Florida Cyber Charter Academy

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FLORIDA CYBER
CHARTER ACADEMY℠
POWERED BY STRIDE K12

Florida Cyber Charter Academy

Parent & Student Handbook

2026-2027

Board Approval – June 29, 2026

FLORIDA CYBER
CHARTER ACADEMY℠
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WELCOME TO OUR SCHOOL

August 2026

Dear Students, Parents, and Guardians:

On behalf of the entire Florida Cyber Charter Academy (FLCCA) team, we welcome you!

As a K12 school, we believe in our mission of transforming learning for every student we serve. Our goal at FLCCA is to prioritize students and support their growth academically, socially, and emotionally by setting high expectations and fostering positive, productive relationships between home and school.

Students at our school receive a high-quality education as our teachers and staff prepare them for success today, tomorrow, and beyond! Our unique learning model and research-based curriculum combines innovative instructional technology with rigorous teaching practices, helping students achieve their educational, college, and career goals.

The Parent-Student Handbook offers a comprehensive overview of Florida Cyber Charter Academy's policies and procedures. It outlines the expectations and responsibilities of both students and learning coaches to ensure a successful school year. Please review it thoroughly, as it will serve as a valuable resource throughout the year. Afterward, complete the survey link to confirm that you have received and read the handbook. You will also find an opportunity to provide feedback and ask questions.

Have a great school year!

Sincerely,

The FLCCA Administrative Team

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Who We Are: Our Vision and Mission

Florida Cyber Charter Academy (FLCCA) is a high-quality, virtual public charter school dedicated to providing an innovative educational environment in which all students can succeed. Our mission is to ensure that students reach their full potential as they engage with their peers for live class instruction supplemented by independent learning in our Learning Management System (LMS). We can accomplish this through our dedicated and passionate community of students, families, teachers, administration, and with a governing board invested in pursuing academic excellence for all.

School's Right to Amend

Policies and procedures listed in this handbook may be changed without prior notice at the discretion of Florida Cyber Charter Academy and the Northeast and Central Florida Cyber Boards. Any alterations to this document will be communicated to affected parties by mail and/or e-mail.

Staff Directory

FLCCA School Phone Number – 904-247-3268

There will be times when you want and need to reach out to staff to express a concern, suggestion, complaint, or request. It is always best to begin communication with the classroom teacher directly. Each situation should first be addressed to the teacher, case manager, or counselor. If the matter is not resolved, then outreach to the principal is the next best step. Should the situation involve something other than academics, our dedicated support staff, based in Jacksonville, Florida, should be able to resolve any enrollment and records matters for you. The school Director would be the next administrative level of resolution.

All teachers will share their contact information on the first day of school.

School Faculty List

https://flcca.k12.com/about-our-school/faculty-staff-directory/

School Calendar

https://flcca.k12.com/academic-calendar/

Student Admission

To initiate the student admissions/registration process, contact the enrollment center at (888) 273-5655 or visit our website at https://flcca.k12.com. After all documentation has been submitted and a student has been approved for enrollment, the school will schedule the student appropriately.

Required Documents for Enrollment:

- Proof of Age
- Report Card (Applicable to students in grades 3-7 and ALL 2nd Semester starters)
- Transcript (Applicable to repeating 8th-12th graders)

- Homeschool Documentation (Required to Start for students who have been previously homeschooled)
- Government/FL state-issued identification card
- Proof of Residency x 2
- FL Physical Exam Form
- FL Immunization Record
- State Assessment Scores or Report card showing promotion to 4th grade required for all 4th graders
- State Assessment Scores required for 11th and 12th graders, and recommended for all students)
- Enrollment Verification Form
- Home Language Survey
- Release of Records

If FLCCA cannot obtain missing records through a records request, it is the legal guardian's responsibility to provide all required enrollment documents, including previous academic records, within 30 days of enrollment to remain enrolled at FLCCA.

Florida Residency Requirements

As a public-school program in Florida, we can only serve families of students who reside there permanently. It is FLCCA's policy that families reside in Florida for the duration of the school year. Families that do not comply with this policy risk having their student(s) withdrawn from FLCCA. For any questions related to school admission, contact the enrollment center at (855) 848-5851.

Out of State Travel Expectations:

It is FLCCA's policy that families reside in the state of Florida for the duration of the school year. Families that will be traveling out of the state of Florida for more than 2 calendar weeks MUST obtain approval from the principal at FLCCA.

Families must continue to participate in school and communicate with teachers and staff.
Families that do not comply with this policy risk having their student(s) withdrawn from FLCCA.

LMS Account and Set Up Information

Once a student is approved for enrollment, the Learning Coach will receive the Registration Email to complete the Learning Coach and student(s) account setup process. This email is usually received within 24 - 48 hours after a student has been approved.

<u>This email contains all information needed to complete the Account Setup process which will provide access to Canvas (LMS)</u>

Please note: If you have not received a registration email and it has been more than 48 hours since your student's **approval**, please check your **SPAM** folder as it may have been directed automatically.

- The email will be sent from registration@k12.com to the email address assigned to the person designated as the Learning Coach. This information was provided during the Enrollment Process on the student's application.
- The subject line format will look like this: *[Learning Coach's Last Name]* Family, "Welcome and Important Next Steps".

Orientation

Orientation includes completing the Introduction to Online Learning Course in the Online School. This course is designed to familiarize students and Learning Coaches with the Online School platform and other tools required to succeed in our school.

Learning Coaches and students are required to attend an online orientation session within the first 5 days of school. Information for this session is obtained within the Online School account.

Failure to meet the Attendance and Truancy Policy within the first ten days of enrollment will result in withdrawal.

School Year 2026-2027 FLCCA PARENT / STUDENT CONTRACT

Please click the link below to confirm you have read and understand the Parent/Student Handbook(PSHB) for SY 26-27. This must be completed within the first 10 days of your student's school start date. Failure to complete this confirmation PSHB will result in withdrawal.

School Year 2026-2027 FLCCA Parent/Student Contract

Using Mobile Devices with Canvas

K12 offers an assortment of educational applications for all ages that can be used on various hand-held devices.

- Review a list of the newest and latest from K12 by clicking here: https://www.help.k12.com/s/article/iPhones-iPods-iPads-Smart-Phones-and-Mobile-Apps. Please note that all mobile applications listed on the website may not be available for all types of mobile devices.
- K12 has launched **The K12 App** - this is a great resource for parents, legal guardians and learning coaches, keeping you in the loop starting with your online school search all the way through enrollment to the last day of the school year. For more details, please check www.k12.com/app where all information about capability is stored.
- These educational applications are available for purchase and/or download from **iTunes** and the **Android Marketplace**.
- You may also email mobile@k12.com to make suggestions.

Software

To use K12's program, you'll need a computer with an Internet connection and free software programs, which you can download from the Internet.

Recommended Browsers

The recommended browser when using the K12 Canvas platform, for all grade levels, is Google Chrome. Please click the Recommended Browsers link to view more information about Browser requirements. You may also reference How to Use Chrome for FAQs for Using Chrome Browser.
K12 System Requirements

- Java Runtime Environment SE7 or higher (click here)
- Mozilla Firefox 35.0 versions or higher* (click here)
- Internet Explorer 9.0 or higher (Windows only) (click here)
- Adobe Reader 8 or later (click here)

Internet Connections

It is highly recommended that a broadband connection be used instead of dial-up. Please note the following if you are using a dial-up connection:

- ALL web acceleration software must be disabled for the school to work properly.
- NetZero, the 3G or Hi-Speed version of the NetZero software is not able to be used consistently with Canvas. The basic version of the NetZero Software should have been installed. If you are using MSN, you cannot use MSN Explorer consistently.
- You MUST meet the minimum speed of 56kbps -- Speedtest by Ookla - The Global Broadband Speed Test

Gigabyte Usage

The amount of data transferred over your Internet connection each month depends on the student's enrolled course(s). We are not able to provide this information. Please contact your ISP provider for support.

Additional Concerns

- Pop-up Blockers can affect the ability to access Canvas
- Internet Security Products, such as Norton, can inhibit online experience.
- Software firewalls installed on your PC often will cause accessibility problems.
- Firewalls must have the following ports open to both TCP and UDP traffic to allow access to the LMS: 80, 8080 and 443
- If you require the use of a screen reader for accessibility reasons, Canvas supports the use of NVDA with Firefox on Windows and Voiceover on Safari on macOS.

Computer Use Policy

Access to the Internet via computer equipment and resource networks provided to qualifying students enrolled 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.
- Parental controls are recommended for personal internet access to increase security and privacy for student safety.
    - Setting time limits outside the school day
    - Blocking specific sites and applications
    - Filtering content through router settings or a dedicated app.

Materials and Computer Equipment

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; 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.

Each family will be required to have a computer system that meets the minimum specifications necessary to access the K12 Online School (LMS). Unfortunately, most mobile devices such as tablets, phones, and Chromebooks are not fully compatible as a primary device for accessing Canvas because they do not support all the necessary software products. Families must also have reliable and continuous internet access 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 loaner.

For additional minimum hardware requirements- https://www.help.k12.com/s/article/K12-Computer-Technical-Requirements

Internet Reimbursement

In certain cases, based on financial need, a family may qualify for Internet Reimbursement at the completion of the school year. If eligible, families will be reimbursed $9.95 per month of enrollment with Florida Cyber Charter Academy. To be eligible for this reimbursement, a yearly Family Income Form must be completed no later than the last day of student attendance for that school year and would show that the family is eligible for free and/or reduced lunch. Payments will be sent to the mailing address on file no later than August 31.

Families who receive an Internet Reimbursement check will have 90 days to cash the check from its issue date. After 90 days, checks will be voided and are not able to be reissued or redeemed. Families are responsible for updating their mailing address and providing the corresponding required proof of residency before checks are issued each summer.

Communication Expectations

School-Home communication is vital for student success. Communication will take place through various methods including emails, phone calls, text messages (opt in required), newsletters, and course announcements.

Primary communication will take place via email. Email communication sent by the teacher to students will automatically copy the Learning Coach's email to the distribution. Students and Learning Coaches are expected to check their emails twice daily (once in the morning and afternoon). To ensure we can contact you, please be sure to update your contact information with your teacher if there are any changes. You can access teacher contact information at any time via Canvas or at https://flcca.k12.com/about-our-school/faculty-staff-directory/#staff-category-high-school

When sending email correspondence, please include your child's first initial and last name in the subject line. Please note that teachers spend much of their day conducting live classroom instruction. We ask that you allow 24-48 business hours from the time the email was sent for a response. Responses will take place during school hours. Phone calls will not be accepted during live class times.

Two-way communication between the learning coach and the teacher is REQUIRED every thirty days. These are known as connection calls, and they review each student's academic progress. Failure to maintain communication each thirty days with the student's teacher may result in a Communication Contract.

Role of the Learning Coach

Learning Coaches are usually the student's parent or another responsible adult who are dedicated to making sure their child receives a quality education.

