

Florida Virtual School Full Time Public Schools Student and Parent Handbook 2024-2025 School Year



Table of Contents

I.	Introduction	6
II.	Vision, Mission, Commitment, and Values.....	6
III.	FLVS Full Time Public Schools.....	6
IV.	School Contact Information.....	6
	Social Media	7
	Help Desk Info	7
	Links to Student Code of Conduct and Student Progression Plan	7
V.	Roles and Responsibilities.....	7
	Parent/Guardian	7
	Student Profile for Success*	8
VI.	Expectations for Communication	8
VII.	School Year Calendar (2024-25)	9
VIII.	Eligibility Information	10
	Truth in Application is Required.....	11
IX.	Enrollment, Attendance, Withdrawal, and Location Changes	11
	Enrollment Information	11
	Attendance	12
	Good Academic Standing.....	13
	Disenrollment Due to Insufficient Student Engagement	13
	Truancy.....	13
	Parent/Guardian-Initiated Withdrawals.....	14
	Concurrent Enrollment/Participation in Extracurricular Activities.....	14
	District Partnerships for a Virtual Instruction Program.....	15
X.	Children Experiencing Homelessness	15
XI.	Children in Foster Care.....	15
XII.	Address Change/Temporary Location Change.....	15
XIII.	State Assessments	16
	Mandatory Participation in State Testing.....	16
	State Testing Calendar.....	16
	Other Statewide Assessments	17
	Out of State Military Testing	17
XIV.	Curriculum and Instruction	18
	Curriculum Concerns.....	18
XV.	Course Completion	18
XVI.	Grading and Student Evaluation	19
	Assessments (Students in Grades 6-12).....	19
	Grading Scales	19

Credits	19
Grade Forgiveness	20
Credit from Other Schools	20
Report Cards	20
XVII. Placement in Courses and Acceleration Options.....	20
Prerequisites.....	20
Schedule Changes	20
Parent/Guardian-Initiated Transfer Requests	21
Advanced Placement® (AP®) Courses.....	21
AICE Courses	21
Dual Enrollment Programs	21
Early Graduation.....	21
XVIII. Promotion, Graduation, and Diploma Requirements	22
Promotion Requirements for Elementary School	22
Promotion Requirements for Middle School	22
Promotion Requirements for High School	22
Graduation and Diploma Requirements for High School.....	22
XIX. Participation in Graduation Ceremony	22
XX. Release of Educational Records.....	23
XXI. Student Organizations	25
XXII. In-Person Events	25
Field Trips/Meet-Ups	26
Emergency Medical Authorization	26
Restrooms and Changing Facilities	26
XXIII. Exceptional Student Education (ESE) and Section 504	26
Applying for Enrollment	26
Enrolled Students	28
Conducting Meetings.....	28
ESE Services and Related Services	29
Gifted Education	29
Identification of Students with Special Needs.....	29
Waiver of the State Assessment Graduation Requirements	30
XXIV. English for Speakers of Other Languages (ESOL)	30
Eligibility Information.....	30
ELL Committee	31
ELL Course Placement.....	31
Formal Assessment.....	32
Exit Criteria	32
XXV. Student Emotional and Physical Safety	32
Student Services Team	32
Required Training for School Staff	33

Suicide Prevention Certified School	33
FortifyFL	33
Florida Student Required Instruction in Health and Wellness	33
Cardiopulmonary Resuscitation (CPR) Required Instruction.....	34
XXVI. Prevention and Intervention Services	34
XXVII. School Advisory Councils	34
XXVIII. Title I Parent and Family Engagement (K-12)	35
Program Components	35
XXIX. Parent Rights	35
XXX. FLVS Student Code of Conduct.....	36
Anti-Harassment, Bullying and Harassment, Dating Violence and Abuse, and Student Hazing.....	36
Due Process	37
Search and Seizure	37
APPENDIX	38

I. 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.

II. 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.

III. 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

IV. School Contact Information

School Information	School Contact
FLVS Full Time Public Schools Website	Click Here
Florida Virtual Elementary School Phone Number	407-513-3604
Florida Virtual Middle 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, Suite 201, Orlando 32819
FLVS Full Time Public Schools School Hours	Monday - Friday, 8:30am - 4:30pm EST
Technical and General Support	800-374-1439 or help.flvs.net
Florida Virtual Elementary School Grades K-5 Home of the Sharks	Principal: Ryan Foster - rfoster@flvs.net

Florida Virtual Middle School Principal Grades 6-8 Home of the Owls	Principal: Sheri Sico - ssico@flvs.net
Florida Virtual High School Principal Grades 9-12 Home of the Firebirds	Principal: Suzanna Pacheco - spacheco@flvs.net
Information	Info@flvs.net
Student Services	Studentservices@flvs.net
Transcript Request	flvsk12records@flvs.net Fax: 407-377-8330

If you need to contact your teacher or principal/instructional leader directly, you can find his/her contact information on the course announcement page.

Social Media

FLVS does not use social media for educational purposes. Please see [FLVS Board Policy 7544 - Social Media](#) for full details of this policy. The social media details below share resources for general information about FLVS programs:

- Facebook: facebook.com/FLVS
- Instagram: Instagram.com/Florida Virtual School Twitter: twitter.com/FLVS
- YouTube: youtube.com/FLVS

Help Desk Info

If you are having technical problems of any sort, FLVS provides a great resource to help resolve many IT issues for our students. Are you having trouble logging in to FOCUS or VSA? 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 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.

