

FLVS Full Time K–12
Student and Parent Handbook
2020-21 School Year



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FLVS Mission, Vision, and Commitment

Our Mission: To deliver a high quality, technology-based education that provides the skills and knowledge students need for success.

Our Vision: To transform education worldwide—one student at a time.

Our Values:

- Put People First
- Take the Lead
- Blaze the Trail
- Love What You Do

Our Commitment:

- The student is at the center of every decision we make.
- We have built our school on these beliefs:
 - Every student is unique, so learning should be dynamic, flexible, and engaging.
 - Studies should be integrated rather than isolated.
 - Students, parents, community members, and schools share responsibility for learning.
 - Students should have choices in how they learn and how they present what they know.
 - Students should be provided guidance with school and career planning.
 - Assessments should provide insights not only of student progress but also of instruction and curriculum.

Introduction:

Since 1997, FLVS has served students around the state, the country, and the world. FLVS has grown to be one of the largest public Kindergarten through 12th--grade virtual providers in the country. Without the support of students and parents like you, reaching this milestone would not have been possible, and for that we thank you!

As online education evolves, FLVS continues to lead the way with creativity and innovation. These innovations and our successes throughout the years have not gone unnoticed. FLVS has been honored with numerous state, national, and international awards. These honors truly validate how FLVS lives its mission and vision every single day.

FLVS Full Time

FLVS Full Time is another option for Florida students. FLVS Full Time is the school/district of record.

With FLVS Full Time, you can:

- Take courses for FREE, if you are a Florida resident in any school district
- Take a full-time, online, course load at home
- Do course work online, but maintain a traditional, 180-day school calendar and schedule
- Be a full-time, online student and graduate with a diploma

School Contact Information

School Information	School Contact
FLVS Full Time K-5 School Phone Number	407-513-3604
FLVS Full Time 6-12 School Phone Number	800-374-1430
FLVS Full Time K-12 School Fax Number	407-377-8330
FLVS Full Time K-12 School Address	2145 Metrocenter Blvd, Suite 100 Orlando, FL 32835
FLVS Full Time K-12 School Hours	Monday-Friday, 8:30 a.m.-4:30 p.m. EST
Technical and General Support	800-374-1439 or help.flvs.net
K-5 School Principal	Marc Rummler – mrummler@flvs.net
6-8 School Principal	Jessica Smith – jessmith@flvs.net
9-12 School Principal	Daniele Shick - dshick@flvs.net
Information	Info@flvs.net

Roles and Responsibilities

Parent/Guardian

- Maintain contact with teachers and school support staff to ensure student success.
- Communicate at least once monthly with student’s homeroom teacher to receive progress and performance updates.
- Maintain accuracy of home address, phone number(s), and email address(es).
- Actively participate in student’s learning to assist school with ensuring student participation and completion of courses.
- Ensure student participation in state testing and provide transportation.

Student Profile for Success*

FLVS recognizes that the following commitments/skills facilitate student success in the online educational environment:

- **Communication** – Students are required to communicate with their instructors for a variety of reasons. Students will be required to talk to their teachers via telephone and/or online classroom. Students should respond to their teachers in a timely fashion.
- **Live Lessons** – Participation and attendance in Live Lessons leads to student success in their courses. Students in grades K-5 are expected to have regular attendance to their class time/live lessons. For students in grade 6-8, live lesson attendance is strongly encouraged but not required, except for intensive courses or courses mandated by a student’s IEP or EP. For students in grades 9-12 it is not a requirement to attend Live Lessons for all courses, however, intensive courses and courses with which students are struggling may lead to required attendance.
- **Academic Integrity** – FLVS Full Time requires the original work of all students and in so doing, prohibits plagiarism of the work of others and cheating. Students shall be expected to properly cite the origin of work that is not the student’s own. If work content, other than commonly known facts, is not properly cited, attributed, or credited, the work may be determined to be plagiarized.

- **Self-Motivation** – Students should exhibit self-motivation as they must direct their own learning environment and procedures to fulfill course requirements enabling them to achieve individual academic success.
- **Independent Learning Style** – Students should be able to work independently and be able to contact their instructor for support as needed.
- **Computer Literacy** – Students should know basic computer skills such as utilizing email, maneuvering through the Internet, as well as basic keyboarding skills.
- **Time Management Skills** – Students must be capable of organizing and planning their time frame for learning. Students can complete their coursework whenever it is best for them, but they must set aside an adequate and realistic amount of time to complete course requirements.
- **Pace** – Students must follow the pacing guides for course modules as well as individual assignments. These guides can be personalized by the student’s teacher to assist the student to manage time realistically and effectively to complete coursework. Students are expected to work in their courses regularly each week.
- **Effective Written Communication Skills** – Students will use email, discussion boards, and essay type questions to communicate with their instructors and peers. The ability to write clearly and communicate ideas and assignments is essential. Students in earlier elementary grades may need additional parent or learning coach support when writing/typing in their courses.
- **Reading Competency** – Students must read at or near grade level in order to be successful in understanding the material presented as all coursework is delivered online in written format. Students in earlier elementary grades may need additional parent or learning coach support when reading through the coursework.
- **Personal Commitment** – Students must have a personal desire to learn and achieve knowledge and skills via online courses because this learning environment has no bells to begin and end classes.

Successful online students are those who decide for themselves that online learning is a choice they have made.

*Students in grades K-5 may need to work with their parent and/or learning coach to meet these expectations. Parents of students who work with a learning coach are required to complete a Caretaker Designee Agreement and submit to a school administrator.

Title I (K-8)

The Title I Administration Parental Program helps parents/guardians become more engaged with their student’s education by building their capacity for involvement, thus ensuring a stronger partnership among the school(s) involved, parents/guardians, and the community, in order to improve student academic achievement. For this purpose, the Title I parent involvement liaisons at Title I schools assist school sites and the district in planning, implementing, and delivering educational support programs and special projects, thus helping to meet district and school site goals and objectives. Parents/guardians of students in Title I schools are able to access information, brochures, and documents regarding the components of the Title I Program that are listed below at the school site. For FLVS, it can be found here:

<https://www.flvs.net/about/programs/title-i-part-a>.

Program Components

- Title I Program Parent Notification Letter
- Title I School’s District-Wide Parental Involvement Policy
- Title I School-Parent Compacts
- Title I Annual Parent Meeting

Should you need further information regarding the Title I Program at your student’s school, please contact the Title I parent involvement liaison.

Title I is subject to annual review, and the schools may not qualify to receive Title I funds each year.

Homeless Student Education Policy

Policy

The purpose of this policy is to clarify statutory rights of children and youth experiencing homelessness as provided by federal and state law. Together with other public education agencies in our community, FLVS Full Time will ensure that all homeless children and youth receive a free appropriate public education and are given meaningful opportunities to succeed in our schools. FLVS Full Time will also follow the requirements of the McKinney-Vento Act for students and families who wish to enroll in their public school of choice. Under federal law, homeless children and youth must have access to appropriate public education and be given a full opportunity to meet state and local academic achievement standards.

They must be included in statewide and district-wide assessments and accountability systems and be free from discrimination, segregation, and harassment. FLVS removes all barriers to immediately enrolling homeless children and youth to a qualified school [s.722(g)(3)(c)(i)] and their access to academic and extracurricular activities [s.722(g)(1)(F)(iii)].

Public notice of the educational rights of homeless children and youths is made available on the FLVS website and is available upon request

Definitions

The McKinney-Vento Act defines *homeless children and youth* as children and youth who lack a fixed, regular, and adequate nighttime residence, including:

- Children and youth sharing the housing of other persons due to loss of housing, economic hardship, or similar reason.
- Living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations.
- Living in emergency or transitional shelters.
- Are abandoned in hospitals.
- Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.

The McKinney-Vento Act defines the term *unaccompanied* youth to include a child or youth who is not in the physical custody of a parent or guardian.

The FLVS Full Time school liaisons shall be the school principals, the school social worker and/or a principal's designee.

School Advocates

The school advocates shall be the school counselor(s), school social worker, and/or student service staff members.

Identification

The liaison, in collaboration with the FLVS Full Time enrollment team, school advocates, and school personnel, will identify homeless children who seek enrollment in our schools. The liaison will train the school advocates and school personnel on possible indicators of homelessness, sensitivity in identifying families and youth in transition, and procedures for forwarding information indicating homelessness to the liaison. FLVS Full Time will utilize the enrollment document on Student Residency Declaration form to identify homeless students to ensure barriers to identifying, enrolling, and retaining homeless children and youth in school are removed [s.722(g)(1)(J)].

The liaison will maintain data on the number of homeless children and youth in school, where they are living, their academic achievement (including performance on statewide and district-wide assessments), and the reasons for any enrollment delays, interruptions in their education, or school transfers. The liaison will collaborate with the school counselors and administrators to ensure no barriers exist for receiving credit for full or partial coursework satisfactorily completed by homeless children and youth while attending a prior school [s.722(g)(1)(F)(ii)].

School Selection

Each homeless child and youth have the right to remain at his/her school of origin or to attend any school in the attendance area in which the child or youth is actually living. FLVS Full time ensures that any homeless child or youth may continue his/her education in the school of origin for the duration of homelessness in any case in which a family becomes homeless between academic years or during an academic year [s.722(g)(3)(A)(i)(I)]. Feasibility of enrollment in FLVS shall be a child-centered determination, based on the needs and best interests of the student and the wishes of the parent or youth. Potential feasibility considerations include, but are not limited to:

- Safety of the student
- Continuity of instruction
- Likely area of family or youth's future housing
- Time remaining in the academic year
- Anticipated length of stay in temporary living situation
- School placement of siblings

Services that are required to be provided, including services under federal and other programs, shall not be considered in determining feasibility of enrollment. If enrollment of a homeless child in FLVS Full Time is determined not to be feasible, FLVS Full Time will use the attached Written Notification of Enrollment Decision form to communicate this decision to parents and other relevant parties.

Enrollment

Homeless students may not have school enrollment documents readily available. Nonetheless, FLVS Full Time, if selected for enrollment and determined feasible for a homeless child, must immediately enroll the homeless child. Enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, including:

- Proof of residency [s.722(g)(3)(C)(i) and s.722(g)(1)(H)(ii)]
- Transcripts/school records (The enrolling school must contact the student's previous school to obtain school records. Initial placement of students whose records are not immediately available can be made based on the student's age and information gathered from the student, parent, and previous schools or teachers.) [s.722(g)(3)(C)(i) and s.722(g)(1)(H)(i)]
- Immunizations or immunization/health/medical/physical records (If necessary, the school must refer students to the Homeless Liaison to assist with obtaining immunizations and/or immunization and other medical records. Health records may often be obtained from previous schools or state registries, and school- or community-based clinics can initiate immunizations when needed.) [s.722(g)(3)(C)(i) and s.722(g)(3)(H)(i)]
- Proof of guardianship [s.722(g)(1)(H)(iv)]
- Birth certificate [s.722(g)(3)(D) and s.722(g)(1)(H)(iii)]
- Outstanding fees, fines, or absences [s.722(g)(1)(I)]
- Any other document requirements [s.722(g)(1)(H)(iii) and s.722(g)(3)(C)(i)(I)]
- Any factor related to the student's living situation

The assigned school's counselor and the Enrollment team shall assist the family and contact the previously attended school system to obtain the required records. The assigned school's staff person shall assist the parent or guardian in obtaining necessary immunizations or immunization or medical records if the student needs to obtain these records.

Full Participation and Comparable Services

Homeless children shall not be stigmatized or segregated on the basis of their status as homeless [s.722(g)(1)(J)(i)] and shall be provided services comparable to services offered to other students in our school, including:

- Title I (as described below) [s.722(g)(4)(B)]
- Educational services for which the student meets eligibility criteria, including special education [s.722(g)(4)(B)] and related services and programs for English language learners [s.722(g)(4)(B)]

- Programs in career and technical education [s.722(g)(4)(C)]
- Programs for gifted and talented students [s.722(g)(4)(D)]

FLVS Full Time recognizes that homeless children may suffer from disabilities but may not have been evaluated for such or may lack documentation regarding prior evaluation, including a copy of their Individualized Education Program (IEP). To address this problem, evaluations of homeless children suspected of having a disability shall be given priority and coordinated with a student's prior and subsequent schools as necessary to ensure timely completion of a full evaluation. If a student has an Individualized Education Program, the school shall immediately implement it. Any necessary IEP meetings or re-evaluations shall then be conducted expeditiously. If complete records are not available, IEP teams must use good judgment in choosing the best course of action, balancing procedural requirements and the provision of services. In all cases, the goal will be to avoid any disruption in appropriate services.

Any homeless student who becomes permanently housed during the academic year, may remain at their school of origin for the remainder of the academic year and continue to receive all McKinney-Vento Act benefits [s.722(g)(3)(A)(i)(II)]. If a homeless child or youth's living arrangements change such that they move out of state, arrangements will be made to allow them to continue for the remainder of the school year.

Any children and youths experiencing homelessness, and who meet the relevant eligibility criteria, will have access to all available academic and extracurricular activities for which they meet relevant eligibility criteria [s.722(g)(1)(F)(iii)].

Any unaccompanied homeless high school youth will receive counseling to prepare and improve their readiness for postsecondary education [s.722(g)(1)(K)].

FLVS coordinates district programs and collaborates with other school districts, community service providers and organizations, including: local social services and other community agencies to provide support to homeless students and their families, [s.722(g)(5)(A)(i)]; other school districts regarding homeless student-related transportation, transfer of school records, and other inter-district activities, as needed, [s.722(g)(5)(A)(ii)]; housing authorities, and [s.722(g)(5)(B)]; and ESE [s.722(g)(5)(D)].

Records

FLVS ensures that all records will be maintained for each homeless child or youth including:

- Immunization or other required health records;
- Academic records;
- Guardianship records; and
- Evaluations for special services [s.722(g)(3)(D)].

FLVS ensures that all records are:

- Made available, in a timely fashion, when a child or youth enters a new school [s.722(g)(3)(D)(i)];
- Held confidential in a manner consistent with section 444 of the General Education Provision Act (20 U.S.C. 1232g) [s.722(g)(3)(D)(ii)]; and
- Treated as a student education record, and shall not be deemed to be directory information, under section 444 of the General Education Provisions Act (20 U.S.C. 1232g) [s.722(g)(3)(G)].

Disputes

When considering placement in a school other than the school of origin, the district will take into consideration student-centered factors to determine a school placement that is in the best interest of the child or youth [s. 722(g)(3)(B)(ii)]. A parent, guardian, or unaccompanied homeless youth may dispute LEA or school determinations regarding eligibility for McKinney-Vento services, school selection, or enrollment.

When FLVS determines that a placement other than the school of origin is in the best interest of the child or youth, the district will provide the parent or guardian, or unaccompanied homeless youth with [s. 722(g)(3)(B)(iii)]:

- A written explanation provided in a manner or form that is understandable to the parent or guardian or unaccompanied youth;
- The written will include information on their right to appeal the placement determination [s.722(g)(3)(B)(iii)].

During a school selection dispute, the child or youth will either remain enrolled in the student's school of origin or

shall be immediately enrolled in the eligible school in which enrollment was requested, pending resolution of the dispute including all available appeals [s.722(g)(3)(E)(i)].

A parent or guardian or unaccompanied youth will be provided with a written explanation of the FLVS decision regarding the school selection or enrollment in a manner and form understandable to the parent, guardian, or unaccompanied youth [s.722(g)(3)(B)(iii)], including the rights of the parent, guardian or student to appeal the decision [s.722(g)(3)(B)(iii)] through the School Board's enrollment dispute procedure and the Florida Department of Education's appeal process [s.722(g)(3)(e)(ii)].

The student, parent or guardian shall be referred to the FLVS Homeless Liaison, who shall ensure the resolution process is carried out as expeditiously as possible after receiving notice of the dispute [s.722(g)(3)(e)(iii)].