A Learning Coach supports the student in the learning process while they are enrolled in the K12 program. They are responsible for ensuring their student is on track with assignments and coursework and communicating with their teachers throughout the school year. Learning Coaches play an active role, especially in the early grades. Learning Coaches are not required to be fluent in English. Lack of Learning Coach communication and support may result in student withdrawal at the end of the semester.

The typical daily time commitment for a Learning Coach:

- Grades K-5: 3-6 hours
- Grades 6-8: 2-4 hours
- Grades 9-12: 1-2 hours

Learning coaches may not speak on mic during live class at any time. Communication between instructors and learning coaches must take place via email or phone call outside of class times.

Code of Civility

The education of a child happens only through a partnership among the child, school faculty and staff, parent(s) or guardian(s), the community and office employees. Partnership is an active state that includes sharing responsibilities, meaningful communication, and welcome participation.

When people who are working together agree, the partnership runs smoothly. Two people will not always agree, and that can make partnership difficult. The partnership is most powerful, as children are educated to reach their potential, when we agree on how to disagree. We must be civil in our discourse.

Civility is often described by its absence. We hear harmful actions such as road rage, physical confrontation, ethnic stereotypes, and slurs. But civility is not just an absence of harm. It is the affirmation of what is best about each of us individually and collectively. It is more than saying "please" and "thank you." It reflects our respect for others in our behavior, regardless of whether we know or like them. It is not simply being politically correct and should not be used to stifle criticism or comment. It is being truthful and kind and for us to take responsibility for our own actions rather than blaming others.

As we communicate with each other, we need to remember that we are working together to benefit the children of this community. Therefore, the FLCCA requires that, as we communicate; students, faculty and staff, parents, guardians and all other members of the community shall:

Always treat each other with courtesy and respect

This means:

- We listen carefully and respectfully as others express opinions that may be different from ours.
- We share our opinions and concerns without loud or offensive language, gestures or profanity.

Treat each other with kindness

This means:

- We treat each other as we would like to be treated.
- We do not threaten or cause physical or bodily harm to another.
- We do not threaten or cause damage to the property of another.
- We do not bully, belittle, or tease one another, and we do not allow others to do so in our presence.
- We do not demean and are not abusive or obscene in any of our communications.

Take responsibility for our own actions

This means:

- We share information honestly.
- We refrain from displays of tempers.
- We do not disrupt or attempt to interfere with the operation of a classroom or any other work or public area of a school or school facility.

Cooperate with each other

This means:

- We obey school rules for access and visitation.
- We respect the legitimate obligations and time constraints we face.
- We notify each other when we have information that might help us reach our common goal. This includes information about:
    - safety issues
    - academic progress, changes that might impact a student's work
    - events in the community that might impact the school
- We respond when asked for assistance.
- We understand that we do not always get our way.

Authority and Enforcement of the Code of Civility

Authority and enforcement of a code for civil conduct ultimately depends on the individual and collective will of those involved – students, faculty and staff, parents, guardians and all other members of the community. However, individuals need to know how to respond to uncivil behavior and how such behavior will be responded to. Therefore:

1. A student who believes that he or she has not been treated in a manner reflective of the Code of Civility should report such behavior to the appropriate school administrator.
2. A parent, guardian or community member who believes that he or she has not been treated in a manner reflective of the Code of Civility should report such behavior to the staff member's immediate supervisor.
3. An employee who believes that he or she has not been treated in a manner reflective of the Code of Civility should use the following guidelines:
    - If personal harm is threatened, the employee may contact law enforcement.
    - If a telephone call recorded by an answering machine, email, voicemail message, or any type of written communication is demeaning, abusive, threatening or obscene, the employee is not obligated to respond.
        - If personal harm is threatened, the employee may contact law enforcement.
        - The employee shall save the message and contact his or her immediate supervisor,
        - If any member of the public uses obscenities or speaks in a demeaning, loud or insulting manner, the employee to whom the remarks are directed shall take the following actions:
            - Calmly and politely, ask the speaker to communicate civilly.
            - If the verbal abuse continues, give appropriate notice to the speaker and terminate the meeting, conference, or telephone conversation.
    - Continuous or repeated violations of the Code of Civility may result in:

- Communication Civility contract and/or
- Withdrawal of the student

Support for Learning Coaches

The K12 program is set up to help parents succeed in their role through extensive support features such as lesson guides, tools, videos, and opportunities to talk with other parents of current students.

Please click the link below for additional information on the role of the learning coach Role of the Learning Coach

Learning Coach Community/ K12 App

The Learning Coach (LC) Community is a feature in the K12 App that will streamline parent communication and interaction all in one place. It will feature discussion forums, current and upcoming events, and important school-related information. LC Community allows Learning Coaches to connect directly for discussions, socialization, resources, and support. All parents and Learning Coaches are encouraged to download the K12 App via Google Play/App Store and join FLCCA's LC Community.

School Activities and Clubs

K12 offers national clubs for students in kindergarten through 12th grade. Clubs meet from late September through early May. Club meetings are generally one hour long, and meeting times vary depending on the club and your time zone.

FLCCA offers school-based clubs and interest groups that meet throughout the school year in addition to K12 Clubs. Club descriptions and sign-up information will be sent via email and monthly newsletters. Students are encouraged to join as many FLCCA clubs of interest to them.

K12 Zone

Whether students are playing games with their friends or getting to know new classmates, the FLCCA K12 Zone offers a fun and safe environment for socializing.

FLCCA Zones are split up by grade band, so students can interact with their peers through virtual chats, video conferencing, group activities, and much more.

Student Information Changes

In the event your contact information changes, please send updated contact information to your student's teacher to ensure the teacher and school have the best way to always reach you. Changes include emails, phone numbers, and addresses for Learning Coaches, Guardians, and Emergency contacts. If the physical address changes for your student, please send 2 proofs of address verification forms to your homeroom teacher.

Withdraw from School Process

Parents who withdraw their student from FLCCA must communicate their intentions to their assigned homeroom teacher before the withdrawal from FLCCA. When a family withdraws from FLCCA 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 once family shares that school with FLCCA.

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.

As a public charter school, all students enrolled in Florida Cyber Charter Academy are required to maintain residence and domicile in the state of Florida. Should your family move out of the state, please contact your teacher or principal right away so we can assist. K12 has multiple schools across the country, and we would love to assist in a transfer for your student(s).

Grading for Elementary

Kindergarten through fifth grade uses the LMS Gradebook as the grade reporting system for all subjects.

A variety of assessments will be used to monitor and track the progress of students' mastery including formative assessments, diagnostic assessments, and summative assessments. These will be administered using various assessment methods (discussions, evaluation rubrics, projects, classwork, Online School known as LMS courses, lessons, quizzes).

Elementary Course Grading Scale

Grade	Percentage	Definition
A* / E or O	90-100	Outstanding Progress
B* / S	80-89	Above Average Progress
C* / S	70-79	Average Progress
D* /N	60-69	Lowest Acceptable Progress
F** / U	0-59	Insufficient Progress**

Benchmark Assessments and Academic Integrity

Florida Cyber Charter Academy utilizes benchmark and summative assessments throughout the school year to monitor student progress and mastery of grade-level standards. The IXL Administrator Training was highly effective in building administrators' understanding of key platform features, including

diagnostic data analysis, real-time progress monitoring, skill plans, action plans, and performance analytics. The training provided practical strategies for using reports to identify learning gaps, monitor student growth, track engagement, and support data-driven instructional decisions. For K–2 students, the alignment of IXL skill plans to the UFLI Foundations scope and sequence will be especially valuable in strengthening foundational literacy instruction, targeting specific skill deficits, and reinforcing daily phonics learning. To ensure implementation fidelity across the school, designated schoolwide IXL time blocks will be established, allowing students to consistently engage in the Diagnostic Arena for mathematics and providing administrators and teachers with reliable growth data to inform instruction. Benchmark and summative assessments may be administered in ELA, Mathematics, Science, and other content areas as determined by the school's instructional program.
Students are expected to:

- Complete all benchmark assessments by the assigned deadline.
- Work independently without assistance from Learning Coaches, family members, tutors, artificial intelligence tools, internet searches, or other outside resources unless specifically permitted by the teacher.
- Follow all testing directions provided by school staff.
- Participate in scheduled make-up opportunities when applicable.

Learning Coaches in K-5 may assist with technology access, logging into platforms, and understanding assessment procedures; however, they may not provide answers, hints, guidance, coaching, or assistance that could influence assessment results.

Assessment results are used to:

- Guide instructional decisions;
- Determine intervention and enrichment needs;
- Measure student growth;
- Support school improvement efforts; and
- Monitor readiness for state assessments.

Failure to complete required benchmark assessments or evidence of unauthorized assistance may result in invalidation of assessment results and additional academic review by school administration.

Students in grades K–5 are expected to participate in weekly assessments aligned to current instructional standards. ELA and Math assessments will typically be administered during live instructional sessions, while Science assessments may be completed asynchronously according to teacher directions. Students are permitted one assessment attempt unless otherwise approved by the teacher.

Elementary School Make-Up Work Policy

Make-up assessments must be completed within 72 hours of the original assessment date unless an extension has been approved due to extenuating circumstances.

Promotional Requirements for Elementary School Students

The required program of study for elementary students reflects state and local requirements for elementary education. The areas of study required for Kindergarten through Fifth Grade are shown in Table 1.

TABLE 1: ELEMENTARY PROGRAM OF STUDY					
Grade K	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
Language Arts*	Language Arts*	Language Arts*	Language Arts*^	Language Arts*	Language Arts*
Mathematics*	Mathematics*	Mathematics*	Mathematics*	Mathematics*	Mathematics*
Science	Science	Science	Science	Science**	Science**
Social Studies	Social Studies	Social Studies	Social Studies	Social Studies**	Social Studies**
Health/PE	Health/PE	Health/PE	Health/PE	Health/PE	Health/PE
Art					
Music					
Character Education					

* Passing grade is required for promotion.

^ Passing score (Level 2 or higher) on the Florida Assessment (FAST) is required for promotion in grade 3.

** Passing grade is required in Science or Social Studies for promotion in grades 4 and 5.

Students must pass all required subjects (60% or higher) indicated with an asterisk to be successfully promoted to the following grade level. Please note the following subjects requiring a passing grade for promotion as shown at the bottom of Table 1. Promotional status is determined by the child's classroom grades, internal assessment scores, and Florida Assessment scores. The final determination is at the principal's discretion except third-fourth promotion. Promotion is based on student proficiency in reading, writing, mathematics, social studies, and science. In determining students' promotional status, teachers and other necessary school personnel will evaluate the level of performance and ability to perform academically, socially, and emotionally at the next grade level. All promotional recommendations are subject to review and approval by the principal.

Promotion from 3rd to 4th grade requires a FAST assessment score of 2 or higher. For more detailed information about 3rd grade promotions: Third Grade Guidance

https://www.fldoe.org/core/fileparse.php/7682/urlt/0085286-readtolearn.pdfhttps://www.fldoe.org/academics/standards/just-read-fl/third-grade-guidance.stml
Florida Cyber Charter Academy utilizes a Multi-Tiered System of Supports (MTSS) framework to identify and support students who require additional academic assistance. Placement in Tier 2 or Tier 3 intervention services is determined using multiple data sources, including FAST assessment results, diagnostic assessments, classroom performance, progress monitoring data, attendance, and teacher recommendations.