Links to Student Code of Conduct and Student Progression Plan

This handbook has numerous references to the 2024-25 Student Code of Conduct and the 2024-25 Student Progression Plan. Both documents are scheduled for final approval at the September 3, 2024 FLVS Board of Trustees meeting. Once the documents are approved, please visit the following links:

FLVS 2024-25 [Student Code of Conduct](#)
FLVS 2024-25 [Student Progression Plan](#)

V. 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 ensuring your student is attending class (live lessons, interventions, services, tutoring) and submitting work. Regular monitoring of progress and grades of student and collaborating with teachers to ensure success. Active participation in student learning and behavioral support to assist schools with ensuring student participation and completion of courses.
- Ensure student has a designated work space free from distraction that includes daily access to a computer, phone, and internet
- Ensure completion of annual compliance items at the start of the year. These forms will be shared annually through the FOCUS system and remain on record for the current school 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. Attendance is required for intervention sessions. For student in grades 6-12, live lesson attendance is strongly encouraged but not required, except for intensive/enhanced courses, or Tier 3 instructional support sessions. If a student is designated Tier 3, they will be required to attend and actively participate in Tier 3 intervention sessions in order to continue to receive Tier 3 support throughout the school year and remain enrolled.
*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 English Language Arts written responses and essays and Math printed assignments. Violations of academic integrity will follow the Academic Integrity Matrix located in the 2024-25 Student Code of Conduct.
- **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 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. This can be requested through the student's homeroom teacher and will be provided through FOCUS.

VI. 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. Translation services are available upon request.

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.
- **Civility** – Engage in civil communication and behavior. Please refer to the Civility Code in Section V of the 2024-25 Student Code of Conduct.

VII. School Year Calendar (2024-25)

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	July 31-August 2, 2024 August 5-9, 2024
First Day of School	August 12, 2024
Labor Day	September 2, 2024
Annual FLVS In-Service Days	September 25 - 27, 2024
Veteran's Day	November 11, 2024
Thanksgiving Break	November 25-29, 2024
First Semester End Date (87 student days)	December 19, 2024
Winter Break	December 20, 2024 – January 3, 2025
Teacher In-Service Days	January 6-8, 2025
Second Semester Start Date	January 9, 2025
Martin Luther King, Jr. Day	January 20, 2025
Presidents' Day	February 17, 2025
Spring Break	March 17-21, 2025
Memorial Day	May 26, 2025
Last Day of School (Second semester 93 days)	May 29, 2025
Teacher In-Service Days	May 30, 2025

VIII. 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 FLVS policies regarding attendance, participation, and completion of coursework. Students who meet FLVS 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/instructional leaders 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 meet the Florida residency requirements as set forth in the Interstate Compact on Educational Opportunity for Military Children. 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 Statute 1003.21.
 - 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 section below regarding Exceptional Student Education (ESE) and Section 504 for more information on students with disabilities.
5. All students who are identified as English Language Learners (ELL) by the responses provided in the Home Language Survey (HLS) during enrollment are required to meet the state and school admission criteria in order to be enrolled into FLVS Full Time Public Schools. Please refer to the English for Speakers of Other Languages (ESOL) section below for additional information.
6. 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."
7. 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.
8. Students must have daily access to a computer, internet service, webcam, microphone, email, and telephone to maintain contact with teachers, staff, and administration.
 9. It is recommended that students applying for grades Kindergarten through 12 meet the academic progress recommendations. To review all eligibility requirements please review: <https://www.flvs.net/enrollment/full-time>
 10. 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. These other educational options can be discussed during the application process. Student specific detailed information can be obtained through a school counselor.

Truth in Application is Required

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 submitted 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, discipline, threat management and mental health records as applicable, at the time of applying for enrollment. As outlined in Florida Statute 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 a school district. Failure to provide comprehensive and accurate information may result in the application for enrollment being denied, or may result in the student being withdrawn.

IX. 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/instructional leader. For further detail, please reference the promotion requirements in Section XVIII below of this Handbook.

FLVS may waive certain fees if they become a barrier to a student's educational program. For more information on this, please see [FLVS Board Policy 6152.01 - Waiver of School Fees](#).

Florida Statute 1000.071 - "Personal titles and pronouns," provides the following:

- (1) ... [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.

Enrollment of Students Expelled from Another School

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 student will be offered an opportunity for a hearing to review the circumstances of the expulsion and any other relevant factors.

The final order of expulsion from the student's previous district of attendance may be honored thereby resulting in denial of the student's admission to FLVS, or the final order of expulsion may be waived thereby resulting in the student's admission to FLVS (including conditions relating to the admission). For additional information, please see [Board Policy 5610 – Removal, Out-of-School Suspension, Disciplinary Placement, and Expulsion of Students](#).

Enrollment After the Start of the School Year or Semester

FLVS Full Time 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 or "DNE").

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 FLVS.

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.

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, [FLVS Board Policy 5200 – Attendance](#).

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. (See Florida Statute 1003.21).

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 outside of live instruction 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 system 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** – FLVS uses FOCUS to record the student's 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 FOCUS, 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 FOCUS 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 for 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* be recorded as absent for

5 full days. 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 is recorded as absent for 15 days (or 3 weeks), then such absences violate Florida's Compulsory Attendance Law (set forth in Florida Statute 1003.26) and the student 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.

For more information, please see [FLVS Board Policy 5200 - Attendance](#).

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. See Florida Statute 322.091.

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.

For more information, please see [FLVS Board Policy 5200 - Attendance](#).

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/guardian 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 five school 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/instructional leader to ensure academic appropriateness.

Florida Statute 1006.15 allows FLVS Full Time students meeting specific academic and conduct requirements to participate in any interscholastic extracurricular activity at the public school to which the student would be assigned according to district school board attendance area policies or which the student could choose to attend pursuant to Florida Statute 1002.31 (controlled open enrollment at the school district).

1. During the period of participation in the interscholastic extracurricular activity, meets the requirements in Florida Statute 1006.15(3)(a).
2. Meets any additional requirements as determined by the Board of Trustees of Florida Virtual School.
3. Meets the same residency requirements as other students in the school at which he/she participates.
4. Meets the same standards of acceptance, behavior, and performance that are required of other students in extracurricular activities.
5. Registers his/her intent to participate in interscholastic extracurricular activities with the school before participation. A Florida Virtual School student must be able to participate in curricular activities if that is a requirement for an extracurricular activity.
6. A 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 Florida Statute 1006.15(3)(g).

7. 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

For more information, please see [FLVS Board Policy 5610.05 – Participation in Extra-Curricular 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 set forth in this Handbook, subject to the following differences:

- FLVS Full Time administration may reach out to the local school district VIP liaison regarding matters surrounding discipline, attendance, and truancy that are impeding 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 (FOCUS).
- 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 in which the VIP student is enrolled.
- The participating school district determines 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.

