

Florida Scholars Academy Parent and Student Handbook

2024-25 School Year

Revised November



LEADERSHIP * ACHIEVEMENT * OPPORTUNITY

I. Table of Contents

I. Table of Contents	2
I. Mission Statement	4
II. FSA Kindergarten through Adult Education	5
III. Roles and Responsibilities	5
Parent/Guardian:	5
Student Profile for Success:*	5
IV. Expectations for Communication	7
V. School Year Calendar (2024-25)	7
VI. Enrollment and Attendance	8
Enrollment Information	8
Good Academic Standing	8
Insufficient Student Engagement	8
VII. State Assessments	9
Mandatory Participation in State Testing	9
State Testing Calendar	9
VIII. Curriculum and Instruction	10
Curriculum Concerns.....	10
IX. Course Completion	10
X. Grading and Student Evaluation	11
Assessments (Students in Grades 6-12)	11
Grading Scales	11
Credits.....	12
Grade Forgiveness	12
Credit from Other Schools.....	13
Credit for Other Experiences	13
Report Cards	13
XI. Placement in Courses	13
Prerequisites	13
Dual Enrollment Programs	13
XII. Promotion, Graduation, and Diploma Requirements	13
XIII. Requirements for Participation in Graduation Ceremony	14
XIV. Release of Educational Records	14

XV. Exceptional Student Education (ESE) and Section 504	16
Enrolled Students	16
Conducting Meetings	17
ESE Services and Related Services	17
Gifted Education.....	17
Identification of Students with Special Needs.....	18
Waiver of the State Assessment Graduation Requirements	18
XVI. English for Speakers of Other Languages (ESOL)	19
Eligibility Information	19
ELL Committee	20
ELL Course Placement	20
Formal Assessment.....	20
Exit Criteria	21
XVII. Student Emotional and Physical Safety	21
Required Training for School Staff	21
Suicide Prevention Certified School	21
FortifyFL.....	22
Florida Student Required Instruction in Health and Wellness	22
Cardiopulmonary Resuscitation (CPR) Required Instruction	23
Title I (K-12)	23
Program Components	23
Title I – Educational Stability for Children in Foster Care	24
The FSA 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.	24
XVIII. Parent Rights	24
XIX. FSA Code of Conduct	25
XX. APPENDIX	25

I. Mission Statement

Florida Statute [985.619\(2\)](#) establishes the mission of the Florida Scholars Academy (“FSA”) as providing:

... free and appropriate high-quality education to eligible students within the juvenile justice system and to prepare students for gainful employment as productive citizens upon their reentry into the community. Educational pathways include a K-12 education, a high school equivalency diploma, a career and technical education credential pursuant to s. [1003.4282](#)(10), and enrollment in a degree program at a state college or university, with an emphasis on attaining an industry-recognized credential of value from the Master Credentials List under s. [445.004](#)(4)(h).

II. FSA Kindergarten through Adult Education

Florida Scholars Academy is the school/district of record for all Florida Department of Juvenile Justice residential facilities. With the Florida Scholars Academy K-20, justice-involved students will:

- Participate in a unified education system in residential commitment programs, with a sole focus on providing students with a world-class education that meets their individual needs;
- Take part in career and technical education offerings aligned with the demands of the current job market to prepare students for industry-recognized credentials of value;
- Perform blended course work online and face-to-face, while maintaining a 250-day school calendar and schedule; and
- Have a full-time, online and face-to-face opportunity to graduate with a diploma or GED.

III. 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 email per school guidelines with the student's homeroom teacher to receive progress and performance updates.
- Participate in all formal and informal treatment team meetings.
- 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 through the student's FLDJJ Face-sheet and Juvenile Probation Officer.
- Actively participate by regularly monitoring progress and grades of student and collaborating with teachers to ensure success. Active participation in student learning assists schools with ensuring student participation and completion of courses.

Student Profile for Success:*

FSA recognizes that the following commitments/skills facilitate student success in the blended Florida Scholars Academy online and face-to-face 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 in an online classroom. Students are expected to respond to their teachers in a timely fashion. Communication may also occur via email 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 all grades are expected to have regular attendance to their class time/live lessons and required for intensive math/reading courses, or Tier 3 instructional support sessions. For students in grades 9-12, it is a requirement to attend live lessons for all courses, especially for those students needing additional support through an Enhanced course for English 1, English 2, Algebra 1A or Geometry. If a student is designated Tier 3, they will be required to attend and actively participate in 60% of Tier 3 intervention sessions in order to continue to receive Tier 3 support throughout the school year.

