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Welcome to Our School

August 2018

Dear Students, Parents and Guardians:

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

As a K^{12} school, we believe in the mission that we are transforming learning for every student we serve. Our goal at FLCCA is to put students first and support our students as they grow academically, socially, and emotionally by setting high expectations coupled with positive productive relationships between home and school.

Students at our school receive an exceptional education at a location that works best for them as we prepare them to be successful today, tomorrow, and always! Our unique learning model and research-based curriculum blends innovative instructional technology with rigorous teaching practices that prepares students to meet their education, college, and career goals.

The Parent-Student Handbook is a comprehensive guide to Florida Cyber Charter Academy’s policies and procedures. The handbook will review the expectations and responsibilities of both the student and learning coach to ensure a successful school year. Please review it in its entirety as it will serve as a resource for you throughout the year then please complete the survey link to acknowledge that you have read and received the handbook. There you will also find an opportunity to provide feedback and ask questions.

Have a great school year!

Sincerely,

Sandra Anthony, Ed.D.

Head of School
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 have the opportunity to succeed. Our mission is to help students reach their full-potential by utilizing a highly effective curriculum and delivering classes that are student-centered, data driven and engaging for all learners. FLCCA strives to celebrate diversity and build community while using technology to break down barriers and create productive citizens who are successful in their future endeavors. We are able to 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.

Staff Directory

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 or educator directly in charge of the class or program. Each situation should first be addressed at whatever level the initial action was taken which is usually with the teacher, case manager or counselor. If the matter is not resolved, then outreach to the academic administrator/principal is the next best step. Should the situation involve something other than academics, our talented and dedicated support staff based in Jacksonville, Florida should be able to resolve any enrollment and records matters for you. Lastly, should the matter not be resolved for any reason at those level, parents should contact the Director of Academics. FLCCA’s Head of School would be the last administrative level of resolution.

Academics and Assessment

Teachers

Individual teacher contact information is listed below and is also provided by your child’s teacher on first day of school.

Counselors and Advisors

<table>
<thead>
<tr>
<th>Advisors:</th>
<th>Caitie Hetchka</th>
<th><a href="mailto:chetchka@k12.com">chetchka@k12.com</a></th>
<th>ext. 5052</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anna King</td>
<td><a href="mailto:aking@k12.com">aking@k12.com</a></td>
<td>ext. 5064</td>
<td></td>
</tr>
<tr>
<td>Alina Moroz</td>
<td><a href="mailto:amoroz@k12.com">amoroz@k12.com</a></td>
<td>ext. 5042</td>
<td></td>
</tr>
<tr>
<td>Rashaundra Brookins-Kirk</td>
<td><a href="mailto:rbrookinskirk@k12.com">rbrookinskirk@k12.com</a></td>
<td>ext. 5045</td>
<td></td>
</tr>
</tbody>
</table>

Guidance Counselors:

| Alina Moroz           | amoroz@k12.com | ext. 5042        |
| Rashaundra Brookins-Kirk | rbrookinskirk@k12.com | ext. 5045 |

Family Support

Family Academic Support Liaisons:

| Sherron Eddy          | seddy@k12.com  | ext. 5062        |
| Lindsay Sierra        | lsierra@k12.com| ext. 5094        |
| Sherika Singleton     | ssingleton@k12.com | ext. 5088 |
| Amber Warden          | awarden@k12.com | ext. 5063        |

Family Compliance Liaison:

| Junia Voltaire        | jvoltaire@k12.com | ext. 5051        |

Family Engagement Coordinator:

| Samantha Kimmel       | skimmel@k12.com | ext. 2035        |

Special Programs

Special Programs Manager:

| Kristi Kendall        | kkendall@k12.com | ext. 5035        |

K12 Florida LLC
Special Programs Asst. Coordinator: Leeanna Young leyoung@k12.com ext. 1005

Academic Administration

Academic Administrator/Principals

Elementary
Samantha Sheffield ssheffield@k12.com ext. 5035
Middle School
Chris Canter ccanter@k12.com
Ryan Malo rmalo@k12.com
High School
Samantha Sheffield ssheffield@k12.com ext. 5035

Accountability/Assessment Administrator Bridget White bwhite@k12.com
Director of Academics Amanda Conley aconley@k12.com ext. 5051
Executive Director/Head of School Dr. Sandra Anthony santhony@k12.com ext. 5031

Compliance, Operations and Finance including Enrollment and Records

Registrars:
Danielle Walton dwalton@k12.com ext. 5041
Heather Zakaria hzakaria@k12.com ext. 1019
Elizabeth Nelson enelson@k12.com ext. 5025
Laveenya Shuler lshuler@k12.com ext. 5056
Jill Foster wfoster@k12.com ext. 5092

Operations Support Specialist:
Rita Whitten rwhitten@k12.com ext. 5043
Latonia Price lprice@k12.com ext. 5024

Sr. Manager of Compliance and Operations: Traci Hill thill@k12.com ext. 5002
Office Administrator Cynthia Webster cwebster@k12.com
Financial Analyst/HR Specialist Karen Duncan kduncan@k12.com ext. 1010

