

# Florida Virtual School Full Time Public Schools Student and Parent Handbook 2023-2024 School Year

Revised January 2024



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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 Public Schools

FLVS Full Time Public Schools is another option for Florida students. FLVS Full Time Public Schools is the school/district of record. With FLVS Full Time Public Schools, 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
Florida Virtual Elementary School School Phone Number	407-513-3604
Florida Virtual Middle School School Phone Number	800-374-1430
FLVS Full Time Public Schools School Fax Number	407-377-8330
FLVS Full Time Public Schools School Address	5422 Carrier Drive, Orlando 32819
FLVS Full Time Public Schools School Hours	Monday - Friday, 8:30am - 4:30pm EST
Technical and General Support	800-374-1439 or <a href="mailto:help.flvs.net">help.flvs.net</a>
Florida Virtual Elementary School Principal	Ryan Foster - <a href="mailto:rfoster@flvs.net">rfoster@flvs.net</a>

Florida Virtual Middle School Principal	Sheri Sico - <a href="mailto:ssico@flvs.net">ssico@flvs.net</a>
Florida Virtual High School Principal	Suzanna Pacheco- <a href="mailto:spacheco@flvs.net">spacheco@flvs.net</a>
Information	<a href="mailto:Info@flvs.net">Info@flvs.net</a>
Student Services	<a href="mailto:Studentservices@flvs.net">Studentservices@flvs.net</a>

## Social Media

FLVS does not use social media for educational purposes. Please see [Board Policy 7500](#) for full details of this policy. The social media details below share general information about FLVS programs.

Facebook: [facebook.com/FLVS](https://facebook.com/FLVS)  
 Instagram: [Instagram.com/Florida Virtual School](https://Instagram.com/Florida Virtual School)  
 Twitter: [twitter.com/FLVS](https://twitter.com/FLVS)  
 YouTube: [youtube.com/FLVS](https://youtube.com/FLVS)

If you need to contact your teacher or Instructional Leader / Principal directly, you can find his/her contact information on the course announcement page.

## Help Desk Info

If you are having technical problems of any sort, FLVS provides a great resource to help solve many IT issues for our students. Are you having trouble logging in to your Student Information System? Visit Recover Information to request/reset your username or password.

Our Technical Support Help Center is available to 7 days a week and 365 days per year: Monday-Friday 7 a.m.-9 p.m. ET; Saturday-Sunday 9 a.m.-5 p.m. ET:

- ONLINE: Visit [help.flvs.net](http://help.flvs.net) to access our Technical Support site.
- After creating an account on this site, you will be able to submit a help ticket or start a live chat.

## 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 the 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 a computer, phone, and internet.
- Ensure completion of annual compliance items at the start of the year.
- Ensure student participates in progress monitoring three times per year. Progress monitoring 3 and end of year state testing requires parents/guardians to provide transportation to student test site locations.

## 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 in an 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 class sessions 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, 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 support throughout the school year.

\*Please note that live class/session attendance is mandatory for courses and/or services mandated by a student's IEP, EP, or 504 Plan. See Exceptional Student Education section below for more information.

- **Academic Integrity** – FLVS Full Time Public Schools 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 logins. Semesters have first and last days where all work must be submitted by.
- **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/guardian 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. All coursework is delivered in an online format. Students in earlier elementary grades may need additional parent/guardian or learning coach support when reading through coursework.
- **Personal Commitment** – Students must have a personal desire to learn and achieve knowledge and skills via online courses. 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/guardian 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.

## Expectations for Communication

Effective communication between parents/guardians and school staff is an essential part of our virtual environment. To ensure student success, we prioritize clear and consistent communication.

The following requirements for strong communication are expected among staff, students, parents, and guardians:

- **Proactive Communication** - Communicate regularly, not just when there are problems.
- **Respectful Communication** - Be mindful of tone and language in all communication. Harsh, accusatory language should not be used when communicating.

- **Partnership Mindset** - All stakeholders are working together for each child's benefit, open to opportunities for collaboration and remaining solutions focused.
- **Clear, Concise Communication** - Concerns and needs are expressed in a clear, concise way. Communication is focused on the immediate concerns and needs and are communicated in a professional manner.
- **Sensitivity to Available Time** - Respect for each individual's time should be given. To ensure effective use of everyone's time, please be mindful of allocated time slots. If additional discussion is necessary, an appointment may be scheduled for a later date and time.
- **Openness to Feedback** - Be receptive to received communication and engage in constructive dialogue to find solutions.
- **Responsiveness** - Engage in responsive communication by responding to inquiries within 24 hours and providing thorough responses.

## School Year Calendar (2023-24)

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 1-4, 2023 August 7-11, 2023
First Day of School	August 14, 2023
Labor Day	September 4, 2023
Annual FLVS In-Service Days	September 19 - 21, 2023
Veteran's Day	November 10, 2023
Thanksgiving Break	November 20-24, 2023
First Semester End Date (87 student days)	December 21, 2023
Winter Break	December 22, 2023 – January 5, 2024
Teacher In-Service Days	January 8, 2024
Second Semester Start Date	January 9, 2024
Martin Luther King, Jr. Day	January 15, 2024
Presidents' Day	February 19, 2024
Spring Break	March 18-22, 2024
Memorial Day	May 27, 2024
Last Day of School (Second semester 99 days)	May 28, 2024
Teacher In-Service Days	May 29, 2024



## Eligibility Information

FLVS Full Time Public Schools is a school of choice that provides a fully online educational option for students in the state of Florida in grades Kindergarten through 12. Students enrolled in FLVS Full Time Public Schools 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 Public Schools.