Students assigned to Tier 2 or Tier 3 interventions are required to attend and actively participate in all scheduled support classes and activities. These interventions are considered part of the student's instructional program and are designed to accelerate academic growth and close learning gaps.

Failure to consistently attend or participate in required intervention services may result in administrative escalation, the development of an academic support plan, and may be considered as part of the school's review of continued enrollment, including possible withdrawal for academic non-compliance.

Grading for Secondary (Grades 6-12)

Teachers will provide their students with grading policies during the first week of school approved by the school principal.

Grade	Percentage	Definition
A	**90-100**	**Outstanding Progress**
B	**80-89**	**Above Average Progress**
C	**70-79**	**Average Progress**
D	**60-69**	**Lowest Acceptable Progress**
F	**0-59**	**Insufficient Progress**

Promotion and Graduation Requirements for Middle School

Students must pass a minimum number of core courses with a 60% or higher to be promoted within middle school at the end of a given year.

Middle School Promotion Requirements 6-8

To Grade	Course Requirements
7	Successful completion of three or more 6th grade core courses
8	Successful completion of three or more 7th grade course courses and successful

	recovery of the core courses in 6th grade (if applicable)
9	Successful completion of all 12 - core courses from 6th, 7th, and 8th grade and a passing grade in Civics

6th Grade	7th Grade	8th Grade
Math	Math	Math
English Language Arts	English Language Arts	English Language Arts
Science	Science	Science
World History	Civics	U.S. History
PE/Health	PE/Health	PE/Health
Elective	Elective	Elective

Promotion to High School

Florida State Statute 1003.4156 requires middle school students pass a total of 12 core courses to be promoted to the 9th grade:

- Three courses in Mathematics
- Three courses in English Language Arts
- Three courses in Science
- Three courses in Social Studies, to include instruction in World History, Civics, and U.S. History.
- One of the three Social Studies courses must be Civics. There is a statewide, standardized end of course exam for Civics that must be taken and factored in as 30% of a student's course grade.

Per Florida State Statute 1003.455, students must also take one semester of physical education/health each year of middle school. However, Physical Education/Health classes are year-long classes. This physical education requirement may be waived based on the following criteria:

- The student is enrolled or required to enroll in Intensive Reading or Intensive Math
- The student is participating in physical activities outside the school day which are equal to or more than the mandated requirement.
- The parent requests the student enroll in another course from those courses offered by the school. Waiver requests must be submitted annually. The parent must complete MIS 4252, available in the guidance department.

Acceleration Courses in Middle School

Middle school students may take courses for high school credit. Students will receive academic counseling regarding the consequences of their choices. Middle school students and their parents or

legal guardians will be carefully advised regarding how these courses will affect the graduation option they select.

If enrolled, students will be held to all the high school course requirements to receive high school credit. All high school courses taken in middle school will count toward meeting graduation requirements, will be part of the student's overall GPA, and are eligible to be included in calculating honors graduation designation.

Students who elect not to receive high school credit must withdraw from the course within the period identified by the district (on or before the mid-point (4 ½ weeks) of the first quarter for semester long courses, and by the end of the first nine (9) weeks for a year-long course or will earn an F (withdrawal F) for the course.

If the student has a failing course grade (to include the 30% EOC requirement), but passes the EOC, credit is issued but the student's grade remains an F, which is calculated into the high school GPA. High school courses taken during middle school will be included in the student's cumulative weighted GPA.

Middle school students taking courses for high school credit may retake the same, or comparable course, in high school for any grade earned less than a B.

Middle School Intensive Studies

To remediate or provide additional support in reading or math, FLCCA offers Intensive Reading and Intensive Math for students who score below grade level proficiency on the Florida Assessments or equivalent standardized assessment.

Intensive Reading Placement Guidelines for Grades 6-8:

- Students who score at Level 1 on Florida Assessments are *required* to be enrolled in an Intensive Reading Class.
- Students who score a lower Level 2 on Florida Assessments ELA are *highly recommended* for Intensive Reading placement.
- Students who score at upper Level 2 on Florida Assessments ELA are *recommended* for Intensive Reading placement.

Additional Data Used for Placement:

- Progress Monitoring data
- Student grades in ELA courses
- Teacher recommendation

Intensive Math Placement Guidelines for Grades 6-8:

- Students who score a Level 1 on Florida Assessments are *strongly recommended* for placement in an Intensive Math/Remedial Math Class.
- Students who score a lower Level 2 on Florida Assessments are *highly recommended* for placement in an Intensive Math/Remedial Class.

Additional Data: This data may be used for placement and conferencing with parents.

- Progress Monitoring data
- Student grades in math courses

- Teacher recommendation

COURSE RECOVERY

- Middle school courses may recover during the academic year.
- One or more core courses failed and not recovered during the academic year may be recovered during Session 1 and/or Session 2 of the FLCCA Summer Program.
- A middle school student receiving a final grade of a C, D or F in a high school course may retake the course and replace grade in the GPA and credit calculation following state forgiveness criteria.

PROMOTION AND GRADUATION REQUIREMENTS FOR HIGH SCHOOL

Our academic program is designed to support students in earning a standard high school diploma. We focus exclusively on diploma pathways that align with Florida state graduation requirements and are tailored to provide students with a comprehensive, rigorous, and supportive educational experience. At this time, FLCCA does not offer GED or Certificate of Completion pathways.

Unless otherwise noted, a student's graduation requirements are the requirements in effect the first year that the student entered ninth grade. Florida High School Graduation Requirements
High school graduation for all general education students is dependent upon requirements for an 18 or 24 credit course track, minimum GPA of 2.0, completion of requisite courses, and successful proficiency on all required Florida State Assessments. Individual learning needs may amend these requirements for students with disabilities.

Students in high school shall be scheduled full-time into required academic courses each year to earn sufficient credits toward graduation as specified in the table below.

To Grade	24 Credit Diploma Option	18 Credit ACCEL Option	Other
10	5 credits, including 1 English or 1 mathematics	5 credits, including 1 English or 1 mathematics	
11	12 credits, including 2 English and any combination of 2 mathematics and/or science	12 credits, including 2 English and any combination of 2 mathematics and/or science	
12	18 credits, including 3 English and any combination of 4 mathematics and/or science	12 credits, including 3 English and any combination of 4 mathematics and/or science	2.0 GPA or above

HIGH SCHOOL INTENSIVE STUDIES

To remediate or provide additional support in reading or math, FLCCA offers Intensive Reading and

Intensive Math for students who score below grade level proficiency on Florida Assessments or equivalent standardized assessment.

Intensive Reading Placement Guidelines for Grades 9-10:

- Students who score at Level 1 on the ELA Florida Assessments are *required* to be enrolled in an Intensive Reading Class.
- Students who score a lower Level 2 on ELA Florida Assessments are *highly recommended* for Intensive Reading placement.
- Students who score at upper Level 2 on ELA Florida Assessments are *recommended* for Intensive Reading placement.

Intensive Math Placement Guidelines for Grades 9 and 10:

- Students who score a Level 1 on the Math Florida Assessments are *strongly recommended* for placement in an Intensive Math/Remedial Math Class.
- Students who score a lower Level 2 on Florida Assessments are *highly recommended* for placement in an Intensive Math/Remedial Class.

Dual Enrollment

The Dual Enrollment program allows high school students to earn credit toward high school completion and/or an associate or baccalaureate degree. Student eligibility requirements for initial dual enrollment courses must include a 3.0 unweighted high school grade point average. Prior to applying for dual enrollment students must complete English 1, Algebra 1 and 2 core courses. Students MUST meet with the school counselor prior to approval.

Advanced Placement (AP) shall be the enrollment of an eligible secondary student in a course offered through the AP program administered by the College Board. Postsecondary credit for an AP course shall be limited to students who score a minimum of 3, on a 5-point scale on the corresponding AP Examination. Students that agree to enroll in an AP course MUST take the corresponding AP Exam unless withdrawn before the end of the first quarter of a year-long course or prior to March 1st for a second semester course. In addition, non-participation in the AP Exam could result in withdrawal from FLCCA.

Course Recovery

- High school courses may be recovered during the academic year.
- One or more core courses failed and not recovered during the academic year may be recovered during Session 1 and/or Session 2 of the FLCCA Summer Program.
- When a high school student receives a D or F as a final grade in a course, they may retake the course and replace the grade in the GPA and credit calculation following state forgiveness.

Scholarship and High School Service Hours

For more information on Scholarship opportunities, please visit: https://floridabrightfutures.gov/

Service hours should be submitted to your school counselor to be added to the transcript. Please work with your guidance counselor to ensure your service hours are tracked and turned in so that all hours are documented within your student's transcript.

Students must complete service hours during high school and must be submitted to their school counselor before March of each school year. Service hours may include but are not limited to a business or governmental internship, work for a nonprofit community service organization, or activities on behalf of a candidate for public office. Except for credit earned through service-learning courses, the student may not receive remuneration or academic credit for the service of work performed. The hours must be documented in writing, signed by the student, the student's parent or guardian, and representative of the organization.

Objectional School Materials

If a parent finds certain lessons, books, or materials to be objectionable, please contact the student's teacher and utilize the feedback option within the LMS. The teacher will work with the parents to find alternative lessons to meet the lesson objectives. The alternative assessment for the lesson in the LMS must be completed to show that the objectives have been met. All reading materials within the LMS have been vetted to meet Florida statutes by a certified Media Center Specialist.

Academic Integrity

FLCCA students are expected to take responsibility for their learning and to ensure that nothing detracts from the educational process, impedes progress, or compromises the trust between teacher and student.

Students assume full responsibility for the coursework they submit. The following are guidelines to assist students in observing academic integrity:

1. Students must do their own work and assessments and submit only their own work on assignments including homework, course exams, progress monitoring assignments, reports, and projects.
2. Students' work may not be plagiarized from other's work nor have been generated through other means (Artificial Intelligence, ChatGPT, e.g.).
3. Students must follow all written and/or verbal instructions given by teachers prior to taking examinations, tests, quizzes, and performance evaluations.
4. Students should complete class assignments and activities with a camera on to ensure that no outside assistance was provided.

Students benefit from working in groups and are encouraged to collaborate or cooperate with other students on assignments, as directed.

Responding to Academic Dishonesty

Parents will be notified of any academic integrity concerns. The school must be able to ensure validity and integrity of academic honesty. If there is an issue, the student and parent may be escalated to meet with the school principal. Corrective action will be administered by school personnel in a progressive manner through the district of enrollment Code of Discipline and can result in administrative withdrawal from the school.

Middle and High School Make-Up Work Policy

Make-up work can be submitted by the end of each quarter for Middle and High School. After each

quarter, the assignment will be considered missing, and the student will receive a zero.

Report Cards

Families can access – and are encouraged to monitor - their child's academic progress through the LMS. Please refer to the school calendar for marking period end dates.