<table>
<thead>
<tr>
<th>Teachers and Specialists</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher - Kindergarten</td>
</tr>
<tr>
<td>Stusek, Melissa</td>
</tr>
<tr>
<td><a href="mailto:mvstusek@k12.com">mvstusek@k12.com</a></td>
</tr>
<tr>
<td>2006</td>
</tr>
<tr>
<td>Teacher - Kindergarten</td>
</tr>
<tr>
<td>Vargas, Shannon</td>
</tr>
<tr>
<td><a href="mailto:svargas@k12.com">svargas@k12.com</a></td>
</tr>
<tr>
<td>2031</td>
</tr>
<tr>
<td>Teacher - 1st</td>
</tr>
<tr>
<td>Martinez, Suzette</td>
</tr>
<tr>
<td><a href="mailto:Smartinez@k12.com">Smartinez@k12.com</a></td>
</tr>
<tr>
<td>2049</td>
</tr>
<tr>
<td>Teacher - 1st</td>
</tr>
<tr>
<td>Kales, Kathleen</td>
</tr>
<tr>
<td><a href="mailto:kkales@k12.com">kkales@k12.com</a></td>
</tr>
<tr>
<td>2041</td>
</tr>
<tr>
<td>Teacher - 2nd</td>
</tr>
<tr>
<td>Fuentes, Jordan</td>
</tr>
<tr>
<td><a href="mailto:jfuentes@k12.com">jfuentes@k12.com</a></td>
</tr>
<tr>
<td>5059</td>
</tr>
<tr>
<td>Teacher - 2nd</td>
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<tr>
<td>Conners, Brooke</td>
</tr>
<tr>
<td><a href="mailto:bcconners@k12.com">bcconners@k12.com</a></td>
</tr>
<tr>
<td>1014</td>
</tr>
<tr>
<td>Teacher - 3rd</td>
</tr>
<tr>
<td>Churchill, Brittany</td>
</tr>
<tr>
<td><a href="mailto:bchurchill@k12.com">bchurchill@k12.com</a></td>
</tr>
<tr>
<td>5084</td>
</tr>
<tr>
<td>Teacher - 3rd</td>
</tr>
<tr>
<td>Solis, Kimberly</td>
</tr>
<tr>
<td><a href="mailto:ksolis@k12.com">ksolis@k12.com</a></td>
</tr>
<tr>
<td>5079</td>
</tr>
<tr>
<td>Teacher - 4th</td>
</tr>
<tr>
<td>Sanders, Daina</td>
</tr>
<tr>
<td><a href="mailto:dasanders@k12.com">dasanders@k12.com</a></td>
</tr>
<tr>
<td>5081</td>
</tr>
<tr>
<td>Teacher - 4th</td>
</tr>
<tr>
<td>TBD</td>
</tr>
<tr>
<td>Teacher - 5th</td>
</tr>
<tr>
<td>Rogan, Shauna</td>
</tr>
<tr>
<td><a href="mailto:srogan@k12.com">srogan@k12.com</a></td>
</tr>
<tr>
<td>2028</td>
</tr>
<tr>
<td>Teacher - 5th</td>
</tr>
<tr>
<td>Teacher - 6-8 English</td>
</tr>
<tr>
<td>Teacher - 6-8 Social Studies</td>
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<tr>
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<td>Teacher - 6-8 Social Studies</td>
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<tr>
<td>Teacher - K-12 Art</td>
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<td>Teacher - K-12 PE</td>
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<td>Teacher - K-12 PE/Health</td>
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<tr>
<td>Teacher - K-12 Spanish</td>
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<td>Teacher - K-12 Music</td>
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<td>Teacher - 9-12 Social Studies</td>
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<tr>
<td>Literacy Specialist - Secondary</td>
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Grading

Progress Reports

Progress reports will be provided to students and families mid-way between each quarter through e-mail. 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.

Report Cards

At the close of each marking period, students will receive a report card which will provide a quarterly evaluation of the students' academic progress. Report cards will be comprehensive and provide specific progress on the domains within each core subject area, as well as overall progress for the subject.

<table>
<thead>
<tr>
<th>Report Card Issue Dates*</th>
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<tbody>
<tr>
<td>Quarter 1</td>
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<td>Quarter 3</td>
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<tr>
<td>Quarter 4</td>
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</table>

*subject to change

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, then he or she must submit a request in writing to the child's teacher (email is acceptable).

The teacher will submit 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 determine the request in writing and provide a written explanation with the rationale, basis, and support for the grade to remain as is or be changed to the requesting parent. Following the direction of the principal, the grade may be changed or left unchanged. 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.

Late Work

Make-up work is permitted and given full credit when resulting from excused absences. It is the student’s and parent’s responsibility to check with his or her teacher(s) as to work missed during any absence. A student shall have one day for each day missed plus one additional day to submit any make-up work.

Make-up work for truancy is encouraged but is the responsibility of the student and parent to secure. Students and parents should contact all the appropriate teachers to obtain any missing work. Students should be prepared to hand in assignments and take any missed or assigned tests immediately upon returning to school.
Grading for Elementary

Beginning in the 2018-19 school year, kindergarten through fifth grade will use a standards-based reporting system for all core subjects; English Language Arts, Math, Science, and Social Studies. Standards-based grading measures achievement of the Florida State standards by subject area instead of traditional grading which simply averages work completed during the quarter. Standards-based grading tracks learning through activities that focus on learning targets directly related to the grade level Florida State Standards.

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 OLS courses, lessons, quizzes). Students will receive a grade on a summative assessment given after at least two formative assessments have been completed for a standard.

Teachers will utilize a 4-point scale rubric to assess students on the various standards. This will allow both students and parents to better understand the expectations and requirements for the student to demonstrate mastery on the standards.

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 each grade, Kindergarten through Fifth Grade, are shown in Table 1.

<table>
<thead>
<tr>
<th>Grade K</th>
<th>Grade 1</th>
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</table>

*Passing grade is required for promotion
^Passing score (Level 2 or higher) on the Florida State Assessment is required for promotion in grade 3.
**Passing grade is required for promotion in Science or Social Studies in grades 4 and 5.
***Not required for students with disabilities on Alternate Assessment.