If an enrollment dispute develops regarding the enrollment options available under the McKinney-Vento Act:

- a) The student shall be immediately admitted to the school of origin or the local attendance area school as request by the parent or unaccompanied youth, pending resolution of the dispute.
- b) The Principal shall complete the electronic "School Selection Committee Request" which notifies the District's Liaison a written explanation of the school's position regarding school selection of a student and the nature of the dispute.
- c) The parent and/or student shall be referred to the District's Homeless Liaison, who shall ensure the resolution process is carried out as expeditiously as possible after receiving notice of the dispute.
- d) The Homeless Liaison shall refer the matter to the "School Selection Committee," who shall, within 15 business days after receipt, schedule a meeting with school administration, and the family in an effort to resolve the dispute. The primary objective in reaching a resolution is to determine whether maintaining the student's current enrollment is in the student's best interest.
- e) In the event the matter is not resolved, the District shall provide the parent or guardian of the student or the unaccompanied youth with a written explanation of the District's decision regarding school selection, including the rights of the parent, guardian or student to appeal the decision through the District's enrollment dispute procedure and the Florida Department of Education's appeal process. The Homeless liaison will report the incident in the FLDOE Dispute Resolution Tracking System.
- f) The Homeless Liaison will provide the parent, guardian, or student the FLDOE School Dispute Resolution Appeal Process form. The form must be completed and returned to the Homeless Liaison within 10 business day, who shall send it, along with any additional written documentation provided by the school, to FLDOE. The Homeless Liaison will report the state-level appeal in the FDOE Dispute Resolution Tracking System.
- g) Upon receipt of the notice of appeal, the State Homeless Education Coordinator must within 10 working days, convene a FLDOE panel, comprised of the Coordinator, the Director of the Title I Programs, and the Chief of the Bureau of Student Assistance. This panel shall review the entire record of the dispute, including any written statements submitted, and make a determination based on the child's or youth's best interest.
- h) Within 10 business days of receipt of the recommendation, the Commissioner shall make the final determination. For educational purposes, the decision of the Commissioner in such cases is final. The FLDOE will provide a written decision regarding the appeal to all parties involved, including the LEA Homeless Liaison.

To request this process, please complete the Dispute Resolution Form and return to FLVS Full Time as indicated in the form.

In the case of a homeless or unaccompanied youth, the FLVS Homeless Liaison shall ensure that the student is immediately enrolled in school pending the resolution of the dispute. The student shall also have the rights of a homeless student to all appropriate educational services while the dispute is pending. The liaison shall ensure the student is enrolled in the school and receiving other services to which he/she is entitled and shall resolve the dispute as expeditiously as possible. The parent, guardian, or unaccompanied youth shall be given every opportunity to participate meaningfully in the resolution of the dispute. The liaison shall keep records of all disputes. The parent may appeal the liaison's decision as provided in the state's dispute resolution process.

The State of Florida Dispute Resolution Process can be found and referred to at:

<http://www.fldoe.org/core/fileparse.php/7482/urlt/0084796-disputeresolutionprocess.pdf>

Title I

Children and youth in transition are automatically eligible for Title I services. The trauma and instability of homelessness put students at sufficient risk of academic regression to warrant additional support. The amount reserved shall be determined by a formula based upon the per-pupil Title I expenditure and developed jointly by the liaison, senior manager of Federal Programs, and the Title 1 administrator. Homeless children shall be assessed, reported on, and included in accountability systems, as required by federal law and U.S. Department of Education regulations and guidance.

Training

On behalf of FLVS Full Time, the Liaison will conduct training and sensitivity awareness activities for school staff including the school advocates and other staff that would be in a position to identify homeless students at least once each year. The trainings and activities will be designed to increase staff awareness of homelessness, facilitate immediate enrollment, and ensure compliance with this policy.

References

- McKinney-Vento Homeless Assistance Act, Subtitle VII-B Reauthorized December 10, 2015 by Title IX, Part A of the Every Student Succeeds Act (Effective October 1, 2016)
- Title I, Part A of the Elementary and Secondary Education Act, 20 U.S.C. §§6311 – 6315
- The Individuals with Disabilities Education Act, 20 U.S.C. §§1400 et seq
- June 5, 1992, Policy of the Administration for Children and Families of the U.S. Department of Health and Human Services

Title I – Educational Stability for Children in Foster Care

The School Board recognizes the importance of educational stability for children and youth in foster care. Further, the Board recognizes these children and youth as a vulnerable subgroup of students in need of safeguards and supports in order to facilitate a successful transition through elementary and secondary education and into college and/or careers. To that end, the District will collaborate with the Florida Department of Education (FLDOE), other schools and school districts, and the appropriate child welfare agencies to provide educational stability for children and youth in foster care.

The Federal Every Student Succeeds Act (ESSA), which reauthorized the Elementary and Secondary Education Act (ESEA), initiated protections for children in foster care that further enhanced the requirements. These provisions require school districts to work with child welfare agencies to ensure the educational stability of children in foster care. Florida statutes support and implement Federal legislation and require Florida's child welfare agencies and school districts to collaborate and to keep children placed in foster care in the same school when their living placements change if remaining in that school is in the child's best interest. The educational stability of children in foster care is the joint responsibility of both the educational and child welfare systems.

The Superintendent shall designate and make public a point of contact person for all matters related to the educational stability for children in foster care. As allowed by the SEA, the point of contact person for the district and school shall be the same person designated as the school and district liaison for the education of homeless children.

For the purpose of this document, "child welfare agency" shall be the Florida Department of Children and Families.

Children who meet the Federal definition of "in foster care" will be provided a free appropriate public education (FAPE) in the same manner as all other students of the District. To that end, students in foster care will not be stigmatized or segregated on the basis of their status. The District shall establish safeguards that protect foster care students from discrimination on the basis of their foster care status or other of the recognized protected classes. The District shall regularly review and revise its policies, that may impact students in foster care.

For the purpose of this document, "foster care" means 24-hour substitute care for children placed away from their parents and for whom the child welfare agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, childcare institutions, and pre-adoptive homes.

A child is in foster care in accordance with this definition regardless of whether the foster care facility is licensed and payments are made by the State, tribal or local agency for the care of the child, whether

adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is Federal matching of any payments that are made. (45 C.F.R. 1355.20 (a))

Educational Stability

The District shall remove barriers to the enrollment and retention of children and youth in foster care in schools in the District. Foster care students shall be enrolled immediately, even if they do not have the necessary enrollment documentation such as immunization and health records, proof of residency or guardianship, birth certificate, school records, and other documentation.

The District shall meet the Title I requirements for educational stability for children and youth in foster care, including those awaiting foster care placement. The District shall identify which students are in foster care and shall collaborate with State and tribal child welfare agencies to provide educational stability for these children and youth. District staff will work closely with child welfare agency personnel to develop and implement processes and procedures that include these enrollment safeguards:

- a) A child/youth in foster care shall remain in his/her school of origin, unless it is determined that remaining in the school of origin is not in that child's best interest;
- b) If it is not in the child's best interest to stay in his/her school of origin, the child shall be immediately enrolled in the determined new school even if the child is unable to produce records normally required for enrollment; and
- c) The new (enrolling) school shall immediately contact the school of origin to obtain relevant academic and other records, including the student's Individualized Education Program (IEP) if applicable. (ESEA Section 1111(g)(1)(E)(i)-(iii))

School of Origin

For the purpose of this document, "school of origin" is the school in which the child is enrolled at the time of placement in foster care or the school district of residence. Florida Virtual School, by nature, is a virtual LEA that enrolls students throughout the state of Florida and does not conform to many of the definitions and as such is not required to implement "school of origin" requirements such as provide transportation.

A child in foster care shall remain in his/her school of origin if it is determined to be in the best interest of the child for the duration of time in foster care.

Best Interest Determination

In making the best interest determination, the District will follow the guidelines established by the FLDOE and the State or tribal child welfare agencies. The District shall utilize the prescribed process in conjunction with local child welfare agencies in making best interest determinations. Once a determination is made the District shall provide the decision in writing to all relevant parties, in collaboration with the appropriate child welfare agency. When making decisions regarding educational placement of students with disabilities under IDEA and Section 504, the District shall provide all required special educational and related services and supports provided in the least restrictive placement where the child's unique needs, as described in the student's IEP or Section 504 plan, can be met. The best interest determination process includes the following steps:

- The child welfare agency notifies the child's current school that the child will be moving to a new residence and the necessary timeframe for determining the child's most appropriate school placement.
- The school provides the child welfare agency information on the appropriateness of the current educational setting and the child welfare agency takes into account this information and the distance from potential placements to the child's current school in the decision-making process.
- The child welfare agency and the child's current school jointly determine the child's best interest for school placement, in consultation with the child and other key partners.
- The best interest determination for school placement is completed as quickly as possible (e.g., within three business days) after the child welfare agency notifies the school of the decision of the child's new residence; the child remains in the same school during that time, unless contrary to the child's best interest.

If a student attending the school district is placed in foster care, currently the school's foster care liaison serves as contact person and will collaborate with child welfare agencies to determine whether it is in the child's best interest to remain in the school district taking into consideration all factors relating to the child's best interest. These factors shall include the appropriateness of the current educational setting and proximity of placement (ESEA Section 1111(g)(1)(E)(i)). These factors may include, but are not limited to:

- Preferences of the child
- Preferences of the child's parent(s) or educational decision maker(s)
- The child's attachment to the school, including meaningful relationships with staff and peers
- The proximity of the resource family home to the child's access to the virtual school; FLVS does not provide transportation based on the nature of the virtual environment. Access is ability to connect to internet on ongoing regular basis
- The age and grade level of the child as it relates to the other best-interest factors
- The needs of the child, including social adjustment and well-being
- The child's performance, continuity of education, and engagement in the school the child presently attends
- The child's special education programming if the child is classified
- The point of time in the school year
- The child's permanency goal and likelihood of reunification
- The anticipated duration of the placement
- Placement of the child's sibling(s)
- Influence of the school climate on the child, including safety
- The availability and quality of the services in the school to meet the child's educational and socioemotional needs
- History of school transfers and how they have impacted the child
- Whether the child is a student with a disability under the Individuals with Disabilities Act (IDEA) who is receiving special education and related services or a student with a disability under Section 504 who is receiving special education or related aids and services and, if so, the availability of those required services in a school other than the school of origin
- Whether the child is an English language learner (ELL) and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the Equal Educational Opportunities Act of 1974 (EEOA)

The school district's contact person will discuss these factors and will make every effort to gather meaningful input and participation from the relevant parties, including appropriate school personnel, in the best-interest determination.

Eligible students with disabilities retain their right to receive a free appropriate public education in the least restrictive environment. When making a best-interest determination regarding the educational placement of a student with a disability under IDEA and Section 504, the Board must ensure that all required special education and related services are provided in the least restrictive placement where the child's unique needs, as described in the student's Individualized Education Program (IEP) or Section 504 Plan, can be met.

The school district will identify and assess all potential ELL students and provide all ELL students, including ELL students in foster care, can participate meaningfully and equally in educational programs. The LEA will execute the following to ensure their obligations under Title VI and the EEOA are met:

- Identify and assess all potential EL students in a timely, valid, and reliable manner
- Provide EL students with a language assistance program that is educationally sound and proven successful
- Sufficiently staff and support the language assistance programs for EL students
- Ensure that EL students have equal opportunities to meaningfully participate in all curricular and extracurricular activities
- Avoid unnecessary segregation of EL students
- Ensure that EL students with disabilities are evaluated in a timely and appropriate manner for special education and disability-related services and that their language needs are considered in these evaluations and delivery of services
- Meet the needs of EL students who opt out of language assistance programs
- Monitor and evaluate EL students in language assistance programs to ensure their progress with respect to acquiring English proficiency and grade level core content, exit EL students from language assistance programs when they are proficient in English, and monitor exited students to ensure they

were not prematurely exited and that any academic deficits incurred in the language assistance program have been remedied

- Evaluate the effectiveness of a school district's language assistance program(s) to ensure that EL students in each program acquire English proficiency and that each program was reasonably calculated to allow EL students to attain parity of participation in the standard instructional program within a reasonable period of time
- Ensure meaningful communication with limited English proficient (LEP) parents

Services to Children and Youth in Foster Care

Foster care children and their families shall be provided equal access to the educational services for which they are eligible comparable to other students in the District including:

- a) Educational services for which the student in foster care meets eligibility criteria including services provided under Title I of the Elementary and Secondary Education Act or similar State and local programs, educational programs for children with disabilities, and educational programs for students with limited English proficiency
- b) Programs in vocational and technical education
- c) Programs for gifted and talented students

Student Records

In all cases regarding student data and records, the District will comply with all statutory requirements to protect student privacy, including Family Education Rights and Privacy Act (FERPA), and all other privacy requirements under Federal laws, State statutes, and administrative codes.

Coordination of Service

Since foster care placements may occur across District, county, or State boundary lines, coordination among multiple agencies may be necessary. The District will work with appropriate State and local agencies to address such placement issues that arise.

No Board policy, administrative procedure, or practice will be interpreted or applied in such a way as to inhibit the enrollment, attendance, or school success of children and youth in foster care.

Dispute Resolution

If there is a dispute regarding whether the educational placement of a child in foster care is in the best interest of that child, the dispute resolution process established by the Department of Children and Families (child welfare agency) shall be used.

The District's representatives shall collaborate fully in this process, considering relevant information regarding academic programming and related service needs of the child, and advocating for what the District believes is in the best interest of the child.

To the extent feasible and appropriate, the child will remain in his/her school of origin while disputes are being resolved in order to minimize disruption and reduce the possible number of moves between schools. (ESEA Section 1111(g)(1)(E)(i))

Since the Department of Children and Families (child welfare agency) holds ultimate legal responsibility for making the best interest determination for the foster child in their care, if the dispute cannot be resolved, the Department of Children and Families (child welfare agency) will make the final determination.

All notifications and reports regarding foster care placement, changes in school enrollment, and changes in the child's living arrangements shall be provided to the affected parties, in writing, in accordance with the forms, procedures, and requirements of State law, State Board rule, or State/Tribal or local child welfare agencies.

The school district of residence is responsible to determine the placement which is in the best interest of the child or youth, and shall give consideration to a request made by the parents, the youth, the court/judge, and other representatives of the foster care student regarding school selection such as the child welfare agency, the school, Guardian Ad Litem or Educational Surrogate, and the district's Transportation Department.

Disputes arising between or among the school district of residency; another school district; the child welfare agency; or the parent, foster care youth, or person in parental relationship to the foster care student regarding the school that the child shall attend or the educational placement of the foster care student shall be resolved through the following procedures:

- a) The school district's foster care point of contact or liaison shall inform the representative of the foster care student of their rights to an informal hearing with the school district(s) when a dispute arises about the placement of the foster care student. The point of contact or liaison shall assist the representative to complete a written request for the hearing, which shall be based on a placement that was initiated, or declined to be initiated, by the school district not more than two weeks prior to the request.
- b) The informal hearing shall be scheduled within two days of the written request and shall be convenient to the needs of the representative of the foster care student.
- c) During the hearing, the school district(s) shall discuss considerations that led to the placement decision which may include the ability of the school district to provide continuity in educational programs, the need of the foster care student for special instructional programs, the amount of time and arrangements required to transport the student to the original school district, the age of the foster care student and the school placement of siblings, and the time remaining until the end of the semester or the end of the school year.
- d) In cases where an agreement cannot be reached among all involved parties, either party may request the assistance of the state foster care education coordinator. Upon written request, the coordinator shall meet with the involved
- e) In cases of such a request for the assistance of the state coordinator, the school district of residence shall inform the Florida Department of Education and shall provide sufficient information as required.
- f) The placement and services for the foster care student shall be continued pending the resolution of the dispute by the Department of Education.