Students will receive a digital report card at the end of the school year. Based on student schedules, certain courses are required to include the average grade of the course and the grade for the end of course exam. Due to the delay in receiving these scores from the state, students should receive their final digital report card in July of the school year.

Progress Reporting

Students and families will be notified to check mid-marking period academic progress halfway through each nine weeks. The purpose of mid-marking period progress reporting is to provide parents and students with an update on performance toward mastery of grade level standards and determine any action needed to increase student learning in areas of need.

Parent Portal

The Parent Portal for your online LC account allows parents to better monitor their child's progress in school by providing real-time data. Parents/learning coaches are encouraged to check their child's respective grade band portal regularly: https://login-learn.k12.com/#login.

Grade Appeal Policy

If there is concern regarding a grade, FLCCA staff will follow the appeal process outlined below:

If a parent/guardian feels a grade is incorrect, they must submit a request in writing to the child's teacher (email is acceptable).

The teacher will submit a request to the school principal who will convene to determine whether the basis for the change is a mistake at the time of entry, or reconsideration of the assessment materials and evaluative sources. The principal shall provide a written explanation with the rationale, basis, and support for the grade to remain as is or be changed. Only if directed by the written notification of the principal, may the teacher-entered grade be changed. Should a change in grade be directed after the student and parent(s)/ or parent(s) have been first notified of the grade, then the grade change shall be made on an official notification form to the parents, which shall contain the reasons and methodology for the change.

Child Find

FLCCA has a Child Find responsibility for each student they suspect may have a disability. Child Find is a process based on the Individuals with Disabilities Act (IDEA) Part C. The purpose is to identify, locate and evaluate individuals with disabilities who may need special education services. Anyone can initiate the process: a parent, doctor, teacher, relative or friend.

To ensure that all FLCCA students are properly identified and served, the parent or guardian will be asked at enrollment and during a Strong Start Conference, if their student has ever been evaluated for possible

special education services, and if the student has ever received special education services as a student in a public or private school. If so, the parent or guardian will be asked if their student has an active Individual Education Plan (IEP). FLCCA has a Child Find responsibility for each student they suspect may have a disability. During the school year, if school staff determines that a student may have a disability, this Child Find process is followed. Jennifer Burton is the Child Find Contact and can be best reached by calling the main office.

The Individuals with Disabilities Education Act (IDEA) ensures that all children with disabilities are entitled to a free appropriate public education to meet their unique needs and prepare them for further education, employment, and independent living. Prior to IDEA, over 4 million children with disabilities were denied appropriate access to public education. Many children were denied entry into public school altogether, while others were placed in segregated classrooms, or in regular classrooms without adequate support for their special needs (Katsiyannis, Yell, Bradley, 2001; Martin, Martin, Terman, 1996; U.S. Department of Education, 2010).

Part C of IDEA recognizes the need for identifying and reaching very young children with disabilities. This portion of IDEA provides guidelines concerning the funding and services to be provided to children from birth through 2 years of age. Families are entitled to several services through part C of IDEA (IDEA, 1997).

- Every family is entitled to appropriate, timely, and multidisciplinary identification and intervention services for their very young child. These services must be made available to all families with infants and toddlers.
- Families are required to receive an Individualized Family Service Plan (IFSP). This plan lays out the priorities, resources, and concerns of the family. In addition, it describes the goals of the child, the services to be provided to the child, and steps for eventual transitioning of the child into formal education.
- Families have a right to participate in the creation of the IFSP and must give consent prior to the initiation of intervention services.
- Lastly, parents are entitled to timely resolution of all conflicts or complaints regarding the evaluation or services provided to their child.

Exceptional Student Education (ESE): Overview

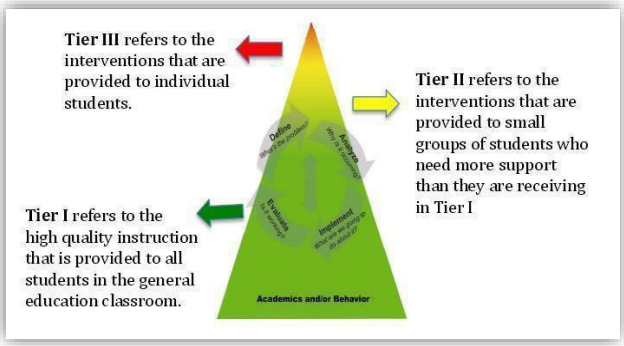
Exceptional Student Education (ESE) provide services to students identified as disabled or gifted. A full continuum of programs and related services are offered to students from kindergarten through high school in accordance with their Individualized Education Plans (IEP). The primary goal of the department is to ensure that students are provided with a free, appropriate public education (FAPE) in the least restrictive environment (LRE). The Exceptional Student Education Department is always striving for academic success, and we are committed to giving exceptional students the means of achieving success by delivering the highest quality of service and working on the goals as specified on each student's Individualized Education Plan (IEP). Jennifer Burton is the ESE contact and can best be reached by calling the school's main office.

Multi-tiered System of Supports- MTSS

MTSS is a multi-tiered system of support (MTSS) designed to provide high quality academic and behavioral instruction and intervention matched to student needs using data of performance to inform instructional decisions. 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.

What are tiered supports?

All students in FLCCA participate in the MTSS process in a high-quality, Tier I instruction program; however, some students may require more extensive interventions which requires consent from the child's parent to have more specific interventions implemented that best meet their needs, with progress being monitored on a more frequent occurrence. If your child is identified for additional tiered interventions, you will be contacted by your child's teacher along with the grade level MTSS Interventionist. Your child's teacher is always your first point of contact.



At this time, they will explain in more detail what the Multi-Tiered System of Supports will look like for your child and what you can do to help your child be successful. If you have specific questions about what that means for your child, please contact your child's teacher.

Students who are identified to receive Tier 2 or 3 supports are required to attend additional support sessions. Failure to attend Tier 2 or 3 sessions could result in an MTSS attendance contract and/or withdrawal from FLCCA.

SECTION 504

Section 504 of the Rehabilitation Act is a civil rights law to protect disabled workers (1973) and students (1974) from discrimination. Under Section 504, students are held responsible for meeting the requirements of Florida's state standards. In the case where a student qualifies for IDEA services, the parent may not refuse those services in preference for a Section 504 plan for that impairment. That is, the refusal of IDEA services is the refusal of Section 504 as well.

Students who have impairments are not automatically eligible for a Section 504 Plan; eligibility is determined on a case-by-case basis. If a student is functioning at the average or above average level compared to peers, eligibility determination should be carefully considered. To qualify, students must demonstrate a

documented physical or mental impairment that substantially limits a major life activity in one or more areas, such as caring for self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, working, reading, concentrating, thinking, sleeping (ex. apnea, narcolepsy), eating, lifting, bending, communicating, and the operation of a major bodily function such as the immune system, normal cell growth (ex. cancer, sickle cell, etc.), digestive, bowel, and bladder functions. In addition, a substantial limitation must be demonstrated in the school setting. For example, students with diabetes have been determined to be significantly impaired due to the daily actions and/or assistance required in the classroom to support their healthy functioning. Mitigating measures no longer negate Section 504 eligibility, except in eyewear. A section 504 plan is not simply for testing accommodations.

Section 504 is not a type of program of delivery; rather, it affords civil rights protection. Ensuring students achieve their potential is not the purpose of this federal mandate. Rather, student participation and progress are compared to the average student in the typical/standard class setting. Average academic performance within competitive or gifted class settings is not considered a disabling condition under Section 504. Under Section 504, "evaluation" does not refer exclusively to a comprehensive psychoeducational assessment. Instead, evaluation can refer to the consideration of multiple sources of information which may include student grades, medical records, behavior rating scale data, observation data, attendance data, teacher records, standardized test scores, and disciplinary records.

Eligibility decisions are based on the preponderance of supporting documentation rather than a sole source of information.

English Language Learners

FLCCA ensures that all students who responded with "yes" to the Home Language Survey are provided with equal access to all programs and instructions to meet their language and academic needs.

FLCCA ensures that English language learners (ELLs) have access to academic content that is equal in scope, sequence, extensiveness, and complexity to the curricular offerings available to all FLCCA students. FLCCA complies with the Florida Consent Decree. There is a face-to-face testing requirement for all students that are identified as an English language learner. This testing requirement is in addition to the FL state testing.

Translation Needs

Professional interpreter services may be requested at any time for Legal Guardians of students by contacting the ESOL case manager at rcamacho@flccacademy.org.

Homeless, Foster Care, and Migrant

The term 'homeless children and youths' means individuals who lack a fixed, regular, and adequate nighttime residence …; and includes:
(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings…

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
(iv) migratory children… who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described above.

Florida Cyber Charter Academy is committed to identifying and providing services through The Homeless Education Program, whose primary objective of this program is to prevent homeless children and youth from being stigmatized or separated, segregated, or isolated based on their status as homeless. If there is dispute of homeless status, dispute resolution will proceed as follows:

1. The child or youth "shall be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute" [42 U.S.C. § 11432(g)(3)(E)(i)]. In disputes involving unaccompanied homeless youth, the local liaison must ensure that unaccompanied homeless youth are immediately enrolled in school [42 U.S.C. § 11432 (g)(3)(E)(iv)]. The U.S. Department of Education (ED) emphasizes the importance of the requirement for enrollment during the dispute process in the 2004 Non-Regulatory Guidance: When enrollment disputes arise, students will not be kept out of school. Interruption of education can severely disrupt the student's academic progress. Permitting students to enroll immediately in the school of choice pending resolution of disputes helps provide needed stability [G-5]. While disputes are pending, students have the right to participate fully in school and receive all the services which they would normally receive. This includes transportation services, as indicated by the Non-Regulatory Guidance: The McKinney-Vento Act's transportation requirements apply while disputes are being resolved [2004, H-5]

2. The parent, guardian, or unaccompanied youth will be provided with a written explanation of the school's decision regarding school selection or enrollment, including the right of the parent, guardian, or youth to appeal the decision any time the student is denied enrollment in a requested school [42 U.S.C. § 11432(g)(3)(E)(ii)]. In the case of an unaccompanied homeless youth, the notice explaining the decision and the right to appeal are provided directly to the youth [42 U.S.C. § 11432(g)(3)(B)(iii)].

3. The child, youth, parent, or guardian will be referred to the local liaison, who will carry out the dispute resolution process as quickly as possible [42 U.S.C. § 11432(g)(3)(E)(iii)]. The local liaison will be familiar with the state's McKinney-Vento dispute resolution process and follow all procedures outlined therein.

The Homeless Liaison can provide information about resources available to families in their individual area of residence and empower families to seek help. An additional function is to manage a caseload of students who are homeless and/or have special concerns due to family and home life. Coordination with foster families and the Department of Children and Families will occur as needed to assist with special concerns.

Students who are identified as being homeless, in foster care, or a migrant status should be enrolled immediately and will be provided additional time to submit enrollment documents. They will receive social worker outreach to support any shipments to alternate addresses and provide transitional support.

Transportation can be provided for state testing for students who are identified as homeless, in foster care, or migrant.

The FLCCA contact to support families in need is our School Social Worker. The School Social Worker can be reached at zbyrd@flccacademy.org.