Please note the following subjects requiring a passing grade for promotion as shown at the bottom of table 1. Students must pass all required subjects (60% or higher) indicated with an asterisk to be successfully promoted to the following grade level. Promotional status is determined through a combination of the child’s classroom grades, internal assessment scores, and Florida Standards Assessment scores (3rd-5th Only). The final determination is at the Principal’s discretion.

Promotion and Retention

Promotion is based primarily on student proficiency in reading, writing, mathematics, social studies, and science, and is not automatic. Decisions regarding student promotion, and retention and good cause placement are primarily the responsibility of the individual school’s professional staff. The final decision concerning grade placement is the responsibility of the principal.
Student promotion is based upon the evaluation of each student’s achievement of grade level learning targets. 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 decisions made by teachers is subject to review and approval of the Principal/Head of School.

Promotion and Graduation Requirements for Middle and High School Students
Promotion is based upon a number of factors including teacher recommendation, attendance and course completion. Students must pass all required subjects with a 60% or higher to be successfully promoted to the following grade level. High school graduation for all general education students is dependent upon requirements for an 18 or 24 credit course track, minimum GPA, completion of requisite courses, successful completion with proficiency and or participation of all required Florida State Assessments. Individual learning needs may amend these requirements for students with disabilities.

State Assessment and Testing Requirements
The Florida Standards Assessments (FSA) and the Next Generation Sunshine Standards (NGSSS) 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. Florida Standards Assessments and the Next Generation Sunshine Standards Test 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 – the Condition of College and Career Readiness (CCCR).

Test Administration
All assessments will be administered in the State mandated format (both PBT and CBT) per FLDOE State Assessment and Accountability. For FLCCA students, this means testing at a location outside of the student’s home, in-person, on select dates throughout the school year. FLCCA teachers, staff and contracted staff will administer assessments to all students who are required to test and enrolled in FLCCA during any administration window.

Note: College Board SAT Suite of Assessments and the ACT are not administered by FLCCA. Guidance Counselors will provide information to all High school students on how to register and where to take these tests. See section for more information.

Students to Be Tested
All students enrolled in tested grade levels/subjects participate in the Spring 2019 FSA administration with or without accommodations, per Section 1008.22(3)(a), Florida Statutes (F.S.).

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

- Content Area and Grade Levels:
• Language Arts
• FSA ELA - Grades 3-10
• Writing Component required for Grades 4-10
• Mathematics
• FSA Math - Grades 3-8
• Algebra I EOC
• Geometry EOC
• Science
• NGSSS Statewide Science – Grade 5 and 8
• NGSSS Biology EOC
• Social Studies
• NGSSS Civics EOC
• NGSSS United States History EOC

Students with Disabilities

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

• FSA without accommodations,
• FSA with accommodations, or
• Florida Standards 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

Per s. 1008.212, F.S., a student with a disability whom 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 FSA 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 FSA ELA 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 Head of School will submit on school letterhead a written request to Florida Department of Education for permission to medically exempt the student. Prior to developing the letter, parent/guardian consent will be obtained.
The request will include the medical condition preventing participation in the respective administration window and make up period. In addition, the request will include the following:

- Student First and Last Name
- Student ID #
- Grade Level
- Name of the test which the exception is being requested
- Dates of the scheduled test administration/testing window
- If the student has an IEP, the Functional Behavioral Assessment (FBA), and Behavioral Intervention Plan (BIP), if applicable.
- If the student has a 504 that will be attached.
- Date of onset of illness/injury or condition.
- Expected duration of illness/injury or condition.

A detailed explanation of how the significant illness/injury or condition affects the student daily including impact on instruction. If supporting evaluations, doctor’s notes are available they will be attached.

The Special Programs manager will handle the students that require medical exceptions and work alongside the SAC who will be in contact with the Florida Department of Education regarding these students. In many cases an emergency 504 plan can also be put in place to assist.

State Assessment Information

For FSA ELA, students must take the same grade-level test for ELA Writing and ELA Reading to receive an ELA score. Students in middle grades take only one FSA Math assessment per school year based on grade level. If student is enrolled in Algebra 1 or Geometry, the student will take the EOC associated with that course and not the grade-level Math assessment.

End of Course State Assessments:

Students enrolled in the following courses are required to participate in an FSA or NGSSS state assessment: Algebra 1, Geometry, Biology 1, Civics and US History.

The following students are eligible to participate in FSA EOC administrations:

- Students who still need to pass an assessment for graduation purposes (Algebra 1 Retake only)
- Students who must earn a passing score on an assessment for a standard diploma with a scholar designation (Geometry only)
- Students who have not yet taken an assessment to be averaged as 30% of their course grades
- Students who are in grade forgiveness programs and wish to retake an assessment to improve their course grades
- Students in a credit acceleration program (CAP) who wish to take an assessment to earn course credit
- NGSSS (Next Generation Sunshine State Standards) State Assessments -
  - EOC - All students enrolled in and completing one of the following courses aligned to the NGSSS will participate in the appropriate assessment: Biology 1, Civics and US History.
  - Statewide Science Assessment
  - Students enrolled in grades 5 and 8 will participate in the Statewide Science Assessment.
  - 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.