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 Public Schools 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 Public Schools:

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, with the option to complete from a non-Florida military base for military families residing outside of Florida.
2. Students must meet the age requirements as outlined by [Florida statutes](#)
  - 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 Public Schools.
  - c) Students who are age 19 or older are not eligible to enroll in FLVS Full Time Public Schools.
  - 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 enrolled into FLVS Full Time Public Schools, 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 Public Schools. While FLVS Full Time Public Schools 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 the full-time online environment, or if FLVS Full Time Public Schools 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 residing 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 instruction, ESE services, related services, therapies, accommodations, evaluations, or other in-person/in-home support to students and families. Students who qualify for an IEP under Hospital/Homebound or are homebound for any reason, or need special classes, special schools, or one-on-one support, may need to work with their district of residence to determine other possible virtual education options. 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. FLVS is accredited by Cognia, and the Cognia accreditation standards require "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 through 12 meet the academic progress recommendations. To review all eligibility requirements please review: <https://flvs.net/full-time/enrollment>.
  9. FLVS offers both a K-12 District 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 Public Schools/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 Public Schools 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 and discipline records prior to any consideration for admission. Parents must disclose their student's current and any prior Individual Educational Plan (IEP), Education Plan (EP), 504 Plan, ELL Plan documents, as applicable, at the time of applying for enrollment. As outlined in FS 1006.07, it is required for parents at the time of initial registration to note a student's previous discipline history, school expulsions, arrests resulting in a charge, juvenile justice actions, and any corresponding referral to mental health services by the school district. Failure to provide comprehensive and accurate information may result in the application for enrollment being denied.

## 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

A student seeking to enroll at FLVS who has been expelled by an in-state or out-of-state public district school board, private school, or lab school for an act that would have been grounds for expulsion according to the FLVS student *Code of Conduct* may be denied admission to FLVS for a period equal to that of that expulsion. Prior to making a recommendation regarding admission or denial thereof, the CEO may offer the student an opportunity for a hearing to review the circumstances of the expulsion and any other factors the CEO determines to be relevant.

The CEO may recommend that the Board honor the final order of expulsion from the student's previous district of attendance and deny admission to the student, or that the Board waive the final order of expulsion and admit the student. Acting upon the recommendation of the CEO, the Board may deny the admission of a student who has been expelled by any in-state or out-of-state public district school board or private school for a period equal to that of the expulsion for an act that would have been grounds for expulsion according to the Board-adopted student *Code of Conduct*. A final order of expulsion shall be recorded in the records of FLVS, and the student and the student's parents shall be advised of the final order of expulsion. However, the Board may, with or without the CEO's recommendation, waive the expulsion, admit the student, and direct that s/he be placed in an appropriate educational program. For additional information, please see [Board Policy 5610](#) for further information.

### Expulsion

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 Public Schools reserves the right to deny enrollment depending on the nature of the misconduct that resulted in the student being expelled. A student seeking to enroll at FLVS who has been expelled by an in-state or out-of-state public district school board, private school, or lab school for an act that would have been grounds for expulsion according to the FLVS student Code of Conduct may be denied admission to FLVS for a period equal to that of that expulsion.

Prior to making a recommendation regarding admission or denial thereof, the CEO may offer the student an opportunity for a hearing to review the circumstances of the expulsion and any other factors the CEO determines to be relevant. The CEO may recommend that the Board honor the final order of expulsion from the student's previous district of attendance and deny admission to the student, or that the Board waive the final order of expulsion and admit the student.

Acting upon the recommendation of the CEO, the Board may deny the admission of a student who has been expelled by any in-state or out-of-state public district school board or private school for a period equal to that of the expulsion for an act that would have been grounds for expulsion according to the Board-adopted student Code of Conduct. A final order of expulsion shall be recorded in the records of FLVS, and the student and the student's parents shall be advised of the final order of expulsion. However, the Board may, with or without the CEO's recommendation, waive the expulsion, admit the student, and direct that s/he be placed in an appropriate educational program.

### **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 Public Schools 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 Public Schools has articulation agreements with post-secondary institutions: Daytona State College, Polk State College, Seminole State College, and the University of Florida to provide FLVS Full Time Public Schools 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 Public Schools are not eligible for dual enrollment due to registration deadlines. For complete details, visit [FLVS Full Time Public Schools 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 Kindergarten during that school year under rules adopted by FLVS Board of Trustees, [Board Policy 5200](#)

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 FLVS. FLVS 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. On a weekly basis, hours involve live virtual class sessions, independent work on assignments with support from a learning coach/parent/guardian, and additional instructional time tailored to individual needs.

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 Public Schools allow 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 logins, 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 Public Schools 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 Public Schools expect student progress.

Parents/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 parents/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
- 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.