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

- **Academic Integrity** – FSA requires the original work of all students and in so doing, prohibits plagiarism of the work of others and cheating. Students shall be expected to properly cite the origin of work that is not the student’s own. If work content, other than commonly known facts, is not properly cited, attributed, or credited, the work may be determined to be plagiarized. Any assignment which is required to be submitted as written work, must be submitted in the student’s handwriting. For K-5 students, examples would include ELA written responses and essays and math printed assignments. Violations of academic integrity will follow the behavior management system set forth at each facility for next steps.
- **Self-Motivation** – Students should exhibit self-motivation as they must direct their own learning environment and procedures to fulfill course requirements enabling them to achieve individual academic success.
- **Independent Learning Style** – Students should be able to work independently and be able to contact their instructor for support as needed.
- **Computer Literacy** – Students should know basic computer skills such as utilizing email, maneuvering through the Internet, as well as basic keyboarding skills.
- **Time Management Skills** – Students must be capable of organizing and planning their time frame for learning. Students can complete their coursework whenever it is best for them, but they must set aside an adequate and realistic amount of time to complete course requirements.
- **Pace** – Students must follow the pacing guides for course modules as well as individual assignments. These guides can be personalized by the student’s teacher to assist the student to manage time realistically and effectively to complete coursework. Students are expected to work in their courses regularly each week. Attendance is tracked by work submitted as well as system logins. Trimesters have first and last days where all work should 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 assistance from paraprofessional and classroom facilitators to support when writing/typing in their courses.
- **Reading Competency** – Students must read at or near grade level in order to be successful in understanding the material presented. Most coursework is delivered in an online format. Students in earlier elementary grades may need additional paraprofessional and classroom facilitator support when reading through coursework.
- **Personal Commitment** – Students must have a personal desire to learn and achieve knowledge and skills throughout their Florida Scholars Academy courses. This learning environment has no bells to begin and end classes.

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

*Students in grades K-5 may need to work with a paraprofessional or classroom facilitator to meet these expectations.

IV. Expectations for Communication

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

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

- **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.

V. School Year Calendar (2024-25)

Florida Scholars Academy 2024-2025 Academic Year Calendar



Calendar Key						
Facility PD Day Training @ Facilities						
In Person Off Site PD						
Remote PD Day						
Holiday						
First Day of School/Trimester						
Last Day of School/Trimester						
August 24						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

July 24						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 24						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 24						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 24						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 24						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 25						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 25						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 25						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 25						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

May 25						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 25						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

July 25						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August 25						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

VI. Enrollment and Attendance

Enrollment Information

FSA operates on a rolling enrollment. This means that we accept students throughout the year rather than only at specific times, such as the beginning of a semester or academic year. This approach allows students to join classes at any point during the academic year, providing more flexibility for our students. Rolling enrollment is advantageous because it ensures that students have more opportunities to access educational programs and resources throughout academic journey.

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 FSA 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 Instructional Leader.

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.

Required Instructional Calendar

To meet the state's requirements, FSA students attend classes according to the Calendar in section V above. On a weekly basis, students attend live blended class sessions, independent work on assignments with support from a classroom teacher/facilitator or paraprofessional, and additional instructional time tailored to individual needs.

Good Academic Standing

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

Insufficient Student Engagement

In order to maximize student learning, consistent progress is imperative. FSA 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, Florida Scholars Academy expects student progress.

The student, the facility administrator, the provider's staff, and the FSA staff are responsible for ensuring each student is fully participating in school. The information below is intended to help support every student's progress. A student's academic progress is imperative to their successful completion of their

FLDJJ program. The student's progress will be discussed in both the monthly formal and informal treatment team meetings. This includes non-attendance and insufficient student engagement. The school will work with the provider to help the student engage in weekly learning to improve his/her progress, through targeted tiered interventions provided by FSA teachers. If these efforts fail and adequate progress is not made, the student will be escalated to an administrator, which could lead to a variety of sanctions and discipline measures.

In order to maintain progress, the student 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 contact with all of their teachers; both face-to-face and virtual.
- 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.