Health and Safety: School Sponsored Events

Parents are required to accompany their students on school-sponsored outings and events. All families, regardless of student's grade level, must fill out the permission slip and include the student's allergies (including any allergies to medications), any current medications the student is taking, the student's insurance information, the parent's best phone number to contact, and an emergency contact.

Students with special medical needs and concerns are welcome to face to face events; however, any special concerns the students and families will need assistance with will need to be communicated to the event coordinator a minimum of 48 hours in advance of the trip.

State Assessment and Testing Requirements

Florida's Assessment of Student Thinking (FAST) refers to the new Coordinated Screening and Progress Monitoring (CSPM) System assessments, which are aligned to the Benchmarks in Excellent Student Thinking (B.E.S.T.) Standards. Statewide assessments are designed to provide information about how well students are mastering the state standards in the core content areas of language arts, mathematics, science, and social studies. Statewide assessments are designed to provide students with critical information about their own achievement and their readiness for their next level of learning – be it the next grade, the next course, or endeavor (college or career).

Informing parents, educators, and the public about how well students are learning important content is an essential aspect of any educational assessment and accountability system. Parents, the public, and policy makers, including local school districts and boards of education, can use the results as a barometer of the quality of educational opportunity provided throughout the state of Florida. As such, all State assessments serve as a key component of the Florida State accountability system.

Test Administration

All paper-based tests and computer-based tests will be administered in strict adherence to the mandates set forth by the Florida Department of Education. For FLCCA students, this means testing at a location outside of the student's home, in-person, and on select dates throughout the school year. Specific information regarding test administration will be shared with all parents and students at the beginning of the school year.

Please contact Ms. Bridget White at bwhite@k12.com, the FLCCA Assessment Administrator for more information.

Students to Be Tested

All students enrolled in grades Kindergarten - Grade 10 are required to participate in all three FAST Progress Monitoring windows including the Spring 2026 FAST administration with or without accommodations. All students enrolled in a course associated with an End-of-course (EOC) exam must also participate in the Spring 2026 FAST administration window with or without accommodations. Per Section 1008.22(3)(a), Florida Statutes (F.S.), participation in the assessment program is mandatory for

all school districts and all students attending public schools.

Students who have received a GED diploma are not eligible to participate in FAST or EOC administrations. Students must take the test(s) appropriate for the grade level/subject in which they are receiving instruction.

End of Course State Assessments

Students enrolled in the following courses are required to participate in the End-of-course (EOC) state assessment: Algebra 1, Geometry, Biology 1, Civics and US History.

Language Arts	• FAST ELA Reading - Grades Kindergarten - 10 • FAST Writing - Grades 4-10
Mathematics	• FAST Mathematics - Grades Kindergarten - 8 • Algebra I EOC • Geometry EOC
Science	• Statewide Science – Grades 5 and 8 • Biology EOC
Social Studies	• Civics EOC • United States History EOC • Florida Civic Literacy Exam

The following students are eligible to participate in EOC administrations:

1. Students who still need to pass an assessment for graduation purposes.
2. Students who must earn a passing score on an assessment for a standard diploma with a scholar designation.
3. Students who have not yet taken an assessment to be averaged as 30% of their course grades.
4. Students who are in grade forgiveness programs and wish to retake an assessment to improve their course grades.
5. Students in a credit acceleration program (CAP) who wish to take an assessment to earn course credit.

Statewide Science Assessment

All students enrolled in grades 5 and 8 will participate in the Statewide Science Assessment unless

enrolled in Biology. Students receiving accelerated instruction in science may participate in the appropriate Statewide Science Assessment.

In accordance with section 1008.22(3)(b)2., Florida Statutes, middle grades students will not be tested on both the Statewide Science Assessment and the Biology EOC Assessment. Students enrolled in Biology 1 must take the EOC assessment, not the Statewide Science Assessment.

Students with Disabilities

Students with disabilities participate in the statewide assessment program by taking one of the following:

- FAST, EOC or Statewide Science without accommodations,
- FAST, EOC or Statewide Science with accommodations, or
- Florida Alternate Assessment.

All determinations regarding participation in the statewide assessment program must be documented in the student's IEP or Section 504 plan.

Medical Exemptions – Students with Disabilities

Per s. 1008.212, F.S., a student with a disability who the IEP team determines is prevented by a circumstance or condition from physically demonstrating the mastery of skills that have been acquired and are measured by the statewide standardized assessment, a statewide standardized EOC assessment, or an alternate assessment shall be granted an extraordinary exemption from the administration of the assessment. A learning, emotional, behavioral, or significant cognitive disability, or the receipt of services through the homebound or hospitalized program in accordance with Rule 6A-6.03020, Florida Administrative Code (FAC), is not, in and of itself, an adequate criterion for the granting of an extraordinary exemption.

A written request for an extraordinary exemption must be submitted to the district school superintendent by the student's IEP team no later than 60 calendar days before the first day of the administration window of the assessment for which the request is made. An exemption request for FAST ELA applies to both Writing and Reading assessments and should have been submitted no later than 60 calendar days before the first day of the FAST Writing test administration. The Commissioner of Education shall determine whether the extraordinary exemption is granted or denied.

In addition to the extraordinary exemption option, a child with a medical complexity may be exempt from participating in statewide, standardized assessments pursuant to the provisions of s. 1008.22(10), F.S.

In the rare circumstances in which a student cannot take a state assessment during the entire testing window due to significant medical conditions, the Florida Cyber Charter Academy School Director or designee will submit on school letterhead a written request to Florida Department of Education for permission to medically exempt the student. Please contact the Special Programs Manager or your child's homeroom teacher should you feel, your child may be eligible for this extraordinary exemption.

For more information, visit these resources: Florida Assessments Resources

Florida Alternate Assessment (FSAA)

The Florida Standards Alternate Assessment (FSAA) is designed for students whose participation in the general statewide assessment program is not appropriate, even with accommodations. The FSAA measures student academic performance on the Access Points (FS-AP) in language arts, mathematics, science, and social studies. Access Points in Florida are academic expectations written specifically for students with significant cognitive disabilities. They reflect the essence or core intent of the standards that apply to all students in the same grade, but at reduced levels of complexity. The FSAA Performance Task (FSAA-PT) is designed to assess students at three levels of complexity and results are reported through achievement levels.

More information: FSAA Information

ACCESS for ELLs: English Language Learners

ACCESS for ELLs, *Assessing Comprehension and Communication in English State to State for English Language Learners,* administered annually to all English learners, is a standards-based, criterion referenced English language proficiency test designed to measure English learners' social and academic proficiency in the language and their progress in learning the language in the domains of speaking, listening, reading, and writing.

Alternate ACCESS is intended only for English learners with significant cognitive disabilities that are severe enough to prevent meaningful participation in the ACCESS for English Learner Learners assessment. Decisions regarding a student's participation must be made by an Individualized Education Program team.

ACCESS for ELLs Information

2026-2027 Schedule of State Assessments and Administration Dates

Daily testing schedules within these windows according to state-provided guidance will be established. For more detailed scheduling information visit Florida Statewide Assessment Program Schedule.

FLORIDA STATEWIDE ASSESSMENT PROGRAM
2026–2027 SCHEDULE

The testing windows below denote the amount of time provided for districts and schools to select test administration days; they do not represent the amount of time students spend taking the assessments. The windows are established to provide maximum flexibility to efficiently deliver these important measurements of student progress and performance and maximize student learning and instructional time.

Dates[1]	Assessment
Fall	
August 3–September 25, 2026	**Florida Assessment of Student Thinking (FAST) PM1** Grades K–2 FAST English Language Arts (ELA) Reading & Mathematics
August 10–September 25, 2026	**FAST PM1** Grades 3–10 FAST ELA Reading Grades 3–8 FAST Mathematics
September 8–October 2, 2026	**End-of-Course (EOC) Assessments** Algebra 1, Geometry, Biology 1, Civics, U.S. History
	FAST Retake Grade 10 ELA Reading Retake
Winter	
November 30, 2026–January 22, 2027	**FAST PM2** Grades K–10 FAST ELA Reading Grades K–8 FAST Mathematics
November 30–December 18, 2026	**EOC Assessments** Algebra 1, Geometry, Biology 1, Civics, U.S. History
	Florida Advanced Course Test (FACT) College Algebra
	FAST Retake Grade 10 ELA Reading Retake
Spring	
March 29–April 9, 2027	**Writing** Grades 4–10
April 12–May 28, 2027	**FAST PM3** Grades K–2 FAST Reading & Mathematics
May 3–28, 2027	**FAST PM3** Grades 3–10 FAST ELA Reading Grades 3–8 FAST Mathematics
	Statewide Science Assessment Grades 5 & 8 Science
	EOC Assessments Algebra 1, Geometry, Biology 1, Civics, U.S. History
	FACT College Algebra
	FAST Retake Grade 10 ELA Reading Retake
Summer	
June 21–25, 2027 July 12–16, 2027	**EOC Assessments** Algebra 1, Geometry, Biology 1, Civics, U.S. History
	FAST Grade 3 ELA Reading Grade 10 ELA Reading Retake

[1]School districts establish daily testing schedules within these windows according to state-provided guidance. For more detailed scheduling information for a specific school or district, please visit that organization's website.

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- Science 5-8 and FL Alt Assessment are Paper-Based Tests

*FAST PM 1 and FAST PM 2 will be administered remotely.

FLCCA Internal Assessment Management System: Testing Nirvana
Testing Nirvana is an Assessment Management System used by Florida Cyber Charter Academy to plan, schedule, assign, communicate, track, and otherwise administer state testing. This management system is also used for state accountability tracking for internal documentation.

Test Participation

Participation in state testing and test attendance at a test site location outside the student's home is **mandatory** at FLCCA. The School Assessment Coordinator will communicate test site locations and test dates for all state testing. Teachers will also communicate attendance expectations through the Class Connects and Course Announcements. Some tests will be taken remotely (when allowable), and some will be in-person. Most of the in- person testing will be conducted in the spring semester, and the requirements for each individual test will be communicated to students and families in a timely manner.

Failure to participate in state testing and all required diagnostic testing can result in administrative withdrawal.

College Admissions Testing

College Reportable Assessments: SAT and ACT. Colleges use scores from these tests for admission decisions and merit-based scholarships. FLCCA will administer either the SAT or the ACT as determined by each district partner. Detailed information will be shared as the school finalizes the administration of this test. To register for either test to be taken outside the school, please see the information below.

SAT is administered on specific test dates throughout the school year. Dates for SAT. There are 3 sections - Reading, Writing & Language and Math with an optional Essay section.

ACT is administered on specific test dates. Dates for ACT. There are 4 sections - English, Math, Reading and Science plus an Optional Essay. A calculator can be used for the entire Math section.

To Register outside of the school test day:
Important - FLCCA School Code for SAT Program or the ACT Assessment is as follows:

FLCCA@Duval - **100294**
FLCCA@Clay – **102769**

Use the correct high school code so your scores will be received by FLCCA and updated in the student information systems used by each district.