A FLVS Full Time Public Schools student should submit work in, a minimum of, 4 subject areas to be accounted for full day attendance, for the week. Students who fail to submit work in at least 4 subject areas during a calendar week (Monday – Friday) may be considered absent for all 5 days. If you believe you should be considered for an exception to the 5-subject minimum, please reach out to your school's administrators for approval.\*

If a student does not complete any work submissions for a calendar week (Mon- Fri) they will assess 5 full day absences. At 10 days (or 2 weeks) absent, the student may be referred for truancy interventions. If at any time in a 90 day period a student assesses 15 days (or 3 weeks) absent they are in violation of Florida's Compulsory Attendance Law (FL State Statute 1003.26) and will be referred for further truancy action.

Due to the flexible nature of our district, excused absences are determined on a case by case basis. Examples of excused absences include but are not limited to illness with medical documentation, religious observances, death of an immediate family member and pre-approved absences by administrators. If a parent feels the absence should be considered excused, the parent/guardian should contact the school administrator for approval.

## 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 Public Schools. 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 Public Schools. 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 Public Schools 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 Public Schools shall notify the Department of Highway Safety and Motor Vehicles (DHSMV) about the student's non-attendance.

## Concurrent Enrollment/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

1. During the period of participation in the interscholastic extracurricular activity, meets the requirements in paragraph [1006.15.3a](#)
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 FLVS Full Time Public Schools 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 [1006.15.3a](#)
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 [1006.15.3a](#)
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.

## District Partnerships for 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 to 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 Florida Virtual High School Graduation ceremony.

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

## Address Change/Temporary Location Change

FLVS Full Time Public Schools 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 Public Schools 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.

## State Assessments

### Mandatory Participation in State Testing

FLVS Full Time Public Schools students are public school students and required to participate in all statewide assessments per s. 1008.22, F.S. Florida’s statewide assessment program includes the following assessments: Florida Assessment of Student Thinking (FAST) for English Language Arts in Kindergarten- grade 10, and Mathematics in Kindergarten- grade 8, B.E.S.T. Writing in grades 4-10, Statewide Science Assessments in grade 5 and grade 8, Florida Civic Literacy Exam (FCLE) at the completion of the U.S. Government course, ACCESS (ELLs), 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 B.E.S.T. Writing, Science Assessment, ACCESS (ELLs), 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 Public School 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 Public Schools require 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 Public School.** FLVS Full Time Public School 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](#).

Writing	
Dates	Assessment
April 1-12, 2024	Grades 4-10 Benchmarks for Excellent Student Thinking (B.E.S.T) Writing
English Language Arts (ELA) and Mathematics FAST PM Windows	
Dates	Assessment
<b>First Administration (PM1):</b> August 7–September 29, 2023 <b>Second Administration (PM2):</b> December 4, 2023–January 26, 2024 <b>Third Administration (PM3):</b> April 15–May 31, 2024	Grades K–2* FAST Reading & Mathematics
<b>First Administration (PM1):</b> August 14–September 29, 2023 <b>Second Administration (PM2):</b> December 4, 2023–January 26, 2024 <b>Third Administration (PM3):</b> May 1–May 31, 2024	Grades 3–10 FAST ELA Reading & Grades 3–8 FAST Mathematics
Statewide Science Assessment	
Dates	Assessment
May 6-17, 2024	Grades 5 & 8 Science
EOC & FAST ELA Reading Retake Assessments	
Dates	Assessment
September 11–October 6, 2023 November 27–December 15, 2023 May 1–31, 2024 July 15–26, 2024	B.E.S.T. Algebra 1 & Geometry End-of-Course (EOC) Assessments Biology 1, Civics, & U.S. History EOCs FAST Grade 10 ELA Reading Retake
Florida Standards Assessments (FSA) Retakes	



Dates	Assessment
September 11–29, 2023	Florida Standards Assessment (FSA) Grade 10 ELA Reading Retake FSA Grade 10 ELA Writing Retake FSA Algebra 1 Retake
February 19–March 8, 2024	FSA Grade 10 ELA Writing Retake FSA Grade 10 ELA Reading Retake FSA Algebra 1 Retake

## Other Statewide Assessments

Other Statewide Assessments	
Dates	Assessment
January 22-March 15, 2024	ACCESS for ELLS

For an overview of other statewide assessments [click here](#).

## Curriculum and Instruction

FLVS is a public school and as such, it must adhere to the Florida statutes that guide public school instruction for student progression and receipt of a diploma. 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 a 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), F.S.. [Click here](#) to learn more about the process and which courses contain subject matter where an exemption request can be made.

FLVS Full Time Public Schools implements its [Comprehensive Evidence Based Reading Plan](#).

## 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 Middle School Advanced/Accelerated coursework must be attempted and a student must pass 50% or more of the advanced assignments in order to get advanced 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 the 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.)

## Grading and Student Evaluation

### 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 Scales

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/AICE)
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 FLVS [Board Policy 5421.01](#) 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.

## 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.

## 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](#).

## 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.

## 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 in 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 Public Schools [click here](#).

## AICE Courses

Florida Virtual 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. FVHS 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 9<sup>th</sup> and 10<sup>th</sup> graders include an overall 3.0 weighted GPA or higher, good academic standing and conduct for previous year, and commitment to community service 100 hours must be met by date of high school graduation. 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 Public Schools [click here](#).

## Dual Enrollment Programs

FLVS Full Time has executed one or more articulation agreements to offer dual enrollment courses for FLVS Full Time public students through contracted Florida post-secondary colleges. Interested students and parents should contact their FLVS Full Time certified school counselor for more information on what schools are participating with FLVS Full Time. Eligibility requirements are provided below. [F.S. 1007.271 Dual enrollment programs](#).