References: United States Departments of Education and Health and Human Services – Non-Regulatory Guidance - Ensuring Educational Stability for Children in Foster Care – June 23, 2016

School Year Calendar (2020-21)

*Students can continue working during holidays, breaks, and teacher In-Service days as needed, however, teachers will not be available during those times.

Event	Date
Teacher In-Service Days	August 3-7, 2020 August 10-14, 2020 August 17 – 18, 2020
<i>First Day of School</i>	August 19, 2020
Labor Day	September 7, 2020
Veteran's Day	November 11, 2020
Thanksgiving Break	November 23-27, 2020
<i>First Semester End Date (80 student days)</i>	December 17, 2020
Winter Break	December 18, 2020- January 1, 2021
Teacher In-Service Days	January 4, 2021
<i>Second Semester Start Date</i>	January 5, 2021
Martin Luther King, Jr. Day	January 18, 2021
Presidents' Day	February 15, 2021
Spring Break	March 15-19, 2021
Memorial Day	May 31, 2021
<i>Last Day of School (Second semester 93 days)</i>	June 3, 2021
Teacher In-Service Days	June 4, 2021

Eligibility Information

FLVS Full Time is a school of choice that provides a fully online educational option for students in the state of Florida in grades Kindergarten-12. Students enrolled in FLVS Full Time are required to participate in state testing and adhere to all district policies with regards to attendance, participation, and completion of coursework. Students who meet district requirements and graduation requirements, as set forth by the state, are eligible to receive a Florida diploma from FLVS Full Time.

Documentation requested during the application process is subject to review and may include requests for resubmission. Documentation is due by the last day of the enrollment period. Upon review of the student's full academic records, the FLVS Full Time principals reserve the right to make enrollment exceptions based on individual student's academic needs and what is in the best interest of the individual student.

The following eligibility requirements must be met in order to be eligible for enrollment with FLVS Full Time:

1. The student must be a legal resident in the State of Florida. Military families living outside the State of Florida may enroll but must maintain their Florida residency. Military families are still responsible for ensuring their students are able to and do participate in Florida state assessments.
2. Students must meet the age requirements as outlined by Florida statutes and FLVS Full Time policy:
 - a) The student must be able to meet graduation requirements (24 credits) during the school year in which the student turns age 19 by earning six credits per academic year. In addition, the student must maintain the required grade point average (GPA).
 - b) Students who will be 18 years of age as of the first day of school, and who, by earning six credits in the upcoming academic year cannot meet graduation requirements by the end of the school year, including GPA, are not eligible to enroll in FLVS Full Time.
 - c) Students who are age 19 or older are not eligible to enroll in FLVS Full Time.
 - d) The limitations regarding age requirements do not include students with disabilities. Please note that the age requirements for students with disabilities who have an active Individual Educational Plan (IEP) differ from the general school age requirements (outlined below in eligibility).
3. All students with disabilities are required to meet the state and school admission criteria in order to be accepted into FLVS Full Time, just as their non-disabled peers. Current Individual Educational Plans (IEP) of student applicants who meet the school's entrance criteria will be reviewed on an individual basis in order to determine whether or not full-time online education is the Least Restrictive Environment (LRE) and therefore an appropriate option for school choice. All necessary Exceptional Student Education (ESE) services and related services noted on a student's IEP (or 504 Plan) must be able to be delivered in an online manner and must be readily available at FLVS for a student's enrollment to be accepted in FLVS Full Time. While FLVS Full Time allows for flexibility in the location that students may access their curriculum and coursework, all students that have a type of plan (IEP/EP/504 Plan) that indicates the need for any type of therapy must be present in Florida to receive the necessary teletherapy services by a certified provider online.
4. Upon initial review, if comparable services are not available or appropriate in our full-time online environment, or if FLVS Full Time has concerns that a full-time online setting may not be the LRE for the student, or if the student will not be present in Florida regularly, then other educational options will be discussed during the application process. Please note that FLVS does not provide any Access Points of the Florida State Standards which provide modified curriculum and assessment options for students with intellectual disabilities or significant cognitive disabilities. Please view the school handbook section on Exceptional Student Education (ESE) and Section 504 for more information on students with disabilities.
5. Students who need to earn less than 25 percent of their required credits to be eligible for a diploma are not eligible to enroll. Cognia accreditation requires "the institution ensures that students graduating from the institution complete at least 25 percent of the courses for graduation at the institution."
6. Previous year Florida homeschool students must present their most recent district homeschool evaluation indicating that student is on grade level. Out-of-state homeschool students without an evaluation or standardized tests may be required to submit a current student portfolio with evidence of work samples and activity logs.
7. Students must have daily access to a computer, internet service, email, and telephone to maintain contact with teachers, staff, and administration.
8. It is recommended that students applying for grades Kindergarten-12 meet the academic progress recommendations. To review all eligibility requirements please review: <https://flvs.net/full-time/enrollment>
9. FLVS offers both a Full Time and a Flex option for students in the state of Florida. FLVS Flex allows students to take a reduced course load, or complete more than six credits per year. The FLVS Flex option allows students to have access to courses year-round and is recommended for students who are in need of additional coursework in a school year to get on track for graduation. The FLVS Full Time/FLVS Flex bridge program allows students a personalized path for meeting their academic needs.

Truth in Application

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

Enrollment, Attendance, Withdrawal, and Location Changes

Enrollment Information

The enrollment period is determined annually and will be available to students applying to enroll in FLVS Full Time. The open enrollment period will be announced by FLVS Full Time and posted on our website. FLVS Full Time reserves the right to open additional enrollment periods throughout the year. FLVS Full Time is accessible to all students who meet the Eligibility requirements.

Student grade level placement is determined using academic documentation from prior school/school district/home education evaluation provided during the enrollment process. Grade level placement for students enrolling in FLVS Full Time is based on successful grade level promotion for elementary school, and successful core course completion for middle school and credits earned for high school. Final academic and grade level placement is the responsibility of the principal. For further detail, please reference the promotion requirements on page 26.

Enrollment of Students Expelled from Another School Pre-Expulsion

If a district has found probable cause for an expulsion but has offered the student an alternative program, FLVS Full Time may be utilized as a solution for providing instruction for said student. FLVS Full Time reserves the right to deny enrollment depending on the nature of the misconduct that resulted in the student being considered for expulsion.

Expulsion

If a student has been expelled from a public school, FLVS Full Time may be utilized as a solution for providing instruction for said student. Students are required to participate in state testing, so the student must be eligible to be on the campus of their locally zoned school, or an alternative location in the district, if not, the student may be ineligible to enroll. FLVS Full Time reserves the right to deny enrollment depending on the nature of the misconduct that resulted in the student being expelled. All requests shall be made to the principal for grade levels requested and approved by the Director of Instruction.

Enrollment After the Start of the School Year or Semester

Students may enroll after the start of the school year or semester up until the point that enrollment is closed. The actual date on which enrollment closes is determined annually and is at the discretion of the school.

Students enrolling after the start of the year and mid-year are subject to all the same enrollment and course completion requirements as students who enroll prior to the start of the school year or semester.

FLVS Full Time K-12 students are expected to attend school starting on day one. Any student who has not attended school by Day 10 of the school year will be administratively withdrawn as a no-show, Did Not Enter (DNE).

Dual Enrollment

FLVS Full Time has partnered with Polk State College, Seminole State College, and the University of Florida to provide our FLVS Full Time public students with an opportunity to take college courses and earn college credit, which will apply towards Florida graduation requirements. Only sophomores, juniors, and seniors who meet eligibility criteria may enroll. Students in their first semester with FLVS Full Time are not eligible for dual enrollment due to registration deadlines. For complete details, visit [FLVS Full Time Dual Enrollment](#).

Attendance

All children who have attained the age of six or who will have attained the age of six by February 1 of any year are required to attend school regularly during the entire school term. Children who will have attained the age of five years on or before September 1 of the school year are eligible for admission to public kindergartens during that school year under rules adopted by the district school board.

Any child who has attained the age of six years on or before September 1 of the school year and who has been enrolled in a public school or who has attained the age of six years on or before September 1 and has satisfactorily completed the requirements for Kindergarten shall progress according to the district's student progression plan.

A student who attains the age of 16 years during the school year is not subject to compulsory school attendance beyond the date upon which he/she attains that age if the student files a formal declaration of intent to terminate school enrollment with the district school board. The school district must notify the student's parent of receipt of the student's declaration of intent to terminate school enrollment. [Section 1003.21, Florida Statute](#).

Required Instructional Hours

To meet the state's requirements, families are recommended to have their student complete the following minimum hours of schooling each week:

Grade(s)	Recommended Hours Per Day	Recommended Hours Per Week	Recommended Hours Per Year
K – 3	4	20	720
4 – 12	5	25	900

Note that these are the minimum hours required by the state and that students are responsible for mastering all material, which may require additional time.

Parent/Guardian Responsibilities

- **Alert School of Student Absences** – Attendance is based on students logging in to our student information systems and our learning management system, as well as the regular submission of coursework. Regardless of the amount of time a student misses due to absences, the student is required to complete all coursework included in the course gradebook and assessment list. Excessive absences may lead to a student being considered truant. In addition, requests for excused absences due to scheduled appointments for a student's treatment of autism spectrum disorder will be honored upon receipt of documentation provided by licensed health care practitioners or certified behavior analysts. Health related absences of three or more consecutive school days may also require a doctor's note. Regardless of the amount of time a student misses due to excused absences, the student is required to complete all coursework included in the course gradebook and assessment list. All other absences will be considered unexcused.
- **Complete Defined School Year** – Regardless of the number of hours of schooling a student may complete prior to the last day of the school year students are required to meet the weekly required instructional hours up to and including the last day of the school year.
- **Vacations or Days Off** – FLVS Full Time allows students 24/7 access to their courses. While the access allows students to work ahead or catch up, the expectation of course completion remains. Students are able to take days off that align with the school calendar, or additional days off as needed, but are still required to complete all coursework. Parents of students who will be away from their residence of record for more than three weeks will be required to complete an Extended Travel form and submit to a school administrator.
- **Official Attendance Record** – The Student Information System (SIS) tracks attendance. This is the record of the student's documented attendance. It is, however, only one of many sources used to determine if a student is meeting the minimum instructional hours requirement. In certain cases, where it has been determined that a student has not completed enough work or that certain other school requirements have not been fulfilled, an administrator may invalidate the attendance record, resulting in sanctions up to and including withdrawal.

Good Academic Standing

A student demonstrating adequate participation (and therefore progress) in school is based on several criteria and is a combination of measures. These measures include the student daily logins which are tracked by the SIS, course percentage completion, and amount of communication with the teacher. Students are expected to submit assignments in each course every week school is in session. A student is in good academic standing based on weekly progress and work submissions as defined by course pace charts and percent complete, as well as regular communication with teachers. Therefore, even though the SIS may be recording a high number of student log ins, failure to make adequate weekly progress and/or regular communication with teachers, in all courses, may place the student at risk for disenrollment.

Disenrollment Due to Insufficient Student Engagement

In order to maximize student learning, consistent progress is imperative. FLVS Full Time offers a great deal of flexibility regarding how many hours students spend each day on schoolwork and on what days of the week they complete that work. Due to this flexibility, FLVS Full Time expects student progress.

Parent/guardians are responsible for ensuring their student is fully participating in school, even if they have designated another individual as their student's guardian. The information below is intended to help parent/guardians support their student's progress. A student may be disenrolled for not making academic progress. This includes nonattendance and insufficient student engagement. The school will work with the family to help the student engage in weekly learning to improve his/her progress, through targeted tiered interventions provided by teachers and Resource or Lead Teachers. If these efforts fail and adequate progress is not made, the student will be escalated to an administrator, which could lead to the student's official disenrollment.

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

- The student completes assigned lessons and assessments on a weekly basis.
- The student participates in educational activities for an appropriate number of hours, as outlined in the Required Instructional Hours (p. 19).
- The student maintains at least monthly telephone contacts with teachers.
- The student attends all required Live Lessons.
- The student is able to demonstrate that he/she is doing his/her own schoolwork.
- The student attends and completes all mandatory district and state testing.
- The parent/guardian has communicated with the homeroom teacher in advance if he/ she needs to deviate from the regular school calendar (for example, switching a vacation and school day).

Truancy

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.

Due to the unique online educational environment at FLVS Full Time, 15 unexcused absences may be equivalent to 15 or more school days in which the student has not completed any work and has not responded to communication attempts made by a designated Teacher, designated School Administrator, and/ or School Social Worker. When a truancy concern arises, the Student Support team will convene to determine interventions that may need to be implemented to support student/family needs. If students/families are nonresponsive to these attempts, then local law enforcement may be contacted to perform a well-being check. As a last resort, a student may be withdrawn/disenrolled from FLVS Full Time for truancy if the student is not completing any work or responding to communication attempts.

Attendance Requirements for Students to Maintain their Driving Privilege

Minors between the ages of 14 and 18 years of age who do not attend school regularly will not be issued a learner's permit or will have their driving privilege suspended by the Florida Department of Highway Safety and Motor Vehicles. [Section 322.091, Florida Statute](#).

FLVS Full Time will report all students between the ages of 14 and 18 years of age who accumulate 15 unexcused absences within a period of 90 calendar days to the Department of Highway Safety and Motor Vehicles (DHSMV). FLVS Full Time is also required to report all students who withdraw from school as a dropout. This notification to the DHSMV initiates one of two actions: The DHSMV will post a Notice of Intent to suspend driving privileges to the driver record of all reported licensed students.

Parent/Guardian-Initiated Withdrawals

Only the parent/guardian who enrolls the student may withdraw the student from FLVS Full Time. Parents/guardians must provide next school or program information at the time of withdrawal. Students under 16 years of age will not be officially withdrawn until an official request for records has been received from another school. Parents/guardians who indicate they are withdrawing their student for home education will be immediately withdrawn from FLVS Full Time. It is the parent/guardian's responsibility to ensure their student is enrolled as a homeschool student in their zoned district within 10 days of their withdrawal from FLVS Full Time.

The custodial parent of a student who wishes to withdraw from FLVS Full Time must contact the school by phone or email and indicate the next school of enrollment. The withdraw will be processed, and the academic cumulative file is sent to the next school within three business days. Whenever a student under the age of 18 withdraws from school without moving out of State, transferring to another approved school or program, FLVS Full Time shall notify the Department of Highway Safety and Motor Vehicles (DHSMV) about the student's non-attendance.

Concurrent Enrollment in Another Kindergarten-12 School/Participation in Extracurricular Activities

FLVS Full Time is a full-service school of choice. Eligibility for participation in courses outside of FLVS Full Time must be reviewed by a student's school counselor and approved by the Principal to ensure academic appropriateness.

[1006.15, F.S.](#) allows FLVS Full Time students meeting specific academic and conduct requirements to participate in extracurricular activities at the public school to which they would be assigned by their resident district. In certain special circumstances where participation in extracurricular activities requires attendance in a course, it may be possible for a student to participate in a course or activity at his/her local school, within the parameters described below. Seeking such permission should be initiated after the start of the FLVS Full Time school year. The parent/guardians' decision whether or not to enroll in FLVS Full Time should not be contingent on approval to participate in a course or activity at another institution.

Violations of this policy may be grounds for dismissal from the school.

FLVS Full Time 6-12 students wishing to participate in extracurricular sports activities within their homeschool district need to meet the requirements set forth in the [FHSA policy 16.3.5](#).