For more information, please contact your school counselor. Get more information about **SAT** and Register for the SAT here

Get more information about the **ACT** and Register for the ACT here

Special Circumstances for Students with Disabilities

If you are a student registering for one of the above tests and are seeking to use allowable accommodations (documented on an active IEP or 504 plan), you must complete the registration and apply for the accommodations. The School Assessment Coordinator will be notified and will need to submit documentation on your behalf. For any requested accommodations to be approved, students must register by the first deadline for each test, not the Late Registration. Find more information about ACT Accommodations and SAT Accommodations.

For more information on State Assessments, testing requirements and College Admissions testing, please contact the FLCCA School Assessment Coordinator, Ms. Bridget White at bwhite@k12.com.

Attendance and Truancy

Student attendance is a very important factor in student success and achievement.

Florida Law (Section 1003.21, Florida Statutes) states that all children who are either six years of age, who will be six years old by February 1 of any school year, or who are older than six years of age but who have not attained the age of 16 years, must attend school regularly during the entire school term. Students must have at least one hour of instruction in all four core classes, for a minimum of 180 school days, to equal a minimum of 720 hours of attendance throughout the school year for science, math, language arts, and social studies. Florida law defines "habitual truant" as a student who has 15 or more unexcused absences within 90 days with or without the knowledge or consent of the student's parent or guardian, and who is subject to compulsory school attendance.

When a student is continually sick and repeatedly absent from school, the student must be under the supervision of a doctor to receive an excuse. The doctor's statement should confirm that the student's condition requires absence for more than three consecutive school days.

Attendance is required daily and at ALL live sessions.

- ALL core live classes
- ALL small group classes
- ALL MTSS sessions
- ALL ESE small groups
- ALL school days as indicated by the Academic Calendar, which can be found at https://flcca.k12.com/ under Academics.

Attendance is defined as:

- Students must be on camera, on microphone
- Students must be active participants
- Supplemental programs (IReady, IXL, e.g.) must be accessed through Classlink to show attendance
- Students who choose to work ahead on Canvas assignments, must still log in daily (Monday-Friday) during the Live sessions for the purposes of attendance
- Attendance is required for all online state testing and diagnostics
- Participation in virtual or in-person events (i.e., state testing, assemblies, live events, or

field trips, etc.)

- Field trips/Meetups participation is counted toward attendance. It is the responsibility of the parent/Learning Coach to follow the communicated attendance process at in-person events. For example, meeting at the assigned meet-up location to check in with the FLCCA staff.

Please note: All students will be required to attend in-person, face-to-face state testing according to their grade level and will be required to participate in FAST progress monitoring, administered virtually. ***Your student is still required to log into their LMS account during testing days.***

Attendance is tracked by our internal systems 8:00am – 8:00pm, Monday-Friday to ensure compliance with state laws. **Academic progress can be achieved during the weekends but will not count towards weekly attendance requirements.** Please note that parents are unable to manually log attendance hours for their students.

The Parent or Learning Coach must complete the attendance reporting link to report full-day absences, including absences for academic reasons such as a parent-led field trip (must have documentation to support to be marked present).
Please note: completing the absence reporting link does not guarantee an excusal of the absence.
Excusable absences include:

1. Illness of student (Physical or Mental Health)
2. Illness of an immediate family member
3. Death in the family (5 absences will be excused)
4. Religious holiday
5. Required court appearance or subpoena
6. Scheduled medical or dental appointment

Parents should report the reason for an absence within five school days

For absences that last 3 or more consecutive days, a notification email with supporting documentation should be sent to attendancereporting@flccacademy.org and your student's homeroom teacher. All absences at FLCCA are tracked, regardless of whether they are excused or unexcused. Missed work should be completed in a timely way for all absences.

The following steps will be taken to ensure FLCCA attendance and live class participation time expectations are being met:

- Daily – automated email notification of absence
- Five consecutive days missed – Student Attendance Specialist (SAS) well check phone call, explaining attendance expectation and compliance review and send Attendance and Expectation letter to parent/LC.
- Seven days missed in a 90 day period – SAS notifies parent by email. Parents review and re-sign attendance policy.
- 10 school days missed in a 90 day period – SAS will send email, requesting a truancy conference.
- 15 school days missed in a 90 day period – Student will be escalated to FLCCA Social Worker for review and phone call. A well-check home visit by local law enforcement *may* be conducted if parent is unresponsive for 48 hours and or Social Worker deems

it appropriate.

- 20 school days missed in a 90 day period–Administrator will request conference and signed attendance contract. If no response is received within 48 hours, student is subject to withdrawal. Please note that all correspondence will be sent to the learning coach email address on file. It is the responsibility of the learning coach to monitor this email address and ensure its accuracy.
- Failure to sign or abide by terms of contract can result in administrative withdrawal from FLCCA.

Live Class participation time:

- Live Class Participation time, including MTSS, is a program requirement and is crucial to academic success. Participation percentage will be reviewed after each Quarter.
- Students not complying with on Camera and microphone requirements may be removed from that session.

STUDENTS WHO ARE NON-COMPLIANT WITH ATTENDANCE EXPECTATIONS ARE SUBJECT TO WITHDRAWAL

Academic Escalation

Students are expected to consistently complete assigned coursework. Failure to do so may result in academic escalation, which can include placement on academic probation and the issuance of an academic contract. Continued non-compliance with the terms of the academic contract will result in withdrawal from the program.

Truancy and the Learner's Permit: Driver License Denial

The Florida Legislature enacted requirements that schools report to the Department of Highway Safety and Motor Vehicles (DHSMV) the names, birth dates, gender and social security numbers of minors who attain the age of 14 and accumulate 15 unexcused absences within a period of 90 calendar days. The legislation further provides that those students who fail to satisfy attendance requirements will be ineligible to obtain or maintain driving privileges.

- The DHSMV will post a Notice of Intent to Suspend driving privileges to the driver record of all reported licensed students. These students may lose their driver's license unless they comply with attendance requirements; or
- The DHSMV will post an education noncompliance entry, to the record created for this specific purpose, for all reported unlicensed students, and they may not apply for a driver's license until relevant attendance requirements are satisfied.

Attendance FAQs

- **How is attendance captured since I can no longer log attendance hours?**
  Attendance is captured from your student's **online activity** via class connect or coursework completion in Canvas. Students must have online activity to be counted present for each school day unless they are marked present for face-to-face attendance (for example, state testing or

in-person meet-ups). For *exceptional cases* when your student may be offline for a parent-led *planned educational activity* that is not captured by our systems, you will need to submit a notification to the attendance reporting link. Requests to excuse frequent, daily offline work will not be approved.

- **How can I monitor my student's attendance?**
  The best way to monitor your student's attendance is to ensure they are logging into Canvas to complete coursework and attending their live class connect sessions each school day. For grades 6-12, Parents and Learning Coaches can view daily log in to history via Canvas. From any course: Select the "Progress" tab, then "View Log in History" to see each day your student logged in.

- **Is there an app I can download for my student's school progress outside of attendance?**
  Absolutely! The K12 App can be downloaded from the Google Play/App Store. There, you may view your student's grades, progress percentage and activity in each course. Visit https://www.k12.com/app.html for more information.

- **What if I decide to take my student(s) on an educational outing during the day?**
  This is perfectly fine; however, you will need to ensure that you submit a notification via the attendance reporting link. A trip to the mall, for example, is not an acceptable excused absence; however, a trip to a museum or to see a guest speaker is a great opportunity and is encouraged! Communication is very important and is necessary for your absence to be recorded as excused and not unexcused. Even if an absence is excused, missed assignments must be completely timely and class connect recordings must be watched. A trip to the mall, for example, is not an acceptable excused absence; however, a trip to a museum or to see a guest speaker is a great opportunity and is encouraged! Communication is very important and is necessary for your absence to be recorded as excused and not unexcused. Even if an absence is excused, missed assignments must be completely timely and class connect recordings must be watched.

- **Where can I report an absence?**
  The Parent or Learning Coach must complete the attendance reporting link. to report full-day absences. If your student misses a partial day, there is no need to complete the form. However, you will need to ensure your student watches the class connect recordings and completes any missed assignments in a timely manner.

- **Where do I report an absence due to medical/religious reasons?**
  Please use the attendance reporting link. indicating the reason if you would like the absence to be considered an excused absence. Absences for family vacations are NOT considered an excused absence but any planned absences for 3 or more days should be reported via email to attendancereporting@flccacademy.org along with documentation (for example a Dr.'s note), if applicable.

- **Why does my student's report card have unexcused absences?**
  Please note that excused absences are approved internally and tracked by FLCCA. Excused absences will not reflect on report cards issued by the school district. If your student has excessive unexcused absences, you will receive a notice from the Student Attendance Specialist.

Code of Conduct and Student Behavior

The Code of Conduct is aligned to local, state, and federal mandates with an emphasis on promoting a safe learning environment to ensure academic success. The Code of Student Conduct (COSC) sets the standards of conduct expected of students in a purposeful safe learning environment which the principles of care, courtesy, civility, fairness, acceptance of diversity, and respect for the rights of others is valued. It also addresses the role of the parents/guardians, the students, and school, but also focuses on core values and model student behavior, rights and responsibilities of students, addressing student behavior, and disciplinary procedures.

Furthermore, it should also be noted that behaviors committed online or at face-to-face school events may be violations of the COSC and may also be violations of Florida law. These violations may result in disciplinary actions imposed by local law enforcement authorities, in addition to those of the school/district. The School Director, Principals, and other Administrators shall assign discipline/corrective strategies to students pursuant to the Code of Student Conduct and, where required by law, protect the student's due process rights to notice, hearing, and appeal.

Respect for law and for those people in authority shall be expected of all students. This includes conformity to school rules as well as general provisions of law affecting students. Respect for the rights of others, consideration of their privileges, and cooperative citizenship shall also be expected of all members of the school community. Respect for real and personal property; pride in one's work; achievement within the range of one's ability; and exemplary personal standards of courtesy, decency, and honesty shall be maintained in the schools of the Charter Academies.

The governing board has zero tolerance for conduct that poses a serious threat to school safety. Zero tolerance policies must apply equally to all students and are not intended to be rigorously applied to petty acts of misconduct and misdemeanors.

Florida law requires that students found to have committed one of the following offenses:

- Bringing a firearm or weapon, as defined in F.S. Chapter 790, to school, to any school function, or onto any school-sponsored transportation, or possessing a firearm a tschool; or
- Making a threat or false report, as defined by F.S. 790.162 and 790.163, involving school or school personnel's property, school transportation, or a school-sponsored activity; may be expelled, with or without continuing educational services, from the student's regular school for a period of not less than one (1) full year and shall be referred to mental health services identified by the district and to the criminal justice or juvenile justice system.

The school shall enter into agreements with local law enforcement specifying procedures so that acts that pose a serious threat to school or student safety, whether committed by a student or adult, are reported to a law enforcement agency having jurisdiction.

The School Director or Principal shall ensure that all school personnel are properly informed as to their responsibilities regarding suspicious activity reporting, that appropriate delinquent acts and crimes are properly reported, and that actions taken in cases with special circumstances are properly taken and

documented.