### Definition of “Dual Enrollment Program”

The dual enrollment program is defined as the enrollment of an eligible secondary student in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree A student

who is enrolled in postsecondary instruction that is not creditable toward a high school diploma may not be classified as a dual enrollment student. FLVS Full Time currently has articulation agreements with Daytona State College, Polk State College, Seminole State College, and University of Florida. To learn more about Dual Enrollment at FLVS Full Time Public Schools [click here](#).

## 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; and
- Earn an achievement Level of 2 or higher on the Grade 3 English Language Arts FAST Progress Monitoring #3 per state statute (achievement levels 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 recorded 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 9<sup>th</sup> 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

*\*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

#### 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/CLT concordant score
- Algebra 1 EOC - or Pass Geometry EOC or earn an ACT/SAT/PSAT/CLT 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

##### 4 Credits English Language Arts (ELA)

- 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

##### 4 Credits Mathematics

- 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)

**3 Credits Science**

- 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)

**3 Credits Social Studies**

- 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

**1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts+****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****Students Entering Grade 9 Beginning in 2023-24**

**Students entering 9th grade in the 2023-2024 school year must have 7.5 credits of electives and 0.5 credit of Personal Financial Literacy.**

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****4 Credits English Language Arts (ELA)**

- ELA 1, 2, 3, 4
- ELA Honors, Advanced Placement<sup>®</sup> (AP<sup>®</sup>), Advanced International Certificate of Education (AICE), International Baccalaureate (IB), and dual enrollment courses may satisfy this requirement



<p><b>4 Credits Mathematics</b></p> <ul style="list-style-type: none"> <li>● One of which must be Algebra 1 and one of which must be Geometry</li> <li>● Industry Certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry)</li> <li>● An identified computer science** credit may substitute for up to one mathematics credit (except Algebra 1 and Geometry)</li> </ul>
<p><b>3 Credits Science</b></p> <ul style="list-style-type: none"> <li>● One of which must be Biology 1, two of which must be equally rigorous science courses</li> <li>● Two of the three required credits must have a laboratory component</li> <li>● An Industry Certification that leads to college credit substitutes for up to one science credit (except for Biology 1)</li> <li>● An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology 1)</li> </ul>
<p><b>3 Credits Social Studies</b></p> <ul style="list-style-type: none"> <li>● One credit in World History</li> <li>● One credit in U.S. History</li> <li>● Half-credit (0.5) credit in U.S. Government</li> <li>● Half-credit (0.5) credit in Economics</li> </ul>
<p><b>1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts+</b></p>
<p><b>1 Credit Physical Education+</b> - To include the integration of health  +Special Note: Eligible courses are specified in the <a href="#">Florida Course Code Directory</a></p>
<p><b>0.5 Personal Financial Literacy Credit</b></p>
<p><b>7.5 Elective Credits</b></p>
<p><b>1 Online Course</b></p>

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

<p><b>Scholar Diploma Designation</b></p>
<p>In addition to meeting the 24-credit standard high school diploma requirements, a student must meet the following requirements:</p> <ul style="list-style-type: none"> <li>● Earn one credit in Algebra 2;</li> <li>● Pass the Geometry EOC</li> <li>● Earn one credit in Statistics or an equally rigorous mathematics course;</li> <li>● Pass the Biology 1 EOC;</li> <li>● Earn one credit in Chemistry or Physics;</li> <li>● Earn one credit in a course equally rigorous to Chemistry or Physics;</li> <li>● Pass the U.S. History EOC;</li> <li>● Earn two credits in the same World Language; and</li> <li>● Earn at least one credit in AP, IB, AICE, or a dual enrollment course.</li> </ul> <p>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:</p> <ul style="list-style-type: none"> <li>● Takes the respective AP, IB, or AICE assessment; and</li> <li>● Earns the minimum score to earn college credit.</li> </ul>
<p><b>Merit Diploma Designation</b></p>
<ul style="list-style-type: none"> <li>● Meet the standard high school diploma requirements</li> <li>● Attain one or more industry certifications from the list established (per <a href="#">s. 1003.492, F.S.</a>)</li> </ul>

## 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

### Frequently Asked Questions for Graduation

#### 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

## 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 Florida Virtual 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](#)

## College and Beyond

### 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](#).

### 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

Student records are confidential and can only be released by written consent from the parent or legal guardian. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level per FERPA Law. FERPA (The Family Educational Rights and Privacy Act) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. Copies of student records/transcripts may be released upon written request using the appropriate form listed below.

**Official Transcripts** are usually required for transfers to other schools, admission to a college or a university, graduation verification, and employment. Before requesting the transcript, you should check with the receiving party to determine if an electronic transcript or a transcript sent directly to the student would be considered an official transcript.

**Unofficial Transcripts** are for informational purposes only and should never be sent to outside entities in place of an official transcript. Employers, schools, colleges, and universities will not accept an unofficial transcript to transcribe transfer credit or verify graduation.

**Diplomas** - There is only one diploma ordered per student which is issued at graduation. No other copies are available. For proof of graduation, please request a transcript.

**Florida Virtual Elementary School Students:** Download the [FVES transcript request form](#). Please submit your completed transcript request form via email or fax to the FLVS Full Time administrative offices.