For more information visit these linked Fact Sheets:
- FSA English Language Arts and Mathematics Fact Sheet
- FSA End-of-Course Fact Sheet
- FSA Achievement Levels
- NGSSS EOC Fact Sheet
- FSA Reports
- NGSSS Science and EOC Reports
- Statewide Science Assessment Information
- FSA Resources

Florida State Alternate Assessment (FSAA)

All Florida students participate in the state’s assessment and accountability system. The Florida Standards Alternate Assessment (FSAA) is designed for students whose participation in the general statewide assessment program (Florida Standards Assessments, Statewide Science Assessment, Next Generation Sunshine State Standards End-of-Course Assessments) 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 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. Beginning in 2016-2017, the FSAA program will include two assessment components. 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 - Assessing Comprehension and Communication in English State to State for English Language Learners (WIDA) ACCESS for English Language Learners is administered annually to all English learners in Florida. ACCESS for English Language Learners is a standards-based, criterion referenced English language proficiency test designed to measure English learners' social and academic proficiency in English. It assesses social and instructional English as English Language Learners; the language associated with language arts, mathematics, science, and social studies within the school context across the four language domains. ACCESS for English Language Learners is used to determine the English language proficiency levels and progress of English Learners in the domains of speaking, listening, reading, and writing.

Alternate ACCESS for English Language Learners is a recently developed, individually administered test. It 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. Alternate ACCESS for English Language Learners is not intended for English Learners who can be served with special education accommodations on ACCESS for English Language Learners. Decisions regarding a student's participation must be made by an Individualized Education Program team.

FLKRS – Florida Kindergarten Readiness Screener

The Florida Kindergarten Readiness Screener (FLKRS) must be administered to all public-school kindergarten students within the first 30 days of each school year. The FLKRS assessment is
administered through Star Early Literacy®. The Star Early Literacy® assessment is an online, adaptive instrument with 27 questions that students complete independently in approximately 15-20 minutes.

There are three domains of learning that are assessed as part of Florida Kindergarten Readiness Screener. More Information: [FLDOE FAQ for FLKRS](#)

- Word Knowledge and Skills
- Comprehension Strategies and Constructing Meaning
- Numbers and Operations

2018 - 2019 Schedule of State Assessments and Administration Dates

<table>
<thead>
<tr>
<th>Test</th>
<th>Grades</th>
<th>Testing Date(s) Initial and Makeup</th>
<th>Test</th>
<th>Grades</th>
<th>Testing Date(s) Initial and Makeup</th>
<th>Test</th>
<th>Grades</th>
<th>Testing Date(s) Initial and Makeup</th>
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</thead>
<tbody>
<tr>
<td>FSA ELA Writing</td>
<td>4 &amp; 5</td>
<td>April 1-12, 2019</td>
<td>FSA ELA Writing</td>
<td>6</td>
<td>April 1-12, 2019</td>
<td>FSA ELA Writing</td>
<td>9 &amp; 10</td>
<td>April 1-12, 2019</td>
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<tr>
<td>FSA ELA Reading</td>
<td>3</td>
<td>April 1-12, 2019</td>
<td>FSA ELA Reading</td>
<td>6</td>
<td>May 1-14, 2019</td>
<td>FSA ELA Reading</td>
<td>9 &amp; 10</td>
<td>May 1-28, 2019</td>
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<tr>
<td>FSA Mathematics</td>
<td>3-5</td>
<td>May 1-14, 2019</td>
<td>FSA Mathematics</td>
<td>6</td>
<td>May 1-14, 2019</td>
<td>FSA Algebra 1 &amp; Geometry EOCs</td>
<td>1st time enrolled in course</td>
<td>May 1-28, 2019</td>
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<tr>
<td>Statewide Science (NGSSS)</td>
<td>5</td>
<td>May 1-14, 2019</td>
<td>Statewide Science (NGSSS)</td>
<td>8</td>
<td>May 1-14, 2019</td>
<td>Biology 1 (NGSSS)</td>
<td>1st time enrolled in course</td>
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<tr>
<td>FSA Fall Retakes</td>
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<td>FSA Winter Retakes</td>
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<td>FSA Spring Retakes</td>
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<tr>
<td>Gr. 10 ELA Writing Retake</td>
<td></td>
<td>Sept. 10-21, 2018</td>
<td>Gr. 10 ELA Writing Retake</td>
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<td>Sept. 10-28, 2018</td>
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<tr>
<td>Gr. 10 ELA Reading Retake</td>
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<td>Sept. 10-28, 2018</td>
<td>Algebra 1 &amp; Geometry and Biology 1, Civics, US History</td>
<td>Nov. 26 – Dec. 14, 2018</td>
<td>Gr. 10. ELA Reading Retake</td>
<td>February 25 – March 15, 2019</td>
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<tr>
<td>Algebra 1 &amp; Geometry and Biology 1, Civics, US History</td>
<td>Sept. 10-28, 2018</td>
<td>FSA Algebra 1 Retake</td>
<td>Febrary 25 - March 15, 2019</td>
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<tr>
<td>FLKRS</td>
<td>K</td>
<td>August 13 - October 12, 2018</td>
<td>ACCESS for ELLs</td>
<td>6-8</td>
<td>January 28 – March 29, 2019</td>
<td>ACCESS for ELLs</td>
<td>9-12</td>
<td>January 28 – March 29, 2019</td>
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<tr>
<td>ACCESS for ELLs</td>
<td>K-5</td>
<td>January 28 – March 29, 2019</td>
<td>FSAA</td>
<td>6-8</td>
<td>February 25 – April 12, 2019</td>
<td>FSAA</td>
<td>9-12</td>
<td>March 11 – April 26, 2019</td>
</tr>
<tr>
<td>FSAA</td>
<td>3-5</td>
<td>February 25 – April 12, 2019</td>
<td>FSAA</td>
<td>6-8</td>
<td>February 25 – April 12, 2019</td>
<td>FSAA</td>
<td>9-12</td>
<td>March 11 – April 26, 2019</td>
</tr>
</tbody>
</table>

