

Florida Cyber Charter Academy
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FLORIDA CYBER
CHARTER ACADEMYSM

POWERED BY STRIDE K12



Florida Cyber Charter Academy Parent & Student Handbook

2023-2024



FLORIDA CYBER
CHARTER ACADEMYSM

POWERED BY STRIDE K12

Welcome to Our School

August 2023

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 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 are provided a high-quality education as our teachers and faculty 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 received and read the handbook. There 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 have the opportunity to 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 Online School. 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

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 with 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.html>

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School Calendar

Florida Cyber Charter Academy School Calendar 2023 to 2024

Jul-23						
S	M	T	W	T	F	S
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2	3	4	5	6	7	8
9	10	11	12	13	14	15
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23	24	25	26	27	28	29
30	31					

Aug-23						
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27	28	29	30	31		

Sep-23						
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Oct-23						
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Nov-23						
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Dec-23						
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31						

Jan-24						
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Feb-24						
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Mar-24						
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31						

Apr-24						
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28	29	30				

May-24						
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Jun-24						
S	M	T	W	T	F	S
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

- School Closed/Holidays
- End of Grade Marking Period
- First and Last Day of School
- Student Holiday/Teacher Workday
- Teachers' First and Last Day (June 7)

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Online School 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**

Using Mobile Devices with the Online School

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](#) . *Please note that all mobile applications listed on the website may not be available for all types of mobile devices at this time*
- 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

The free software below is for both a Windows and 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 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 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

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.

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.

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

Internet Reimbursement

Based on financial need, a family may be eligible for Internet Reimbursement at the completion of the school year. If eligible, families will be reimbursed \$9.95 per full month of enrollment with FLCCA. In order to be eligible for this reimbursement, each family will need complete the Family Income Form that is updated each year on July 1st and complete the school year with FL Cyber Charter Academy. This amount is paid at the end of the school year.

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.

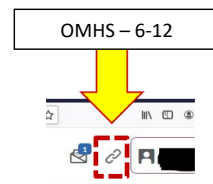
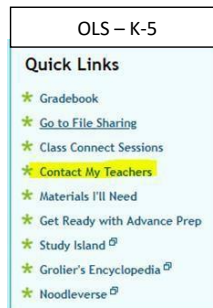
Communication Expectations

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, course announcements.

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). To ensure we are able to connect with 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 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.



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 as well as 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 time commitment for a Learning Coach:

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

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 on 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 their interest.

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. If the physical address changes for your student, please send 2 proof of address verification forms to your homeroom teacher.

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 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.

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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 FL 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 use the OLS 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 OLS 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**

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 for promotion in Science or Social Studies in grades 4 and 5.					
***May not be required for students with disabilities on Alternate Assessment.					

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 through a combination of the child's classroom grades, internal assessment scores, and Florida Assessment scores. The final determination is at the principal's discretion.

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

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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.

Grading for Secondary

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

Grading Scale - Secondary

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 and High School Students

Promotion is based upon a number of factors including teacher recommendation, attendance and course passage and 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 Assessments. Individual learning needs may amend these requirements for students with disabilities.

Middle School

Required Courses

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

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

1. Three courses in mathematics
2. Three courses in English Language Arts
3. Three courses in science, to include instruction in Earth/Space, Life, and Physical Science
4. Three courses in Social Studies, to include instruction in World History, Civics, and U.S. History

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:

1. The student is enrolled or required to enroll in Intensive Reading or Intensive Math
2. The student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement
3. The parent requests the student enroll in another course from those courses offered by the school. Waiver requests must be submitted on an annual basis. The parent must complete MIS 4252, available in the guidance department

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HIGH SCHOOL COURSES IN MIDDLE SCHOOL

Middle school students may take courses for high school credit. Students will receive academic counseling regarding the consequence of their choices. Middle school students and their parent or legal guardian 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 in order 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.