- [flvsk12records@flvs.net](mailto:flvsk12records@flvs.net)
- Fax: 407-377-8330

**Florida Virtual Middle School Students:** Download the [FVMS transcript request form](#). Please submit your completed transcript request form via email or fax to the FLVS Full Time administrative offices.

- [flvsk12records@flvs.net](mailto:flvsk12records@flvs.net)
- Fax: 407-377-8330

**Florida Virtual High School Students:** Download the [FVHS transcript request form](#). Please submit your completed transcript request form via email or fax to the FLVS Full Time administrative offices.

- [flvsk12records@flvs.net](mailto:flvsk12records@flvs.net)
- Fax: 407-377-8330

Florida Virtual School Full Time transcripts include the following:

1. Student Information:
  - a. Full name of the student
  - b. Student identification number
  - c. Date of birth
  - d. Gender
  - e. Contact information (address, phone number, email)
  - f. Withdraw date and code if applicable
2. School Information:

- a. Name and address of the high school
- b. Principal
- c. School Counselor
- d. School district information
- e. School contact information
3. Academic Record:
  - a. List of all high school courses taken by the student, broken down by grade level
  - b. Dual enrollment courses
  - c. Course names and course codes
  - d. Grades received for each course
  - e. Grade point average (GPA)
  - f. Class rank, if applicable
4. Credits Earned:
  - a. Number of credits attempted and earned for each course
  - b. Total credits earned by the student
  - c. Requirements for graduation and whether they have been met
5. Standardized Test Scores:
  - a. Scores from standardized tests such as the SAT, ACT, AICE, CLT, PERT or other Florida state-mandated assessments
  - b. Assessment requirements for graduation
6. Graduation Status:
  - a. Graduation date if applicable
  - b. Confirmation of graduation status if applicable
7. Other:
  - a. Diploma designation
  - b. Community Service Hours
  - c. Paid work hours
  - d. Florida Biliteracy Seal
  - e. AICE Diploma
  - f. Industry Certifications

## Test Scores

All standardized tests test scores are included in FLVS FT transcripts. When requesting a high school transcript, families have the option to remove SAT/ACT scores for transcripts being sent to colleges and universities for admission purposes.

Colleges and universities require official copies of AP, AICE, ACT and SAT Scores. For each of these, you will need to request your scores be sent from Cambridge, ACT, or College Board to a particular college or university if you have not already done so.

## ACT

- Sign into your [MyACT account](#)
- More info is available about sending ACT scores on the [ACT webpage](#)

## College Board (for AP exam and SAT scores)

- Sign into your [College Board account](#).
- Then go to the Send SAT Scores page. On the Send SAT Scores page, you might get a prompt about fee waivers.
- Select colleges to send scores to. Search for colleges by name or code.

## Letters of Recommendation

Students may request letters of recommendation as needed from teachers and other staff members. However, the decision to write a letter of recommendation is at the teacher's or staff member's discretion.

## 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 and many 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 [here](#).

Visit the [FLVS Clubs and Activities](#) page for more information or to join one of the FLVS clubs. When conducted under the name of the school or school district or any class or organization thereof, extracurricular activities shall be under the general supervision of the school authorities. School organizations and activities designed for students shall be approved by the Instructional Leader/ Principal. An instructional team member shall serve as a sponsor or advisor to each organization. Activities shall be integrated with and supplementary to the regular school program. The Code of Student Conduct shall apply to all such activities in K-12 grade. Written consent from parents will be required for students to participate in FLVS clubs. FLVS is proud to offer educational opportunities that extend beyond the virtual classroom with many involving field trips.

## Field Trips / Meet-Ups

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

- Florida Virtual School reserves the right to cancel a trip up to the departure date or to recall a trip in progress if national and/or international conditions so warrant or if security, health, and safety concerns over which FLVS had no control, or other reasons render it appropriate to cancel the trip. Florida Virtual School will take the following criteria into consideration when making its decision: (a) U.S. Department of State Travel Advisory; (b) Homeland Security Advisory (alert status)/Declaration of War or armed conflict; (c) Health Advisory (alert status); and/or (d) other reasons deemed necessary. Additionally, the critical judgment of Florida Virtual School, with input from the Executive Leadership Team / Director / Principal and trip organizer, will be taken into consideration.
- In such an event that a trip must be canceled, 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.
  - Students and Parents will be notified in 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.

Parents / guardians are required to attend FLVS field trips / meet ups to supervise their students. FLVS does not utilize chaperones. This responsibility is on the parents / guardians. For full details, please visit our [Student Resource Center](#).

## 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 Public Schools is a school of choice and should be considered only if the full-time online educational environment is an 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 Public Schools, 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 for a student to be enrolled in FLVS Full Time Public Schools. If comparable services are not available or appropriate in a full-time online environment, or if FLVS Full Time Public

Schools 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 residing 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 support to students and families. Students who qualify for an IEP under Hospital/Homebound, students who qualify for an IEP under Hospital/Homebound or are homebound for any reason, or need special classes, special schools, or one-on-one support, may need to work with their district of residence to determine other possible virtual education options. 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 Public Schools are 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 Public Schools may access courses and online materials.