Address Change/Temporary Location Change

FLVS Full Time policies related to location change follow the below procedures:

1. Permanent In-Area Location Change – Change of residence within the school's service area. FLVS families must notify FLVS Full Time no later than 10 days after the move and provide new Proof of Residency documents within 30 days of notification.
2. Temporary Location Change – Travel or relocation away from student's residence for longer than three weeks. Travel outside the state for longer than three weeks requires administrative permission. Relocation that occurs during state testing windows when the student is required to test in the zoned school district (according to permanent address on file) will not be permitted unless the parent/guardian confirms that the student will be transported to the test site in the zoned school district and according to the previous address on file. Failure to participate in mandatory state testing may cause the student to be immediately withdrawn from the school.
3. Alternate Learning Location(s) Change – Student learning regularly occurs in an alternate location but there is no change in the student's residence. Relocation that occurs during state testing windows when the student is required to test in the zoned school district (according to permanent address on file) will only be permitted if the alternate location does not prevent the student from testing in his/her assigned/zoned school.

Mandatory Participation in State Testing

Students attending FLVS Full Time will be required to take the Florida Standards Assessment (FSA), in accordance with Florida public school requirements.

With the new Florida standards in place to help Florida students succeed, the Florida Standards Assessments (FSA) in English Language Arts (ELA), Mathematics, NGSSS Assessments (Science Grades 5 and 8, Biology, Civics) and End-of-Course (EOC) subjects (Algebra 1 and Geometry) will serve Florida students by measuring education gains and progress. More information about the administration of the tests will be posted by the principal once the school year is under way, including specific dates and locations.

FLVS Full Time students are required to participate in all state-mandated tests. Earning a diploma is contingent upon participation and meeting minimum requirements, as set forth by the FLDOE, including testing. Graduation requirements may change due to legislation. Students are also required to participate in the Florida FSA EOC assessments for specific middle and high school-level courses. These tests will be administered in accordance with state policy. Note that for some students, the FSA EOC assessment may count as part of the student's final grade for that course; for other students, passage of the FSA EOC assessment is a requirement to earn the course credit. Check the state website or contact the school counselor for detailed information. These tests are administered by the student's zoned school district.

To comply with s. 1008.22, F.S. and to maintain our viability as an education option for our students, FLVS Full Time requires participation in all state-mandated testing. Failure to participate, failure to complete ALL required testing, or failure to follow test site procedures resulting in dismissal from testing, are grounds for dismissal. The tests are administered at the student's zoned school of enrollment per Florida Statute and the student is responsible for all transportation and other requirements related to attending the testing. FLVS Full Time will work with the student and the zoned school of enrollment to arrange testing dates and times.

State Testing Calendar

Florida state testing is completed during state testing windows. FLVS Full Time students will be provided with a specific testing date, time, and location for each required test. Families do not have the ability to choose a date within the state outlined testing window. Families will be provided with the date, arrival time, location, and expected length of test for their student's assessment. Families should expect to spend additional time at the test site for check-in, check-out, traveling time to and from the testing room, as well as testing site test-related routines that guarantee an optimal testing environment for all students.

For information about testing windows, please visit the [Florida Department of Education website](#).

English Language Arts (ELA), Mathematics, and Science	
Dates	Assessment
April 5-16, 2021	Grades 4-10 ELA Writing Grade 3 ELA Reading
May 3-13, 2021	Grades 4-6 ELA Reading Grades 3-6 Mathematics
May 3-28, 2021	Grades 7-10, ELA Reading Grades 7 & 8 Mathematics
May 10-21, 2021	Grades 5 & 8 Science

End-of-Course Assessments

Dates	Assessment
September 14- October 2, 2020	Algebra 1, Biology 1, Civics, Geometry & US History
November 30- December 18, 2020	
May 3- 28, 2021	
July 12-23, 2021	

Other Statewide Assessments

<http://www.fldoe.org/core/fileparse.php/5663/urlt/2021StatewideAssessmentSchedule.pdf>

Course Completion

Courses at FLVS Full Time are made up of lessons, which are grouped into modules. Within each module are quizzes and other smaller assessments. At the end of each module there is a module assessment, which covers the entire module. At the end of each semester of a course, the segment exam serves as a final exam (Grades 6- 12 only). All required lessons, assessments, and Discussion-based Assessments (DBAs) must be completed for a course to be considered complete.

Student mastery of the course material is the goal of FLVS Full Time. Therefore, as the student moves through the course, teachers may exercise the option below as needed to ensure students have mastered the course material. This option is intended to help the student understand the material and therefore arrive at the end of the course with a passing grade. The teacher may allow the student to retake an assessment after the teacher and/or parent/guardian have worked with the student on mastering the material.

The purpose of the segment exam is to assist in validating that students have demonstrated mastery of key course concepts and standards.

FLVS may, at its discretion, require a proctored segment exam for any student on a situational basis. Academic Integrity proctored exams must be successfully passed (grade of 59.5 percent or higher) on the first attempt in order for a student to be eligible for course credit.

To ensure adequate time for comprehension and mastery, students must work in a course segment consistently for a minimum of 14 days, starting from the date of first submission. Coursework is required for 28 days, at a minimum, for a two-segment course. Based on content, some courses have longer seat-time policies.

Consistent submission of assessments will ensure the student is engaged and learning. This policy provides students the opportunity to receive ongoing feedback and remediation while demonstrating their learning through several required checkpoints.

As a means of ensuring comprehension and integrity, each course contains built-in assignments that are designated to be completed verbally, during a discussion between the teacher and student. A student who does not complete and pass the DBAs in his/her course is ineligible for course credit.

Students who elect to complete an honors/advanced course, where available, commit to completing and passing all honors/advanced assessments in the course. Students who do not complete and pass (score of 60 percent or higher) all honors/advanced assessments in the course will not be completed with honors/advanced credit for the course. Students seeking honors/advanced credit must also complete the honors/advanced segment exam.

Students entering high school grades 9-12 have access to Advanced Placement (AP) courses that may result in earning college credit for high school coursework. These courses are used to calculate overall GPA and typically are counted extra in the calculation. These courses are also available at no charge to Florida public school students, whereas they may have a tuition cost if taken in college. (s. 1003.02, F.S.)

A passing grade in the course will be accepted for high school credit. Postsecondary institutions determine college credit awarded, based on the AP Exam score earned. FLVS strongly encourages students who take AP courses to sit for the course AP Exam in May, however participation is not required. Students shall be exempt from payment of any fees or costs associated with AP Exam participation, with the following two exceptions:

- Students who incur late registration fees will be responsible for fee payment, and
- Non-military family students who take the test outside the United States will be responsible for registration costs.

Assessments (Students in Grades 6-12)

It is essential that student performance is regularly assessed. FLVS uses the following types of assessments to determine students' skill levels, to evaluate performance, develop educational plans, and to develop a permanent school record.

As they progress through their courses, students will engage in several possible types of formal and informal evaluations. Written assessments that are submitted for instructor evaluation and scoring are required to be typewritten and submitted directly through the Assessment page within the course. Any requests for exceptions to this requirement will be reviewed by Instructional Leadership on an individual basis, and will be based on an IEP, 504 Plan, or other relevant considerations.

Grading and Student Evaluation

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

K-5 Special Area Courses

Percent	Grade	Definition
60 – 100	S	Satisfactory
59 and Below	U	Unsatisfactory

K-12 Core Content Courses and 6-12 Elective Courses

Percent	Letter Grade	Non- Weighted	Weighted (Honors)	Weighted (AP)
90 – 100	A	4.00	4.50	5.00
80 – 89	B	3.00	3.50	4.00
70 – 79	C	2.00	2.50	3.00
60 – 69	D	1.00	1.50	2.00
≤59	F	0.00	0.00	0.00

Credits

Grades K-12: In order to receive credit for a course, the student must pass each semester by completing all required assessments and achieving a final grade of 60 percent or greater. Incomplete assessments will be assigned a 0 percent. Final decisions regarding promotion and retention will be made by the school according to the FLVS District [Student Progression Plan](#).

High School Course Credit

Students are awarded credit only for courses in which they have earned a grade of "D" (60 percent) or higher or a passing score on the applicable Florida EOC assessment. This applies both to courses taken at FLVS Full Time and at other schools. Courses required for graduation with no affiliated EOC must be retaken by the student if a grade of "D" (60 percent) or higher is not earned and retaking such courses may delay the student's graduation. The school's grading scale is above. The state requires that the results of an EOC assessment constitute 30 percent of a student's final grade in an EOC course. This is applied to both semester grades for a two-semester course.

Semester and year-end GPA calculations will follow a four-point scale (above). Grade point averages will only include graded courses; pass/fail courses will not be averaged into a student's GPA. Passing grades for honors courses are weighted with one-half (0.5) extra grade point. Passing grades for AP courses are weighted with one (1) extra grade point.

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

Grade Forgiveness

A student in the middle grades who takes any high school course for high school credit and earns a grade of "C," "D," or "F," or the equivalent of a grade of "C," "D," or "F" shall be allowed to retake the same course or a comparable course and replace the grade with a grade of "C" or higher, or the equivalent of a grade of "C" or higher.

In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student's GPA. Any course grade not replaced according to a district school board forgiveness policy shall be included in the calculation of the cumulative GPA required for graduation. As of the 2000-01 school year and each year thereafter, forgiveness policies for required courses shall be limited to replacing a grade of "D" or "F," or the equivalent of a grade of "D" or "F," with a grade of "C" or higher, or the equivalent of a grade of "C" or higher, earned subsequently in the same or comparable course. Forgiveness policies for elective courses shall be limited to replacing a grade of "D" or "F," or the equivalent of a grade of "D" or "F," with a grade of "C" or higher, or the equivalent of a grade of "C" or higher, earned subsequently in another course. Any course grade not replaced according to a district forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation.

FLVS is required to keep a record of courses taken and a record of achievement, such as grades, unit, or certification of competence. Student records cannot be altered at any time unless it has been determined that the information is inaccurate or in violation of the privacy or other rights of the student. All courses and grades must be included on the student's transcript.

Placement in Courses

Student placement into courses is based upon academic appropriateness as determined by the student, parent, school counselor, and school administrator. Students may be placed in courses in order to meet graduation/promotion requirements, acceleration needs, and/or remediation needs. Additional options for acceleration per s. 1003.4295, F.S. are included in the FLVS District [Student Progression Plan](#).

Advanced Placement (AP) Courses

A passing grade in the course will be accepted for high school credit. Students are encouraged to take all AP Exams and will be informed by FLVS Full Time when it is time to register for their AP Exams. It is the student's responsibility to contact his/her district-assigned test site to complete the registration by the deadline in order to participate in testing and have the opportunity to earn AP credit.

Credit from Other Schools

As part of the enrollment process, 6-12 families must submit unofficial transcripts. Students requesting enrollment in FLVS Full Time and who are coming from a Home Education program, must submit the Homeschool Credit Form and the prior year's Homeschool Evaluation.

Counselors analyze previously earned credits and determine which credits will transfer to FLVS Full Time. The school counselor will require complete transcripts before approving a student's grade level, course selection, and educational setting. Upon graduation or withdrawal, the official FLVS Full Time transcript will display both the credits earned at FLVS Full Time as well as any transfer credits.

There are three options for requesting and being granted credit by FLVS Full Time for coursework completed in a different school setting, all of which follow [Florida Education Rule 6A-1.09941](#) as outlined below:

1. Credits and grades earned and offered for acceptance in FLVS Full Time shall be based on official transcripts and shall be accepted at face value and may be subject to validation at the school's discretion. Students wishing to transfer credit from other schools for courses with an End-of-Course exam may be expected to pass the exam before credit is awarded. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, credits shall be validated through performance during the first grading period as outlined in #2.
2. Validation of credits shall be based on performance in classes at FLVS Full Time. A student transferring into FLVS Full Time will be placed at the appropriate sequential course level based on the student's academic documents submitted when transferring into FLVS Full Time, and the student should have a minimum grade of "C" or better in the subsequent course. Students who meet this requirement will have their transfer credits validated. Students who do not meet this requirement will have credits validated using the Alternative Validation Procedure, as outlined in #3.
3. If validation based on performance, as described above, is not satisfactory then any one or more of the following alternative procedures shall be used for validation purposes as determined by the teacher, principal, and parent:
 - Portfolio evaluation by the superintendent or designee;
 - Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
 - Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools;
 - Demonstrated proficiencies on nationally-normed standardized subject area assessments;
 - Demonstrated proficiencies on the FSA; or
 - Written review by FLVS Full Time of the criteria utilized for a given subject provided by the former school.

Students must be provided at least 90 days from date of transfer to prepare for assessments outlined in paragraphs (3) (d) and (e), if required.

Credit for Other Experiences

Many students are involved in activities outside of their school experiences, such as music, dance, art lessons, foreign language instruction, and participation on athletic teams. While FLVS Full Time recognizes the value of these activities, they cannot be used to earn course credit.

Prerequisites

Most FLVS Full Time courses do not have prerequisites. However, for those courses that do have prerequisites, students must fulfill the prerequisite before enrolling in the course. Generally, Semester 1 must be completed before beginning Semester 2, although in some cases, Semester 1 and Semester 2 may be taken simultaneously. Contact your school counselor for more details.

Schedule Changes

Students may request changes to their schedules within the first two weeks of the semester. To add or drop a course, a parent must make a request using the schedule change request form in FOCUS. Schedule change requests will be honored for improper placement for course level, or a course already completed.

Requests will be reviewed with fit of schedule, prior academic history, prerequisites, and course capacity. Schedule change requests for elective changes may not be granted.

Promotion, Graduation, and Diploma Requirements

Promotion Requirements for Elementary School

To be promoted to the next grade, Kindergarten, 1st, 2nd, 4th, and 5th grade students must:

- Successfully complete the grade level courses and demonstrate mastery of grade level standards

To be promoted to the next grade 3rd grade students must:

- Successfully complete the grade level courses
- Earn an achievement Level of 2 or higher on the Grade 3 English Language Arts FSA

Promotion Requirements for Middle School

To be promoted to the next grade, 6th and 7th grade students must:

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

To be promoted to 9th grade, 8th grade students must:

- Successfully complete three middle school or higher-level courses in language arts, mathematics, science, and social studies
- Successfully complete a civics education course

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

Promotion Requirements for High School

The following credits are required to be promoted from one grade to the next:

Classification	Grade	Minimum # of Credits
Sophomore	10	6
Junior	11	12
Senior	12	18

At the time of a student's enrollment, school counselors will establish estimated grade levels based on preliminary information about previously earned credits. Student grade levels are then automatically updated twice each year—once in the fall and once again at the end of the school year—based on the student's earned and verified credits recording in the Student Information System.

In certain situations, the counselor, in consultation with the student, parent/guardian, and/or school administrator, may adjust the student's grade level to most appropriately match the student's current academic needs.

Graduation and Diploma Requirements for High School

A student must finish school before or during the year in which he/she turns 19 years old. Students who cannot meet graduation requirements as outlined below, prior to the end of the school year during which they attain the age of 20 in the fall semester of that year, shall not be permitted to attend beyond that academic year. To be eligible to receive a diploma from FLVS Full Time, a student must:

1. Complete the required number of credits as outlined in the [Florida graduation requirements](#)
2. Earn at FLVS a *minimum of six of the credits (or 12 courses) required for graduation, with at least three of these credits (or 6 courses) earned in the semester immediately prior to graduation
3. Pass all state-mandated graduation assessments
4. Earn a cumulative GPA of 2.0 or higher on a 4.0 scale
5. Meet any other additional graduation requirements required by the state

**[AdvancED Accreditation](#) requires the assurance that “the institution ensures that students graduating from the institution complete at least 25 percent of the courses for graduation at the institution.”*

Exceptions must be approved by the FLVS Full Time Director of Instruction.