X. Children Experiencing Homelessness

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 [FLVS Board Policy 5111.01 – Homeless Students](#) and please click [here](#).

XI. 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 [FLVS Board Policy 5111.03 – Children and Youth in Foster Care](#).

XII. 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.

XIII. 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 Florida Statute 1008.22. 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 last 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 in person 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 Florida Statute 1008.22 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.

For more information, please see [FLVS Board Policy 2623 – Student Assessment](#).

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

March 31 - April 11, 2025	Grades 4-10 Benchmarks for Excellent Student Thinking (B.E.S.T.) Writing
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English Language Arts (ELA) and Mathematics FAST PM Windows

Dates	Assessment
First Administration (PM1): August 5–September 27, 2024 Second Administration (PM2): December 2, 2024–January 24, 2025 Third Administration (PM3): April 14–May 30, 2025	Grades K–2* FAST Reading & Mathematics
First Administration (PM1): August 12–September 27, 2024 Second Administration (PM2): December 2, 2024–January 24, 2025 Third Administration (PM3): May 1–May 30, 2025	Grades 3–10 FAST ELA Reading & Grades 3–8 FAST Mathematics

Statewide Science Assessment

Dates	Assessment
May 1-30, 2025	Grades 5 & 8 Science

EOC & FAST ELA Reading Retake Assessments

Dates	Assessment
September 9–October 4, 2024 December 2 - 20, 2024 May 1–30, 2025 July 14–25, 2025	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

Other Statewide Assessments

Other Statewide Assessments

Dates	Assessment
January 20-March 14, 2025	ACCESS for ELLS

Out of State Military Testing

We are pleased to announce Florida Statute 1008.213 allows for military students enrolled in the Florida Virtual School Full Time program, and residing outside of Florida who maintain Florida residency, to take the following assessments in a remote setting with an FLVS test administrator on the military base:

- Florida Assessment of Student Thinking (FAST) Assessments
- End-of-Course (EOC) Assessments
- Statewide Science Assessments

To be eligible for military out-of-state remote testing, the student's parent or guardian will complete the [survey](#) and submit required documents to show the family's current out-of-state duty station to receive this flexibility.

The survey must be completed by October 1, 2024. Please email FTMilitary@flvs.net if you have questions.

For more information, please see [FLVS Board Policy 2623 – Student Assessment](#).

XIV. 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. The link to the 2024-25 FLVS Student Progression Plan is found in section IV above. FLVS is required to teach (and students are required to meet) state standards as defined by the Florida Department of Education (FDOE). 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 Florida Statute 1002.20, a public school student whose parent makes a written request to the school principal/instructional leader shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, in accordance with the provisions of Florida Statute 1003.42(5). [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](#).

Curriculum Concerns

There may be situations that arise regarding stakeholder concerns with curriculum. In those instances, the instructors should fully understand the following:

- The scope of the concern - limited to one learning object/assignment, several learning objects/assignments, etc.
- The reasons for the concern - content error, standards misalignment, content is considered too mature, personally offensive, counter to personal religious beliefs, etc.

Parents of FLVS students may submit Instructional Materials Objections by completing the [Instructional Materials Objections form](#) in the FLVS Help Center.

For more information, please refer to [FLVS Board Policy 2522 - Challenges to Use of Instructional, Library, or Reading List Materials](#).

XV. 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 receive advanced credit with a failed segment exam if the student attempted and passed 50% or more of the advanced assignments.

FLVS World Language courses are designed to provide students opportunities to communicate in the target language and be provided feedback from an instructor on that ability to communicate. To meet these standards and successfully complete the course, students are expected to complete 60% of their World Language Presentational Oral/Signed Assessments (Voice Activity, Oral Presentation, Evaluación oral, Presentational Speaking, Signing Activity, Presentational Signing) activities, each with a minimum grade of 60%.

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.

XVI. 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 FLVS 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 grading scales set forth in the FLVS 2024-25 Student Progression Plan.

Credits

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 0 percent. Final decisions regarding promotion and retention will be made by the school according to the FLVS 2024-25 Student Progression Plan.

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; however, retaking such courses may delay the student's graduation.

For more information, please refer to the FLVS 2024-25 Student Progression Plan.

Grade Forgiveness

Please see [FLVS Board Policy 5421.01 – Grade Forgiveness](#) for the policy for high school and middle school grade forgiveness.

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 shall be included in the calculation of the cumulative GPA required for graduation. Please note that 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 are included on the student's transcript.

Credit from Other Schools

As part of the enrollment process, grade 6-12 families submit unofficial transcripts. Acceptance of transfer grades or credits for students in grades 9-12 shall be in accordance with FDOE rule and shall be based in all cases on official 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. To download the forms, please visit the [Homeschool Prior Academic History Forms](#) site and choose the correct form according to grade level. 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.

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.

There are several options for requesting and being granted credit by FLVS Full Time for coursework completed in a different school setting, all of which follow FDOE Rule 6A-1.09941. For more information, please see [FLVS Board Policy 5463 – Credits from Other Schools](#) and please see the FLVS 2024-25 Student Progression Plan.

Report Cards

FLVS will annually provide a report to the parent of each student identifying the progress of the student toward achieving State and FLVS expectations for proficiency in English language arts, science, social studies, and mathematics. Report cards issued by FLVS will contain information about the student's academic performance in each class or course, which in grades K through 12 and are based upon examinations as well as other coursework, and other academic performance criteria, and must include the student's performance or nonperformance at his/her grade level as stated in the FLVS 2024-25 Student Progression Plan.

XVII. Placement in Courses and Acceleration Options

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 Florida Statute 1003.4295 are included in the FLVS 2024-25 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.

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. For specific information, students and parents can contact their homeroom or grade level teacher. 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.

Parent/Guardian-Initiated Transfer Requests

Parents or guardians of students enrolled in FLVS Full Time Public Schools may request a teacher transfer for their child. Although parents do not have a right to choose a specific classroom teacher, parents may request that their child be transferred to a different classroom teacher. As part of the request, the parent must state with specificity the grounds supporting the request. Requests must be in writing and forms are available in FOCUS for FT students. All requests for a student to be transferred to another classroom teacher will be considered by the principal/instructional leader.

