

Florida Virtual School Full Time Student and Parent Handbook

2022-23 School Year

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Introduction

Since 1997, Florida Virtual School (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 day.

Vision, Mission, Commitment, and Values

Our Vision

To lead online education worldwide with transformative digital solutions – personalized to every student

Our Mission

To deliver high quality digital learning on a robust online platform to achieve content mastery success.

Our Commitment

The student is at the center of every decision we make.

Our Values

- Excellence – Deliver the best. Always.
- Innovation – Lead transformative learning.
- Community – Build meaningful connections.
- Balance – Embrace flexibility.
- Communication – Listen, share, and collaborate openly.

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	5422 Carrier Drive, Orlando 32819
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	Sheri Sico– ssico@flvs.net
6-8 School Principal	Nicole Garvey – ngarvey@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 either verbally or via text/email per school guidelines with student’s homeroom teacher to receive progress and performance updates.
- Maintain accuracy of home address, phone number(s), and email address(es). Home address in FOCUS must match submitted proof of residency and be updated when a move occurs.
- Actively participate by regularly monitoring progress and grades of student and collaborating with teachers to ensure success. Active participation in student learning assists schools with ensuring student participation and completion of courses.
- Ensure student has daily access to computer, phone, and internet.
- Ensure completion of annual compliance items at the start of the year.
- Ensure student participation in 3 times per year progress monitoring and end of year 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 are expected to respond to their teachers in a timely fashion. Communication may also occur via email and text message and should be responded to as well. **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 math/reading courses, courses mandated by a student’s IEP or EP, or Tier 3 instructional support sessions. For students in grades 9-12, it is not a requirement to attend live lessons for all courses; however, students needing additional support are encouraged to attend live

lessons especially if they are enrolled in an Enhanced course for English 1, English 2, Algebra 1A or Geometry. If a student is designated Tier 3, they will be required to attend and actively participate in 60% of Tier 3 intervention sessions in order to continue to receive Tier 3 supports throughout the school year.

- **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. Any assignment which is required to be submitted as written work, must be submitted in the student's handwriting. For K-5 students' examples would include ELA written responses and essays and math printed assignments. Violations of academic integrity will follow the academic integrity matrix for next steps.
- **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. Attendance is tracked by work submitted as well as system log ins.
- **Effective and Appropriate Written Communication Skills** – Students will use email, discussion boards, live lesson/class time chat boxes, 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 Form and submit to a school administrator.

School Year Calendar (2022-23)

*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 1-5, 2022 August 8-12, 2022
<i>First Day of School</i>	August 15, 2022
Labor Day	September 5, 2022
Veteran's Day	November 11, 2022
Thanksgiving Break	November 21-25, 2022
<i>Annual FLVS In-Service Days</i>	November 29, 2022 – December 1, 2022
<i>First Semester End Date (83 student days)</i>	December 16, 2022
Winter Break	December 19, 2022 – January 2, 2023
Teacher In-Service Days	January 3, 2023
<i>Second Semester Start Date</i>	January 4, 2023
Martin Luther King, Jr. Day	January 16, 2023
Presidents' Day	February 20, 2023
Spring Break	March 13-17, 2023
Memorial Day	May 29, 2023
<i>Last Day of School (Second semester 99 days)</i>	May 30, 2023
Teacher In-Service Days	May 31, 2023

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 progress monitoring and state testing while adhering 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, residing 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. FLVS does not provide any in-person or in-home ESE services, related services, therapies, accommodations, testing administration, evaluations, or other in-person/in-home supports to students and families. Students who qualify for an IEP under Hospital/Homebound or who require in-home services will need to work with their district of residence to determine other possible virtual education options such as FLVS Flex. 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, webcam, microphone, 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. As outlined in FS 1006.07, it is required for students at the time of initial registration to note previous school expulsions, arrests resulting in a charge, juvenile justice actions, and any corresponding referral to mental health services by the school district. A receiving district school district may choose to honor the final order of expulsion or dismissal of a student by any in-state or out-of-state public district school board or private school, or lab school, for an act which would have been grounds for expulsion according to the receiving district school board's code of student conduct, in accordance with the following procedures:

1. A final order of expulsion shall be recorded in the records of the receiving school district.
2. The expelled student applying for admission to the receiving school district shall be advised of the final order of expulsion.
3. The district school superintendent of the receiving school district may recommend to the district school board that the final order of expulsion be waived and the student be admitted to the school district, or that the final order of expulsion be honored and the student not be admitted to the school district. If the student is admitted by the district school board, with or without the recommendation of the district school superintendent, the student may be placed in an appropriate educational program and referred to mental health services identified by the school district pursuant to s. 1012.584(4), when appropriate, at the direction of the district school board

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 including all assignments 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 articulation agreements with Daytona State College, Polk State College, Seminole State College, and the University of Florida to provide 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 may be required to complete an Extended Travel form and submit to a school administrator. For approval, extended travel should not occur during state testing windows, which prevents a student's required participation. To obtain the Extended Travel form and seek approval please contact your child's assistant principal.
- **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, Inadequate course progress may result in the truancy process being initiated.

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, is not making adequate academic progress 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 and 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, school district, school state, and school type of enrollment. The withdrawal will be processed after receipt of a records request from the new school to confirm enrollment, and the academic cumulative file will be 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 any interscholastic extracurricular activity at the public school to which the student would be assigned according to district school board attendance area policies or which the student could choose to attend pursuant to [s. 1002.31](#) if the student

1. During the period of participation in the interscholastic extracurricular activity, meets the requirements in paragraph (a).
2. Meets any additional requirements as determined by the Board of Trustees of Florida Virtual School.
3. Meets the same residency requirements as other students in the school at which he/she participates.
4. Meets the same standards of acceptance, behavior, and performance that are required of other students in extracurricular activities.
5. Registers his/her intent to participate in interscholastic extracurricular activities with the school before

participation. A Florida Virtual School student must be able to participate in curricular activities if that is a requirement for an extracurricular activity.

6. A student who transfers from the Florida Virtual School full-time program to a traditional public school before or during the first grading period of the school year is academically eligible to participate in interscholastic extracurricular activities during the first grading period if the student has a successful evaluation from the previous school year pursuant to paragraph (a).

7. A public school or private school student who has been unable to maintain academic eligibility for participation in interscholastic extracurricular activities is ineligible to participate in such activities as a Florida Virtual School student until the student successfully completes one grading period in the Florida Virtual School pursuant to paragraph (a).

8. A school district or charter school may not delay eligibility or otherwise prevent a student participating in controlled open enrollment, or a choice program, from being immediately eligible to participate in interscholastic and intrascholastic extracurricular activities.