Student Offenses and School Action

FLCCA follows the Code of Conduct Discipline Plans for each of the three districts that we are chartered – Clay, Duval, and Osceola.

The plans can be found by following these links:

Duval Code of Conduct
Clay Code of Conduct
Osceola Code of Conduct

If you are unsure which district code of conduct plan applies to your student, please contact their homeroom teacher.

Anti-Bullying Statement and Program

FLCCA has a zero-tolerance policy for bullying in our school. If a student feels that he/she is being bullied, please report this immediately to any teacher or our anti-bullying liaison via phone or email.

Bullying is systematically and chronically inflicting physical hurt or psychological distress on one or more students. It is further defined as unwanted, purposeful, and repeated written, verbal, nonverbal, electronic, or physical behavior by a student or adult that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation and is characterized by an imbalance of power. The behavior is repeated or has the potential to be repeated over time. Both kids who are bullied and who bully others may have serious, lasting problems.

To be considered bullying, the behavior must be aggressive and include:

- **An Imbalance of Power:** Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- **Repetition:** Bullying behaviors happen more than once or have the potential to happen more than once.
- **Purposeful -** a choice to hurt someone.

FLCCA references the resources available in our districts and https://www.stopbullying.gov/ encourages parents to utilize the lessons available to students on this website. Homeroom meetings will include anti-bullying lessons as well. The School Social Worker is our anti- bullying designee and can be reached at zbyrd@flccacademy.org.

Parent/Student Reporting of Harassment, Bullying, Threat or Intimidation

According to Florida Statute 1006.147, "bullying" encompasses both traditional bullying and cyberbullying. It is defined as systematically and chronically inflicting physical hurt or psychological distress on one or more students. Examples of bullying behavior include:

1. Teasing;
2. Social exclusion;

3. Threats;
4. Intimidation;
5. Stalking;
6. Physical violence;
7. Theft;
8. Sexual, religious, or racial harassment;
9. Public or private humiliation; or
10. Destruction of property.

Upon receiving report, the staff member will forward the report to administration and Social Worker who will follow the district bullying checklist.

If report is found valid, FLCCA administration will follow district Disciplinary Code of Conduct and FLCCA counseling and social work staff will provide ongoing monitoring and support for the victim.

Parent/Student Concern, Complaint, and Grievance Policy

FLCCA recognizes that despite best intentions, questions, concerns, or conflicts may arise between the school and/or school staff and FLCCA families and/or students. As problems arise, school personnel and parents should collaborate to solve them whenever possible. Please follow these procedures for assistance in resolving a problem:

Step 1: All concerns and issues should first be directed to the student's teacher via phone or email.
Step 2: If a FLCCA teacher cannot resolve the issue, he/she directs the parent to the principal or other appropriate school administrator, or staff based on the exact concern.
Step 3: If the concern is not resolved at this level, parents are advised to contact the School Director at the FLCCA office.
Step 4: If the concern is still not resolved, the parent and/or student may file a formal complaint or grievance.

Formal Grievance Process

Students may present a complaint or grievance regarding one or more of the following:

- Violation of the student's constitutional rights.
- Denial, not related to the student's individual capabilities, of an equal opportunity to participate in any program or activity for which the student qualifies not related to the student's individual capabilities.
- Discrimination on the basis of race, color, religion, sex, age, national origin, or disability.
- Harassment of the student by another person.
- Intimidation by another student.
- Bullying by another student.
- Concern for the student's personal safety.

Students may present a complaint or grievance provided that:

- The topic is not the subject of disciplinary or other proceedings under other policies and regulations of FLCCA; and
- The procedure shall not apply to any matter for which the method of review is prescribed by law, or the FLCCA Administration is without authority to act.

The guidelines to be followed are:

- The accusation must be made within thirty (30) calendar days of the time the student knew or should have known that there were grounds for the complaint/grievance.
- The complaint/grievance shall be made to the FLCCA Principal.
- The person receiving the complaint will gather information for the complaint form.

The person receiving the complaint shall preserve the confidentiality of the subject, disclosing it only to the appropriate school administrator or as otherwise required by law.

Once received, the FLCCA Principal will have seven school days to review and respond to the grievance. Any questions concerning whether the complaint/grievance falls within this policy shall be determined by the principal.

Complaints by high school students may be made by the students on their own behalf or by the parent or guardian. A parent or guardian may initiate the complaint process on behalf of an elementary or middle school student.

FLCCA parents may request a special magistrate for unresolved student welfare concerns. Request Special Magistrate

Safe Schools and Crisis Plan

FLCCA is a virtual public charter school. As such, all students enrolled in FLCCA attend school from their home residence or other place designated by the student's parent/guardian. Throughout the year, students can attend school- sponsored in-person events. These include, but are not limited to test administration, student, and family outings, and the FLCCA annual graduation ceremony. Providing a safe educational environment both virtually and when students are in the care of the school is the primary concern of the staff at FLCCA. To provide this environment, school personnel will utilize various plans of action to help ensure the safety and well-being of all students. In compliance with 1006.1493, F.S., FLCCA will use the Florida Safe Schools Assessment Tool to perform a school security risk assessment, monitor incidents occurring throughout the state and to report incidents, as necessary.

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. FLCCA's Safe School's Plan provides a framework by which decisions can be made during such disasters or crises with the 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. Communication during a natural or man-made disaster will come from the administration office and homeroom teachers.

Lastly, in addition to FLCCA's Safe Schools and Crisis Management Plan, the behavioral expectations and FLCCA's code of conduct provides response protocols for the health, safety, and emotional well-being of all students. Awareness and prevention, intervention and referral, and policies and procedures are outlined in policy and handbooks are made available to all students, families, and staff. As a parent, if you are interested in learning more about the response protocols in the event of a school crisis or in general, please contact your child's school principal or the school Office at 904-247-3268.

Mental Health Awareness

FLCCA's mental health program includes professionals who provide prevention and intervention services to all students. These professionals are uniquely trained to address academic, personal/social, and mental health needs of students. Our staff includes school counselors, advisers, and a school social worker. These staff members work to meet the unique needs of students by providing classroom lessons, brief solution focused counseling, and/or linking families to outside resources. Additionally, all school staff are trained in Youth Mental Health First Aid, pursuant to section (s.) 1012.584, Florida Statutes (F.S.). We also believe parents/guardians are an integral part of meeting their student's needs and our team encourages students to discuss issues related to their well-being with their parent/guardian.

Referrals for services can be made by parents, teachers, or students. Parents/guardians will receive a request for consent for any ongoing mental health counseling services.

Teachers are often the first point of contact for many crises and counseling issues. If a teacher or staff member is concerned about a student, the staff is prepared to provide students with responsive help.

Should a teacher or FLCCA staff member be notified or is aware of a concern surrounding a student regarding abuse/neglect, violence, drug use/abuse, suicidal thoughts, self-injurious behavior, etc., it is necessary for them to assess the situation and raise the question, "Is the student safe?"

All teachers and school staff members are required by law to report suspected abuse, neglect or questionable behaviors taking place in the home(s) of students.

Vision and Hearing Screenings

Each year, families will receive communication about the opportunity to participate in local health screenings including vision, hearing, BMI, and scoliosis screenings. This communication will include contact information for your family's local health department. All families are encouraged to take part in health screenings for your students.

County Health Department Locator

Family Educational Rights & Privacy Act (FERPA)

The Family Education Rights and Privacy Act (FERPA) is a federal law that affords parents the right to have access to their children's education records, the right to have records amended, the right to have partial control over the disclosure of personally identifiable information from the records and the right to file a complaint with the U.S. Department of Education with alleged failures to comply with requirements of FERPA. When a student turns 18 years old, or enters a postsecondary institution at any age, the rights under FERPA transfer from the parents to the student ("eligible student").

The FERPA statute is found at https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html.

Rights of Parents/Eligible Student following per 34 CFR 99.7:

- Inspect and review the student's education records.
- Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights.
- Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the Act and § 99.31 authorize disclosure without consent (34 CFR § 99.31):
- School officials with legitimate educational interest
- Other schools to which a student is transferring.
- Specified officials for audit or evaluation purposes.
- Appropriate parties in connection with financial aid to a student
- Organizations conducting certain studies for or on behalf of the school.
- Accrediting organizations
- To comply with a judicial order or lawfully issued subpoena.

- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.
- Directory Information
- Directory Opt-Out Policy (See appendix 3)
- File with the Department a complaint under §§ 99.63 and 99.64 concerning alleged failures by the educational agency or institution to comply with the requirements of the Act.

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may use the Federal Relay Service.

Or you may contact the Family Policy Compliance Office at the following address: *U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202-8520*

Protection of Pupil Rights Amendment (PPRA). 20 U.S.C. § 1232h

PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection, and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

- Consent before students is required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)
  1. Political affiliations or beliefs of the student or student's parent.
  2. Mental or psychological problems of the student or student's family.
  3. Sex behavior or attitudes.
  4. Illegal, anti-social, self-incriminating, or demeaning behavior.
  5. Critical appraisals of others with whom respondents have close family relationships.
  6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers.
  7. Religious practices, affiliations, or beliefs of the student or student's parent; or
  8. Income, other than as required by law to determine program eligibility.

- Receive notice and an opportunity to opt a student out of –
  1. Any other protected information survey, regardless of funding.
  2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law or the Individuals with Disabilities Act; and
  3. Activities involving collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling or otherwise distributing the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)

- Inspect, upon request and before administration or use –
  1. Protected information surveys of students and surveys created by a third party.
  2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
  3. Instructional material used as part of the educational curriculum if the instructional material will be used in connection with any survey, analysis, or evaluation as part of any survey funded in whole or in part by a program of ED.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

FLCCA will develop and adopt policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. FLCCA will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. FLCCA will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. FLCCA will make this notification to parents at the beginning of the school year if the district has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided with an opportunity to review any pertinent surveys.

Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above. Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202

Requesting Student Records

FLCCA maintains cumulative files for all active students. Student cumulative files are requested and/or created for all new students upon student enrollment. If FLCCA is unable to obtain your student's records, including but not limited to course history, it may be necessary for you to assist in providing these records. Student promotion may be postponed due to the lack of historical course history. Please work with your student's school counselor if the need arises for your student.

Alternatively, when a student is withdrawn from FLCCA, student cumulative files are sent to requesting schools within 10 days of receipt of the written request.

Immunization Requirements

Parents must submit copies of the child's immunization records prior to being admitted to FLCCA during enrollment and re-registration periods. Records will be reviewed upon submission. Parents will be notified of required immunizations that are missing or omitted and should make every effort to ensure their student's immunizations are current to remain in good standing with school. 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.

A Permanent Medical Exemption, documented on Form DH 680, can be granted if a child cannot be fully immunized due to medical reasons. In this case, the child's physician must state in writing, the reasons for exemption based on valid clinical reasoning or evidence.

Form DH 681, Religious Exemption from Immunization, is issued if immunizations are in conflict with the religious tenets and practices of the child's parent or guardian. This exemption is issued by the County Health Department (CHD) and based on established religious beliefs or practices only.