Graduation Requirements by Cohort Grade

Students Entering Grade 9 Beginning in 2013-14

What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Career and Technical Education (CTE) Pathway
- Advanced International Certificate of Education (AICE) curriculum (from prior district)
- International Baccalaureate (IB) Diploma curriculum (from prior district)

What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 ELA - or earn an ACT/SAT concordant score
- Algebra 1 EOC - or Pass Geometry EOC, earn a comparative score the Post Secondary Education Test(PERT), or earn an ACT/SAT concordant score

Students taking the following graduation requirement courses must participate in the EOC assessments and the results constitute 30 percent of the final course grade. These assessments are in the following subjects:

- Algebra 1*
- Biology 1*
- Geometry
- U.S. History

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

24-credit standard diploma option
<p>4 Credits English Language Arts (ELA)</p> <ul style="list-style-type: none">• ELA 1, 2, 3, 4• ELA Honors, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) and dual enrollment courses may satisfy this requirement
<p>4 Credits Mathematics</p> <ul style="list-style-type: none">• One of which must be Algebra 1 and one of which must be Geometry• Industry Certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry)• An identified computer science** credit may substitute for up one mathematics credit (except Algebra I and Geometry)
<p>3 Credits Science</p> <ul style="list-style-type: none">• One of which must be Biology 1, two of which must be equally rigorous science courses• Two of the three required credits must have a laboratory component• An Industry Certification that leads to college credit substitutes for up to one science credit (except for Biology 1)• An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology 1)
<p>3 Credits Social Studies</p> <ul style="list-style-type: none">• One credit in World History• One credit in U.S. History• Half-credit (0.5) credit in U.S. Government• Half-credit (0.5) credit in Economics
<p>1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts+</p>
<p>1 Credit Physical Education+ - To include the integration of health <i>+Special Note: Eligible courses are specified in the Florida Course Code Directory</i></p>
<p>8 Elective Credits</p>
<p>1 Online Course</p>

What are the requirements for Scholar, Merit and Seal of Biliteracy diploma designations?

Scholar Diploma Designation

In addition to meeting the 24-credit standard high school diploma requirements, a student must meet the following requirements:

- Earn one credit in Algebra 2;
- Pass the Geometry EOC
- Earn one credit in Statistics or an equally rigorous mathematics course;
- Pass the Biology 1 EOC;
- Earn one credit in Chemistry or Physics;
- Earn one credit in a course equally rigorous to Chemistry or Physics;
- Pass the U.S. History EOC;
- Earn two credits in the same World Language; and
- Earn at least one credit in AP, IB, AICE, or a dual enrollment course.

A student is exempt from the Biology 2 or U.S. History assessment if the student is enrolled in an AP, IB, or AICE Biology 1 or U.S. History course and the student:

- Takes the respective AP, IB, or AICE assessment; and
- Earns the minimum score to earn college credit.

Merit Diploma Designation

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

Biliteracy Designation

- Gold Seal of Biliteracy: 4 or 5 on FSA plus 4 credits (3.0+) in a world language or the appropriate score on any of the approved assessments or portfolio.
- Silver Seal of Biliteracy: 3 on FSA plus 4 credits (3.0+) in a world language or the appropriate score on any of the approved assessments or portfolio

Other Graduation Information

Can a student receive a Certificate of Completion?

Yes, a student who earns the required 24 credits or the required 18 credits but fails to pass the required state assessments or achieve a 2.0 state unweighted GPA shall be awarded a Certificate of Completion.

Can a student complete less than 25 percent of their credits and be eligible for a diploma from FLVS Full Time?

No, [Cognia Accreditation](#) requires the assurance that “the institution ensures that students graduating from the institution complete at least 25 percent of the courses for graduation at the institution.”

Can a student who selects the 24-hour credit program graduate early?

Yes, a student who completes all the 24-credit program requirements for a standard diploma may graduate in fewer than eight semesters.

What is the distinction between the 18-credit ACCEL option and the 24-credit option?

- Three elective credits instead of eight;
- Physical Education is not required;
- Online course is not required;
- All other graduation requirements for a 24-credit standard diploma must be met, per section [s. 1003.4282\(3\)\(a\)-\(e\), F.S.](#)

Early Graduation

Students who have completed all graduation requirements at any time prior to the end of the second semester of their senior year may request early graduation by contacting the school principal. The principal and other appropriate school staff will then review the student's records to ensure that all graduation requirements have been met. After the principal grants approval for early graduation, he/she will initiate the "withdrawal for graduation" process. This includes marking the student's transcript to indicate graduate status. Once the student has graduated, the student will no longer be enrolled in FLVS Full Time.

Additional options for acceleration per [s. 1003.429, F.S.](#) are included in the FLVS district [Student Progression Plan](#). Official transcripts are available at any time by contacting the school. Early graduates will receive their diplomas at the end of the second semester, when the rest of the graduating class receives their diplomas. Early graduates are welcome to join in any and all graduation activities offered by FLVS Full Time but must inform the school of their desire to participate in graduation activities at the same time they request early graduation.

Requirements for Participation in Graduation Ceremony

FLVS Full Time holds one graduation ceremony per year near the end of the spring semester. Students designated as Winter or Spring graduates are able to participate in the ceremony, provided they have met all state and school-district requirements by the senior due date. The senior due date will be determined annually by the school administration. This includes completing all required courses, passing state assessments designated as a graduation requirement, and participating in other state-required assessments. This applies for the 24-credit standard diploma or the 18-credit ACCEL diploma. Students earning a Certificate of Completion are eligible to participate in the graduation ceremony provided their courses are completed by the senior due date. Students designated as Summer graduates are not eligible to participate in the graduation ceremony due to their course completion(s) falling after the end of the school year. Students with serious discipline infractions or those who did not participate in mandatory state testing (including assessments that were not a graduation requirement), while enrolled in FLVS Full Time High School, will not be eligible to participate in the graduation ceremony. The school principal has the final authority as to who shall and shall not participate.

Bright Futures Scholarships

The Florida Bright Futures Scholarship Program rewards students for their academic achievements during high school by providing funding to attend a postsecondary institution in Florida. For more information, visit [The Florida Bright Futures Scholarship Program website](#).

Community Service

FLVS Full Time 9-12 students are not expected to complete volunteer hours as a graduation requirement; however, they are encouraged to be involved in their communities. Students interested in earning service hours to be eligible to receive one of the Florida Bright Futures Scholarship Awards must complete a program of community service work that includes a minimum number of hours based on that award.

Students must contact their school counselor for approval prior to the start of their community service plan to ensure they are meeting all the requirements as defined by FLVS Full Time and Bright Futures. For further information please reference the [FLVS Full Time Community Service Manual](#).

State University System (SUS)

Admission into Florida's public universities is competitive. Prospective students should complete a rigorous curriculum in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time college student must meet the following minimum requirements (credit earned by industry certification does not count for SUS admission):

- High school graduation with a standard diploma
- Admission test scores
- 16 credits of college preparatory academic courses
 - 4 English (3 with substantial writing)
 - 4 Mathematics (Algebra 1 level and above)
 - 3 Natural Science (2 with substantial labs)
 - 3 Social Science

- 2 World Language (sequential and in the same language)
- 2 approved electives

See also [Planning for College](#).

The Florida College System

The 28-member Florida College System offers career-related certificates and Associate in Science degrees that prepare students to go directly into the workforce, as well as Associate of Arts degrees that prepare students to transfer to a bachelor's degree program. Many also offer baccalaureate degrees in high-demand fields.

The Florida College System has an open-door policy enabling students who have earned a standard high school diploma, high school equivalency diploma, or have demonstrated success in postsecondary coursework to be admitted to an associate degree program. See also the [Florida College System website](#).

Career and Technical Centers

Florida also offers students 48 accredited career and technical centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations. See also the listing of District Technical Centers at <http://www.fldoe.org/academics/career-adult-edu/>.

National Collegiate Athletic Association (NCAA) Eligibility

In order to be eligible for National College Athletic Association scholarships, students must meet certain academic and other requirements, including but not limited to taking NCAA-approved high school courses. Many FLVS core courses are NCAA-approved; however, students interested in NCAA scholarships should contact their school counselor to determine an appropriate course schedule that will help them meet NCAA requirements. Students should also visit the [NCAA Eligibility Center](#) for more information.

Talented 20

The [Talented 20 Program](#) provides guaranteed admission, within space and fiscal limitations, to one of Florida's 12 public universities for public high school graduating seniors who rank in the top 20 percent of their graduating class and who have completed the 18 academic credits required for state university system admission. Determination of Talented 20 students is made upon completion of the seventh semester.

Release of High School Educational Records

FLVS Full Time will provide educational records, including official high school transcripts, and letters of recommendation to third parties such as post-secondary institutions, scholarship committees, and/or potential employers, only with prior written approval from the student's parent(s)/legal guardian(s), or from the student if he/she is age 18 or older or an emancipated minor. To ensure that application deadlines are successfully met, we require advance notice of at least **10 working days for requests to provide educational records** to students, parents, and/or third parties. We require a **30-day notice for letters of recommendation**. Requests for records should be made using the [Transcript Request Form](#). Once a senior has been accepted for admission and decided to attend a particular college/university, final transcript requests can be made via the College Admissions tab during the last weeks of the school year. Final transcripts will be sent immediately following the end of the school year.

Transcripts

Students will be able to access ongoing information about their courses through their online grade books within the Education Management System. To request an official copy of a transcript, families must complete a [Transcript Request Form](#) and submit it to the registrar for processing.

Official transcripts are generated at the school. They have official school signatures, raised seals, and are sent in a sealed envelope.

Class Rank

FLVS Full Time will calculate an unofficial class rank for each public high school student on a monthly basis. An official class rank will be calculated for each public high school student two times per year, shortly after the conclusion of each semester. Students who have not yet successfully completed any high school courses for credit directly from FLVS Full Time will be excluded from the class rank calculation.

For the purposes of calculating the class rank, all high school courses attempted, including those earned prior to grade 9, and Dual Enrollment are included in the GPA calculation. Courses transferred in from other

accredited institutions will also be included in the class rank as long as there is a grade assigned for that course.

The cumulative GPA is calculated to the thousandth of a point. Students whose class rank rounds off to the same thousandth of a point will be considered tied and will receive the same class rank. The ranking will compare students within the same grade level at the same school. The class rank is included on the student's official high school transcript.

Seniors will be required to complete their courses no less than two weeks prior to the end of their last semester in order for their last semester courses to count towards the final class rank. The final class rank will be calculated at this time and used to determine rank in class and honors designation for graduation. After this time, only corrections will be made to final class rank.

Field Trips

FLVS Full Time offers opportunities for field trips throughout the year. You will hear about these offerings from the schools in which they are able to participate.

Cancellation of Field Trips

By signing and electronically submitting the "Parent/Guardian Field Trip permission form, the parents/legal guardians affirm that he/she/they have approved the participation of their child in the school-sponsored academic or extracurricular field trip with full knowledge that:

- Florida Virtual School reserves the right to cancel a trip up to the departure date or to recall a trip in progress if national and/or international conditions so warrant or if security, health and safety concerns over which FLVS had no control or other reasons render it appropriate to cancel the trip. Florida Virtual School will take the following criteria into consideration when making its decision: (a) U.S. Department of State Travel Advisory; (b) Homeland Security Advisory (alert status)/Declaration of War or armed conflict; (c) Health Advisory (alert status); and/or (d) other reasons deemed necessary. Additionally, the critical judgment of Florida Virtual School, with input from the Executive Leadership Team/Director/Principal and trip organizer, will be taken into consideration.
- In such event that a trip must be cancelled, school officials will make a reasonable effort to obtain a refund of monies paid by students and parents. However, such refunds are not guaranteed. The student and parents understand that he/she/they may lose any and/or all the funds he/she/they have expended for the voluntary trip.
 - Student and Parents will be notified on a timely manner of the cancelation
 - If a refund has been deemed necessary parents/guardians paid into the trip will be notified
 - The funds processed may take 4-6 weeks before the parent/guardian will see their statement posted
- The Senior Director or designee will alert the School Representatives to final deadlines regarding required commitment of funds if there are national/international events/conditions/situations which might make FLVS to cancel or recall a trip due to safety concerns or other reasons.

Students Driving to Sanctioned Events

First and foremost, we highly recommend to parents/legal guardians that students not be permitted to drive unaccompanied to FLVS Full Time sanctioned events. Preferred options include having parents, legal guardians, or designated adults drive and supervise students, or having students use public transportation options.

However, we recognize that in certain circumstances students may need or wish to drive to an event without supervision from an adult. In order to be able to drive unaccompanied to an FLVS Full Time sanctioned event students must meet the following guidelines:

- Must be 18 years of age. Where students are under the age of 18, even though states may permit minors to drive, an adult is required to supervise a minor at an event;
- Must possess a valid driver's license;
- Must have access to a currently registered, inspected, and insured vehicle;
- Must be a student in good standing, with good attendance, and with no disciplinary actions noted in the student's file; and

- Obtain school permission to drive unaccompanied to events.

In addition, it is the responsibility of the student who attends an event without a parent, legal guardian, or designated adult to do the following:

- Document parental permission to drive to events for the current school year by submitting a completed and signed School-Related Activities/Field Trip Release Form;
- Document school permission to drive to events by obtaining the principal's (or designee's) signature on the School-Related Activities/Field Trip Release Form;
- Obey all time schedules;
- And obey all school rules, including maintaining acceptable attendance and disciplinary standards, and procedures for events. If a student arrives late, privileges may be revoked.

Under no circumstances shall the school be responsible for students who make their own personal travel arrangements and/or are not accompanied by an adult. The conduct of unaccompanied student drivers at events will remain the responsibility of their parents/legal guardians. If a student driving to or from an event is involved in an accident, FLVS Full Time will not be liable for any injuries or damage; all liability rests with the student, his/her parent/legal guardian and/or any insurance maintained by the parent/legal guardian and/or the student.

Under no circumstances shall students drive other students to an event. Nevertheless, if a student permits another student or students to ride with him/her, FLVS Full Time shall not be liable for any injuries or damage to any parties. The student, the student's parent/legal guardian, and/or any insurance maintained by the parent/legal guardian and/or the student, will be responsible for any and all injuries and/or any damage that may occur.

Even if a parent/legal guardian does grant permission for a student to drive unaccompanied, it is important to note that driving a car to an event is a privilege for a student and not a right, and such privilege may still be denied or revoked by the school at any time. Safe driving practices must be adhered to at all times.

Students who endanger other drivers, individuals, pedestrians, or property, and/or do not follow school rules and/or procedures for events, may have their permission to drive unaccompanied to school events revoked by the school. Furthermore, students may be reported to school authorities and, if warranted, may also be reported to the police for further action.

Exceptional Student Education (ESE) and Section 504

Applying for Enrollment

If a student is a student with a disability or impairment, such must be indicated in the appropriate sections on the application and a copy of the most current Individual Educational Plan (IEP), Educational Plan (EP), or 504 Plan must be submitted directly to FLVS by the student/family. FLVS Full Time is a school of choice and should be considered only if the full-time online educational environment is the most appropriate choice based on the unique needs of the student and the services available.

In accordance with Florida Statute, if an exceptional education student who has an IEP applies to enroll in a full-time virtual program, the virtual program will determine if the student meets the profile for success in this educational delivery context. At the time of applying for enrollment at FLVS Full Time, families will be asked to submit a copy of any existing IEP or 504 Plan. If the student's IEP or 504 Plan indicates that **full-time** virtual instruction is appropriate, would be the student's Least Restrictive Environment (LRE), and the student meets all other school enrollment criteria, then the student may be enrolled. All necessary ESE services and related services must be able to be delivered online in a virtual manner and must be readily available at FLVS for a student's enrollment to be accepted in FLVS Full Time as the LRE. If comparable services are not available or appropriate in a full-time online environment, or if FLVS Full Time has concerns that a full-time online setting may not be the Least Restrictive Environment (LRE) for the student, or if any type of therapy is required and the student will not be present in Florida regularly, then other educational options will be discussed during the application process.

FLVS does not provide any Access Points of the Florida State Standards which provide modified curriculum and assessment options for students with intellectual disabilities or significant cognitive disabilities.