INTENSIVE STUDIES

In order to remediate or provide additional support in reading or math, Florida Cyber Charter Academy 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:

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

Additional Data Used for Placement:

1. Progress Monitoring data
2. Student grades in ELA courses
3. Teacher recommendation

Intensive Math Placement Guidelines for Grades 6-8:

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

1. Progress Monitoring data
2. Student grades in math courses
3. Teacher recommendation

High School

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

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

INTENSIVE STUDIES

In order to remediate or provide additional support in reading or math, Florida Cyber Charter Academy 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:

1. Students who score at Level 1 on the ELA Florida Assessments are *required* to be enrolled in an Intensive Reading Class.
2. Students who score a lower Level 2 on ELA Florida Assessments are *highly recommended* for Intensive Reading placement.
3. 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:

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

Scholarship and High School Service Hours

For more information on Scholarship opportunities please visit the following website:

<https://www.floridastudentfinancialaidsg.org/SAPHome/SAPHome?url=home>

Service Hours

Service hours should be submitted to your school counselor to be added to the transcript. Please use inserted document to track service hours. This document can also be viewed and printed from [the appendix section](#).



Students must complete service hours during high school and must be submitted to your 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

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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.

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 OLS or OMHS. The teacher will work with the parent to find alternative lessons to meet the lesson objectives. The alternative assessment for the lesson in the OLS or OMHS must be completed to show that the objectives have been met. All reading materials within the OLS and OMHS have been vetted to meet Florida statutes by a certified Media 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 (AI, e.g.).
3. Students must follow all written and/or verbal instructions given by teachers prior to taking examinations, tests, quizzes, and performance evaluations.

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 to review enrollment eligibility and can result in administrative withdrawal from the school.

Make-Up Work

Make-up work can be submitted through the end of each quarter. After each quarter, the assignment will be considered missing, and the student will receive a zero.

Progress Reporting

Progress Reports

Student 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.

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Report Cards

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

Students will receive a digital report card at the end of each semester. 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 in grades 7 – 12 should receive their final digital report card in July of the school year.

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, 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 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 least twice 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 have an active Individual Education Plan (IEP). FLCCA has a Child Find responsibility for each student they suspect may have a disability. During the course of 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 at jburton@k12.com or 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

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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 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 be best reached at jburton@k12.com or by calling the main office.

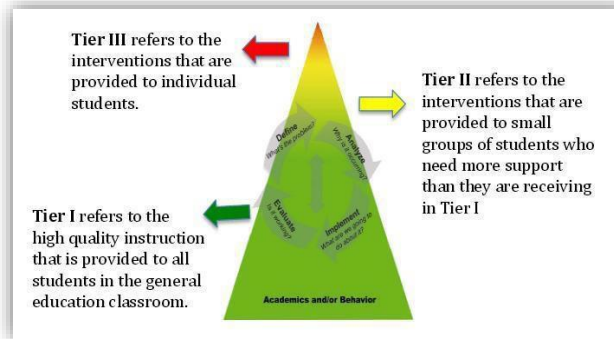
Multi-tiered System of Supports- MTSS

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 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.



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. 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. Please note, a section 504 plan is not simply for the provision of testing accommodations.

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 are 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.

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Eligibility decisions are based on the preponderance of supporting documentation rather than a single 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 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. There is a face-to-face testing requirement for all students that are identified as an English language learner. This testing requirement is in additional to the FL state testing.

Translation Needs

Professional interpreter services may be requested at any time for Legal Guardians of students by contacting Carmine Remy at cremy@k12.com

Homeless and Foster Care Liaison

The Homeless Liaison 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. Coordination with foster families and the Department of Children and Families will occur as needed to assist with special concerns.

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 Coordinator 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 2024 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 2024 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.

Language Arts	<ul style="list-style-type: none">• FAST ELA Reading - Grades Kindergarten - 10• FAST Writing - Grades 4-10
Mathematics	<ul style="list-style-type: none">• FAST Mathematics - Grades Kindergarten - 8• Algebra I EOC• Geometry EOC
Science	<ul style="list-style-type: none">• Statewide Science – Grades 5 and 8• Biology EOC
Social Studies	<ul style="list-style-type: none">• Civics EOC• United States History EOC• Florida Civic Literacy Exam

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.

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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 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 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

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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](#)

2023-2024 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 our website. [Testing Schedule link](#)

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FLORIDA STATEWIDE ASSESSMENT PROGRAM 2023–2024 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.