For more information, please reference [FLVS Board Policy 5780 – Student/Parent Rights](#).

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. Designated testing sites may or may not be in the county where the student resides and may result in travel that could potentially be up to 2 hours. FVHS will register students and communicate with families all information to ensure testing protocol as well as diploma requirements are met. Initial eligibility requirements for incoming 9th and 10th graders include an overall 3.0 weighted GPA or higher, good academic standing and conduct for previous year, and commitment to community service 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 has articulation agreements with post-secondary institutions including the following: Daytona State College, Polk State College, Seminole State College, and the University of Florida. Dual enrollment provides students 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. Eligibility requirements and more information is available at [FLVS Full Time Public Schools Dual Enrollment](#), the FLVS 2024-25 Student Progression Plan, and [FLVS Board Policy 2271 - Dual Enrollment](#). Interested students and parents should contact their FLVS Full Time certified school counselor for more information.

ACCEL

Parents may request student participation in Academically Challenging Curriculum to Enhance Learning (ACCEL) options, including whole grade promotion, midyear promotion, or subject matter acceleration. If the parent selects one of these ACCEL options and the student meets eligibility and procedural requirements in the student progression plan, the student will have the opportunity to participate in the ACCEL option. ACCEL information is available in the FLVS 2024-25 Student Progression Plan.

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/instructional leader. The principal/instructional leader and other appropriate school staff will then review the student's records to ensure that all graduation requirements have been met. After the principal/instructional leader 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. 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. For more information, please see [FLVS Board Policy 5464 – Accelerated Graduation Options](#) and the FLVS 2024-25 Student Progression Plan.

Summary

For more information regarding diploma requirements and acceleration options, please refer to the FLVS 2024-25 Student Progression Plan and please contact your school counselor.

XVIII. Promotion, Graduation, and Diploma Requirements

Each year, the Board of Trustees for Florida Virtual School approve the Student Progression Plan. The FLVS 2024-25 Student Progression Plan provides details regarding promotion, graduation, and diploma requirements, including the following:

- Promotion Requirements for Elementary School
- Promotion Requirements for Middle School
- Promotion Requirements for High School
- Graduation and Diploma Requirements for High School (including Graduation Requirements by Cohort Grade)
- Diploma Options and Requirements
 - 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)
 - Early Graduation
- State assessment requirements
- Requirements for Scholar, Merit, and Seal of Biliteracy, and Florida Seal of Fine Arts diploma designations
- Bright Futures Scholarship
- Talented Twenty Program

For more information, please visit the FLVS 2024-25 Student Progression Plan, or contact your guidance counselor.

XIX. 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/instructional leader has the final authority as to who shall and shall not participate.

The graduation ceremony is a momentous occasion in the lives of seniors, their families, and faculty and staff of Florida Virtual High School. Certain responsibilities must be met so that the rights of all participants and their guests will be preserved. Each student participating in the graduation has the right to expect a dignified ceremony and to be properly recognized without interference.

All students and their invited guests are expected to conduct themselves in a manner that will contribute to the best interests of the graduating class. Any guest or student participating in improper behavior or dress shall be subject to disciplinary action that includes removal from the graduation ceremony.

Students shall not:

- Make any alteration to the student's graduation attire (e.g., cap, tassel, gown, academic regalia);
- Make improper noises, gestures, or distractions before or during the ceremony
- Be under the influence of alcohol or drugs
- Have cell phones or any other items to carry
- Cause any disruption to the order and peaceful progression of the ceremony (e.g. political promotion, flag waiving, offensive materials display)
- Any other items communicated by the FVHS staff

XX. Release of Educational Records

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 pursuant to the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99). FERPA is a federal law that protects the privacy of student education records. The FLVS "Annual Notification of Rights under Family Educational Rights and Privacy Act (FERPA) and Florida Student Education Records Law Relating to Student Education Records for Elementary and Secondary Schools and Annual Notification for Directory Information" is set forth in the Appendix of this Handbook. Copies of student records/transcripts may be released upon written request using the appropriate form listed below. To ensure that application deadlines are successfully met, we request advance notice of at least 10 working days for requests to provide educational records to students, parents, and/or third parties.

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

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 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.

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.

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.

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
 - g. Name and address of the high school
 - h. Principal
 - i. School Counselor
 - j. School district information
 - k. School contact information
8. 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
9. 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
10. 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
11. Graduation Status:
 - a. Graduation date if applicable
 - b. Confirmation of graduation status if applicable
12. 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 from teachers and other staff members for post-secondary institutions, scholarship committees, and potential employees. However, the decision to write a letter of recommendation is at the teacher’s or staff member’s sole discretion. To ensure that application deadlines are successfully met, we request 30-day notice for letters of recommendation.

Class Rank

FLVS Full Time calculates an unofficial class rank for each public high school student on a monthly basis.

An unofficial 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. Please refer to the FLVS 2024-25 Student Progression Plan.

XXI. Student Organizations

FLVS offers a wide range and many opportunities and activities for students to get involved with their peers throughout the year. Please 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 principal/instructional leader. 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. For more information, please see [FLVS Board Policy 5840 – FLVS Sponsored Student Groups](#).

XXII. In-Person Events

FLVS Full Time provides opportunities for in-person events throughout the school year. This includes but is not limited to field trips, meet-ups, graduation, and testing at a local school in the student’s home district. FLVS Full Time Public School students should adhere to the FLVS Code of Conduct as well as any other applicable rules and/or regulations of the in-person venue/location. For more information regarding student dress code, please see [FLVS Board Policy 5511 – Dress and Grooming](#). For more information regarding FLVS’s tobacco-free environment, please see [FLVS Board Policy 7434 – Tobacco-Free Environment](#).

Field Trips/Meet-Ups

By signing and electronically submitting the Parent/Guardian Field Trip permission form made available for each event, 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.
- If 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.

Parents/guardians are required to attend FLVS field trips/meet ups to supervise their students. FLVS does not utilize chaperones. This responsibility remains with the parents/guardians. For full details, please visit our [Student Resource Center](#). For more information, please see [FLVS Board Policy 5850 – School Social Events](#).