VII. State Assessments

Mandatory Participation in State Testing

FSA students are public school students and required to participate in all statewide assessments per s. 1008.22, F.S. Florida's statewide assessment program includes the following assessments: Florida Assessment of Student Thinking (FAST) for English Language Arts in Kindergarten-grade 10, and Mathematics in Kindergarten- grade 8, B.E.S.T. Writing in grades 4-10, Statewide Science Assessments in grade 5 and grade 8, Florida Civic Literacy Exam (FCLE) at the completion of the U.S. Government course, ACCESS (ELLs), and End-of-Course (EOC) assessments at the completion of Algebra 1, Geometry, Biology 1, U.S. History, and MJ Civics. These assessments serve Florida's student population by measuring student progress and monitoring educational gains. More specific information about the scheduling of test administration dates, times, and locations are shared throughout the school year.

The FAST progress monitoring assessments in English Language Arts and Mathematics will be administered three separate times per year: once in the fall (August-September), again in the winter (December-January), and lastly during the spring (May). FSA students will have the opportunity to take the fall and winter progress monitoring assessments on site and on a secure browser which is proctored by FSA staff. FSA students enrolled in Algebra 1, Geometry, Biology 1, U.S. History, or MJ Civics are required to participate in EOC assessments and the results of the assessment must constitute 30% of the student's final grade in the course. Further, certain EOC assessments are required for graduation. Earning a high school diploma is contingent upon assessment participation and meeting the minimum requirements as determined by the Florida Department of Education. Please contact your school counselor for detailed information on graduation requirements.

To comply with s. 1008.22, F.S. and to maintain our viability as an education option for our students, FSA require participation in all state-mandated testing. Failure to participate in statewide assessments or failure to follow test site procedures is grounds for a behavioral report and will be addressed through the behavioral management system on site

State Testing Calendar

Florida state testing is completed during state testing windows. FSA students will be provided with a specific testing date and time for each required test. Students do not have the ability to choose a date within the state outlined testing window. Students will be provided with the date, time, and expected length of test for their assessment.

For information about testing windows and assessments, please visit the [Florida Scholars Academy Uniform Statewide Assessment Calendar](#).

VIII. Curriculum and Instruction

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

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

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.

Florida Scholars Academy implements its [Florida Scholars Academy Reading Plan](#).

IX. Course Completion

Courses at FSA 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 FSA. 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 classroom teacher, paraprofessional, or virtual teacher 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.

FSA 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 requirement 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.

X. Grading and Student Evaluation

Assessments (Students in Grades 6-12)

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

As they progress through their courses, students will engage in several possible types of formal and informal evaluations. Assignments that are submitted for instructor evaluation and scoring are required to be typewritten and submitted directly through the Assessment page within the course. Handwritten assignments will not be accepted unless the assignment explicitly requires the assignment to be handwritten. Any requests for exceptions to this requirement will be reviewed by Instructional Leadership on an individual basis, and will be based on an IEP, 504 Plan, or other relevant considerations.

Grading Scales

FSA uses the scales below for all work completed in the school.

K-5 Special Area Courses

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

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

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

Credits

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

High School Course Credit

Students are awarded credit only for courses in which they have earned a grade of “D” (60 percent) or higher or a passing score on the applicable Florida EOC assessment. This applies both to courses taken at FSA and at other schools. Courses required for graduation with no affiliated EOC must be retaken by the student if a grade of “D” (60 percent) or higher is not earned and retaking such courses may delay the student’s graduation. The school’s grading scale is above. The state requires that the results of an EOC assessment constitute 30 percent of a student’s final grade in an EOC course. This is applied to both semester grades for a two-semester course. Students who do not participate in the required EOC exam(s) for the corresponding EOC course(s) will receive a 59% as the 30 perfect EOC exam score.

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

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

Grade Forgiveness

To assist in meeting graduation requirements, students may take the following actions to improve their grades and their grade point average (GPA):

- A. High school students may replace a grade of D or F, or the equivalent of a grade of D or F:
 1. for required courses, with a grade of C or higher, or the equivalent of a grade of C or higher, earned subsequently in the same or comparable course; and
 2. for elective courses, with a grade of C or higher, or the equivalent of a grade of C or higher, earned subsequently in another course.
- B. Students in the middle grades (6-8) who take any high school course for high school credit may replace a grade of C, D, or F, or the equivalent of a grade of C, D, or F, with a grade of C or higher, or the equivalent of a grade of C or higher, earned subsequently in the same or comparable course.

Only the new grade shall be used in the calculation of the student's GPA. Any course grade not replaced according to this policy shall be included in the calculation of the cumulative GPA required for graduation.