Writing	
Dates	Assessment
April 1–12, 2024	Grades 4–10 Benchmarks for Excellent Student Thinking (B.E.S.T.) Writing
ELA Reading and Mathematics	
Dates	Assessment
May 1–31, 2024	Grades 3–10 Florida Assessment of Student Thinking (FAST) English Language Arts (ELA) Reading & Grades 3–8 Mathematics End-of-Year Progress Monitoring Assessment (Third Administration, PM3)
Statewide Science Assessment	
Dates	Assessment
May 6–17, 2024	Grades 5 & 8 Science
EOC & FAST ELA Reading Retake Assessments	
Dates	Assessment
September 11–October 6, 2023 November 27–December 15, 2023 May 1–31, 2024 July 15–26, 2024	B.E.S.T. Algebra 1 & Geometry End-of-Course (EOC) Assessments Biology 1, Civics, & U.S. History EOCs FAST Grade 10 ELA Reading Retake
FSA Retake Assessments	
Dates	Assessment
September 11–29, 2023	Florida Standards Assessment (FSA) Grade 10 ELA Reading Retake FSA Grade 10 ELA Writing Retake FSA Algebra 1 Retake
February 19–March 8, 2024	FSA Grade 10 ELA Writing Retake FSA Grade 10 ELA Reading Retake FSA Algebra 1 Retake

*School districts establish districtwide schedules within these windows according to state-provided guidance. Districts may also establish individual school schedules within these windows.

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FLORIDA STATEWIDE ASSESSMENT PROGRAM 2023–2024 SCHEDULE

The windows below denote the amount of time provided for districts and schools to select progress monitoring administration days; they do not represent the amount of time students spend taking progress monitoring 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.

FAST	
Dates	Grade Levels and Subjects
First Administration (PM1): August 7–September 29, 2023 Second Administration (PM2): December 4, 2023–January 26, 2024 Third Administration (PM3): April 15–May 31, 2024	Grades K–2* FAST Reading & Mathematics
First Administration (PM1): August 14–September 29, 2023 Second Administration (PM2): December 4, 2023–January 26, 2024 Third Administration (PM3): May 1–May 31, 2024	Grades 3–10 FAST ELA Reading & Grades 3–8 FAST Mathematics

*Assessment calendar guidance for VPK programs is available at <http://www.floridaearlylearning.com/vpk/fast>.

Florida Alternate Assessment	
Dates	Grade Levels and Subjects
September 25–October 13, 2023	Florida Standards Alternate Assessment (FSAA)—Performance Task Grade 10 ELA Makeup Algebra 1 Makeup
February 26–April 12, 2024	Florida Alternate Assessments (FAA)*—Performance Task Grades 3–8 ELA & Mathematics Grades 4–8 Writing Grades 5 & 8 Science End-of-Course Assessment (Civics)
March 11–April 26, 2024	FAA*—Performance Task Grades 9 & 10 ELA Grades 9 & 10 Writing End-of-Course Assessments (Algebra 1, Biology 1, Geometry & U.S. History)
Data Collection Periods: September–October 2023 November–December 2023 March–April 2024	FAA*—Datafolio Grades 3–10 ELA (Reading & Writing) Grades 3–8 Mathematics Grades 5 & 8 Science End-of-Course Assessments (Algebra 1, Biology 1, Civics, Geometry & U.S. History)

*Aligned to Access Points for B.E.S.T.

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FLORIDA STATEWIDE ASSESSMENT PROGRAM 2023–2024 SCHEDULE

Other Statewide Assessments	
Dates	Assessment
September–December 2023	Preliminary ACT (PreACT)
October 2023	Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)
November 6–December 15, 2023 April 15–May 31, 2024	Florida Civic Literacy Exam
January–March 2024	National Assessment of Educational Progress (NAEP) Mathematics (Grades 4, 8 & 12) Reading (Grades 4, 8 & 12) Science (Grade 8)
January 22–March 15, 2024	ACCESS for ELLs Alternate ACCESS for ELLs
March–April 2024	ACT*
March–April 2024	SAT*
March–April 2024	Classic Learning Test (CLT)*
May 2024	Advanced Placement (AP) Exams

*Districts will select the ACT, SAT, or CLT to administer to all Grade 11 students in the district.

- 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.

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.

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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 through 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 calendar 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 in order 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 at FLCCA is defined as:

- Attendance in required live class connect sessions.
- Participation in virtual or in-person events (i.e., assemblies, live events, or field trips, etc.)