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 [FHSAA 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

Mandatory Participation in State Testing

FLVS Full Time students are public school students and required to participate in all statewide assessments per section 1008.22, Florida Statutes (F.S.). Florida’s statewide assessment program includes the following assessments: Florida Assessment of Student Thinking (FAST) Coordinated Screening and Progress Monitoring (CSPM) for English Language Arts in Kindergarten-grade 10 and Mathematics in Kindergarten-grade 8, Statewide Science Assessments in grade 5 and grade 8, Florida Civic Literacy Exam (FCLE) at the completion of the U.S. Government course, and End-of-Course (EOC) assessments at the completion of Algebra 1, Geometry, Biology 1, U.S. History, and MJ Civics. These assessments serve Florida’s student population by measuring student progress and monitoring educational gains. More specific information about the scheduling of test administration dates, times, and locations are shared throughout the school year.

The FAST progress monitoring assessments in English Language Arts and Mathematics will be administered three separate times per year: once in the fall (August-September), again in the winter (December-January), and lastly during the spring (May). FLVS Full Time students will have the opportunity to take the fall and winter progress monitoring assessments at home on a secure browser which is proctored remotely by an FLVS teacher. Although testing from a remote location will be available for the FAST fall and winter assessment periods, Full Time students must return to their assigned test site for the FAST spring administration. The Statewide Science Assessment, the FCLE, and all EOCs are administered by the student’s zoned school or designated district location; no remote testing is available for these assessments.

FLVS Full Time students enrolled in Algebra 1, Geometry, Biology 1, U.S. History, or MJ Civics are required to participate in EOC assessments and the results of the assessment must constitute 30% of the student's final grade in the course. Further, certain EOC assessments are required for graduation. Earning a high school diploma is contingent upon assessment participation and meeting the minimum requirements as determined by the Florida Department of Education. Please contact your school counselor for detailed information on graduation requirements.

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 in statewide assessments or failure to follow test site procedures is grounds for dismissal from the FLVS Full Time program. FLVS Full Time students are responsible for all transportation and for following any requirements as directed by the school test site.

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 3-14, 2023	Grades 4-10 ELA Writing Grade 3 ELA Reading
May 1-12, 2023	Grades 4-6 ELA Reading Grades 3-6 Mathematics
May 1-26, 2023	Grades 7-10, ELA Reading Grades 7 & 8 Mathematics
May 8-19, 2023	Grades 5 & 8 Science

End-of-Course Assessments	
Dates	Assessment
September 12-30, 2022	Biology 1, Civics & U.S. History
November 28-December 16, 2022 May 1-26, 2023 July 10-21, 2023	Algebra 1 **, Biology 1, Civics, Geometry** & U.S. History

Florida Standards Assessments (FSA) Retakes

Dates	Assessment
September 12-30, 2022	Grade 10 ELA Reading Retake Grade 10 ELA Writing Retake Algebra 1 Retake Geometry***
February 20-March 10, 2023	Grade 10 ELA Reading Retake Grade 10 ELA Writing Retake Algebra 1 Retake

Other Statewide Assessments

<https://info.fldoe.org/docushare/dsweb/Get/Document-8789/dps-2019-197a.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. In rare circumstances 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. Once the semester exam has been completed, students are not able to retake the semester exam or prior work in the course.

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. K-5 students follow grade level pacing guides to align to class time instruction and maximize student support.

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 will fail the course and be 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. All MJ Adv/Accelerated coursework must be attempted and a student must pass 50% or more of the advanced assignments in order to get adv credit. Zeros for overdue assignments must be replaced with an attempt at the assignment. If a student fails more than 50% of advanced assignments, then they are required to switch to regular and take the regular exam, resulting in regular credit. Students can receive advanced credit with a failed segment exam if student attempted and passed 50% or more of the advanced assignments.

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.)

Curriculum and Instruction

FLVS is a public school and as such, it must adhere to the Florida Statutes that guide public school instruction. Although FLVS serves all students in the state, funding is provided by public tax dollars and FLVS is required to comply with the Florida Department of Education policies. Regardless of whether a student is attending FLVS Flex or FLVS Full Time, Florida laws and policies must be honored. FLVS is required to teach (and students are required to meet) state standards as defined by the FLDOE. Florida’s B.E.S.T. Standards challenge perspective and promote civic-minded, goal-oriented students, and are built on a foundation of the basics of reading, writing, and vocabulary. Standards must be rigorous and relevant and provide for the logical, sequential progression of core curricular content that incrementally increases a student’s core content knowledge and skills over time. Curriculum for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills. The standards must include distinct grade-level expectations for the core content knowledge and skills that a student is expected to have acquired by each individual grade level from kindergarten through grade 8. The standards for grades 9 through 12 may be organized by grade clusters of more than one grade level, except as otherwise provided for visual and performing arts, physical education, health education, and world language standards.

Pursuant to s. 1002.20, F.S.; A public school student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, in accordance with the provisions of s. 1003.42(3). [Click here](#) to learn more about the process and which courses contain subject matter where an exemption request can be made.

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. Assignments that are submitted for instructor evaluation and scoring are required to be typewritten and submitted directly through the Assessment page within the course. Handwritten assignments will not be accepted unless the assignment explicitly requires the assignment to be handwritten. 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)
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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. Students who do not participate in the required EOC exam(s) for the corresponding EOC course(s) will receive a 59% as the 30 perfect EOC exam score.

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 AICE, AP, and Dual Enrollment 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 upon entry to high school.

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 upon entry to high school

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

Advanced Placement courses at FLVS Full Time are approved by the College Board. These rigorous college-level courses have an increase in workload and high expectations for greater critical thinking, analysis, and clear written and verbal communication. A passing grade in the course will be accepted for high school credit and a score of 3 or higher on the AP Exam can typically earn students college credit and/or placement into advanced courses in college. Students are expected to take all AP Exams for the corresponding courses they are enrolled 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. Prior academics, teacher recommendation, test scores, and appropriateness of course will be taken into consideration for placement into Advanced Placement courses. To learn more about Advanced Placement Courses at FLVS Full Time [click here](#).

AICE Courses

FLVS Full Time High School is an approved Cambridge International School and offers the Cambridge Advanced International Certificate of Education (AICE) program. Students earning passing grades in the AICE courses and on the corresponding AICE exams will earn credit toward their Cambridge AICE Diploma. Students in the Cambridge AICE program will take the examinations corresponding to their courses during the designated testing windows. FLVS Full Time will register students for exams at a designated testing site and communicate with families all information to ensure testing protocol as well as diploma requirements are met. Initial eligibility requirements for incoming 9th and 10th graders include an overall 3.0 weighted GPA or higher, good academic standing and conduct for previous year, and commitment to community service (105 hours must be met during the three-year duration of the program). FLVS will accept eligible transfers from existing Cambridge AICE programs. Continued program participation is subject to annual review to ensure students are successfully tracking to meet diploma requirements. Students in this program are subject to a different pupil progression plan that will allow them to meet the requirements for a 24-credit standard high school diploma and earn the Cambridge AICE diploma. To learn more about Cambridge AICE at FLVS Full Time [click here](#).

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.

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 procedures. 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/FAST Assessment achievement levels as designated by FLDOE

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 at the end of each school year based on the student's earned and verified credits recording in the Student Information System. To establish cohort year, students with 6 or more high school credits earned in middle school will be placed in 9th grade for their first year of high school.