*Highlighted is a Paper-Based test

In the 2018–2019 school year, the following assessments are Paper-Based Test (PBT) administrations:

- Grades 4–6 FSA ELA Writing
- Grades 3–6 FSA ELA Reading
- Grades 3–6 FSA Mathematics
- Grades 5 and 8 Statewide Science

In the 2018–2019 school year, the following assessments are Computer-Based Test (CBT) administrations:
Testing Attendance
Test attendance at FLCCA is **mandatory** at all times throughout the school year. Teachers will communicate attendance expectations through the Class Connects and Course Announcements. Some tests will be taken virtually, and some will be in-person. The majority of 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.

College Admissions Testing
**College Bound Assessments**: SAT and ACT. Colleges use scores from these tests for admission decisions and merit-based scholarships.

**To Register**: FLCCA School Code for SAT Program or the ACT Assessment is **100294**. Use this code so that FLCCA will received your scores for you.

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

Timeline for these optional tests:

![Timeline Image]

More information and SAT Prep

**ACT** is administered on specific test dates. There are 4 sections – English, Math, Reading and Science plus an optional Essay. A calculator can be used on all of the Math questions on this test.

**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 all state testing. This management system is also used for state accountability tracking for internal documentation.
All students will receive testing communication from Testing Nirvana including Test Sites (where testing will take place) and Test Schedules. Each family will be sent more information about Testing Nirvana and receive emails from testing nirvana from this address: donotreply@testingnirvana.com

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 coursework they submit. The following are guidelines to assist students in observing academic integrity:

- Students must do their own work and assessments and submit only their own work on assignments including homework, examinations, reports, and projects.
- Students benefit from working in groups. They may collaborate or cooperate with other students on assignments as directed.
- Students must follow all written and/or verbal instructions given by teachers prior to taking examinations, tests, quizzes, and performance evaluations.

Responding to Academic Dishonesty

Parents will be notified of any academic concerns. Corrective action will be administered by school personnel in a progressive manner—that is, the action taken correlates in degree with the seriousness of the misconduct and/or the disciplinary history of the student.

Grading for Secondary

Students will be provided class grading policies by the teacher of each class during the first week of school approved by the school principal.

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 180 hours of attendance through the school year for science, math, language arts, and social studies.

Attendance at FLCCA is defined as:

- Attendance at all required live class connect sessions
- Participation in virtual or in-person events (i.e. assemblies, live events or field trips, etc.)
• Participation in educational activities for a recommended number of hours, as outlined in the Required Instructional Hours section of the handbook
• Documentation of student work completion

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Action</th>
<th>Parent Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 consecutive days</td>
<td>Email sent from child’s homeroom teacher</td>
<td>Contact child’s Homeroom teacher immediately regarding absences</td>
</tr>
<tr>
<td>5 consecutive days</td>
<td>Attendance warning letter sent via electronic mail</td>
<td>Contact Family Compliance Liaison to discuss action plan to ensure correction of attendance</td>
</tr>
<tr>
<td></td>
<td>Contact from Family Compliance Liaison or designee</td>
<td></td>
</tr>
<tr>
<td>8, 10+ consecutive days</td>
<td>Truancy procedures initiated by school</td>
<td>Cooperate and actively participate in school’s response to get student back on track</td>
</tr>
</tbody>
</table>

*Some exceptions can be made for absences due to medical or religious reasons. These will be considered on a case-by-case basis and must be documented through communication with the student's homeroom teacher.

**Truancy and the Learner's Permit: Driver License Denial**

If a student is determined to be truant as per FLCCA Regulations stated above (in the Truancy Policy), the student will be reported to the State Attorney’s Office and will be ineligible for obtaining his or her Learner’s Permit or Driver’s License (or if already possessing this document, the student’s document will be suspended). To reinstate this privilege, the family must provide a notarized document of attendance to the state from the Department of Motor Vehicle’s website.

**Attendance FAQs**

1. **How do I enter attendance for my student(s)?**
   a. Log into the Learning Coach account. The attendance widget will be on the left side of your page (see above). Select that widget and you will go to a screen with your student’s attendance.
   b. Select the correct student using the symbol beside your student’s name (in the demo above it is beside “Student’s Attendance.” **Attendance must be logged daily for EACH of your students.**
   c. Go into the cell beside the name of the course and enter the time spent on that course for the day remembering online lessons, live class connect sessions, any live help attended, any excursions (e.g.: museums, science centers) and any offline work completed. Enter the time spent and continue through all subjects.
   d. When finished logging attendance for the day, be sure to hit “Save” at the bottom of the student’s attendance page.
   e. If days of attendance were not logged, go to the top right of the student’s attendance page, click on “missing days” and you can select the day that you did not log attendance. Note that just above that you can see how many days of attendance will need to be logged. You cannot alter attendance for previous days that were entered, but you can enter attendance for previous days not entered.

2. **Is there an app I can download for my student(s’) attendance?**
   a. Absolutely! Please go to: [https://www.k12.com/virtual-school-offerings/online-private-schools-courses/mobile-apps/online-school.html](https://www.k12.com/virtual-school-offerings/online-private-schools-courses/mobile-apps/online-school.html) to download the app!

