriculum.
- \_\_\_ I understand that I am required to participate in scheduled ILP conferences with my teacher on a quarterly basis.
- \_\_\_ I understand that, on a daily basis, I must maintain accurate progress and attendance in the OLS and that attendance entered in the OLS should correlate with the completed lessons shown on my student's daily plan in the online school.
- \_\_\_ I understand that I am expected to become knowledgeable about the K12 curriculum and the OLS.
- \_\_\_ I understand that I will schedule a minimum of 25 hours per week (K-3 is 20 hours per week) of instruction and/or learning activities.
- \_\_\_ I understand that my student needs to login to the OLS/OHS each school day using his/her student account in order to be marked "Present".
- \_\_\_ I understand that an adult Learning Coach must be present each school day.
- \_\_\_ I understand that I must read and respond to emails, phone calls, and School Email (the internal email system used in the OLS), from the Florida Cyber Charter Academy teacher and FLCCA staff in a timely manner, and that I will inform the FLCCA teacher in a timely manner if my phone number, address, or emergency contacts change.
- \_\_\_ If it is determined that my student is eligible for special education services, I understand that regular communication with my child's case manager and attendance of scheduled IEP/eligibility meetings are a required component of my child's education and his/her success in this learning environment.
- \_\_\_ If it is determined that my student is eligible for special education services, I understand that regular communication with my child's related service provider(s) (i.e. occupational therapist, speech language

pathologist, behavior therapist, etc.) is a required component of my child's education and his/her success.

**By submission of this signed document, I have read, understood, and acknowledged the expectations for enrollment in the Florida Cyber Charter Academy for my student, named below. Failure to comply with these expectations and requirements will result in my student's voluntary withdrawal from Florida Cyber Charter Academy.**

Parent/Guardian's

Signature:

\_\_\_\_\_

Date: \_\_\_\_\_