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

**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."*

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 or earn an ACT/SAT/PSAT 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 to one mathematics credit (except Algebra 1 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>

1 Credit Physical Education+ - To include the integration of health

+*Special Note: Eligible courses are specified in the [Florida Course Code Directory](#)*

8 Elective Credits

1 Online Course

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 1 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. [Early graduates will not 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 [Community Service Handbook](#)

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.

Student Organizations

FLVS offers a wide range of opportunities and activities for students to get involved with their peers throughout the year. Students can find out more and get involved by viewing the Calendar at [Student Clubs](#) **Error! Hyperlink reference not valid.** Students participating in FLVS organizations are expected to adhere to the guidelines set forth in the Clubs and Activities handbook.

Cancellation of Events

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 cancellation
- 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:

- 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 the student will not be present in Florida regularly for provision of ESE services, related services, and/or therapy needs, 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. FLVS does not provide any in-person or in-home ESE services, related services, therapies, accommodations, testing administration, evaluations, or other in-person/in-home supports to students and families. Students who qualify for an IEP under Hospital/Homebound or who require in-home services will need to work with their district of residence to determine other virtual education options such as FLVS Flex. 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.

At the time of applying for enrollment at FLVS Full Time for the 2022-23 school year, families with students who have an IEP were required to read, acknowledge, and agree to the following:

- I understand that applicable ESE services and related services for my child will be provided virtually/online. If it is determined that my child needs in-person services or support, FLVS will work to transfer my child to a schooling option in our district of residence and my child will be withdrawn from FLVS.
- I understand that if my child is enrolled in FLVS Full Time I must ensure my child is present virtually/online for any ESE service or related services that are on their IEP or my child may be at risk of withdrawal from FLVS Full Time.
- I understand that if my child no longer resides in the state of Florida that FLVS Full Time cannot provide ESE services or related services out of state and therefore, my child may be withdrawn from FLVS Full Time. I will inform FLVS immediately of any plans to move out of state.
- I understand that if my child is enrolled in FLVS Full Time that a parent/guardian/Learning Coach may need to provide necessary accommodations in our own home setting rather than with FLVS staff.
- I understand that all students enrolled in FLVS Full Time are required to report to their local districts for state assessments including students with IEPs.

*****Please note that when enrolled students and their parent/guardian confirm acknowledgement of this FLVS Full Time K-12 Student and Parent Handbook for the 2022-23 school year, they are agreeing to their understanding of each of these five areas above for students in Exceptional Student Education with an IEP.**

At the time of applying for enrollment at FLVS Full Time for the 2022-23 school year, families with students who have a 504 Plan were required to read, acknowledge, and agree to the following:

- I understand that if my child is enrolled in FLVS Full Time that a parent/guardian/Learning Coach may need to provide necessary accommodations in our own home setting rather than with FLVS staff.
- I understand that all students enrolled in FLVS Full Time are required to report to their local districts for state assessments including students with 504s.

*****Please note that when enrolled students and their parent/guardian confirm acknowledgement of this FLVS Full Time K-12 Student and Parent Handbook for the 2022-23 school year, they are agreeing to their understanding of both of these areas above for students who have 504 Plans.**

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 assist with any necessary 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. Due to the nature of the virtual educational environment, it may be necessary for a parent/guardian or Learning Coach to provide certain classroom or testing accommodations within their own home setting for their student. Testing accommodations which are defined on a student's IEP/Section 504 Plan may be provided in the online learning environment and at local testing sites for statewide standardized testing such as the Florida Standards Assessment and End-of-Course exams (EOCs) as applicable and allowable. Third-party testing organizations such as ACT, College Board (SAT, AP Exams), and AICE have identified an application process for their approval of all requested accommodations. Students/families are responsible for applying to these third-party organizations for necessary student testing accommodations following the parameters and deadlines which are set by each

organization, not FLVS. Accommodations defined in a student's IEP/Section 504 Plan will not be provided prior to the third-party organization approval. Please reach out to your student's FLVS Full Time ESE Teacher or 504 Coordinator for more information regarding applying to third-party organizations for testing accommodations. 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. In order for students to receive specialized services, related services and therapies, students must attend and participate in scheduled live sessions. Participation includes use of audio, microphone, webcam, keyboard, and mouse. 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. FLVS does not provide any in-person or in-home ESE services, related services, therapies, accommodations, testing administration, evaluations, or other in-person/in-home supports to students and families. Students who qualify for an IEP under Hospital/Homebound or who require in-home services will need to work with their district of residence to determine other virtual education options such as FLVS Flex.

At the time of applying for enrollment at FLVS Full Time for the 2022-23 school year and/or by confirming acknowledgment of this FLVS Full Time Student and Parent Handbook for the 2022-23 school year, students and parents/guardians agree that they understand that students must be present virtually/online for any ESE service or related services indicated on the student's IEP, or the student may be at risk of withdrawal from FLVS Full Time. A detailed attendance policy agreement document will be sent to all families when students must be present online for ESE and/or related services that must be implemented in accordance with their IEP, EP or 504 Plan. 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 suspect 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, a parent/guardian, school psychologist, mental health team designee, and exceptional student education teachers/designees.

In discussing an individual student's challenges, the student's parent/guardian is a valued 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 ELL Program. Students in grade 3-12 may require additional assessments in Reading and Writing to determine eligibility. 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.

All teachers are responsible for incorporating ESOL strategies, WIDA Can Do Descriptors and providing appropriate accommodations in Live Lessons and DBAs. Evidence of these are to be documented in lesson plans and checked by school administrators during classroom virtual walkthroughs, 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 homeschool 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 Progress Monitoring and FAST 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 composite score or greater and at least 4 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 composite score or greater and at least 4 in the domain of reading and an achievement level of at least 3 on the FSA ELA assessment/FAST Assessment guidelines as provided by FLDOE.

For students in grades 10-12 taking any administration of the ACCESS for ELLs, the English language proficiency level shall be a 4 composite score or greater and at least 4 in the domain of reading and a score on the FSA ELA of 3/FAST Assessment guidelines as provided by FLDOE of 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.

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 2021-22 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 riskassessment instrument prior to an involuntary examination; and
- Identify at least two school-based staff members certified to administer the C-SSRS and SAFE-T riskassessment instruments.

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 (YMHA)** training program. YMHA 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.

FLVS believes that it is of the utmost importance that our teachers 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](#)
- [FLVS Full Time Mental and Emotional Health Education Implementation Plan](#)
- [FLVS Full Time Substance Use and Abuse Education Implementation Plan](#)

Prevention and Intervention Services

Florida Virtual School (FLVS) provides a full continuum of prevention and intervention services to meet the social/emotional needs of our elementary, middle, and high school students. These services work to support students and families be the best version of themselves. While we encourage students to discuss issues relating to their well-being with parent(s)/guardian(s) we also offer open groups for students, monthly parent workshops, and solution focused brief therapy. In addition, we survey students twice a year to determine Social Emotional Needs. A copy of this survey can be found on the Student Services website. In accordance with the rights of parents specified in ss. 1002.20 and 1014.04, as the parent/guardian you have the right to opt out of these services. To opt out of these services for your student for the 2022-2023 school year please contact the Student Services Team at studentservices@flvs.net

Cardiopulmonary Resuscitation (CPR) Required Instruction

Beginning with the 2021-22 school year, school districts in the State of Florida are required to provide basic training in first aid, including cardiopulmonary resuscitation, for all students in grade 9 and grade 11. Instruction in the use of cardiopulmonary resuscitation must be based on a one-hour, nationally recognized program that uses the most current evidence-based emergency cardiovascular care guidelines. Students enrolled in HOPE during the school year or completed while in 9th or 11th grade are exempt from participating.