Transportation

FLVS does not provide, and does not have any responsibility or liability, for transportation to or from any FLVS sanctioned event. FLVS recommends 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.

Emergency Medical Authorization

To ensure the safety of students while attending FLVS sponsored events when FLVS is responsible for the care and custody of the students attending the event, all parents/guardians must complete an Emergency Medical Authorization. The Emergency Medical Authorization will be completed during the enrollment process by the parents of FLVS Full Time students in grades K-12. This authorization is not applicable for any in-person event held or sponsored by FLVS where the student is accompanied by a parent, legal guardian, or other person responsible for the care of the student. For more information, please refer to [FLVS Board Policy 5341 – Emergency Medical Authorization](#).

Restrooms and Changing Facilities

FLVS prohibits anyone from entering restrooms or changing facilities designated for the opposite sex during FLVS events, except under specific circumstances. Violations of this policy will result in disciplinary actions for students and FLVS personnel. Non-FLVS individuals may be charged with trespassing. For detailed definitions and exceptions, please refer to [FLVS Board Policy 7421 – Restrooms and Changing Facilities](#).

XXIII. 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 placement 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 procedure. 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 placement 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 2024-25 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.
- Your child'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 records prior to any consideration for admission. Parents must disclose their child's current Individual Educational Plan (IEP) or current 504 Plan stats, as applicable, at the time of applying for enrollment.

***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 2024-25 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 2024-25 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.
- Your child'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 records prior to any consideration for admission. Parents must disclose their child's current Individual Educational Plan (IEP) or current 504 Plan stats, as applicable, at the time of applying for enrollment.

***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 2024-25 school year, they are agreeing to their understanding of both of these areas above for students who have 504 Plans.**

Enrolled Students

If your child is already identified as a Student with Disability (SWD) and there are any issues or concerns, contact your school's ESE Contact. Parents will be provided with a copy of the [Notice of Procedural Safeguards for Parents of Students with Disabilities](#), which outlines rights as a parent of an ESE child. Decisions regarding SWD students are made by the Individual Education Plan (IEP) Team. For students who are gifted, decisions are made by the Educational Plan (EP) Team.

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 requirements outlined in this Handbook subject to any accommodations in the student's IEP/EP/504 Plan. 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 an appropriate placement 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 an appropriate placement and the Least Restrictive Environment for the student. If it is determined that FLVS is not an 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. For more information, please refer to [FLVS Board policy 2461 – Recording of Parent-Staff Meetings](#).

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 2024-25 school year and/or by confirming acknowledgment of this FLVS Full Time Public Schools Student and Parent Handbook for the 2024-25 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 reside 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 for students in kindergarten through grade 4 who exhibit substantial reading or characteristics of dyslexia and/or math deficiency or characteristics of dyscalculia. For more information, please see [FLVS Board Policy 5410.01 – Promotion, Acceleration, Placement, and Retention](#).

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 (Florida Statute 1007.02);
- 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.

XXIV. 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/instructional leader or designee, school counselor, teacher, parents, Intervention teacher, FLVS 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 [FLVS Board Policy 5463 – Credits from Other Schools](#).

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/instructional leader or designee reviews the Assessment Administration Manual every year to ensure that any additional accommodations allowed by FDOE 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 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 FDOE 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.

XXV. Student Emotional and Physical Safety

Student Services Team

Florida Virtual School's Student Services Department encompasses programs and professionals that provide prevention and intervention services to students in grades K-12. Services center around students' skill development are delivered by an integrated team of student services professionals who are uniquely trained to address the academic, personal/social, and mental health needs of all students.

Florida Virtual School's Student Services team is composed of Certified School Psychologists, Certified School Social

Workers and Licensed Mental Health Counselors. These professionals work to meet the unique mental health needs of students by providing Brief Solution Focused Counseling, Dialectical Behavioral Therapy and linking families to outside services.

Our team works collaboratively with school-based counselors and administrators to help meet the unique social/emotional and mental health needs of students. We also believe parents/guardians are an integral part of meeting the student's needs and encourage students to discuss issues relating to their well-being with parent(s)/guardian(s). For more information regarding services available for students, parents/guardians are encouraged to visit the [FLVS Student Services Website](#) or contact studentservices@flvs.net.

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. All members of school staff complete the training annually. The FLVS Child Abuse Reporting Policy is available at [FLVS Board Policy 8462 – Student Abuse, Abandonment, and Neglect](#). For questions about this policy, contact info@flvs.net.

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 2024-2025 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
- 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. FLVS provides access to suicide prevention educational resources to all instructional and administrative staff as part of FLVS's professional development program. For more information please see [FLVS Board Policy 5350 – Student Suicide Prevention, Awareness, and Screening](#).

FLVS recognizes the importance of mental wellness. Pursuant to Florida Statute 1012.584, 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. The app, which is available for download on Apple and Android mobile devices, is critical to ensuring all Florida schools are safe environments where students and educators can experience and share the joy of learning without fear.

Let's work together to Keep Our Students Safe – If you See Something...Say Something! For more information, please visit our [School Safety Resources](#) page.

Florida Student Required Instruction in Health and Wellness

Beginning in the 2024-2025 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. Annually, FLVS provides 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 FDOE 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

School districts must annually provide instruction to students in grades K-12 related to youth substance use and abuse health education. Using the health education standards adopted in FDOE 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

It is the intent of the State Board of Education that every school in Florida be a “Child Trafficking Free Zone.” School districts must annually provide instruction to students in grades K-12 related to child trafficking prevention and awareness. Using the health education standards adopted in FDOE 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. 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.

Cardiopulmonary Resuscitation (CPR) Required Instruction

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

XXVI. Prevention and Intervention Services

Florida Virtual School 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 2024-2025 school year, please contact the Student Services Team at studentservices@flvs.net

XXVII. School Advisory Councils

Each Full Time FLVS school has a School Advisory Council with membership consisting of the principal/instructional leader

and an appropriately balanced number of teachers, education support employees, students, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. The concept of School Advisory Councils was first written into Florida state law in 1991 to provide for educational reform and accountability. As an example, the School Advisory Council is entrusted with the development of the School Improvement Plan for the school. The School Improvement Plan addresses issues relative to core academic areas (e.g., Reading, Mathematics, Writing, and Science), parental involvement, suspensions, attendance, and dropout prevention/graduation, along with budget, professional development training opportunities, instructional materials, staffing, student support services, and the ongoing monitoring by the School Advisory Council.