Please note that FLVS is a fully virtual educational environment. All materials for curriculum, assignments, and assessments are presented online and therefore do not exist in the format of a textbook, workbook, etc. Certain materials may be printed from courses as allowable per FLVS policy. If printed materials are necessary for students with disabilities to learn, the family should discuss this with the ESE designee during the application process to determine if FLVS may accommodate the student's needs. Due to the fully online nature of the educational environment, it may be determined that FLVS is not the LRE (least restrictive environment) and therefore may not be an appropriate choice for the student. If it is determined that FLVS Full Time is appropriate according to the student's needs during the application process, then all possible supports will be provided so that students enrolled in FLVS Full Time may access courses and online materials.

Enrolled Students

A student's IEP/EP/Section 504 Plan may be revised by the appropriate team upon enrollment into FLVS Full Time to assure that the student's needs are addressed appropriately in the online educational environment. At the beginning of the school year, the ESE designee/Gifted Coordinator/504 Coordinator ensure that all teachers have access to the student's IEPs, EPs, and 504 Plans. The teachers are made aware of each student's educational needs and are provided guidance on how to make any necessary program accommodations throughout the school year. All students at FLVS have access to many accommodations that are inherent in the virtual setting. In addition, FLVS Full Time may be able to provide additional accommodations according to a student's IEP/Section 504 Plan if the accommodation(s) is/are applicable to the online educational environment. Please note that some accommodations may not be possible to implement in the online educational environment and all accommodations must ensure that FLVS academic integrity policies are not compromised due to the online learning environment. All students enrolled in FLVS Full Time are held to the instructional policies outlined in the school handbook. This includes, but is not limited to, requirements for course completion, Discussion-based Assessments (DBAs), communication, proctored exams, and academic integrity policies and procedures.

Once enrolled, if the IEP team determines that the full-time virtual educational environment is not appropriate for a student, the option of transferring to FLVS Flex will be reviewed first. Should the IEP team determine that neither of the online educational options at FLVS are the most appropriate setting/least restricted environment, then FLVS will work with the student's school district of residence to convene a hybrid IEP team meeting to determine appropriate goals, supports and services for the student to be provided by their district of residence. Students will be transferred to their resident district and no longer enrolled at FLVS once the IEP team has met and determined appropriate services for the student. To view the full language of this rule, please visit: <https://www.flrules.org/gateway/ruleno.asp?id=6A-6.0334>.

Parents must disclose their student's current Individual Educational Plan (IEP) or current 504 Plan status, as applicable, at the time of applying for enrollment. In the event that a student's IEP or 504 Plan is disclosed AFTER enrollment, the plan will be reviewed and a meeting will be held with the parent and necessary stakeholders ASAP to determine the student's current needs and whether or not the full-time virtual educational environment is appropriate and the LRE (least restrictive environment) for the student. If it is determined that FLVS is not the most appropriate option for the student, then FLVS will work with the student's district of residence to transfer the student as described above.

Conducting Meetings

The ESE designee plans for and schedules all annual reviews, reevaluations, and other IEP team meetings. The 504 Coordinator plans for and schedules all Section 504-related meetings. The Gifted Coordinator plans for and schedules all EP Team meetings. Families are contacted to establish mutually agreeable meeting times. All IEP/EP/504 meetings occur in a virtual manner. The Individuals with Disabilities Education Act (IDEA), and corresponding state regulations, make provisions for participation in meetings via phone and video conferencing, which is necessary in the virtual school environment.

ESE Services and Related Services

Due to the virtual nature of FLVS Full Time, all ESE services and related services are provided in an online platform/classroom, via video conferencing, and/or via telephone conference. The ESE designee/Gifted Coordinator/504 Coordinator ensures the service is provided in compliance with the student's IEP/EP/504 Plan. It is necessary for students to attend their applicable ESE and/or related service session(s) as designated on the student's IEP, EP or 504 Plan. If the student fails to regularly attend his/her applicable ESE and/or related service session(s), the student may be at risk for withdrawal from FLVS Full Time for noncompliance.

An attendance policy agreement document will be sent to all families of students when students must be presented online for ESE and/or related services that must be implemented in accordance with their IEP, EP or 504 Plan. This document must be signed and returned to the school designee to indicate that both the student and parent/guardian are aware of the attendance requirements. The parameters of allowable absences and non-attendance procedures are outlined in the document and include a process to assist the student with meeting these requirements prior to noncompliance due to repeated absences.

While FLVS Full Time allows for flexibility in the location that students may access their curriculum and coursework, all students that have an IEP/EP/504 Plan that indicates the need for any type of therapy **must** be present in Florida to receive the necessary teletherapy services by a certified provider online.

Gifted Education

FLVS Full Time provides instructional options that allow for numerous opportunities to expand and challenge student learning. FLVS Full Time teachers are sensitive to the varying needs of gifted learners and our online environment fosters individualization and differentiated instruction to meet those unique needs.

Students that are identified as Gifted, and therefore have an Educational Plan (EP), are assigned to a Gifted Case Manager who ensures that the services and goals on the student's EP are reviewed, revised, and implemented regularly.

Identification of Students with Special Needs

Throughout the school year, FLVS Full Time staff members and/or parents/guardians may detect that a student is having difficulties with learning and may believe there could be a need for Exceptional Student Education assistance. If this is suspected, appropriate staff members will first be notified to help the student by implementing a series of strategies available in the course/program. If those documented strategies are unsuccessful, the student may be referred to the school's Student Support Team (SST). This team may suggest additional strategies and considerations for support, and they will also work to gather more information about the student's profile and learning/academic history. The SST may initiate a Problem-Solving (PS)/Response to Intervention (RtI) process for the student. RtI is a method of developing and implementing research-based instruction and interventions based on a Multi-Tiered System of Supports (MTSS) framework.

The MTSS model utilized at FLVS Full Time integrates core instruction (Tier 1), supplemental instruction/interventions (Tier 2), and intensive interventions (Tier 3). At each tier, progress monitoring is implemented and reported to serve as written documentation of activities, meetings, and responsible personnel.

The SST is a general education, data driven, decision-making committee whose members may consist of, but are not limited to, the following: an administrator or designee, school counselors, general education teachers, intervention teachers/specialists, parent/guardian and exceptional student education teachers/designees. Additional service personnel including, but not limited to, School Psychologists, Occupational Therapists, Speech-Language Pathologists, and School Social Workers may be invited to participate on the SST, if applicable to the specific student in review. In discussing an individual student's challenges, the student's parent/guardian is an invited participant. Parents are invited to meetings and are provided a report or summary by the SST on the status of the student's response to scientifically research-based interventions. If the recommended strategies and interventions do not have a positive impact, the SST may refer the student to the school's ESE team for further evaluation.

At any time during this process, parents may formally request in writing that the school evaluate the student for a suspected disability. A parent may request an ESE evaluation prior to the completion of the intervention process. This evaluation in and of itself will not solely lead to an eligibility determination but will be considered by the team while concurrently completing the intervention process.

Waiver of the State Assessment Graduation Requirements

Students with disabilities who are working toward a standard high school diploma are expected to participate in statewide, standardized assessments; however, legislation provides for a waiver of statewide, standardized assessment graduation requirements for students with disabilities whose abilities cannot be accurately measured by the assessments. A student with a disability, for whom the individual educational plan (IEP) team determines that the statewide, standardized assessments cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have assessment results waived for the purpose of receiving a course grade and a standard high school diploma. Such waiver shall be designated on the student's transcript. For additional information, contact the [Bureau of Exceptional Education and Student Services](#).

In order to be eligible for the IEP team to determine if an assessment may be waived, the student must first meet ALL the following requirements:

- Be identified as a student with a disability (s. 1007.02, F.S.);
- Have a current IEP;
- Have taken the statewide, standardized assessment with appropriate allowable accommodations at least once.

Students with disabilities with an IEP who are not granted a waiver and who have not passed the required graduation assessments are eligible for the provision of a free appropriate public education until their 22nd birthday. FLVS will provide services through the last instructional day of the school year in which a student with an IEP turns 22, provided that the student was 21 years old on the first instructional day of school for all students in the district.

English for Speakers of Other Languages (ESOL)

The English for Speakers of Other Languages (ESOL) program provides services to English Language Learners (ELLs). ELLs are students who come from homes and backgrounds where languages other than English are spoken and who require specialized or modified instruction in both the English language and in their academic courses.

ELLs are provided with equal access to all categorical programs and warrant comprehensible instruction to be able to meet their language and academic needs. ELLs have access to academic content that is equal in scope, sequence, extensiveness, and complexity to the curricular offerings available to all FLVS Full Time students.

For further information regarding the ESOL Program and English Language Learners at FLVS Full Time, please view the [District ELL Plan](#).

Eligibility Information

FLVS Full Time ensures that ELLs are initially identified based on their responses to the Home Language Survey and that subsequently their English language proficiency is properly assessed to determine qualification for the ESOL program. All student demographic information, including native language, country of birth, immigrant student and date of entry into the U.S. school, is provided by a parent/guardian during the registration process. The Home Language Survey (HLS) is integrated into the registration form and is filled out by all parents of students entering FLVS Full Time. The Home Language Survey consists of three questions:

1. Is a language other than English used in the home?
2. Did the student have a first language other than English?
3. Does the student most frequently speak a language other than English?

If any of the three questions are answered “yes,” parents are advised that the student will need an aural/oral language assessment of English proficiency to determine eligibility and placement in the district’s ESOL Program. For active ESOL students transferring from one school district to another within a calendar school year, no new assessment is necessary and ESOL services continue as indicated by previous school records. If the time frame for re-entering FLVS Full Time from another school district in Florida, state or country has been longer than six months, a current English language proficiency assessment will be administered to ELLs who have an affirmative response on the HLS at the time of re-entry/registration, unless prior ELL placement data can be retrieved.

If there are no records available at the time of registration, the school makes every effort to contact the previous school via telephone or in writing, in order to get as much information as possible regarding educational and testing history. When a student’s previous records are unattainable, parents are asked to provide information regarding prior educational experience. Students may be assessed for skills and school-readiness competencies in addition to English language assessments. ELLs are then placed accordingly, and academic success is monitored to ensure that accurate placement decisions were made.

The elements of the student plan will include the student’s name, date of entry, and current ACCESS for ELL scores and state assessment data. The plan will reflect the student’s instructional program of 130, amount of instructional time or instructional schedule, documentation of the use of appropriate ESOL strategies, and a

description of all provided services. The plan will be updated annually at the beginning of the school year and when services change and must reflect the most current ELL plan and service.

Each classroom teacher is responsible for incorporating ESOL strategies into daily lessons and must provide evidence in lesson plans which are checked by school administrators during ongoing classroom virtual walk-throughs, and formal and informal teacher evaluations.

To meet ESSA compliance, districts are required to notify parents of an ELL identified for participation in the program no later than 30 days after the beginning of the school year. For those children identified as ELLs during the school year, the district shall notify the parents during the first two weeks of the child being placed in ESOL. Parents will be notified by letters, maintained in student folders and monitored by Title I. All letters, as well as all home-school communication must be provided to parents in a language that they can understand unless clearly not feasible.

ELL Committee

The District ELL Contact arranges ELL Committee meetings that include the parent, teachers, and an administrator. An ELL plan is developed and signed by all parties. Teacher input and grades will also be considered.

An annual ELL Committee meeting will take place for students who are entering their fourth year of ESOL or beyond. The ELL Committee may determine a student to be an English Language Learner or not to be an English Language Learner according to consideration of at least two of the following criteria in addition to the entry assessment results:

- Extent and nature of prior educational or academic experience, social experience, and a student interview,
- Written recommendation and observation by current and previous instructional and supportive services staff,
- Level of mastery of basic competencies or skills in English and heritage language according to local, state, or national criterion-referenced standards,
- Grades from the current or previous years, or
- Test results other than the entry assessments.

Upon request of a parent or teacher, a student who is determined not to be an English Language Learner or any student determined to be an English Language Learner based solely on one reading or writing assessment may be referred to an ELL Committee. The ELL Committee may be convened upon by a teacher, administrator, or parent to conduct a programmatic assessment of the ELL student's progress and review test results and teacher recommendations. The ELL Committee may also reclassify a former ELL student during the two-year monitoring period and determine the ELL status of ESE students.

Parent participation and written consent on the most appropriate placement for the student is documented as part of the process for ELL Committee meetings. All the decisions and recommendations that are made about an individual student must be documented on the ELL Committee Report form, along with all other pertinent forms required, and these become part of the student's ELL file. Parents are provided with a copy of all the forms signed by all stakeholders present during the meeting and completed in English as well as the parent's native language, as feasible.

Course Placement

Per 6A.6.0902 section 3 part b, "The school district shall award equal credit for courses taken in another country or a language other than English as they would the same courses taken in the United States or taken in English. For foreign-born students, the same district-adopted policies regarding age appropriate placement shall be followed as are followed for students born in the United States." Student placement is not based solely on English Language Proficiency; an academic skills assessment may be administered in the home language if possible.

The age of the student will also be taken into consideration. Parent/Guardian and student interviews as well as ELL Committee meetings will also be conducted to help determine placement. When feasible, translators/interpreters will be provided to attend these meetings. The school principal or designee, school counselor, teacher, parents, District ELL Contact and/or district administrator may be included to determine appropriate placement. Once the information is collected, the ELL Committee convenes to make the best placement decision to meet the student's academic needs. The ELL Committee members

develop an intervention plan with strategies that address language and academic needs in English, as applicable. A progress monitoring process is delineated to ensure the success of the intervention plan.

The school district shall award equal credit for courses taken in another country or a language other than English as they would the same courses taken in the United States or taken in English. Language Arts credits are awarded to students transferring from other countries for language arts classes taken in the student's native language and English courses may be credited as Foreign Language credits following the guidelines outlined in the Student Progression Plan approved by the School Board.

Formal Assessment

All ELLs in FLVS Full Time participate in the Florida Statewide FSA, ACCESS, and EOC assessments, as per their grade level. ALL FLVS Full Time students go to local assigned public schools for testing. The assigned school site works with the FLVS Evaluation Department to set up testing locations and assure accommodations are made available. The principal or principal's designee reviews the FSA Administration Manual every year to ensure that any additional accommodations allowed by FLDOE are implemented accordingly. A letter is sent to parents of ELLs explaining the allowable testing accommodations which also contains specific language for flexible setting options. Parents have the right to choose the flexible setting option during testing. Parents are notified of outcomes on assessments through individualized student score reports which indicates the performance level of the student as well as interpretive guides. These guides are available in multiple languages.

Exit Criteria

Exit criteria is based on assessment scores per 6A-6.0903. For students taking any administration of the Kindergarten ACCESS for ELLs, the English language proficiency level shall be a 4.0 composite score or greater and at least 4.0 in the domain of reading.

For students in grades 3-10 taking any administration of the ACCESS for ELLs, the English language proficiency level shall be a 4.0 composite score or greater and at least 4.0 in the domain of reading and an achievement level of at least 3 on the FSA ELA assessment.

For students in grades 10-12 taking any administration of the ACCESS for ELLs, the English language proficiency level shall be a 4.0 composite score or greater and at least 4.0 in the domain of reading and a score on the FSA ELA of 3 or higher or passing concordant score on the SAT or ACT.

For students with significant cognitive disabilities taking any administration of the Alternate ACCESS for ELLs assessment, the proficiency level shall be a P1 composite score or greater and will be exited by an ELL/IEP committee.

Once the student meets exit criteria, the student is monitored for two years. Parents are notified of exit through a letter in the child's native language, unless clearly not feasible.

For students not meeting the above criteria, an ELL committee would review the student's academic and English language proficiency record and document at least two of the five criteria listed below to exit a student:

1. Extent and nature of prior educational or academic experience, social experience, and a student interview,
2. Written recommendation and observation by current and previous instructional and supportive services staff,
3. Level of mastery of basic competencies or skills in English and heritage language according to local, state, or national criterion-referenced standards,
4. Grades from the current or previous years, or
5. Test results other than the entry assessments.