Title I (K-12)

The Title I Parent and Family Engagement 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 at [FLVS Title I](#)

Program Components

- Title I Program Parent Notification Letter
- Title I School Parent and Family Engagement Plan
- 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 liaison.

- District Family Engagement Coordinator: Kimberly Wilson: kwilson@flvs.net
- K-5 Parent Liaison: Janette Mauri: jmauri@flvs.net
- 6-8 Parent Liaison: Michelle Mazol: mmazol@flvs.net
- 9-12 Parent Liaison: Regina Hagans: rhagans@flvs.net

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

Homeless Student Education Policy

5111.01 - HOMELESS STUDENTS

Definitions

Children who are identified as meeting the Federal definition of "homeless" will be provided a free appropriate public education (FAPE) in the same manner as all other students of FLVS. To that end, homeless students will not be stigmatized or segregated on the basis of their status as homeless. FLVS shall establish safeguards that protect homeless students from discrimination on the basis of their homelessness. FLVS shall regularly review and revise its policies, including school discipline policies that impact homeless students, including those who may be a member of any of the protected classes (Policy 2260).

Homeless children and youth, including "certified homeless youth" under State law, are defined as individuals who lack a fixed, regular, and adequate nighttime residence, and include children and youth who meet any of the following criteria:

- A. share the housing of other persons due to loss of housing, economic hardship, or similar reason
- B. live in motels, hotels, trailer parks, or camping grounds due to a lack of alternative adequate accommodations
- C. live in emergency or transitional shelters
- D. are abandoned in hospitals
- E. 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, or
- F. live in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting.

NOTE: According to nonregulatory guidance from the U.S. Department of Education (ED), standards for adequate housing may vary by locality. Please see Education for Homeless Children and Youth Programs, Non-Regulatory Guidance, U.S. Department of Education (ED), for factors to consider when determining whether a child or youth is living in "substandard housing".

Pursuant to the McKinney-Vento Act, an unaccompanied youth includes a homeless child or youth not in the physical custody of a parent or guardian. Under State law, an unaccompanied homeless youth who is sixteen (16) years of age or older and found to be an unaccompanied homeless youth eligible for services under Federal law shall be issued a certificate by FLVS's Liaison for Homeless Children on FLVS letterhead documenting his/her status which is to be accepted by medical providers and the courts.

The term eligible school is the school of origin, the school zoned for the address where the student is temporarily residing, or another school, which students residing in that attendance zone are eligible to attend.

The terms enroll and enrollment include attending classes and participating fully in school activities.

Additionally, pursuant to Federal and State law, children or youth who are experiencing homelessness also include migratory children who are living in circumstances described in A-F above.

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 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)].

Services to Homeless Children and Youth

FLVS will provide services to homeless students that are comparable to other students at FLVS, including other educational programs and services, if any for which the homeless student meets eligibility criteria including:

- A. Title I, Part A
- B. public preschool programs and other educational programs and services for which the homeless student meets eligibility criteria
- C. programs for children with disabilities
- D. programs for English learners (ELs) (i.e., students with Limited English Proficiency (LEP))
- E. programs in career and technical education
- F. programs for gifted and talented students
- G. before - and after-school programs (if any)

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

The President and Chief Executive Officer (CEO) will appoint a Liaison for Homeless Children who will perform the duties as assigned by the CEO. Additionally, the Liaison will coordinate and collaborate with the State Coordinator for the Education of Homeless Children and Youth as well as with community and school personnel responsible for the provision of education and related services to homeless children and youths.

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)].

School Stability

Maintaining a stable school environment is crucial to a homeless student's success in school. To ensure stability, FLVS must make school placement determinations based on the "best interest" of the homeless child or youth based on student-centered factors. FLVS must:

- A. continue the student's education in the school of origin for the duration of homelessness when a family becomes

homeless between academic years or during an academic year; and for the remainder of the academic year even if the child or youth becomes permanently housed during an academic year; or

B. enroll the student in any public school that non-homeless students who live in the attendance area in which the child or youth, or the family of the child or youth, is actually living are eligible to attend.

When determining a child or youth's best interest, FLVS must assume that keeping the homeless student in the school of origin is in that student's best interest, except when doing so is contrary to the request of the student's parent or guardian, or the student if he or she is an unaccompanied youth. The school of origin is the school the student attended or enrolled in when permanently housed, including a public preschool. The school of origin also includes the designated receiving school at the next level for feeder school patterns, when the student completes the final grade level at the school of origin.

When determining the student's best interest, FLVS must also consider student-centered factors, including the impact of mobility on achievement, education, health, and safety of homeless students and give priority to the request of the student's parent or guardian, or youth (if an unaccompanied youth). FLVS also considers the school placement of siblings when making this determination.

If FLVS finds that it is not in the student's best interest to attend the school of origin, or the school requested by the parent or guardian, or unaccompanied youth, FLVS must provide the individual with a written explanation and reason for the determination in a manner and form understandable to the parent, guardian, or unaccompanied youth. This written explanation will include appeal rights and be provided in a timely manner.

Immediate Enrollment

FLVS has an obligation to remove barriers to the identification, enrollment, and retention of homeless students. If a school other than the student's school of origin is chosen on the basis of a best interest determination, the homeless student must be immediately enrolled, even if the student does not have the documentation typically necessary for enrollment, such as immunization and other required health records, proof of residency, proof of guardianship, birth certificate, or previous academic records. The homeless student must also be enrolled immediately regardless of whether the student missed application or enrollment deadlines during the period of homelessness, fails to meet uniform or dress code requirements, has outstanding fines or fees, or absences, or other required documentation.

The enrolling school must immediately contact the school last attended by the homeless student to obtain relevant academic or other records. If the student needs immunization or other health records, the enrolling school must immediately refer the parent, guardian or unaccompanied youth to the Liaison, who will help obtain the immunizations, screenings or other required health records. Records usually maintained by the school must be kept so that they are available in a timely fashion if the child enters a new school or district. These records include immunization or other required health records, academic records, birth certificates, guardianship records, and evaluations for special services or programs. Procedures for inter-State records transfer between schools should be taken into account in order to facilitate immediate enrollment.

In addition, it shall be FLVS's responsibility to make sure that, once identified for services, the homeless student is attending classes and not facing barriers to accessing academic and extracurricular activities, including summer school, career and technical education, and Advanced Placement® (if available).