Responsibilities of the School Advisory Council include the following:

- Final decision-making at the school relating to implementation of the School Improvement Plan.
- Participate in decision-making at the school relating to use of Florida School Recognition Funds
- Assist the school principal/instructional leader with the annual school budget

For more information, please contact the principal/instructional leader of the school.

XXVIII. Title I Parent and Family Engagement (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 School Advisory Council 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](#). Title I is subject to annual review, and the FLVS full-time public schools may not qualify to receive Title I funds each year.

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
- Title 1 Evaluation Meeting

If you need further information regarding the Title I Program at your student's school, please contact the Title I parent liaison or FLVS Family Engagement Coordinator.

- FLVS Family Engagement Coordinator: Kimberly Wilson: kwilson@flvs.net
- K-5 Parent Donia Rinaldi: drinaldi@flvs.net
- 6-8 Parent Liaison: Janette Mauri: jmauri@flvs.net
- 9-12 Parent Liaison: Beth Sweet: bsweet@flvs.net

For more information regarding Title I and parent/family involvement, please also refer to [FLVS Board Policy 2111 – Parent and Family Involvement in the School Program](#).

XXIX. Parent Rights

The FLVS Board of Trustees adopts policies to implement the Parents' Bill of Rights set forth in Chapter 1014, Florida Statutes. For more information about Florida Statute 1014.04 - "Parental rights," please see [FLVS Board Policy 5780.01 – Parents' Bill of Rights](#). For additional information, please also see [FLVS Board Policy 5780 - Student/Parent Rights](#).

XXX. FLVS Student Code of Conduct

Each year, the FLVS Board of Trustees approves the student Code of Conduct, which sets forth expectations - and consequences - for student behavior in accordance with federal and state law. The student Code of Conduct also sets forth zero tolerance policies where Florida law requires expulsion for specified conduct. The student Code of Conduct also references and incorporates numerous Board policies, including but not limited to the following:

5136	Wireless Communication Devices
5500	Student Conduct
5511	Dress and Grooming
5513	Care of School Property
5516	Student Hazing
5517	Anti-Harassment
5517.01	Bullying and Harassment
5517.03	Dating Violence and Abuse
5520	Disorder and Demonstration
5540	Schools and Investigations Involving Students
5600	Student Discipline
5605	Suspension/Expulsion of Disabled Students
5610	Removal, Out-of-School Suspension, Disciplinary Placement, and Expulsion of Students
5610.05	Participation in Extra-Curricular Activities
5611	Due Process Rights
5771	Search and Seizure
5772	Weapons
5780	Student/Parent Rights
5850	School Social Events
7241	Restroom and Changing Facilities
7540	Acceptable Use Policy

Please review and become familiar with the 2024-2025 Code of Conduct.

Anti-Harassment, Bullying and Harassment, Dating Violence and Abuse, and Student Hazing

Anti-Harassment

The FLVS Board of Trustees adopted Policy 5517 Anti-Harassment. Reports of noncompliance are made to the “Compliance Officers” set forth in the policy. For more information, the full text of the policy is here: [FLVS Board Policy 5517 - Anti-Harassment](#), and the contact information for the Compliance Officers is set forth in the policy and set forth below in the Non-Discrimination Statement for 2024-25 in the Appendix of this Handbook.

Bullying and Harassment

The FLVS Board of Trustees adopted Policy 5517.01 Bullying and Harassment. Certain programs for staff and students vary from time to time. The full text of Policy 5517.01 Bullying and Harassment is set in the student Code of Conduct, and is available here: [FLVS Board Policy 5517.01 - Bullying and Harassment](#)

Reporting

Students and parents must immediately report all bullying, harassment, cyberstalking, cyber sexual harassment and hazing incidents to the principal/instructional leader. Complaints against the principal/instructional leader must be reported to the FLVS President and Chief Executive Officer’s (CEO) designee via email at HRProfessionalStandards@flvs.net. Complaints against the CEO should be filed with the Board of Trustees Chair via email to BoardClerk@flvs.net.

Anonymous Reporting

Students and parents/guardians are able to anonymously report an incident of bullying and/or harassment by submitting an [Anonymous Reporting Form](#).

1. Every effort will be made to maintain anonymity; however, formal disciplinary action may not be based solely on the basis of an anonymous report.
2. Instructors are not able to report anonymously in the event they are witness to bullying and/or harassment incident involving a student.

- Instructors are able to anonymously report bullying and/or harassment incidents by an FLVS staff member which do not involve students by visiting the [Anonymous Reporting Form](#).

Dating Violence and Abuse

The FLVS Board of Trustees adopted Policy 5517.03 Dating Violence and Abuse. Reports are made to the principal/instructional leader or any FLVS staff member. For more information, the full text of the policy is here: [FLVS Board Policy 5517.03 - Dating Violence and Abuse](#)

Student Hazing

The FLVS Board of Trustees adopted Policy 5516 Student Hazing. Students and parents must immediately report incidents to the principal/instructional leader. Complaints against the principal/instructional leader must be reported to the FLVS President and Chief Executive Officer's (CEO) designee via email at HRProfessionalStandards@flvs.net. Complaints against the CEO should be filed with the Board of Trustees Chair via email to BoardClerk@flvs.net.

For more information, the full text of the policy is here: [FLVS Board Policy 5516 - Student Hazing](#)

Due Process

FLVS complies with legal requirements for provision of due process for student conduct. Standards are established that FLVS will use for Levels 1 through 4 offenses defined in the 2024-25 student Code of Conduct, and Board policies that include but are not limited to the following:

[FLVS Board Policy 5605 – Suspension/Expulsion of Disabled Students](#)

[FLVS Board Policy 5610 – Removal, Out-of-School Suspension, Disciplinary Placement, and Expulsion of Students](#)

[FLVS Board Policy 5611 – Due Process Rights.](#)

Search and Seizure

FLVS complies with legal requirements for search and seizure. For more information, please refer to [FLVS Board Policy 5771 – Search and Seizure](#).