Student Emotional and Physical Safety

Required Training for School Staff

FLVS takes student safety and well-being very seriously and believes that students should be able to learn in a safe and comfortable environment. Therefore, in addition to the comprehensive set of required courses and trainings for school staff that focus on educational practices, teachers and staff also attend the **Florida Child Abuse Mandatory Reporting Training**. This training provides teachers and staff with the resources they need to recognize the signs of child abuse and how to report suspected cases of child abuse to the Florida Department of Children and Families.

Child Abuse Reporting Policy

The Child Abuse Reporting Policy is available at <https://www.flvs.net/about/ethical-conduct-for-flvs-employees>. For questions about this policy, contact info@flvs.net. All members of school staff are expected to complete the training at least once every school year. The school leadership tracks and ensures all staff completion of these trainings, and staff who do not complete the course in the required time frame may be subject to disciplinary action in accordance with FLVS employment policies.

In addition, FLVS recognizes the importance of mental wellness. Pursuant to section (s.) 1012.584, Florida Statutes (F.S.), FLVS provides continuing education and in-service training for youth mental health awareness and assistance by utilizing the evidenced-based **Youth Mental Health First Aid (YMHFA)** training program. YMHFA facilitates mental health literacy and gives adults the necessary skills to interact with youth who are developing a mental health problem or experiencing a mental health crisis, including helping adults working with youth identify, understand and respond to signs of mental illness.

Suicide Prevention Certified School

All three schools at Florida Virtual School Full Time were awarded the state designation of Suicide Prevention Certified School for the 2020-21 school year. To be considered a "Suicide Prevention Certified School," the school must take the following actions:

- Incorporate two hours of suicide awareness and prevention training for all instructional personnel (see <http://sss.usf.edu/resources/topic/suicide/index.html> for a list of FDOE approved trainings);
- Adopt a policy and/or standard operating procedures mandating the use of an approved suicide risk assessment instrument prior to an involuntary examination; and
- Identify at least two school-based staff members certified to administer the C-SSRS and SAFE-T risk assessment instruments.

FLVS believes that it is of the utmost importance that our faculty and staff are trained to respond to students and situation which require immediate action to ensure that safety and well-being of our students and our communities.

FortifyFL

Florida Virtual School is a part of a statewide initiative called FortifyFL, an anonymous reporting app that allows anyone to report a threat involving schools. Any student, educator, parent, or member of the community can report school safety concerns directly to law enforcement and school administrators anonymously and easily through the FortifyFL app or www.getfortifyfl.com. The app, which is available for download on Apple and Android mobile devices, is critical to ensuring all Florida schools are safe environments where students and educators can experience and share the joy of learning without fear. Let's Work Together to Keep Our Students Safe – If you See Something...Say Something!

Florida Mental Health Student Required Instruction

Pursuant to Rule 6A-1.094121, F.A.C., Mental and Emotional Health Education, school districts must annually provide a minimum of five hours of instruction to students in grades 6-12 related to youth mental health awareness and assistance, including suicide prevention and the impacts of substance abuse. Using the health education standards adopted in Rule 6A-1.09401, F.A.C., Student Performance Standards, the instruction for youth mental and emotional health will advance each year through developmentally appropriate instruction and skill building and must address, at a minimum, the following topics:

- a. Recognition of signs and symptoms of mental health disorders;
- b. Prevention of mental health disorders;
- c. Mental health awareness and assistance;
- d. How to reduce the stigma around mental health disorders;
- e. Awareness of resources, including local school and community resources;
- f. The process for accessing treatment;
- g. Strategies to develop healthy coping techniques;
- h. Strategies to support a peer, friend, or family member with a mental health disorder;
- i. Prevention of suicide; and
- j. Prevention of the abuse of and addiction to alcohol, nicotine, and drugs.

Pursuant to Rule 6A-1.094122, F.A.C., Substance Use and Abuse Health Education, students in grades K-12 must be provided instruction related to youth substance use and abuse health education. Using the health education standards adopted in rule 6A-1.09401, F.A.C., Student Performance Standards, the instruction for substance use and abuse education will advance each year through developmentally appropriate instruction and skill building.

Pursuant to Rule 6A-1.094123, F.A.C., Child Trafficking Prevention Education, students in grades K -12 must be provided instruction related to child trafficking prevention and awareness. Using the health education standards adopted in rule 6A-1.09401, F.A.C., Student Performance Standards, the instruction for child trafficking prevention will advance each year through developmentally appropriate instruction and skill building and must address, at a minimum, the following topics:

- a) Recognition of signs of human trafficking;
- b) Awareness of resources, including national, state, and local resources;
- c) Prevention of the abuse of and addiction to alcohol, nicotine, and drugs;
- d) Information on the prevalence, nature, and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance; and
- e) Information on how social media and mobile device applications are used for human trafficking.

To view the FLVS Full Time Implementation Plans for each of these requirements, please view the following links:

- FLVS Full Time Child Trafficking Prevention Education Implementation Plan: https://www.flvs.net/docs/default-source/full-time/resources/child-trafficking-prevention-education.pdf?sfvrsn=22a0402a_2
- FLVS Full Time Mental and Emotional Health Education Implementation Plan: https://www.flvs.net/docs/default-source/full-time/resources/mental-and-emotional-health.pdf?sfvrsn=dda7402a_2
- FLVS Full Time Substance Use and Abuse Education Implementation Plan: https://www.flvs.net/docs/default-source/full-time/resources/substance-use-and-abuse.pdf?sfvrsn=2ca0402a_2

FLVS Code of Conduct

FLVS Student Conduct Philosophy

Florida Virtual School expects students to conduct themselves as appropriate for their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities, and the care of school facilities and equipment.

The FLVS school district believes that standards for student behavior must be set cooperatively through interaction among the students, parents/legal guardians, staff, and community members producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for district and community property on the part of students, staff, and community members. Since students learn by example, school administrators, faculty, staff, and volunteers

will demonstrate appropriate behavior, treat others with civility and respect, and refuse to tolerate bullying or harassment. For additional information, please visit our Code of Conduct on our website at <https://www.flvs.net/about/instruction/policies>.

FLVS Code of Conduct Overview

FLVS staff members seek to maintain orderly conduct among Kindergarten-12 students in all FLVS programs to create a safe and positive learning environment. Although most programs are delivered online, from time to time school-sponsored events are planned, therefore a comprehensive Code of Conduct was written to address the behavioral expectations for students in both virtual and face-to-face settings. The Code of Conduct operates in conjunction with the FLVS Student Handbook and provides information that both parents/guardians and students should read when entering an FLVS program and review annually.

Four levels of behavioral offenses and possible disciplinary responses are listed, followed by additional policies regarding student behavioral expectations. FLVS reserves the right to determine appropriate consequences to be imposed upon a student for any infraction of the Code of Conduct, including misconduct not specifically listed. FLVS reserves the right to amend the content in this handbook at any time throughout the school year, without notice. FLVS also will comply with discipline regulations for students with disabilities in conjunction with Section 504 of the Rehabilitation Act and the Individuals with Disabilities Education Act (IDEA). For additional information, please visit our Code of Conduct on our website at <https://www.flvs.net/about/instruction/policies>.

Appendix A: Virtual Instruction Program

The FLVS Full Time Virtual Instruction Program (VIP) is a 180-day, comprehensive solution for Kindergarten-12th grade public school students available in certain school districts. FLVS Full Time VIP students and parents/guardians are responsible for following the procedures and policies laid out in the FLVS Full Time Handbook, including the Code of Conduct.

The following items differ:

- FLVS Full Time administration may reach out the local school district VIP liaison regarding matters surrounding discipline, attendance, and truancy that are impeding on student learning.
- While ESE and 504 plan accommodations will be provided as applicable, the local school district will be responsible for Child Find obligations, reviews, and updates to the IEP/EP/504 Plan, and any necessary evaluations or assessments. It is the responsibility of the local school district VIP liaison to ensure that the most updated IEP, EP or 504 Plan is on file in the FLVS Full Time Student Information System.
- The parent/guardian of the VIP student is responsible for alerting their VIP local school district of a change of address.
- Students attending Florida Virtual School Full Time VIP will be required to take the Florida Standards Assessment (FSA), in accordance with Florida public school requirements. Testing days, locations, and times are arranged by the local school district.
- The local school district is responsible for providing the FLVS Full Time enrollment team with each student's schedule, and are additionally responsible for the promotion, graduation, and diploma options for students enrolled in the VIP.
- The annual enrollment period may differ, as the annual enrollment period is based on the school district that VIP student is enrolled in.
- Rules apply in regard to enrollment for expelled students.
- VIP students participating in the FLVS Full Time program are public school students of their resident districts. FLVS Full Time is not the school of record.
- To withdraw a student from the FLVS Full Time District VIP District program, that parent/guardian should notify their resident district of intent to withdraw.
- The annual school calendar may reflect differences, depending on the district of enrollment.
- School districts choose to participate in Mid-Year enrollment for the FLVS Full Time VIP on an individual basis.
- VIP students do not participate in the FLVS Full Time Graduation ceremony.

If you have any questions about the FLVS Full Time VIP program, please reach out to a school administrator or your district.

Appendix B: Refund Request Form

Clubs and Activities K-12 (FLVS Flex and FLVS Full Time)

Clubs, Activities, Field Trip, Competition, t-shirt, awards, graduation, Etc.

Club Sponsor/Instructor/IL:	
Name of Club/Activity:	
Date of Field Trip:	
Short Description: (reason of refund)	
Amount of money to refund per person — If multiple people, please attach a document with the following information:	See OSP report for list
OSP link used when money was collected:	

Club Sponsor/Instructor/IL signature: _____ Date: _____

Activities Coordinator signature: _____ Date: _____

Account Strip Code (will be filled out by Activities Coordinator)	
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2020–2021 Uniform Statewide Assessment Calendar

Appendix C: Uniform Statewide Assessment Calendar

According to Section 1008.22(7)(c), Florida Statutes (F.S.), and State Board of Education Rule 6A-1.094224, Florida Administrative Code (F.A.C), each school district must complete this uniform calendar with district-required assessment information, publish the calendar to the district website, and provide it to the Department by October 1 of each school year, beginning in 2016–17. Districts must provide completed calendars to schools and include the calendar in their parent guides. In addition, each school must publish the completed calendar on its website.

The statewide assessment information in sections 3 and 4 should not be altered; however, districts may otherwise modify and populate this template to accurately indicate their assessment schedules for the school year.

1. Glossary of Assessment Terms

The following glossary includes definitions of assessment terms and explanations of acronyms used throughout this template. Districts may add rows as needed for additional glossary terms that are specific to district-required assessments. Do not modify any other information in this section.

Acronym/Term	Definition
ACCESS for ELLs	Assessing Comprehension and Communication in English State-to-State (ACCESS) for English Language Learners (ELLs)
Accommodation	Per Rule 6A-1.0943, F.A.C., “Accommodations are defined as adjustments to the presentation of the statewide standardized assessment questions, methods of recording examinee responses to the questions, scheduling for the administration of a statewide standardized assessment to include amount of time for administration, settings for administration of a statewide standardized assessment, and the use of assistive technology or devices to facilitate the student’s participation in a statewide standardized assessment.”
CBT	Computer-Based Test
Diagnostic	Assessments that measure students’ understanding of a subject area or skills base, which allow teachers and educators to evaluate student learning, focusing on strengths and areas of need
DIBELS	Assess K-5 literacy skills
District Window	The selected dates within the statewide window during which a district will administer a given assessment
District-Required Assessments	Assessments required by the school district for students in a specific grade or course
ELA	English Language Arts
EOC	End-of-Course
Evaluative	Assessments that measure student proficiency at selected intervals in order to compare change over time and to compare state-level results
FAIR	Florida Assessments for Instruction in Reading
FLKRS	Florida Kindergarten Readiness Screener
Formative	Formative assessments are the formal and informal ways that teachers and students gather and respond to evidence of student learning. Formative assessments are part of teaching in the classroom. Formative assessments will not result in a score that will appear on a student’s report card, but they serve the greater purpose of informing both students and teachers on what changes need to happen in classroom instruction to better serve the needs of individual students.
FSA	Florida Standards Assessments
FSAA	Florida Standards Alternate Assessment
Interim	Interim assessments are administered on a smaller scale (i.e., school or district) with results that can be used at the classroom level or aggregated at the school- or district-level. Depending on the design, interim assessments can be used to predict a student’s

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Acronym/Term	Definition
	ability to succeed on a summative assessment, to evaluate a program, or to diagnose student learning gaps.
iReady	Diagnostic for reading and mathematics that pinpoints student needs down to the sub-skill level, and ongoing progress monitoring shows whether students are on track to achieve end-of-year targets.
NAEP	National Assessment of Educational Progress
NGSSS	Next Generation Sunshine State Standards
PBT	Paper-Based Test
Progress Monitoring	Process used to determine whether a student’s academic performance is improving, at what rate it is improving, and how effective instruction has been
PSAT/NMSQT	Preliminary SAT/National Merit Scholarship Qualifying Test
Scantron Performance Series	Provides general estimate of students’ reading ability/monitors students’ progress toward meeting grade-level skills in reading; Measures student knowledge and application of grade level standards and objectives
Statewide, Standardized Assessments	All assessments required by s. 1008.22, F.S.
Statewide Window	The range of dates during which districts and/or schools may choose to administer a given assessment
Summative	Assessments that evaluate student mastery of Florida’s academic standards at or near the conclusion of the course of instruction
Testing Time	The amount of time individual students are each given to respond to test items on each test
VAM	A Value-Added Model (VAM) is used by some school districts as part of their educator evaluation system. It is also used in the approval process for teacher preparation programs, as part of the criteria for teachers to qualify for a financial award under the Florida Best and Brightest Teacher Scholarship program and as part of the criteria to extend an educator’s temporary teaching certificate.
VPK	Florida’s Voluntary Prekindergarten Education Program

2. Test, Type, and Purpose/Use

Add rows as needed to define district-required tests, test type, and their purpose/use in your district. If additional types are added, define applicable types in the glossary. Do not modify any other information in this section.

Test	Type	Purpose/Required Use	Statutory Authority/Required Use Citation
ACCESS for ELLs 2.0	Diagnostic	Measure English language acquisition of ELLs	s. 1003.56, F.S.
Alternate ACCESS for ELLs	Diagnostic	Measure English language acquisition of ELLs with significant cognitive disabilities	Rule 6A-6.0902, F.A.C. Rule 6A-6.09021, F.A.C. Rule 6A-6.0903, F.A.C.
DIBELS	Progress Monitoring	Measures students’ level of performance and rate of improvement.	
FAIR	Diagnostic/Progress Monitoring	Provides general estimates of students’ reading ability/monitors students’ progress toward meeting grade-level skills in reading	s. 1008.25(4), F.S.
FLKRS	Diagnostic/Progress Monitoring	Determine readiness for kindergarten; used to calculate VPK Provider Kindergarten Readiness Rates	s. 1002.69, F.S. Rule 6M-8.601, F.A.C.
FSA	Summative	Purpose: Measure student achievement of Florida’s	

Rule 6A-1.094224, F.A.C.
Form ARM 001
Effective October 2018
Updated December 20, 2019



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Test	Type	Purpose/Required Use	Statutory Authority/Required Use Citation
FSAA	Summative	academic standards (Florida Standards, Next Generation Sunshine State Standards) Required uses: third grade retention; high school standard diploma; EOC assessments as 30% of course grade; school grades; school improvement rating; district grades; differentiated accountability; VAM; scholar designation; Credit Acceleration Program; school improvement plans; school, district, state, and federal reporting	s. 1002.38, F.S. s. 1003.4156, F.S. s. 1003.4282, F.S. s. 1004.04, F.S. s. 1004.85, F.S. s. 1008.22, F.S. s. 1008.25, F.S. s. 1008.33, F.S. s. 1008.34, F.S. s. 1008.341, F.S. s. 1012.34, F.S. s. 1012.56, F.S. s. 1012.731, F.S. Rule 6A-1.09422, F.A.C. Rule 6A-1.094221, F.A.C. Rule 6A-1.094222, F.A.C. Rule 6A-1.0943, F.A.C. Rule 6A-1.09432, F.A.C. Rule 6A-1.09981, F.A.C. Rule 6A-1.099811, F.A.C. Rule 6A-1.099822, F.A.C. Rule 6A-5.0411, F.A.C.
NGSSS EOC	Summative		
Statewide Science Assessment	Summative		
iReady	Diagnostic/Progress Monitoring	Diagnostic for reading and mathematics that pinpoints student needs down to the sub-skill level, and ongoing progress monitoring shows whether students are on track to achieve end-of-year targets	
NAEP	Evaluative	Measure student performance for comparison among state and national populations over time	s. 1008.22, F.S.
PreACT	Summative	Inform course placement	s. 1007.35, F.S.
PSAT/NMSQT	Summative	Inform course placement	s. 1007.35, F.S.
Scantron Performance Series	Diagnostic/Progress Monitoring	Provides general estimate of students' reading ability/monitors students' progress toward meeting grade-level skills in reading; measures student knowledge and application of grade level standards and objectives	s.1008.25(4), F.S.