Dispute Resolution

Homeless families and youths have the right to challenge placement and enrollment decisions. If a dispute arises between a school and a parent, guardian or unaccompanied youth regarding eligibility, school selection, or enrollment of a homeless student, FLVS must follow its dispute resolution procedures, consistent with the State's procedures. If such a dispute occurs, FLVS will immediately enroll the homeless student in the school in which enrollment is sought pending final resolution of the dispute, including all appeals. The student will receive all services for which they are eligible until all disputes and appeals are resolved. In the case of an unaccompanied youth, the liaison shall ensure that the youth is immediately enrolled in the school in which the youth seeks enrollment pending resolution of such dispute. [s.722(g)(3)(E)(iv)]

Pursuant to Federal and State law, State Board rule, and this policy, FLVS will provide the parent, guardian, or unaccompanied youth with a written explanation of all decisions regarding school selection and enrollment made by FLVS, along with a written explanation of appeal rights.

FLVS's notice and written explanation about the reason for its decision will include, at a minimum, an explanation of how the school reached its decision regarding eligibility, school selection, or enrollment, including the following:

- A. a description of the proposed or refused action by the school;
- B. an explanation of why the action is proposed or refused;
- C. a description of other options the school considered and why those options were rejected;
- D. a description of any other relevant factors to the school's decision and information related to the eligibility or best interest determination such as the facts, witnesses, and evidence relied upon and their sources; and
- E. an appropriate timeline to ensure deadlines are not missed.

FLVS's notice and written explanation shall include contact information for the Liaison and the State Coordinator, and a brief description of the roles of each. FLVS's notice and written explanation shall also inform the parent, guardian, or unaccompanied youth that the Liaison is responsible for providing information describing the State-level dispute resolution process and distributing the appropriate forms to all parties wanting to file an appeal.

To initiate the State-level appeals process, within ten (10) working days after receiving written notification of FLVS-level or inter-district decision, the parent, guardian, or unaccompanied youth may file an appeal with the Liaison, who must provide it to FLDOE. Upon receipt of an appeal, the Liaison is required to notify FLDOE of the State-level appeal and provide that appeal to the FLDOE. The local liaison also must log incidents of State-level appeals in the FLDOE Online Dispute Resolution Tracking System.

The FLDOE and the Commissioner of Education will render a decision on any appeal and provide a copy of such a decision to the parties.

All decisions and notices shall be drafted in a language and format appropriate for low-literacy, limited vision readers, and individuals with disabilities.

For children and youth and/or parents or guardians who are English learners or whose dominant language is not English, FLVS will provide translation and interpretation services in connection with all phases of the dispute resolution process pursuant to federal laws.

FLVS will also provide electronic notices via email if the parent, guardian, or unaccompanied youth has access to email followed by a written notice provided in person or sent by mail.

Homeless Children in Preschool

Homeless preschool-aged children and their families shall be provided equal access to the educational services for which they are eligible, including preschool programs, including Head Start programs, administered by FLVS. Additionally, the homeless child must remain in the public preschool of origin, unless a determination is made that it is not in the child's best interest. When making such a decision on the student's best interest, FLVS takes into account the same factors as it does for any student, regardless of age. It also considers pre-school age specific factors, such as 1) the child's attachment to preschool teachers and staff; 2) the impact of school climate on the child, including school safety; the quality and availability of services to meet the child's needs, including health, developmental, and social-emotional needs; and 3) travel time to and from school.

Public Notice

In addition to notifying the parent or guardian of the homeless student or the unaccompanied youth of the applicable rights described above, FLVS shall post public notice on the FLVS website of educational rights of children and youth experiencing homelessness in a manner and form understandable to the parents and guardians and unaccompanied youths.

Records

The local liaison will assist the homeless students and their parent(s) or guardian(s) or unaccompanied homeless students in their efforts to provide documentation to meet State and local requirements for entry into school.

All records for homeless students shall be maintained, subject to the protections of the Family Educational Rights and Privacy Act (FERPA), and in such a manner so that they are available in a timely fashion and can be

transferred promptly to the appropriate parties, as required. Pursuant to the McKinney-Vento Act, information regarding a homeless student's living situation is not considered directory information (under section 444 of the General Education Provisions Act (20. U.S.C. 1232g) and must be provided the same protections as other non-directory

personally identifiable information (PII) contained in student education records under FERPA. FLVS shall incorporate practices to protect student privacy as described in any of its administrative procedures and in accordance with the provisions of the Violence Against Women Act (VAWA) and the Family Violence Prevention and Services Act (FVPSA). Records are also held confidential in a manner consistent with section 444 of the General Education Provision Act (20 U.S.C. 1232g)

No FLVS Board of Trustees policy, or FLVS administrative procedure, or practice will be interpreted or applied in such a way as to inhibit the enrollment, attendance, or school success of homeless children.

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Legal F.S. 743.067
F.S. 1002.37
F.S. 1003.01
F.S. 1003.21
F.S. 1003.22
F.S. 1009.21
F.S. 1009.25
42 U.S.C. 11431 et seq.

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 online 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 ELL 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 his/her 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

Parent Rights

The Legislature finds that it is a fundamental right of parents to direct the upbringing, education, and care of their minor children. The Legislature further finds that important information relating to a minor child should not be withheld, either inadvertently or purposefully, from his/her parent, including information relating to the minor child's health, well-being, and education, while the minor child is in the custody of the school district. All parental rights are reserved to the parent of a minor child in this state without obstruction or interference from the state, any of its political subdivisions, any other governmental entity, or any other institution, including, but not limited to, all the following rights of a parent of a minor child in this state:

- a. The right to direct the education and care of his/her minor child.
- b. The right to direct the upbringing and the moral or religious training of his/her minor child.
- c. The right, pursuant to s. 1002.20(2)(b) and (6), to apply to enroll his/her minor child in a public school or, as an alternative to public education, a private school, including a religious school, a home education program, or other available options, as authorized by law.
- d. The right, pursuant to s. 1002.20(13), to access and review all school records relating to his/her minor child.
- e. The right to make health care decisions for his/her minor child, unless otherwise prohibited by law.
- f. The right to access and review all medical records of his/her minor child, unless prohibited by law or if the parent is the subject of an investigation of a crime committed against the minor child and a law enforcement agency or official requests that the information not be released.
- g. The right to consent in writing before a biometric scan of his/her minor child is made, shared, or stored.
- h. The right to consent in writing before any record of his/her minor child's blood or deoxyribonucleic acid (DNA) is created, stored, or shared, except as required by general law or authorized pursuant to a court order.
- i. The right to consent in writing before the state or any of its political subdivisions makes a video or voice recording of his/her minor child unless such recording is made during or as part of a court proceeding or is made as part of a forensic interview in a criminal or Department of Children and Families investigation or is to be used solely for the following:
 - 1. A safety demonstration, including the maintenance of order and discipline in the

- common areas of a school or on student transportation vehicles.
2. A purpose related to a legitimate academic or extracurricular activity.
 3. A purpose related to regular classroom instructions.
 4. Security or surveillance of buildings or grounds.

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](#)

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 his/her 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 his/her 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.