At the time of applying for enrollment at FLVS Full Time Public Schools for the 2023-24 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 Full Time Public Schools.
- I understand that if my child is enrolled in FLVS Full Time Public Schools, 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 Public Schools .
- I understand that if my child no longer resides in the state of Florida that FLVS Full Time Public Schools cannot provide all ESE services or related services out of state and therefore, my child may be withdrawn from FLVS Full Time Public Schools. I will inform FLVS Full Time Public Schools immediately of any plans to move out of state.
- I understand that if my child is enrolled in FLVS Full Time Public Schools that a parent/guardian/Learning Coach may need to provide necessary accommodations in our own home setting rather than with FLVS Full Time Public Schools staff.
- I understand that all students enrolled in FLVS Full Time Public Schools 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 Public Schools Student and Parent Handbook for the 2023-24 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 Public Schools for the 2023-24 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 Public Schools 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 Public Schools 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 Public Schools Student and Parent Handbook for the 2023-24 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 Public Schools 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 ensures 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 Full Time Public Schools have access to many accommodations that are inherent in the virtual setting. In addition, FLVS Full Time Public Schools 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 Full Time Public Schools 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/504 Plan will not be provided for such assessments prior to the third-party organization approval. Please reach out to your student's FLVS Full Time Public Schools ESE Teacher or 504 Coordinator for more information regarding applying to third-party organizations for testing accommodations.

All students enrolled in FLVS Full Time Public Schools 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 if appropriate. Should the IEP team determine that neither of the online educational options at FLVS are the most appropriate setting/Least Restrictive Environment, then FLVS Full Time Public Schools 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 Full Time Public Schools once the IEP team has met and determined appropriate services for the student. To view the full language of this rule, please [click here](#). Parents must disclose their student's current and/or prior 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 as soon as possible to determine the student's current needs and whether or not the full-time virtual educational environment is appropriate and the Least Restrictive Environment for the student. If it is determined that FLVS is not the most appropriate option for the student, then FLVS Full Time Public Schools 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 Public Schools, 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 mandatory 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 Public Schools for noncompliance. FLVS Full Time Public Schools does not provide any in-person or in-home ESE services, related services, therapies, accommodations, evaluations, or other in-person/in-home support to students and families.

At the time of applying for enrollment at FLVS Full Time Public Schools for the 2023-24 school year and/or by confirming acknowledgment of this FLVS Full Time Public Schools Student and Parent Handbook for the 2023-24 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 Public Schools. 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 Public Schools 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 residing in Florida to receive the necessary teletherapy services by a certified provider online.

## Gifted Education

FLVS Full Time Public Schools provides instructional options that allow for numerous opportunities to expand and challenge student learning. FLVS Full Time Public Schools 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 Public Schools 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 Public Schools 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.

FLVS Full Time Public Schools abides by all legislative requirements of parental notification of substantial reading and/or math deficiency. In addition, parents of students in grades kindergarten through grade 3 who exhibit the characteristics of dyslexia and/or dyscalculia will also be notified.

## 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, may have assessment results waived for the purpose of receiving a course grade and a standard high school diploma. Such a waiver will 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 Full Time Public Schools 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 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 students in FLVS Full Time Public Schools.

For further information regarding the ESOL Program and English Language Learners in FLVS Full Time Public Schools, please [Click here](#).

### Eligibility Information

Florida Virtual Full Time Public Schools 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 Public Schools. 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 grades 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 Florida Virtual Full Time Public Schools 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, entry information, current ACCESS scores, statewide assessment data, student schedule and testing accommodations. The plan will be updated annually at the beginning of the school year and a copy is sent to parents via email.

All teachers are responsible for incorporating ESOL strategies, WIDA Can Do Descriptors and providing appropriate accommodations in Live Lessons and DBAs.

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 sent via email. All communication must be provided to parents in English and upon request in the primary language.

Translation services are available for all families, in all languages, upon request.

## ELL Committee

The District ESOL Coordinator 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.

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 form, along with all other ESOL documentation. Parents are provided with a copy of all ESOL documentation via email.

## ELL Course Placement

Student placement is not based solely on English Language Proficiency; an academic skills assessment may be administered in the home language if possible.

Parent/Guardian and student interviews as well as ELL Committee meetings may also be conducted to help determine placement. The age of the student will also be taken into consideration. Translators/interpreters will be provided to attend these meetings. The school principal or designee, school counselor, teacher, parents, Intervention teacher, District ESOL Coordinator 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.

FLVS will 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 FLVS Board of Trustees, and [Board Policy 5463](#).

## Formal Assessment

All ELLs in Florida Virtual Full Time Public Schools must participate in the Florida Statewide Assessments, Progress Monitoring and, ACCESS, and EOC assessments, as per their grade level. All ELLs in FLVS Full Time Public Schools go to local assigned public schools for testing. The assigned school site works with the FLVS Testing Department to set up testing locations and assure accommodations are made available. Testing letters are sent via email to parents indicating test location day and time. The principal or principal's designee reviews the Assessment Administration Manual every year to ensure that any additional accommodations allowed by FLDOE are implemented accordingly. A letter is sent via email to parents of ELLs explaining the allowable testing accommodations which also contains specific language for flexible setting options. Parents have the right to opt out of any accommodations by emailing [ESOLTeam@flvs.net](mailto:ESOLTeam@flvs.net). 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 Rule 6A-6.0903, F.A.C.

For students in grades K-2 taking any administration of ACCESS, 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 ACCESS, 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 ELA Statewide Assessment/FAST.