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3. Required Statewide Assessments

The following assessments are required for students as indicated in the Students to Be Tested column.

Populate the **District Window** column for each assessment in the table below. Do not modify any other information in this section. When calculating total test time in Section 6, do not include times for assessments indicated by grey rows, which indicate duplicate assessment windows (e.g., EOCs), assessments that take the place of another assessment, or assessments that do not have a specified testing time.

Assessment	Students to Be Tested	Statewide Window	District Window	Mode	Testing Time	Results Expected
FLKRS	Kindergarten	July 13–December 18, 2020	Within first 30 instructional days of school	CBT ¹	15–20 minutes	Immediately following test completion
FSA—Datafolio ⁴	Grades 3–10 ELA (Reading & Writing); Grades 3–8 Mathematics; Grades 5 & 8 Science; and Algebra 1, Biology 1, Civics, Geometry, & U.S. History EOCs	Collection Period 1: September–October 2020	N/A	PBT	Varies/Untimed	June 2021
FSA Algebra 1 and Geometry EOC assessments	Students enrolled in associated courses	September 14–November 20, 2020	Resident district determines exact testing dates.	CBT ¹	180 minutes ²	October 2020
NGSSS Biology 1, Civics, and U.S. History EOC assessments	Students enrolled in associated courses	September 14–November 20, 2020	Resident district determines exact testing dates.	CBT ¹	160 minutes ³	October 2020
FSA—Datafolio ⁴	Grades 3–10 ELA (Reading & Writing); Grades 3–8 Mathematics; Grades 5 & 8 Science; and Algebra 1, Biology 1, Civics, Geometry, & U.S. History EOCs	Collection Period 2: November–December 2020	N/A	PBT	Varies/Untimed	June 2021
FSA Algebra 1 and Geometry EOC assessments	Students enrolled in associated courses	November 30–December 18, 2020	Resident district determines exact testing dates.	CBT ¹	180 minutes ²	January 2021

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Assessment	Students to Be Tested	Statewide Window	District Window	Mode	Testing Time	Results Expected
NGSSS Biology 1, Civics, and U.S. History EOC assessments	Students enrolled in associated courses	November 30–December 18, 2020	Resident district determines exact testing dates.	CBT ¹	160 minutes ³	January 2021
FSAA—Datafolio ⁴	Grades 3–10 ELA (Reading & Writing); Grades 3–8 Mathematics; Grades 5 & 8 Science; and Algebra 1, Biology 1, Civics, Geometry, & U.S. History EOCs	Collection Period 3: March–April 2021	N/A	PBT	Varies/Untimed	June 2021
FSAA—Performance Task ⁵	Grades 3–8 ELA & Mathematics; Grades 4–8 Writing; Grades 5 & 8 Science; and Civics EOC	March 1–April 16, 2021	N/A	PBT	Varies/Untimed	June 2021
FSAA—Performance Task ⁵	Grades 9 & 10 ELA; Grades 9 & 10 Writing; and Algebra 1, Biology 1, Geometry, and U.S. History EOCs	March 15–April 30, 2021	N/A	PBT	Varies/Untimed	June 2021
FSA ELA – Reading	Grade 3	April 5–16, 2021	Resident district determines exact testing dates.	PBT	160 minutes	May 2021
FSA ELA – Writing	Grades 4–6	April 5–16, 2021	Resident district determines exact testing dates.	PBT	120 minutes	June 2021
FSA ELA – Writing	Grades 7–10	April 5–16, 2021	Resident district determines exact testing dates.	CBT ¹	120 minutes	June 2021
FSA ELA – Reading	Grades 4–6	May 3–14, 2021	Resident district determines exact testing dates.	PBT	Grades 4–5 Reading: 160 minutes Grade 6 Reading: 170 minutes	June 2021

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Assessment	Students to Be Tested	Statewide Window	District Window	Mode	Testing Time	Results Expected
FSA Mathematics	Grades 3–6	May 3–14, 2021	Resident district determines exact testing dates.	PBT	Grades 3–5 Mathematics: 160 minutes Grade 6 Mathematics: 180 minutes	June 2021
FSA ELA – Reading	Grades 7–10	May 3–28, 2021	Resident district determines exact testing dates.	CBT ¹	Grades 7–8 Reading: 170 minutes Grades 9–10 Reading: 180 minutes	June 2021
FSA Mathematics	Grades 7 and 8	May 3–28, 2021	Resident district determines exact testing dates.	CBT ¹	180 minutes	June 2021
FSA Algebra 1 and Geometry EOC assessments	Students enrolled in associated courses	May 3–28, 2021	Resident district determines exact testing dates.	CBT ¹	180 minutes ²	June 2021
NGSSS Biology 1, Civics, and U.S. History EOC assessments	Students enrolled in associated courses	May 3–28, 2021	Resident district determines exact testing dates.	CBT ¹	160 minutes ³	June 2021
NGSSS Statewide Science Assessment	Grades 5 and 8	May 10–21, 2021	Resident district determines exact testing dates.	PBT	160 minutes	June 2021
FSA Algebra 1 and Geometry EOC assessments	Students enrolled in associated courses	July 12–23, 2021	Resident district determines exact testing dates.	CBT ¹	180 minutes ²	August 2021
NGSSS Biology 1, Civics, and U.S. History EOC assessments	Students enrolled in associated courses	July 12–23, 2021	Resident district determines exact testing dates.	CBT ¹	160 minutes ³	August 2021

¹ Paper-based accommodations (e.g., regular print, large print, braille, one-item-per-page) for computer-based tests are available to eligible students if indicated as an accommodation on an IEP or Section 504 plan.

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

³ Any student taking an NGSSS EOC assessment who has not completed the session by the end of the allotted time may continue working; however, testing must be completed within the same school day.

⁴ The FSAA—Datafolio is designed for students with significant cognitive disabilities for whom participation in the general statewide assessment or the FSAA—Performance Task is inappropriate, even with accommodations.

⁵ The FSAA—Performance Task is designed for students with significant cognitive disabilities for whom participation in the general statewide assessment is inappropriate, even with accommodations.

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4. Statewide Assessments for SELECT Students

The following assessments are only intended for selected students/students in certain sub-groups. Populate the **District Window** column for the assessments in the table below. If an assessment is not being administered in your district, indicate “N/A” in the District Window column. Do not modify any other information in this section.

Because the tests included in this section are not administered to all students or, in some cases, are optional for students, the testing time for these tests should not be included in the total testing time calculated in Section 6.

Assessment	Applicable Students ⁴	Statewide Window	District Window	Mode	Testing Time	Results Expected
FAIR	Grades 3–12	Assessment Period (AP) 1: July 31–November 6, 2020	N/A	CBT ¹	45 minutes	1 week after
PreACT	Grade 10	September–December 2020	Resident district determines exact testing dates.	PBT	150 minutes	Approximately 2 weeks after testing
ELA Grade 10 Retake – Writing		September 14–December 18, 2020	Resident district determines exact testing dates.	CBT ¹	120 minutes ²	December 2020
ELA Grade 10 Retake – Reading		September 14–December 18, 2020	Resident district determines exact testing dates.	CBT ¹	180 minutes ²	December 2020
FSAA—Performance Task ⁶ Grade 10 ELA and Algebra 1 EOC Makeup		September 28–December 18, 2020	Resident district determines exact testing dates.	PBT	Varies/Untimed	December 2020
PSAT/NMSQT	Grade 10	October 14, 2020 October 17, 2020 October 29, 2020 January 26, 2021	Resident district determines exact testing dates.	PBT	165 minutes	January 2021
FAIR	Grades 3–12	AP 2: November 9, 2020–February 12, 2021	N/A	CBT ¹	45 minutes	1 week after
ACCESS for ELLs	Grades K–12 currently classified as ELL with “LY” code	January 25–March 19, 2021	Resident district determines exact testing dates.	PBT	Kindergarten: 45 minutes Grades 1–12: 105–245 minutes (varies by grade-level/tier)	June 2021

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Assessment	Applicable Students ⁴	Statewide Window	District Window	Mode	Testing Time	Results Expected
Alternate ACCESS for ELLs	Grades 1–12 with significant cognitive disabilities and currently classified as ELL with “LY” code	January 25–March 19, 2021	N/A	PBT	80 minutes	June 2021
NAEP	Grades 4 and 8	January–March 2021	Resident district determines exact testing dates.	CBT	90–120 minutes	Fall 2021 (National, State, and Trial Urban District Assessment results): Mathematics and Reading, Grades 4 and 8 Spring 2022– (National results): Grade 8 Civics and U.S. History
FAIR	Grades 3–12	AP 3: February 15–June 11, 2021	N/A	CBT ¹	45 minutes	1 week after
ELA Grade 10 Retake – Writing		February 22–March 12, 2021	Resident district determines exact testing dates.	CBT ¹	120 minutes ²	May 2021
ELA Grade 10 Retake – Reading		February 22–March 12, 2021	Resident district determines exact testing dates.	CBT ¹	180 minutes ²	May 2021
FSA Algebra 1 Retake EOC ⁵		February 22–March 12, 2021	Resident district determines exact testing dates.	CBT ¹	180 minutes ²	May 2021

¹ Paper-based accommodations (e.g., regular print, large print, braille, one-item-per-page) for computer-based tests are available to eligible students if indicated as an accommodation on an IEP or Section 504 plan.

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

³ Any student taking an NGSSS EOC assessment who has not completed the session by the end of the allotted time may continue working; however, testing must be completed within the same school day.

⁴ If indicated, “applicable students” relates to the sub-group(s) of students who *may* take that assessment; it does not indicate that all students throughout the state in that sub-group will take that assessment. Assessments for which no applicable student group is listed are available to students as needed but are not limited to any specific sub-group.

⁵ The FSA Algebra 1 EOC Assessment is only offered as a separate Retake assessment during the Spring administration; students retaking the FSA Algebra 1 EOC in Fall, Winter, or Summer participate in the regular EOC administration.

⁶ The FSAA—Performance Task is designed for students with significant cognitive disabilities for whom participation in the general statewide assessment is inappropriate, even with accommodations.

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5. District-Required Assessment Information

Complete the table below with assessments that are required for all schools in your district.

Assessment	Students to Be Tested	District Window	Mode	Testing Time	Results Expected
DIBELS	K-5	August 12-September 25, 2020	PBT	Varies/ less than 15 minutes	Immediate
iReady Fall Diagnostic ELA	Grades 2-5	August 24 -September 25, 2020	CBT	60 minutes	Immediate
iReady Fall Diagnostic Math	Grades 2-5	August 24 -September 25, 2020	CBT	60 minutes	Immediate
DIBELS	K-2	November 2-6, 2020	PBT	Varies/less than 15	Immediate
DIBELS	K-5	January 7-29, 2021	PBT	Varies/ less than 15 minutes	Immediate
iReady Diagnostic ELA	Grades 2-5	January 7-February 5, 2021	CBT	60 minutes	Immediate
iReady Diagnostic Math	Grades 2-5	January 7-February 5, 2021	CBT	60 minutes	Immediate
DIBELS	K-5	May 3-28, 2021	PBT	Varies/less than 15 minutes	Immediate
iReady Diagnostic ELA	Grades 2-5	May 10-28, 2021	CBT	60 minutes	Immediate
iReady Diagnostic Math	Grades 2-5	May 10-28, 2021	CBT	60 minutes	Immediate
iReady Fall Diagnostic ELA	Grades 6-8	August 19-September 11, 2020	CBT	45 minutes	Immediate
iReady Fall Diagnostic Math	Grades 6-8	August 19-September 11, 2020	CBT	45 minutes	Immediate
iReady Winter Diagnostic ELA	Grades 6-8	November 9, 2020- January 29, 2021	CBT	45 minutes	Immediate
iReady Winter Diagnostic Math	Grades 6-8	November 9, 2020- January 29, 2021	CBT	45 minutes	Immediate
iReady Spring Diagnostic ELA	Grades 6-8	March 29- May 28, 2021	CBT	45 minutes	Immediate
iReady Spring Diagnostic Math	Grades 6-8	March 29- May 28, 2021	CBT	45 minutes	Immediate
iReady Reading Fall	Grade 9	September 8 - September 22, 2020	CBT	60 minutes	Immediate
iReady Math Fall	Grade 9	September 8 - September 22, 2020	CBT	60 minutes	Immediate
iReady Reading Winter	Grade 9	November 30- December 4, 2020	CBT	60 minutes	Immediate
iReady Math Winter	Grade 9	November 30- December 4, 2020	CBT	60 minutes	Immediate

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Assessment	Students to Be Tested	District Window	Mode	Testing Time	Results Expected
iReady Reading Spring	Grade 9	March 1-12, 2021	CBT	60 minutes	Immediate
iReady Math Spring	Grade 9	March 1-12, 2021	CBT	60 minutes	Immediate
FLVS 1 st Semester Final Exams (6 courses)	Grades 6-12	November-December, 2020	CBT	360 minutes	Immediate
FLVS 2 nd Semester Final Exams (6 courses)	Grades 6-12	April- May, 2021	CBT	360 minutes	Immediate
Scantron Math Fall	Grades 10-12	September 8 – September 22, 2020	CBT	60 minutes	Immediate
Scantron Reading Fall	Grades 10-12	September 8 – September 22, 2020	CBT	60 minutes	Immediate
Scantron Math Winter	Grades 10-12	November 30 – December 4, 2020	CBT	60 minutes	Immediate
Scantron Reading Winter	Grades 10-12	November 30 – December 4, 2020	CBT	60 minutes	Immediate
Scantron Math Spring	Grades 10-12	March 1-12, 2021	CBT	60 minutes	Immediate
Scantron Reading Spring	Grades 10-12	March 1-12, 2021	CBT	60 minutes	Immediate

6. Estimates of Total Testing Time by Grade Level

Estimates of average time for administering state-required and district-required assessments (listed in Sections 3 and 5 above) by grade level. Subject-based assessments should be included with the grade level to which they are most likely to be administered (e.g., Biology 1 with grade 9).

Grade Level	Statewide Assessments	District Assessments	Approximate Total Testing Time (In Minutes)
K	15–20	60	75-80
1	0	60	60
2	0	420	420
3	320	405	725
4	440	405	845
5	600	405	1005
6	470	990	1460
7	630	990	1620
8	630	990	1620
9	640	1080	1720
10	480	1080	1560
11	160	1080	1240
12	0	1080	1080