3. **What if my student has a nontraditional schedule?**
a. One of the many benefits of attending a nontraditional school like FLCCA is that you can have a nontraditional schedule! We pride ourselves on being student-centered, and encourage our students with exceptional pursuits to communicate that to their homeroom teachers! Communication will be key to your student's success, as well as watching the recordings of Class Connects and following up with schoolwork within deadlines or ahead of deadlines if needed. We cannot stress it enough - if you have a nontraditional schedule, please communicate that to your homeroom teachers.

4. What if I decide to take my student(s) on an educational outing during the day?
   a. This is perfectly fine; however, you will need to ensure that you communicate this to your homeroom teacher. 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. All assignment due dates must be adhered to, as well, and Class Connect recordings must be watched afterwards.

5. Who do I call to enter an absence due to medical/religious reasons?
   a. Please communicate with the homeroom teacher to enter the absence- please provide the reason if you would like the absence to be considered an excused absence. Absences for family vacations are NOT considered an excused absence.

Parent’s Guide to MTSS

MTSS is a multi-tiered system of supports (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, which is embedded in the school’s instructional model; 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 Coordinator. 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 for more information.
**Homeless and Foster Care Liaison**

The Homeless Liaison for FLCCA is Samantha Kimmel and can be reached at (904) 247-3268, ext. 2035. Mrs. Kimmel can provide information for resources available to families in their individual area of residence and empower families to seek out 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. Mrs. Kimmel will coordinate with foster families and the Department of Children and Families as needed to assist with special concerns.

**504 Coordinator and Child Find**

**Section 504 Overview**

Section 504 of the Rehabilitation Act is a civil rights law to protect disabled workers (1973) and students (1974) from discrimination. FLCCA has a Child Find responsibility for each student they suspect may have a disability. The Office for Civil Rights (OCR) enforces Section 504 compliance and Congress bases future receipt of federal funds on the school District meeting all compliance requirements. Students served under Section 504 receive assistance with accessing the classroom environment such that they receive educational benefit. Section 504 protections do not involve modification of the academic curriculum. Under Section 504, students are held responsible for meeting the requirements of Florida’s state standards. In the case where a student qualifies for IDEIA services, the parent may not refuse those services in preference for a Section 504 plan for that impairment. That is, the refusal of IDEIA 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. In order 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 the area of eyewear.
Section 504 is not a type of program delivery; rather, it affords civil rights protection. Ensuring students achieve at their potential is not the purpose of this federal mandate. Rather, student participation and progress is compared to the average student in the typical/standard class setting. Average academic performance within the 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 single source of information.

Who do I contact for more information on Section 504?

Contact Amanda Conley at aconley@k12.com or call 904-247-3268 ext. 1017 for more information on Section 504.

English Language Learners
FLCCA ensures that all students who responded with a “yes” to the Home Language Survey are provided with equal access to all categorical programs and comprehensible instruction to be able 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. ELL coordinator is Kristi Kendall. Ms. Kendall can be reached at 904-247-3268 ext. 5053.

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 is 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 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). Ms. Kendall can be reached at 904-247-3268 ext. 5053.

Health and Safety
Parents are required to accompany their elementary students on school-sponsored outings and events. Middle and High School parents are not required to attend but must have the trip's permission slip filled out in its entirety. 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.
Parent – Teacher Communication

Parent-Teacher communication is vital for student success. Communication will take place through various methods including; emails, phone calls, text messages (opt in required), newsletters, course announcements, and Class Dojo (K-5 Only).

Primary communication will take place via email through the Online School (OLS) platform. 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).

You can access teacher contact information at any time via the Online School using the Quick Links on the right-hand side of your landing page and then clicking on the Contact My Teachers link.

When sending email correspondence, please include your child’s first initial and last name in the subject line. Please note that teachers spend majority of their day conducting live classroom instruction. We ask that you allow 24-48 hours from the time the email was sent for a response.

Student Information Changes

In the event your address, email or phone number changes, please send these updates immediately to your child’s teacher to ensure the teacher and school has the best way to reach you at all times.

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 reach you at all times. If the physical address changes for your student, please send 2 proof of address verification forms to FLCCA School Office at schooloffice@flccacademy.org

Withdraw from School Process

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

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.

Objectional School Materials

If a parent finds certain lessons, books or materials to be objectionable, s/he should contact the student’s teacher and utilize the feedback option within the OLS. The teacher will work with the parent to find alternative lessons to meet the lesson objectives. The assessment for the lesson in the OLS must be completed to show that the objectives have been met.
How to request a transcript

High school students will need an official transcript for each college application submitted. Transcript requests should be made through the link provided here and you should allow at least 4 to 6 days for processing. Students should follow up with the institution(s) in order to determine if the school, college or university needs an electronic copy.

Please use the link below to request a transcript.

Transcript Request

Scholarship and High-School Service Hour requirements

Florida Bright Futures Scholarship Program

Florida Academic Scholarship (FAS) / Florida Medallion Scholarship (FMS)

Initial Eligibility Requirements determined by the Florida Department of Education

1. Submit the Florida Financial Aid Application (FFAA) by August 31 of senior year of high school,
2. Complete the 16 college-preparatory courses required for admission to a state university,
3. Achieve the required weighted GPA in the 16 college-preparatory courses per chart below,
4. Complete the required number of service hours per chart below, and
5. Achieve the required combined SAT® or composite ACT® score per chart below