2022–2023 Uniform Statewide Assessment Calendar*

According to Section 1008.22(7)(b), Florida Statutes (F.S.), and State Board of Education Rule 6A-1.094224, Florida Administrative Code (F.A.C), the uniform assessment calendar must be published on the Florida Department of Education (FDOE) website by January of each year for, at a minimum, the following two school years. Prior to posting, FDOE will complete sections 1 through 4 with the appropriate information.

Each school district must then complete the uniform calendar with district-required assessment information, publish the calendar to the district website, and provide it to the FDOE by October 1 of each school year. 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 provided by the Department in sections 1 through 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. The FDOE will populate this section with state-level terms in addition to those specified in s. 1008.22(7)(i), F.S. Districts may add rows as needed for additional glossary terms that are specific to district-required assessments but should not modify any FDOE-provided information.

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.”
B.E.S.T.	Benchmarks for Excellent Student Thinking
CBT	Computer-Based Test
Concordant and Comparative Scores	Concordant and comparative scores refer to scores that have been determined by establishing a relationship between assessments that measure similar (but not identical) constructs, such as the Algebra 1 End-of-Course Assessment and the SAT. In statute, concordant refers to scores associated with the ELA assessment and comparative refers to scores associated with the Algebra 1 assessment. A student can meet assessment graduation requirements by earning a concordant or comparative score as specified in Rule 6A-1.09422, F.A.C.
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
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
FAST	Florida Assessment of Student Thinking

Acronym/Term	Definition
FCLE	Florida Civic Literacy Exam
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 ability to succeed on a summative assessment, to evaluate a program, or to diagnose student learning gaps.
NAEP	National Assessment of Educational Progress
NGSSS	Next Generation Sunshine State Standards
PBT	Paper-Based Test
PM1	The baseline administration of FAST Progress Monitoring in the beginning of the school year.
PM2	The midyear administration of FAST Progress Monitoring in the middle of the school year.
PM3	The summative administration of FAST Progress Monitoring at the end of the school year.
Progress Monitoring	The process used to determine whether a student's academic performance is improving, at what rate it is improving, and how effective instruction has been. In accordance with s. 1008.25(8)(b)1., F.S., the progress monitoring assessments for VPK through grade 2 must be administered at least three times within a program year or school year, as applicable, with the first administration occurring no later than the first 30 instructional days after a student's enrollment or the start of the program or school year, the second administration occurring midyear, and the third administration occurring within the last 30 days of the program or school year. In accordance with s. 1008.25(8)(b)2., F.S., the progress monitoring assessments for grades 3 through 10 must be administered at the beginning, middle, and end of the school year.
PSAT/NMSQT	Preliminary SAT/National Merit Scholarship Qualifying Test
Summative	Assessments that evaluate student mastery of Florida's academic standards at or near the conclusion of the course of instruction
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
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 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

FDOE will populate this section with information related to state-level tests. Districts may add rows as needed to define district-required tests, test type, and their purpose/use in the district but should not modify any FDOE-provided information. If additional types are added, define applicable types in the glossary.

Test	Type	Purpose/Required Use	Statutory Authority/Required Use Citation
ACCESS for ELLs	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.
ACT	Summative	Inform course placement; can be used as a concordant or comparative score to meet assessment graduation requirements; provide postsecondary opportunities	s. 1008.22, F.S. Rule 6A-1.09422, F.A.C.
Coordinated Screening and Progress Monitoring Program	Diagnostic/Progress Monitoring	Provides information in mastering the appropriate grade-level standards and provides information on students' progress to parents, teachers, and school and program administrators. Used to provide data for accountability of the Voluntary Prekindergarten Education Program.	s. 1008.25(8), F.S. s. 1008.2125, F.S. s. 1002.68 Rule 6M-8.601, F.A.C.
FCLE	Summative	If passed, exempts students from the postsecondary civic literacy assessment requirement established by s. 1007.25(4), F.S.	s. 1003.4282(3)(d), F.S. s. 1007.25(4)(b), F.S.
FAST PM1 and PM2	Progress Monitoring	Provides information regarding whether a student's academic performance is improving, at what rate it is improving, and how effective instruction has been.	
B.E.S.T. EOC	Summative	Purpose: FAST PM3, B.E.S.T., Florida Standards, Next Generation Sunshine State Standards assessments measure student achievement of Florida's academic 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.
FAST PM3	Progress Monitoring/Summative		s. 1002.68, F.S.
FSA	Summative		s. 1003.4156, F.S.
FSAA	Summative		s. 1003.4282, F.S.
NGSSS EOC	Summative		s. 1004.04, F.S.
Statewide Science Assessment	Summative		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. Rule 6A-1.09422, F.A.C. Rule 6A-1.094221, F.A.C. Rule 6A-1.094222, F.A.C.

Test	Type	Purpose/Required Use	Statutory Authority/Required Use Citation
			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.
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; can be used as a concordant or comparative score to meet Algebra 1 assessment graduation requirements	s. 1007.35, F.S. Rule 6A-1.09422, F.A.C.
SAT	Summative	Inform course placement; can be used as a concordant or comparative score to meet assessment graduation requirements; provide postsecondary opportunities	s. 1008.22, F.S. Rule 6A-1.09422, F.A.C.

3. Required Statewide Assessments

The following assessments are required for students as indicated in the **Students to Be Tested** column. FDOE will complete this section with the required statewide assessments. Districts should then populate the **District Window** column for each assessment in the table but should not modify any FDOE-provided information. 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
VPK FAST PM1	Students enrolled in VPK	First 30 instructional days after a student's enrollment or the start of a program year or school year	N/A	CBT	10–20 minutes	Immediately following test completion
FAST PM1	K–Grade 1 ELA Reading	August 8–September 30, 2022	September 12-26, 2022	CBT	10–20 minutes	Immediately following test completion
FAST PM1	Grade 2 ELA Reading	August 8–September 30, 2022	September 12-26, 2022	CBT	15–20 minutes	Immediately following test completion

Assessment	Students to Be Tested	Statewide Window	District Window	Mode	Testing Time	Results Expected
FAST PM1	K–Grade 2 Mathematics	August 8–September 30, 2022	K-8: September 12-26, 2022 9-10: August 26-September 2, 2022	CBT	20-30 minutes	Immediately following test completion
FAST PM1	Grades 3–10 ELA Reading	August 15–September 30, 2022	K-8: September 12-26, 2022 9-10: August 26-September 2, 2022	CBT	90 minutes	Immediately following test completion
FAST PM1	Grades 3–5 Mathematics	August 15–September 30, 2022	September 12-26, 2022	CBT	80 minutes	Immediately following test completion
FAST PM1	Grades 6–8 Mathematics	August 15–September 30, 2022	September 12-26, 2022	CBT	100 minutes	Immediately following test completion
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 1: September–October 2022	N/A	PBT	Varies/Untimed	June 2023
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 2: November–December 2022	N/A	PBT	Varies/Untimed	June 2023
B.E.S.T. Algebra 1 and Geometry EOC	Students enrolled in associated courses	November 28–December 16, 2022	Resident districts determine exact testing dates.	CBT ¹	160 minutes	January 2023