APPENDIX

The following annual notices are provided in this Appendix:

- Annual Notification of Rights under Family Educational Rights and Privacy Act (FERPA) and Florida Student Education Records Law Relating to Student Education Records for Elementary and Secondary Schools and Annual Notification for Directory Information
- Annual Notification of Non-Discrimination Statement
- Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)
- Social Security Numbers of Students and Parents Collection, Use, and Release

Annual Notification of Rights under Family Educational Rights and Privacy Act (FERPA) and Florida Student Education Records Law Relating to Student Education Records for Elementary and Secondary Schools and Annual Notification for Directory Information

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 30 days after the day Florida Virtual School ("FLVS") receives a request for access. Parents or eligible students who wish to inspect their child's or their education records should submit to the appropriate FLVS official a written request that identifies the records they wish to inspect. The FLVS official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected. If copies are provided, a minimal duplication fee may be charged. NOTICE: Both parents' right of access will be honored by FLVS unless: a) there is a legally binding document or court order on file at FLVS that specifically denies the right of access to one or both parents, or b) another exception under FERPA exists. If you have questions, please contact the appropriate FLVS official.

Please note that any access to FLVS's electronic education systems (such as VSA) does not equate to access to the student's educational records pursuant to FERPA, and access to VSA may be granted or removed at the discretion of FLVS. Student education records may be requested at any time by contacting Florida Virtual School at FLVS Registrar at registrar@flvs.net.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the FLVS to amend their child's or their education record should write the appropriate FLVS official, clearly identify the part of the record they want changed, and specify why it should be changed. If FLVS decides not to amend the record as requested by the parent or eligible student, FLVS will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to provide written consent before FLVS discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to "school officials" with "legitimate educational interests." The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification for FERPA rights. A school official typically includes a person employed by FLVS as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Board of Trustees. A school official also may include a volunteer, contractor, or consultant who, while not employed by FLVS, performs an institutional service or function for which the FLVS would otherwise use its own employees and who is under the direct control of the FLVS with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the FLVS discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer, including but not limited to, FLVS disclosing education records of students enrolled in FLVS Flex courses to the student's home school district. FLVS intends to forward records on request or if the disclosure initiated by the parent/guardian or eligible student.

In addition to the above, FLVS may disclose PII from the education records of students without obtaining prior written consent of the parent/guardian or eligible student as follows:

- To other school officials, including teachers, within the educational agency or institution whom the FLVS has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the FLVS has outsourced institutional services or functions, including consultants, student assessment evaluators, outside online service providers (including Google), companies monitoring student activity on any FLVS-owned computers, providers providing services allowing FLVS to obtain data on subsequent enrollment and educational achievements of students at postsecondary institutions, FLVS's health care partners and other governmental, private, and social agencies jointly serving students, crisis planning and response companies, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§99.31(a)(1))
- Threat management team members and law enforcement officers assigned to FLVS by contract, to the extent student records information is needed to provide and/or evaluate educational, health, and governmental/social services to students, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the FLVS, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the FLVS has designated as "directory information" if applicable requirements under §99.37 are met. (§99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. §1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. §1232g(b)(1)(K))

4. The right to receive annual notice of their rights with respect to education records.
5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the FLVS to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

6. FERPA requires that FLVS, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, FLVS may disclose appropriately designated "directory information" without written consent, unless you have advised FLVS to the contrary in accordance with FLVS's procedures. The primary purpose of directory information is to allow FLVS to include information from your child's education records in certain FLVS publications. Examples include: a playbill, showing your student's role in a

drama production; the annual yearbook; honor roll or other recognition lists; graduation programs; and sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If you do not want FLVS to disclose any or all of the types of information designated below as directory information from your child's education records without your prior written consent, you may opt out during the compliance paperwork process that takes place upon enrollment within the first month of school in FOCUS. Should changes need to be made after that time, parents and guardian can contact the enrollment technician to update the disclosure of directory information.

FLVS has designated the following information as directory information pursuant to [FLVS Board Policy 8330 – Student Records](#):

- student's name;
- photograph; address;
- telephone number, if it is a listed number;
- e-mail address;
- date and place of birth;
- participation in officially-recognized activities and sports;
- height and weight, if a member of an athletic team;
- dates of attendance; grade level;
- enrollment status;
- date of graduation or program completion;
- awards received; and
- most recent educational agency or institution attended.

Copies of this information and Board Policy 8330 Student Records can also be obtained from the FLVS Department of Records Management at CustodianOfRecords@flvs.net.

Non-Discrimination Statement for 2024-25

Florida Virtual School prohibits discrimination against a student or employee in admission to or access to, or employment in its programs and activities, on the basis of race, color, ethnicity, national origin, sex, pregnancy, disability, age, religion, or marital status, or any other characteristic prohibited by law. Florida Virtual School also provides equal access to the Boy Scouts and other designated youth groups.

Lack of English language skills will not be a barrier to admission and participation. Florida Virtual School may assess each student's ability to benefit from specific programs through placement tests and counseling, and, if necessary, will provide services or referrals to better prepare students for successful participation. Further information can be found [here](#).

The contact information listed below have been designated to handle inquiries regarding the non-discrimination policies, reports of alleged violations, concerns about compliance, and/or the grievance procedures, etc. The address for all contact information is Florida Virtual School, 5422 Carrier Drive, Suite 201, Orlando, Florida 32819. A link to the full text of each policy is provided below.

[FLVS Board Policy 5517 - Anti-Harassment:](#)

FLVS designates the following individuals to serve as the FLVS Compliance Officers, Section 504 Compliance Officer/ADA Coordinator, and Title IX Coordinator:

Title IX: FLVS Senior Manager of Professional Standards or authorized designee. Contact information: hrprofessionalstandards@flvs.net; 407-513-3550.

Section 504, IDEA, and ADA: FLVS Senior Director of Instruction or authorized designee. Contact information: equaleducationopportunity@flvs.net; 407-513-3517.

[FLVS Board Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity](#)

FLVS designates the following individuals to serve as the FLVS Compliance Officers, Section 504 Compliance Officer/ADA Coordinator, and Title IX Coordinator:

Title IX: FLVS Senior Manager of Professional Standards or authorized designee. Contact information: hrprofessionalstandards@flvs.net; 407-513-3550.