<table>
<thead>
<tr>
<th>Type</th>
<th>16 High School Course Credits</th>
<th>High School Weighted GPA</th>
<th>College Entrance Exams (ACT®/SAT®)</th>
<th>Service Hours</th>
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<tbody>
<tr>
<td>FAS</td>
<td>4 - English/Language Arts (three must include substantial writing)</td>
<td>3.50</td>
<td>29/1290</td>
<td>100 hours</td>
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<td></td>
<td>4 - Mathematics (at or above the Algebra 1 level)</td>
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<td>3 - Natural Science (two must have substantial laboratory)</td>
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<td></td>
<td>3 - Social Science</td>
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<tr>
<td></td>
<td>2 - World Language (sequential, in some language)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FMS</td>
<td>3 - English/Language Arts (three must include substantial writing)</td>
<td>3.00</td>
<td>26/1170</td>
<td>75 hours</td>
</tr>
<tr>
<td></td>
<td>3 - Mathematics (at or above the Algebra 1 level)</td>
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<td></td>
<td>3 - Social Science</td>
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<tr>
<td></td>
<td>2 - World Language (sequential, in some language)</td>
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</table>

Requirements to Receive an Award: (As determined by your postsecondary institution.)

1. Evaluated by Office of Student Financial Assistance (OSFA) as meeting the initial eligibility requirements,
2. Graduated with a standard high school diploma or its equivalent,
3. Be a Florida resident and U.S. citizen or eligible noncitizen, and
4. Enroll as a degree-seeking student at a Florida institution in at least 6 non-remedial semester credit hours.

Note: If not funded the year after graduating from high school, student must apply within 2 years of graduating from high school to have the award reinstated.

Renewal Requirements: (As determined by grade and hours submitted by your postsecondary institution.)

1. Students must earn the number of credit hours based on the student’s enrollment type per term, and
2. The renewal cumulative GPA requirements are outlined in the table below.
Service hours should be submitted to your school counselor to be added to the student’s transcript. Please use inserted document to track your student’s service hours.

Students must complete service hours during high school and by high school graduation. 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 work performed. The hours must be documented in writing, and signed by the student, the student’s parent or guardian, and representative of the organization.

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.

FLCCA references the resources available on https://www.stopbullying.gov/ and encourages parents to utilize the lessons available to students on this website. Homeroom meetings will include anti-bullying lessons as well.

Use of Tobacco and other Drugs
FLCCA has a zero-tolerance policy for the use of alcohol, tobacco and other drugs on school-owned property as well as at school-sanctioned events.

FLCCA is a safe school. Anything that interferes with the emotional and physical well-being will be immediately addressed. FLCCA staff and administration adhere to all state laws regarding safety, order and discipline. In addition to FLCCA’s zero-tolerance policy for alcohol, tobacco and drugs, FLCCA also has zero tolerance for the possession of weapons, and activities such as hazing, gang activity, or any other dangerous activity. All disciplinary action will follow state regulations and all due process laws, can include suspension, and expulsion. Police referrals will be made as required by law.

FLCCA references the Florida Safe and Drug-Free School's Program, found at this website: http://wwwfldoeorg/core/fileparsephp7771/urlt0084819-staterep0910pdf

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. 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.
Vision and Hearing Screenings
FLCCA communicates screening opportunities and related information throughout the school year.

Safe Schools and Crisis Plan

Florida Cyber Charter Academy (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 are able to 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 safe guarding 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.

Lastly, in addition to FLCCA’s Safe Schools and Crisis Management Plan, the behavioral expectations and FLCCA’s code of conduct provides for response protocols for the health, safety and emotional well-being for 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 Head of School, Dr. Sandra Anthony at 904-247-3268.

Mental Health Awareness
Teachers are often the first point of contact for many crisis 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. Reports can be made at any time to the Head of School.

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 (OLS). Families must also have Internet access in order to participate in the school and all required Class Connects. In certain cases, based on financial need, a family may be eligible for a computer loan.

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.

Internet Reimbursement
In certain cases, based on financial need, a family may be eligible for Internet Reimbursement. If eligible, families will be reimbursed $9.95 per full month of enrollment with FLCCA. This amount is paid at the end of the school year.

School Online 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.

This email contains all information needed to complete the Account Setup process which will provide access to the Online School!

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 Step”

Hardware Requirements for Blackboard Log In
Windows OS
The minimum hardware recommendations to use the program are as follows:

CPU: Intel 1.0 GHz or faster processor (or equivalent)
Browser: Microsoft Internet Explorer 9.0 or higher, Mozilla Firefox 35.0 versions or higher, Chrome 40.0 or higher. RAM: 1GB of RAM

K12 presently supports the Windows 7 Operating System. The online school should also function with Windows 8 and Windows 10. Windows Vista and Windows XP OS’s are no longer supported by Microsoft and no longer compatible with doing work on the online school.

Mac OS
CPU: PowerPC G4 1 GHz or faster processor; Intel Core Duo 1.83 GHz or faster processor
RAM: 1GB of RAM
Browser: Microsoft Internet Explorer 9.0 or higher, Mozilla Firefox 35.0 versions or higher, Chrome 40.0 or higher.
Using Mobile Devices with the Online School
Unfortunately, many portable devices do not support the software products required to run the Online School. These devices may include (but not limited to): Chromebooks, iPads, iPhones, iPods, Kindles, eReaders, and the newer Android phone. See iPads, iPods, Smart Phones and Mobile Apps to learn about K12 Apps for smart phones and other mobile devices.