Public/Non-public Schools Kindergarten Through 12th Grade
(Children entering, attending, or transferring to Florida schools)

- Four or five doses of DTaP
- Four or five doses of IPV
- Two doses of MMR
- Three doses of Hep B
- One Tetanus-diphtheria-acellular pertussis (Tdap)
- Two doses of Varicella (kindergarten effective with 2008–2009 school year, then an additional grade is added each year thereafter). Varicella vaccine is not required if there is a history of varicella disease documented by the health care provider.

Additional Immunization Requirements for 7th Grade Entry:
Effective with 2009–2010 school year (then an additional grade is added each year thereafter), in addition to compliance with all other immunization requirements, children entering, attending, or transferring to the seventh grade in Florida schools must complete the following:

- One Tetanus-diphtheria-acellular pertussis (Tdap)

How to Request a Transcript

High school students will need an official transcript for each college application submitted. Transcript requests should make the request through the link provided here, Transcript Request , and allow at least 7 to 10 days for processing.

Students should follow up with the institution(s) to determine if the school, college, or university needs an electronic copy. Please reach out to your school counselor to request this.

Policy of Non-Discrimination

Florida Cyber Charter Academy is committed to providing an environment that prohibits discrimination in access to education programs and activities and prohibits harassment of any individual or group on the basis of race, color, national origin, religion, sex, age, disability, marital status, sexual orientation or genetic information (and other protected classes included in the district's non-discrimination policies). Florida Cyber Charter Academy reserves the authority to independently deal with sex discrimination and sexual harassment whenever becoming aware of their existence, regardless of whether a complaint has been lodged.

Title IX Information and Assistance

FLCCA is a public online school which complies with Title IX of the Education Amendments of 1972 (Title IX), 20 U.S.C. §§ 1681 et seq., and its implementing regulations, 34 C.F.R. Part 106, prohibit discrimination on the basis of race, color, national origin, sex (including sexual orientation or gender identity), disability, or age in its programs and activities and provides equal access to designated youth groups.

Sexual harassment of students, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX. Sexual violence is defined by the U.S. Department of Education and its Office for Civil Rights (OCR) referring to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability. Title IX protects students from sexual harassment in a school's education programs and activities. This means that Title IX protects students in connection with all the academic, educational, extracurricular, athletic, and other programs of the school, whether those programs take place in a school's facilities, on a school bus, at a class or training program, class connect sessions, and school-sponsored activities (such as extracurricular events or field trips).

Definition of Sex Discrimination and Sexual Harassment (for Students):

- Sex discrimination occurs when a person, because of his or her sex, is denied participation in or the benefits of any education program or activity that receives federal financial assistance.
- Sexual harassment is conduct that: 1) is sexual in nature; 2) is unwelcome; and 3) denies or limits a student's ability to participate in or benefit from a school's educational program or activity. Sexual harassment can be verbal, nonverbal, or physical.

Definition of Sex Discrimination and Sexual Harassment (for Employees):

- Sex discrimination occurs when a person who is qualified for a position at issue is subjected to an adverse employment action because of his or her sex.
- Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when: 1) submission to such conduct is made a term or condition of employment; 2) submission to or rejection of the conduct is used as a basis for employment decisions affecting the individual; or 3) the conduct has the purpose or effect of unreasonably interfering with the employee's work performance or creating an intimidating, hostile or offensive working environment.

Any individual, who believes he/she may have experienced any form of sex discrimination or sexual harassment, or who believes that he/she has observed such actions taking place, may receive information and assistance regarding the school's policies and reporting procedures from the contact below. Additionally, please refer to appendix 1 in the back of this handbook for more information.

FLCCA Title IX Coordinator Angie Canter acanter@flccacademy.org 904.247.3268

APPENDIX 1

Complaint Process

GRIEVANCE PROCEDURE

Any student, parent/guardian, current or prospective employee or other individual within the school community who believes he/she has experienced and/or observed sex discrimination or sexual harassment ("grievant") should promptly report the matter to the school's Title IX Coordinator, a school counselor, principal, or other school administrator. A Title IX grievant is requested to complete a complaint form available on our website. Complaints of alleged sex discrimination, including sexual harassment, brought forth by students, parents/guardians, current or prospective employees, and other members of the school community will be promptly investigated in an impartial and in as confidential a manner as reasonably possible, so that corrective action can be taken if necessary.

The grievance procedures will be as follows:

It is the express policy of Florida Cyber Charter to encourage the prompt reporting of claims of sex discrimination and/or sexual harassment. Timely reporting of complaints facilities the investigation and resolution of such complaints. A form for such purpose can be found on our website and will also be provided to grievant. As it pertains to students, in appropriate circumstances, due to the age of the student making the complaint, a parent/guardian or school administrator may be permitted to fill out the form on the student's behalf.

At the time the complaint is filed, the grievant shall be given a copy of these grievance procedures. It is the responsibility of the Title IX Coordinator or designee to explain these procedures and answer any questions anyone has. In addition, if the grievant is a minor student, the Title IX Coordinator should consider whether a child abuse report should be completed in accordance with Florida Cyber Charter Academy policy on the Reports of Suspected Child Abuse or Neglect of Children.

The Title IX Coordinator or designee shall investigate the complaint as promptly as practicable but in no case more than ten (10) working days from the date the complaint was received. The Title IX Coordinator or designee shall have the complete cooperation of all persons during the investigation.

The Title IX Coordinator or designee shall meet with all individuals reasonably believed to have relevant information, including the grievant and the individual(s) against whom the complaint was lodged, and any witnesses to the conduct. The investigation shall be carried on discreetly, maintaining confidentiality insofar as reasonably possible while conducting an effective investigation. If after an investigation, the Title IX Coordinator or designee determines that there is reasonable cause to believe that sex discrimination or sexual harassment has occurred, the with Florida Cyber Charter Academy shall take appropriate corrective action to ensure that the conduct ceases and will not recur.

The Title IX Coordinator or designee shall also provide and or arrange for confidential counseling or training where appropriate. In addition, the Title IX Coordinator or designee shall seek an informal agreement between the parties which is consistent with Florida Cyber Charter Academy Title IX principles and goals.

If no agreement satisfactory to the parties can be reached within twenty (20) working days from receipt of the complaint, the Title IX Coordinator or designee shall make a report to the North Florida School

Board (Duval and Clay) or Central Florida School Board (Osceola) - whichever district the student is enrolled - within thirty (30) working days from receipt of the complaint.

The School's Governing Board shall review the case and make its recommendations to the Title IX Coordinator within fifteen (15) working days after receiving the grievance.

The Title IX Coordinator shall make provisions to maintain all records of complaints and their disposition. Retaliation against an individual for filing a complaint or cooperating in an investigation is strictly prohibited, and Florida Cyber Charter Academy will take actions necessary to prevent such retaliation.

Dissemination of Information

Florida Cyber Charter Academy shall notify applicants for admission and employment, students, parents/guardians of elementary and secondary school students, employees, and sources of referral of applicants for admission and employment, that it does not discriminate on the basis of sex in the educational programs or activities which it operates, and that it is required by Title IX and its administrative regulations not to discriminate in such a manner. The notification shall be made in the form and manner required by law or regulation.

Link to Compliant Form

APPENDIX 2

Photography, Testimonial, and Interview Release and Opt-Out

FLCCA and K12 are proud of their students and their accomplishments and may wish to share photos or testimonials from members of our school community. If you do not wish to allow FLCCA or K12 to share this information, parents must submit a statement to the school principal in writing to opt out of any promotional program which would allow photos, images, or testimonials.

FLORIDA CYBER
CHARTER ACADEMY℠
POWERED BY STRIDE K12

Photography, Testimonial, and Interview Release Statement

In exchange for good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, I hereby grant to K12, its legal representatives, successors and assigns, and those acting with their authority and permission (collectively, "K12") the right and permission to use, re- use, publish, re- publish, and copyright (in K12's own name and otherwise) testimonials (written by me or attributed to me), interviews (written by me or attributed to me), and photographic portraits, pictures, images and/or likenesses of me or in which I may be included (in whole or in part, or composite, or distorted in character or form, without restriction as to changes or alterations), in conjunction with my own or a fictitious name, made through any medium, and in any and all media now or hereafter known throughout the world in perpetuity.

All rights, licenses and privileges herein granted to K12 are irrevocable and not subject to rescission, restraint, or injunction under any circumstances. I hereby waive any right that I may have to inspect or approve the finished product, or products and the advertising copy or other matter that may be used in connection therewith or the use to which it may be applied.

I hereby release, discharge and agree to save harmless K12 from and against any claims, damages or liability arising from or related to the use of any of the forementioned material, including but not limited to any liability by virtue of any editing, blurring, distortion, alteration, optical illusion, or use in composite form, whether intentional or otherwise, that may occur or be produced in the taking, recording, editing, processing, publishing or distribution of said testimonials, interviews, pictures, portraits, images and/or likenesses including, without limitation, any claims for defamation, invasion of privacy, right of publicity or violation of any other right.

I hereby acknowledge that the compensation provided does not include any monetary compensation or tangible goods or services and that none are due to me for granting this release.

I hereby warrant that I am of full age and have the right to contract in my own name. I have read this Release prior to its execution, and I am fully familiar with the contents thereof. This Release shall be binding upon me and my heirs, legal representatives, and assigns.

If signing as parent or guardian, I hereby warrant and represent I am the parent or legal guardian of the named minor and have authority to and do hereby consent to this Release on his/her behalf and will be responsible for any damages incurred by K12 resulting from the minor's breach or renunciation of this Release.

Name (print) _____ Signature of Legal Guardian _____

Address _____

APPENDIX 3

FERPA Opt-Out Directory Notification 2026-2027

The Family Educational Rights and Privacy Act (FERPA), a federal law, requires that FL Cyber Charter Academy (FLCCA), with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, FL Cyber Charter Academy may disclose appropriately designated "directory information" without written consent, unless you have advised FLCCA to the contrary in accordance with FLCCA procedures. The primary purpose of directory information is to allow FLCCA to include information from your child's education records in certain school publications.

Examples include:

- A playbill, showing your student's role in a drama production.
- The annual yearbook.
- Honor roll or other recognition lists.
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent. **[Note: These laws are Section 9528 of the ESEA (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).]**

If you do not want FLCCA to disclose any or all of the types of information designated below as directory information from your child's education records without your prior written consent, you must notify the FLCCA in writing by August 30th. FL Cyber Charter Academy has designated the following information as directory information: [**Note: an LEA may, but does not have to, include all the information listed below.**]

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports.
- Weight and height of members of athletic teams
- Degrees, honors, and awards received.

- The most recent educational agency or institution attended.
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.
- A student ID number or other unique personal identifier that is displayed on a student ID badge, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.

To opt out of the school directory or for assistance with this information, please contact Jennifer Davis at jrdavis@k12.com.

APPENDIX 4

School Year 2026-2027 FLCCA PARENT / STUDENT CONTRACT

Please click the link below to confirm you have read and understand the parent/student handbook for SY 26-27. This should be completed within the first 2 weeks of your student's school start date.

School Year 2026-2027 FLCCA Parent/Student Contract