Section 504, IDEA, and ADA: FLVS Senior Director of Instruction or authorized designee. Contact information: equaleducationopportunity@flvs.net; 407-513-3517.

[FLVS Board Policy 2260.01 - Section 504/ADA Prohibition Against Discrimination Based on Disability](#)

FLVS designates the following individual to serve as the FLVS Compliance Officer for receiving complaints pertaining to Section 504 and/or the ADA:

FLVS Senior Director of Instruction or authorized designee. Contact information: equaleducationopportunity@flvs.net; 407-513-3517

[FLVS Board Policy 2266 - Nondiscrimination on the Basis of Sex in Education Programs and Activities](#)

Title IX: FLVS Senior Manager of Professional Standards or authorized designee. Contact information: hrprofessionalstandards@flvs.net; 407-513-3550.

Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection, and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

- *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (USDOE) –
 1. Political affiliations or beliefs of the student or student’s parent;
 2. Mental or psychological problems of the student or student’s family;
 3. Sex behavior or attitudes;
 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 5. Critical appraisals of others with whom respondents have close family relationships;
 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 7. Religious practices, affiliations, or beliefs of the student or student’s parent; or
 8. Income, other than as required by law to determine program eligibility.

- *Receive* notice and an opportunity to opt a student out of –
 1. Any other protected information survey, regardless of funding;
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law;¹ and
 3. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)

- *Inspect*, upon request and before administration or use –
 1. Protected information surveys of students and surveys created by a third party;
 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 3. Instructional materials² used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or is an emancipated minor under State law.

Florida Virtual School (FLVS) has developed and adopted policies (and will continue to develop and adopt policies in consultation with parents) regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes.

FLVS will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. FLVS will also directly notify, such as through a notice in this Handbook or the U.S. mail or e-mail, the parents of students who are scheduled to participate in specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation in the specific activity or survey. FLVS will make this notification to parents (such as through a notice in this Handbook) at the beginning of the school year if FLVS has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review

¹ Per 2022 Florida legislation, written parent/guardian consent is required for non-emergency medical services provided by FLVS.

² Academic tests/assessments are not instructional materials and are not available for inspection.

any pertinent surveys.

The following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales or other distribution.
- Administration of any protected-information survey not funded in whole or in part by USDOE.
- Any non-emergency, invasive physical examinations or screenings as described above.

Parents who believe their rights have been violated may file a complaint with:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Collection, Use and Release of Social Security Numbers of Students and Parent

Florida Virtual School (FLVS) is authorized to collect, use or release social security numbers (SSN) of students and/or parents as either required or authorized by law, or as imperative for FLVS's duties and responsibilities as required by law. This statement may be updated from time to time in this Handbook.

- *Reports on students required to be submitted to the Florida Department of Education (FDOE).* (Authorized by F.S. 119.071(5)(a)2.&6.)
- *Student registration and student identification numbers.* (Required to request by F.S. 1008.386 and F.S. 119.071(5)(a)6.; however, F.S. 1008.386 notes that the SSN is not required as a condition for enrollment or graduation.)
- *Criminal history, Level 1 and Level 2 background checks/Identifiers for processing fingerprints by Department of Law Enforcement/Registration information regarding sexual predators and sexual offenders* (Authorized by F.S. 943.04351 and F.S. 119.071(5)(a)2.&6.)
- *Tort claims and tort notices of claim against FLVS.* (Required by F.S. 768.28(6), and F.S. 119.071(5)(a)6.)
- *Reports to/from the Florida Department of Highway Safety and Motor Vehicles (DMV) of each student whose driver's license is suspended for excessive unexcused absences and reports to DMV of non-enrollment or non-attendance upon the part of a student who is required to attend school.* (Required by F.S. 322.091(5), F.S. 1003.27, and F.S. 119.071(5)(a)6.)
- *Information received from the FDOE to locate missing Florida school children.* (Required by FAC 6A-6.083 and F.S. 119.071(5)(a)6.)
- *National School Lunch Act application verification process/Eligibility for Free and Reduced-Price Meals and Free Milk in Schools.* (Required of the adult, if the person has a number, by 42 U.S.C. 1751 et seq. and 7 C.F.R. 245.2 and F.S. 119.071(5)(a)6.)
- *Written verification from employer for career/vocational education, student follow up.* (Required by FAC 6A-10.0341 and F.S. 119.071(5)(a)6.)
- *Child abuse report to the Florida Department of Children and Families, of student victim and subjects of report.* (Required by FAC 65C-29.002 and F.S. 119.071(5)(a)6.)
- *The disclosure of the social security numbers is expressly required by Federal or State law or a court order.* (Required by F.S. 119.071(5)(a)6.)
- *Collection and/or disclosure are imperative or necessary for the performance of FLVS's duties and responsibilities as prescribed by law, including but not limited for password identification to FLVS's network.* (Authorized by F.S. 119.071(5)(a)6. and required by F.S. 119.071(5)(a)2.)
- *The individual expressly consents in writing to the disclosure of his or her social security number.* (Authorized by F.S. 119.071(5)(a)6.)
- *Income for Medicaid eligibility, determine the amount of medical assistance payments, process Medicaid billing, and provide program follow-up.* (Required by 42 C.F.R. 435.910, unless student applicant for Medicaid refuses to obtain a social security number, based on well-established religious objections)
- *The disclosure of the social security number is made to comply with the USA Patriot Act of 2001, Pub. L. No. 107-56 or Presidential Executive Order 13224.* (Required by F.S. 119.071(5)(a)6.)
- *The disclosure of the social security number is made to a commercial entity for the permissible uses set forth in the federal Driver's Privacy Protection Act of 1994, 18 U.S.C. Sec. 2721 et seq.; the Fair Credit Reporting Act, 15 U.S.C. Sec. 1681 et seq.; or the Financial Services Modernization Act of 1999, 15 U.S.C. Sec. 6801 et seq., provided that the authorized commercial entity complies with the requirements of F.S. 119.071(5)(a)5.* (Authorized by F.S. 119.071(5)(a)6.)