Software
The free software below is for both a Windows or Mac computer unless noted:

- Adobe Flash Player 16 or higher (click here)
- 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.
- If you are using NetZero, the 3G or Hi-Speed version of the NetZero software is not able to be used consistently with the Online School. The basic version of the NetZero Software should have been installed.
- If you are using AOL you must minimize AOL after Connecting and use an approved browser
- If you are using MSN, you cannot use MSN Explorer consistently
- You MUST meet the minimum speed of 56kbps -- click here to perform a speedtest

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 the Online School
- Internet Security Products, such as Norton, can inhibit the 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 OLS: 80, 8080 and 443

Touchscreens and Wacom tablets can interfere with accessing links in the Online School -- please see the manufacturer's support site for instructions on how to configure these devices to work consistently with Flash Player

FERPA
The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.
FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (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.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school. **You will find a FERPA Opt-Out Form at the back of this handbook.**

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 us at the following address:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-8520

**Policy of Non-Discrimination**

Florida Cyber Charter Academy is committed to providing an environment that is free from all forms of sex discrimination, which includes gender-based discrimination, sexual harassment and sexual violence, as regulated by Title VII and Title IX, and to insuring the accessibility of appropriate grievance procedures for addressing all complaints regarding all forms of sex discrimination and sexual harassment. FLCCA 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 in accordance with the grievance procedure set forth below.

INFORMATION AND ASSISTANCE

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.

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 any of the following:

FLCCA Title IX Coordinator
Rita Whitten
rwhitten@k12.com
904.247.3268
Appendix 1

Complaint process

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.
Appendix 2
Photography, Testimonial and Interview Release and Opt-Out

FLCCA and K12 is proud of its 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.

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 Inc., 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 aforementioned 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 ________________________________________________________
ATTENTION! Checking items below will prevent the selected information from appearing in school publications, including, but not limited to, the yearbook, even if you provide permission in Section B on the Media Release Form.

PURPOSES OF DISCLOSURE
“Directory Information” is personally identifiable information that would not generally be considered harmful or an invasion of privacy if disclosed. Pursuant to the Family Educational Rights and Privacy Act (FERPA), Florida Cyber Charter Academy (FLCCA) may disclose, in its discretion, directory information of a student in any grade level, if the parent or student age 18 or over did not “opt out” of the disclosure. SBBC reserves the right to release Directory Information only: (a) to colleges, universities or other institutes of higher education in which the student is enrolled, may seek enrollment or may be recruited; (b) for school publications, instructional materials and other school communication tools (including, but not limited to, yearbooks, athletic programs, graduation programs, recruitment brochures, theatrical programs, school and District websites, social media, and postings and displays throughout the school facility); (c) to County health officials for purposes of communicating with parents to address conditions of public health importance as determined by Florida Department of Health (64D-3, F.A.C.), including information to meet or to prepare for a potential or confirmed health threat; and/or (d) to class reunion committees (and the like) for purposes of class reunion activities.

TYPES OF DIRECTORY INFORMATION
Parents/guardians of students in any grade level, or eligible students (those over the age of 18, emancipated, or attending a postsecondary institution), may opt out of having any or all of the following types of directory information disclosed by indicating, with a check mark (✓), those items NOT TO BE DISCLOSED:

- ___ Student’s Name
- ___ Telephone Number(s)
- ___ Major Field of Study

- ___ School Grade Level
- ___ Name of the Most Recent/Previous School or Program Attended

- ___ Parent’s Name
- ___ Date of Birth
- ___ School-Sponsored Activities and Sports

- ___ Residential Address
- ___ Place of Birth
- ___ Height and Weight of Athletes

- ___ Degrees & Awards* (Degrees and Awards include exemplary work (including artwork), recognitions of all types, and graduation status (i.e., a list of graduating students), and exclude Grade Point Average (GPA). Note: This form must be completed and submitted to the school on an annual basis, regardless of whether any of the above items were checked or not, WITHIN 10 DAYS FROM THE FIRST DAY OF SCHOOL or from the date of enrollment, if a student enrolls after the start of each school year.

Student Name ________________________ School __________________________
Parent/Guardian/Eligible Student’s Name (Print) __________________________
Parent/Guardian/Eligible Student’s Signature __________________________
Date __________________________
Appendix 4
Parent/LC/Student Read Acknowledge Statement and/or Signature

School Year 2018-2019 FLCCA PARENT / STUDENT CONTRACT

Student Name (Last, First) ______________________________

Student Grade Level __________________

Please initial each of the following statements to confirm your understanding of the virtual program and your role as the Learning Coach with Florida Cyber Charter Academy.

___ I understand that by submission of this form I am requesting to enroll my student in a public school with Florida mandated residency, attendance, and testing requirements that I am expected to meet. Failure to meet these requirements could result in an involuntary withdrawal.

___ I understand that as a public school, there are strict requirements regarding progress and attendance with FLCCA. I agree to adhere to these requirements that are set in accordance with Florida Department of Education.

___ I understand there are default courses that are assigned to my student appropriately, and taking performance assessment, could show a need for lower or higher course work.

___ I understand that it is my responsibility to secure an internet service provider and computer access for the entire school year. These are requirements for use of the K12 curriculum and participation in FLCCA.

___ I understand and accept the responsibility to personally instruct and supervise my student while using the K12 curriculum.

___ I understand that I am required to participate in scheduled ILP conferences with my teacher on a quarterly basis.

___ I understand that my student needs to log in to the K12 learning platform each school day using his/her student account to be marked “Present”.

___ I understand that I must read and respond to emails and/or phone calls from the FLCCA team within 48 hours.

___ I will inform my student’s FLCCA homeroom teacher in a timely manner if any of our contact information changes.

___ If it is determined that my student is eligible for special education services, I understand that regular communication with my child’s case manager and/or related service provider(s), as well as attendance at scheduled IEP/eligibility meetings are a required component of my child’s education and his/her success in this learning environment.

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

_______________________________
Parent/Guardian’s Signature

_________
Date