*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 and of the assigned NWEA testing, administered virtually. **Your student is***

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still required to log into their OLS account during testing days.

- Completion of daily assigned coursework via the Online School Platform (students MUST enter the OLS account for required attendance tracking)

Attendance is tracked by our internal systems 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 student.*

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 in order to be marked present).

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

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

Attendance:

- Daily – automated phone and email notification of absence
- Five consecutive days missed – Student Attendance Specialist (SAS) will check phone call explaining attendance expectation and compliance review and sending Attendance and expectation letter to parent/LC.
- Seven days missed in a semester – SAS notifies parent by email. Parents review and re-sign attendance policy.
- 10 school days missed in semester – Email and send USPS certified excessive absence letter requesting truancy conference
- 15 school days missed in semester – Student will be escalated to School Social Worker for review and well check home visit by local law enforcement *may* be conducted
- 20 school days missed in semester – Student is subject to be withdrawn at end of semester

Live Class participation time:

- Live Class Participation time is a program requirement and is crucial to academic success. Participation percentage will be reviewed after each Quarter.
- Less than 75% in Live Class participation – Student is subject to be withdrawn at end of semester.

*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 or via the [attendance reporting link](#).

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.

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- 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 the Online School. 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 the Online School 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 history via the Online School. 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.

• 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 will miss 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 timely.

• 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.

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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 persons 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 at school;
- 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.

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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

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.

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.

In order 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/> and encourages parents to utilize the lessons available to students on this website. Homeroom meetings will include anti-bullying lessons as well. The anti-bullying designee for FLCCA is Colleen Nehrbass and can be reached at cnehrbass@flccacademy.org.

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.

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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 10 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.

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 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 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

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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 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 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.

Vision and Hearing Screenings

Each year, during the months of September, January, and April, each family will receive communication to all active, enrolled families regarding the opportunity to participate in local health screenings to include, but not limited to 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.

Commented [DJ1]: setup a reminder for AAs to include health screening info in their newsletters

[County Health Department Locator](#)

Student Records

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

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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> The FERPA regulations are found at <https://www.ecfr.gov/current/title-34/part-99>

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 us at the following address:

*Family Policy Compliance Office
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 are 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)–
 - Political affiliations or beliefs of the student or student's parent.
 - Mental or psychological problems of the student or student's family.
 - Sex behavior or attitudes.
 - Illegal, anti-social, self-incriminating, or demeaning behavior.
 - Critical appraisals of others with whom respondents have close family relationships.
 - Legally recognized privileged relationships, such as with lawyers, doctors, or ministers.

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- Religious practices, affiliations, or beliefs of the student or student’s parent; or
 - Income, other than as required by law to determine program eligibility.
- *Receive notice and an opportunity to opt a student out of –*
 - Any other protected information survey, regardless of funding.
 - 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
 - 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 –*
 - Protected information surveys of students and surveys created by a third party.
 - Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 - 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 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*

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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.

Provisional Documents collected

FLCCA allows students to enroll for 30 days as per FL state statute before submitting:

- Birth Certificate – families may submit receipt proving that BC has been ordered.
- Proof of Immunization – families have 30 days to submit proof of immunization

If required documents are not received by the time the student has been enrolled for 30 days, the student must be withdrawn from school.

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 the 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 a 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.

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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 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) 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 is free from all forms of sex discrimination, which includes gender-based discrimination, sexual harassment, and sexual violence, as regulated by Title IX, and to ensuring 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.

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

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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

Kimberly Floyd
kfloyd@k12.com
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 facilitates 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 in an effort 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.

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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](#)

Board Approval Needed

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, 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 _____

Board Approval Needed

Appendix 3

FERPA Opt-Out Directory Notification 2023-2024

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.]** Should you have any questions or need assistance with this information, please contact Jennifer Davis at jrdavis@k12.com

- 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.

Board Approval Needed

Appendix 3

Community Service Hour Log



Board Approval Needed

Appendix 4

School Year 2023-2024 FLCCA PARENT / STUDENT CONTRACT

Please click the link below to confirm you have read and understand the parent/student handbook for SY 23-24. This should be completed within the first 2 weeks of your student's school start date.

[School Year 2023-2024 FLCCA Parent/Student Contract – can we make into a docuSign?](#)

Board Approval Needed