For students in grades 10-12 taking any administration of ACCESS, 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 of 3 or higher on the ELA Statewide Assessment/FAST or passing concordant score on the SAT or ACT.

For students with significant cognitive disabilities taking any administration of the Alternate ACCESS 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](mailto: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 requirements.

## 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 2023-2024 school year. To be considered a "Suicide Prevention Certified School," the school must take the following actions:

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

FLVS recognizes that suicide is one of the leading causes of death for Florida's youth. To address the prevalence of student suicide, FLVS believes there must be a partnership among families, the community, and schools. It is critical for families and community members to communicate with and provide information to FLVS staff to identify students at risk of suicide. For more information please see [Board Policy 5350](#).

In addition, FLVS will provide access to suicide prevention educational resources to all instructional and administrative staff as part of FLVS's professional development program. FLVS recognizes the importance of mental wellness. Pursuant to section s. 1012.584, F.S., FLVS provides continuing education and in-service training for youth mental health awareness and assistance by utilizing the evidenced-based **Youth Mental Health First Aid (YMHFA)** training program. YMHFA facilitates mental health literacy and gives adults the necessary skills to interact with youth who are developing a mental health problem or experiencing a mental health crisis, including helping adults working with youth identify, understand, and respond to signs of mental illness.

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](http://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. Students can access this information on the FLVS website or in their FOCUS portal. Let's Work Together to

## Florida Student Required Instruction in Health and Wellness

Beginning in the 2023-2024 school year, school districts in the State of Florida are required to provide instruction in civic and character education, as well as life skills instruction that builds confidence and supports mental health. The purpose of this requirement is to connect the concepts of students' readiness, resiliency and, when necessary, response and recovery.

Pursuant to Rule 6A-1.094124, F.A.C., FLVS must annually provide a minimum of five (5) hours of data-driven instruction to students in grades 6-12 related to civic and character education and life skills education through resiliency education using the health education standards adopted in Rule 6A-1.09401, F.A.C., Student Performance Standards. The instruction will advance each year through developmentally appropriate instruction and skill building and must address, at a minimum, the following topics:

1. Strategies specific to demonstrating resiliency through adversity, including the benefits of service to the community through volunteerism;
2. Strategies to develop healthy characteristics that reinforce positive core values and foster resiliency such as:
  - a. Empathy, perseverance, grit, gratitude and responsibility;
  - b. Critical thinking, problem solving and responsible decision-making;
  - c. Self-awareness and self-management;
  - d. Mentorship and citizenship; and
  - e. Honesty.
3. Recognition of signs and symptoms of mental health concerns;
4. Promotion of resiliency to empower youth to persevere and reverse the harmful stigma of mental health by reframing the approach from mental health education to resiliency education;
5. Strategies to support a peer, friend, or family member through adversity;
6. Prevention of suicide;
7. Prevention of the abuse of and addiction to alcohol, nicotine, and drugs; and
8. Awareness of local school and community resources and the process for accessing assistance.

### Substance Use and Abuse Health Education

- a) School districts must annually provide instruction to students in grades K-12 related to youth substance use and abuse health education.
- b) 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.

### Child Trafficking Prevention Education

- a) It is the intent of the State Board of Education that every school in Florida be a "Child Trafficking Free Zone."
- b) School districts must annually provide instruction to students in grades K-12 related to child trafficking prevention and awareness.
- c) 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.
- d) Age-appropriate elements of effective and evidence-based programs and instruction to students in grades K-12 related to child trafficking prevention and awareness and must address, at a minimum, the following topics:
  1. Recognition of signs of human trafficking;
  2. Awareness of resources, including national, state and local resources;
  3. Prevention of the abuse of and addiction to alcohol, nicotine, and drugs;
  4. 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
  5. Information on how social media and mobile device applications are used for human trafficking.

## 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, upon prior written parent consent, open groups for students, monthly

parent workshops, and solution focused brief therapy. 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 2023-2024 school year please contact the Student Services Team at [studentservices@flvs.net](mailto: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 9<sup>th</sup> or 11<sup>th</sup> 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. The Family Engagement Coordinator (FEC) serves as a school-based intermediary contact for parents. In doing so, the FEC implements the Parent and Family Engagement Plans at each Title I school, facilitates the Annual Title I Meetings and End of Year Title I Evaluation Meetings, participates in SAC meetings, creates parent satisfaction surveys for stakeholder feedback. The FEC also fosters opportunities for continued family/parent learning in support of student achievement by keeping parents informed of activities through FOCUS calendar postings and newsletters and promotes sharing of power with parents as decision-makers. 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 or District Family Engagement Coordinator.

- District Family Engagement Coordinator: Kimberly Wilson: [kwilson@flvs.net](mailto:kwilson@flvs.net)
- K-5 Parent Donia Rinaldi: [drinaldi@flvs.net](mailto:drinaldi@flvs.net)
- 6-8 Parent Liaison: Janette Mauri: [jmauri@flvs.net](mailto:jmauri@flvs.net)
- 9-12 Parent Liaison: Regina Hagans: [rhagans@flvs.net](mailto:rhagans@flvs.net)

Title I is subject to annual review, and the FLVS full-time public schools may not qualify to receive Title I funds each year.