Assessment	Students to Be Tested	Statewide Window	District Window	Mode	Testing Time	Results Expected
NGSSS Biology 1, Civics, and U.S. History EOC	Students enrolled in associated courses	November 28–December 16, 2022	Resident districts determine exact testing dates.	CBT ¹	160 minutes ³	January 2023
FCLE	Students enrolled in associated courses	November 7–December 16, 2022	Resident districts determine exact testing dates.	CBT ¹	160 minutes ²	Immediately following test completion
VPK FAST PM2	Students enrolled in VPK	Midyear	N/A	CBT	10–20 minutes	Immediately following test completion
FAST PM2	K–Grade 1 ELA Reading	December 5, 2022–January 27, 2023	December 5–January 27, 2022	CBT	10–20 minutes	Immediately following test completion
FAST PM2	Grade 2 ELA Reading	December 5, 2022–January 27, 2023	December 5–January 27, 2022	CBT	15–20 minutes	Immediately following test completion
FAST PM2	K–Grade 2 Mathematics	December 5, 2022–January 27, 2023	December 5–January 27, 2022	CBT	20–30 minutes	Immediately following test completion
FAST PM2	Grades 3–10 ELA Reading	December 5, 2022–January 27, 2023	December 5–January 27, 2022	CBT	90 minutes	Immediately following test completion
FAST PM2	Grades 3–5 Mathematics	December 5, 2022–January 27, 2023	December 5–January 27, 2022	CBT	80 minutes	Immediately following test completion
FAST PM2	Grades 6–8 Mathematics	December 5, 2022–January 27, 2023	December 5–January 27, 2022	CBT	100 minutes	Immediately following test completion
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 2023	N/A	PBT	Varies/Untimed	June 2023

Assessment	Students to Be Tested	Statewide Window	District Window	Mode	Testing Time	Results Expected
FSAA—Performance Task ⁵	Grades 3–8 ELA & Mathematics; Grades 4–8 Writing; Grades 5 & 8 Science; and Civics EOC	February 27–April 14, 2023	N/A	PBT	Varies/Untimed	June 2023
ACT ⁶	Grade 11 students in districts that selected ACT	March–April 2023	Resident districts determine exact testing dates.	CBT	175 minutes	3–8 weeks after test administration
SAT ⁶	Grade 11 students in districts that selected SAT	March–April 2023	Resident districts determine exact testing dates.	CBT	180 minutes	2–4 weeks after test administration
VPK FAST PM3	Students enrolled in VPK	The last 30 days of the program or school year	N/A	CBT	10–20 minutes	Immediately following test completion
FAST PM3	K–Grade 1 ELA Reading	May 1–June 2, 2023	Resident districts determine exact testing dates.	CBT	10–20 minutes	Immediately following test completion
FAST PM3	Grade 2 ELA Reading	May 1–June 2, 2023	Resident districts determine exact testing dates.	CBT	15–20 minutes	Immediately following test completion
FAST PM3	K–Grade 2 Mathematics	May 1–June 2, 2023	Resident districts determine exact testing dates.	CBT	20–30 minutes	Immediately following test completion
FAST PM3	Grades 3–10 ELA Reading	May 1–June 2, 2023	Resident districts determine exact testing dates.	CBT ¹	120 minutes	Immediately following test completion
FAST PM3	Grades 3–5 Mathematics	May 1–June 2, 2023	Resident districts determine exact testing dates.	CBT ¹	100 minutes	Immediately following test completion
FAST PM3	Grades 6–8 Mathematics	May 1–June 2, 2023	Resident districts determine exact testing dates.	CBT ¹	120 minutes	Immediately following test completion

Assessment	Students to Be Tested	Statewide Window	District Window	Mode	Testing Time	Results Expected
FSAA—Performance Task ⁵	Grades 9 & 10 ELA; Grades 9 & 10 Writing; and Algebra 1, Biology 1, Geometry, and U.S. History EOCs	March 13–April 28, 2023	N/A	PBT	Varies/Untimed	June 2023
FCLE	Students enrolled in associated courses	April 17–May 26, 2023	Resident districts determine exact testing dates.	CBT ¹	160 minutes ²	Immediately following test completion
B.E.S.T. Algebra 1 and Geometry EOC	Students enrolled in associated courses	May 1–26, 2023	Resident districts determine exact testing dates.	CBT ¹	160 minutes	June 2023
NGSSS Biology 1, Civics, and U.S. History EOC	Students enrolled in associated courses	May 1–26, 2023	Resident districts determine exact testing dates.	CBT ¹	160 minutes ³	June 2023
NGSSS Statewide Science	Grades 5 and 8	May 8–19, 2023	Resident districts determine exact testing dates.	PBT	160 minutes	June 2023

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 EOC assessment aligned to the Florida Standards or the B.E.S.T. Standards 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.

⁶ Each district must choose to administer *either* the ACT or SAT. Complete the row for the assessment chosen by your district and then change the background for the assessment not chosen to gray and leave the district window cell blank.

4. Statewide Assessments for SELECT Students

The following assessments are only intended for selected students/students in certain sub-groups. The FDOE will complete this section with the applicable statewide assessments. Districts should then populate the **District Window** column for the assessments in the table below but should not modify any FDOE-provided information. If an assessment is not being administered in your district, indicate “N/A” in the District Window column.

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	Students to Be Tested ⁴	Statewide Window	District Window	Mode	Testing Time	Results Expected
PreACT	Grade 10	September–December 2022	Resident districts determine exact testing dates.	PBT	150 minutes	Approximately 2 weeks after testing
FSA ELA Writing Retake		September 12–30, 2022	Resident districts determine exact testing dates.	CBT ¹	120 minutes ²	December 2022
FSA ELA Reading Retake		September 12–30, 2022	Resident districts determine exact testing dates.	CBT ¹	180 minutes ²	December 2022
FSA Algebra 1 and Geometry EOC		September 12–30, 2022	Resident districts determine exact testing dates.	CBT ¹	180 minutes ²	October 2022
NGSSS Biology 1, Civics, and U.S. History EOC		September 12–30, 2022	Resident districts determine exact testing dates.	CBT ¹	160 minutes ³	October 2022
FSAA—Performance Task ⁶ Grade 10 ELA and Algebra 1 EOC Makeup		September 26–October 14, 2022	N/A	PBT	Varies/Untimed	December 2022
NAEP	Age 13 Students	October–December 2022	N/A	PBT	90 minutes	Summer 2023
PSAT/NMSQT	Grade 10	October 12, 2022	Resident districts determine exact testing dates.	PBT	165 minutes	January 2023
ACCESS for ELLs	Grades K–12 currently classified as ELL with “LY” code	January 23–March 17, 2023	Resident districts determine exact testing dates.	PBT	Kindergarten: 45 minutes Grades 1–12: 105–245 minutes (varies by grade-level/tier)	June 2023
Alternate ACCESS for ELLs	Grades 1–12 with significant cognitive disabilities and currently classified as ELL with “LY” code	January 23–March 17, 2023	N/A	PBT	80 minutes	June 2023
FSA ELA Grade 10 Retake – Writing		February 20–March 10, 2023	Resident districts determine exact testing dates.	CBT ¹	120 minutes ²	May 2023