## Homeless Student Education Policy

The FLVS Board of Trustees adopted Policy 5111.01 – HOMELESS STUDENTS, which sets forth definitions, identification, school stability, immediate enrollment, dispute resolution, public notice, and records. For more information, please see [Board Policy 5111.01](#).

## Title I – Educational Stability for Children in Foster Care

The FLVS Board of Trustees adopted policy 5111.03 Children and Youth in Foster Care. The policy sets forth definitions, school stability, best interest determinations, dispute resolution, local point of contact, records, services to children and youth in foster care, and coordination of service. For more information, please see [Board Policy 5111.03](#).



## Parent Rights

The FLVS Board of Trustees adopted numerous policies to implement the Parents' Bill of Rights set forth in Chapter 1014, Florida Statutes. Section 1014.04, F.S., "Parental rights," states the following:

- (1) 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.
  - (j) The right to be notified promptly if an employee of the state, any of its political subdivisions, any other governmental entity, or any other institution suspects that a criminal offense has been committed against his or her minor child, unless the incident has first been reported to law enforcement or the Department of Children and Families and notifying the parent would impede the investigation.

Section 1000.071, Florida Statutes, "Personal titles and pronouns," provides the following:

- (2) ... [a] student of a public K-12 educational institution may not be required, as a condition of ... enrollment or participation in any program, to refer to another person using that person's preferred personal title or pronouns if such personal title or pronouns do not correspond to that person's sex. . . .
- (4) A student may not be asked by an employee or contractor of a public K-12 educational institution to provide his or her preferred personal title or pronouns or be penalized or subjected to adverse or discriminatory treatment for not providing his or her preferred personal title or pronouns

If the parent/guardian permits the student to be referred to by any name other than the legal first name set forth on the student's birth certificate, then the parent/guardian must submit this documentation to FLVS Full Time Public Schools to document such request in writing. This can be done by completing the Parental Authorization for Deviation from Student's Legal Name form in FOCUS.

## 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](#).

## Acceptable Use Policy

Per the FLVS Acceptable Use Policy all users shall comply with all applicable FLVS policies and procedures, and all applicable federal and state laws, regulations, and rights. Users may not engage in activity that may:

1. harass, threaten, impersonate, or abuse others;
2. degrade the performance of FLVS Information Resources;
3. deprive authorized users access to any FLVS Information Resources;
4. obtain additional resources beyond those approved by FLVS; or
5. circumvent FLVS security measures, including but not limited to any use that reveals or exploits weakness in the security of FLVS Information Resources.

For more information, please see [Board Policy 7540](#).

## Zero Tolerance Policy

Florida Virtual School, in accordance with state statute, has developed a Zero Tolerance Policy, please reference FLVS Code of Conduct. The intent of this policy is to minimize the victimization of students, staff, or volunteers, including taking all steps necessary to protect the victim. FLVS has zero tolerance for conduct that poses a threat to school safety. Zero tolerance policies must apply equally to all students and are not intended to be rigorously applied to petty acts of misconduct.

For more information, please see [Board Policy 5500](#).

## Due Process

All students enrolled in FLVS Full Time are expected to conduct themselves in accordance with the rules for the school, and parents are expected cooperate with the school staff in helping students to maintain this conduct. Student codes of conduct are set forth in this handbook. School students are also guaranteed due process of law as required by the 14<sup>th</sup> Amendment to the Constitution.

### Due Process for Students

To better ensure appropriate due process is provided a student, the FLVS Board of Trustees establishes the following regulations which FLVS shall use when dealing with students. FLVS Board of Trustees Policy 5611 (Due Process

Rights) states the following:

A. Students subject to suspension:

Prior to a suspension, a student will receive oral and written notice of the charges and an explanation of the evidence against him/her. The principal/instructional leader will hold an informal hearing to give the student an opportunity to explain his/her side of the story. An appeal may be addressed to the principal/instructional leader, whose decision will be final.

B. Students subject to expulsion:

A student and his/her parent or guardian will be given written notice of the principal/instructional leader's recommendation and the reasons therefore and an opportunity to meet with a representative of the President and Chief Executive Officer ("CEO") to answer the charges. The student and/or his/her parent or guardian shall also be provided a brief description of the student's rights and of the hearing procedure. The FLVS Board of Trustees shall act on any recommendation for an expulsion as set forth in Board Policy.

In determining whether disciplinary action set forth in this policy is to be implemented, FLVS shall use a preponderance of evidence standard.

Further, any FLVS employee responsible for making a disciplinary determination under this policy shall retain all documents, electronically stored information ("ESI"), and electronic media created and/or received as part of an investigation pursuant to FLVS's records retention procedures. The documents, ESI, and electronic media retained may include public records and records exempt from disclosure under Federal (e.g., FERPA, ADA) and/or State law – e.g., student records and confidential medical records. The documents, ESI, and electronic media shall be retained for such time as required by law.

See also FLVS Board of Trustees Policy 5610 (Removal, Out-of-School Suspension, Disciplinary Placement, and Expulsion of Students) and Policy 5605 (Suspension/Expulsion of Disabled Students).

### **Due Process for Parents**

Parents/guardians who believe their student(s) may have been subjected to inappropriate behavior by anyone affiliated with FLVS should immediately contact the school leadership or FLVS Professional Standards at 407-513-3692 to report any concerns. Next steps for Due Process will come from FLVS Professional Standards.