Assessment	Students to Be Tested ⁴	Statewide Window	District Window	Mode	Testing Time	Results Expected
FSA ELA Grade 10 Retake – Reading		February 20–March 10, 2023	Resident districts determine exact testing dates.	CBT ¹	180 minutes ²	May 2023
FSA Algebra 1 Retake EOC ⁵		February 20–March 10, 2023	Resident districts determine exact testing dates.	CBT ¹	180 minutes ²	May 2023
Writing Field Test	Grades 4–10 ⁷	April 3–21, 2023	N/A	CBT	120 minutes	N/A
B.E.S.T. Algebra 1 and Geometry EOC		July 10–21, 2023	Resident districts determine exact testing dates.	CBT ¹	180 minutes	August 2023
NGSSS Biology 1, Civics, and U.S. History EOC		July 10–21, 2023	Resident districts determine exact testing dates.	CBT ¹	160 minutes ³	August 2023

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 ELA Retake or EOC assessment aligned to the Florida Standards 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 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.

⁷ The Writing Field Test, which will be aligned to the B.E.S.T. standards, will be administered to a representative sample of Florida students.

5. District-Required Assessment Information

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

Assessment	Students to Be Tested	District Window	Mode	Testing Time	Results Expected
i-Ready Fall Diagnostic ELA	3-5	August 15-September 30, 2022	CBT	60 minutes	Immediate
i-Ready Fall Math Diagnostic Math	3-5	August 15-September 30, 2022	CBT	60 minutes	Immediate
DIBELS Fall	K	August 15-September 30, 2022	PBT	4-6 minutes	Immediate
DIBELS Fall	1	August 15-September 30, 2022	PBT	5-7 minutes	Immediate

Assessment	Students to Be Tested	District Window	Mode	Testing Time	Results Expected
DIBELS Fall	2	August 15-September 30, 2022	PBT	4 minutes	Immediate
DIBELS Winter	K	December 5-January 27, 2023	PBT	4-6 minutes	Immediate
DIBELS Winter	1	December 5-January 27, 2023	PBT	5-7 minutes	Immediate
DIBELS Winter	2	December 5-January 27, 2023	PBT	4 minutes	Immediate
i-Ready Winter Diagnostic ELA	3-5	January 4-February 17, 2022	CBT	60 minutes	Immediate
i-Ready Winter Math Diagnostic Math	3-5	January 4-February 17, 2022	CBT	60 minutes	Immediate
i-Ready Spring Diagnostic ELA	3-5	May 1-June 2, 2022	CBT	60 minutes	Immediate
i-Ready Spring Math Diagnostic Math	3-5	May 1-June 2, 2022	CBT	60 minutes	Immediate
DIBELS Spring	K	May 1-June 2, 2023	PBT	4-6 minutes	Immediate
DIBELS Spring	1	May 1-June 2, 2023	PBT	5-7 minutes	Immediate
DIBELS Spring	2	May 1-June 2, 2023	PBT	4 minutes	Immediate
i-Ready Fall Diagnostic ELA	Grades 6-8	August 4-October 21, 2022	CBT	45 minutes	Immediate
i-Ready Fall Diagnostic Math	Grades 6-8	August 4-October 21, 2022	CBT	45 minutes	Immediate
i-Ready Winter Diagnostic ELA	Grades 6-8	November 7-February 17, 2023	CBT	45 minutes	Immediate
i-Ready Winter Diagnostic Math	Grades 6-8	November 7-February 17, 2023	CBT	45 minutes	Immediate
i-Ready Spring Diagnostic ELA	Grades 6-8	March 6-July 1, 2023	CBT	45 minutes	Immediate
i-Ready Spring Diagnostic Math	Grades 6-8	March 6-July 1, 2023	CBT	45 minutes	Immediate
FLVS Semester 1 Final Exams (6 courses)	Grades 6-8	November-December, 2021	CBT	360 minutes	Immediate
FLVS Semester 2 Final Exams (6 courses)	Grades 6-8	April-May, 2022	CBT	360 minutes	Immediate
i-Ready Fall Diagnostic Reading	Grades 9-12	August 10-November 4, 2022	CBT	60 minutes	Immediate

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Assessment	Students to Be Tested	District Window	Mode	Testing Time	Results Expected
i-Ready Fall Diagnostic Math	Grades 9-12	August 10-November 4, 2022	CBT	60 minutes	Immediate
i-Ready Winter Diagnostic Reading	Grades 9-12	December 5, 2022-February 24, 2023	CBT	60 minutes	Immediate
i-Ready Winter Diagnostic Math	Grades 9-12	December 5, 2022--February 24, 2023	CBT	60 minutes	Immediate
i-Ready Spring Diagnostic Reading	Grades 9-12	March 6, 2023-June 3, 2023	CBT	60 minutes	Immediate
i-Ready Spring Diagnostic Math	Grades 9-12	March 6, 2023-June 3, 2023	CBT	60 minutes	Immediate
FLVS Semester 1 Final Exams (6 courses)	Grades 9-12	November-December 2022	CBT	360 minutes	Immediate
FLVS Semester 2 Final Exams (6 courses)	Grades 9-12	April-May 2023	CBT	360 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 ¹			District Assessments ¹			Approximate Total Testing Time (In Minutes)
	Range of Minutes	Median Number of Minutes	% Net Instructional Time ²	Range of Minutes	Median Number of Minutes	% Net Instructional Time ²	
VPK	30–60	45	0.10%	N/A	N/A	N/A	N/A
K	90–150	120	0.28%	12-18	15	.03%	135
1	90–150	120	0.28%	15-21	18	.04%	138
2	105–150	127.5	0.30%	12	12	.03%	139.5
3	560	560	1.30%	360	360	0.83%	920
4	720	720	1.04%	360	360	0.67%	1080
5	620	620	1.33%	360	360	0.67%	980

¹ In accordance with Senate Bill 2524 § 45 (Chapter 2022-154, § 45, Laws of Florida), the Department must collect from each school district, by grade level, the range and median number of minutes per school year, including as a percentage of net instructional time, students in prekindergarten through grade 5 spend on district-required assessments and coordinated screening and progress monitoring and state-required assessments and coordinated screening and progress monitoring.

² The percent net instructional time is based on 43,200 instructional minutes per school year for VPK through grade 3 and on 54,000 instructional minutes per school year for grades 4 through 5, per s. [1011.61](#), F.S.

Grade Level	Statewide Assessments	District Assessments	Approximate total Testing Time (In Minutes)
6	620	990	1610
7	780	990	1770
8	780	990	1770
9	620	1080	1700
10	460	1080	1540
11	320+175/180 ¹	1080	1420
12	0	1080	1080

¹ The amount of time for grade 11 statewide assessments will depend on whether a district selects ACT or SAT. If ACT, use 335 minutes (160 + 175) for the grade 11 Statewide Assessments cell. If SAT, use 340 minutes (160 + 180) for the grade 11 Statewide Assessments cell.