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

Credit from Other Schools

As part of the enrollment process, registrars must discover and submit unofficial transcripts. Students enrolling in FSA and who are coming from a Home Education program, must submit the Homeschool Credit Form and the prior year's Homeschool Evaluation to FSA registrars.

Counselors analyze previously earned credits and determine which credits will transfer to FSA. 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 FSA transcript will display both the credits earned at FSA as well as any transfer credits. FSA uses the options set forth by FLDOE pursuant to [Rule 6A-1.09941](#).

Credit for Other Experiences

Many students are involved in activities outside of their school experiences, such as music, dance, art lessons, foreign language instruction, and participation on athletic teams. While FSA recognizes the value of these activities, they cannot be used to earn course credit. There are several options for requesting and being granted credit for coursework in a different school setting, all of which follow FLDOE requirements.

Report Cards

Progress reports are available identifying the progress of the student toward achieving State and FSA expectations for proficiency in English language arts, science, social studies, and mathematics. Progress reports 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.

XI. Placement in Courses

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

Prerequisites

Most FSA 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.

Dual Enrollment Programs

FSA has executed one or more articulation agreements to offer dual enrollment courses for FSA public students through contracted Florida post-secondary colleges. Interested students and parents should contact their FSA certified school counselor for more information and eligibility requirements for participating post-secondary options.

XII. Promotion, Graduation, and Diploma Requirements

The FSA 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
- GED Pathway
- 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 FSA 2024-25 Student Progression Plan, or contact your guidance counselor.

XIII. Requirements for Participation in Graduation Ceremony

FSA holds a graduation ceremony on the same day that the FSA student is released from their program facility. This applies for every student that earns the 24-credit standard diploma, the 18-credit ACCEL diploma, or the GED diploma. Students earning a Certificate of Completion are eligible to participate in a graduation ceremony provided their courses are completed prior to their release date. The Instructional Leader and Facility Administrator has the final authority as to who shall and shall not participate in their graduation ceremony.

The graduation ceremony is a momentous occasion in the lives of graduates, their families, and faculty and staff of Florida Scholars Academy. 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 ceremony participants. 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 waving, offensive materials display)
- Any other items communicated by the FSA staff

XIV. 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.

GED Diplomas – An original GED diploma will be sent the address of record on the FSA student’s face-sheet. For additional copies of the GED diploma or transcript, please login into the student’s GED account.

Florida Scholars Academy Students: Download the [FSA transcript request form](#). Please submit your completed transcript request form via email or fax to the FSA administrative offices.

- FSAk12records@FSA.net
- Fax: 407-377-8330

Scholars Academy transcripts include the following:

1. Student Information:
 - a. Full name of the student
 - b. Student identification number
 - c. Date of birth
 - d. Gender
 - e. Contact information (address, phone number, email)
 - f. Withdraw date and code if applicable
2. School Information:
 - a. Name and address of the high school
 - b. Principal
 - c. School Counselor
 - d. School district information
 - e. School contact information
3. Academic Record:
 - a. List of all high school courses taken by the student, broken down by grade level
 - b. Dual enrollment courses
 - c. Course names and course codes
 - d. Grades received for each course
 - e. Grade point average (GPA)
 - f. Class rank, if applicable
4. Credits Earned:
 - a. Number of credits attempted and earned for each course
 - b. Total credits earned by the student
 - c. Requirements for graduation and whether they have been met
5. Standardized Test Scores:

- a. Scores from standardized tests such as the SAT, ACT, AICE, CLT, PERT or other Florida state-mandated assessments
- b. Assessment requirements for graduation
6. Graduation Status:
 - a. Graduation date if applicable
 - b. Confirmation of graduation status if applicable
7. Other:
 - a. Diploma designation
 - b. Community Service Hours
 - c. Paid work hours
 - d. Florida Biliteracy Seal
 - e. AICE Diploma
 - f. Industry Certifications

Test Scores

All standardized tests test scores are included in FSA 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.

XV. Exceptional Student Education (ESE) and Section 504

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 the Florida Scholars Academy to assure that the student's needs are addressed appropriately in the hybrid 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 FSA have access to many accommodations that are inherent in the FLDJJ and hybrid educational setting. In addition, FSA 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 and face-to-face educational environment. Please note that some accommodations may not be possible to implement in the online educational environment and all accommodations must ensure that FSA academic integrity policies are not compromised due to the online learning environment. Due to the nature of both the hybrid educational environment and FLDJJ setting, it may be necessary for a classroom facilitator or paraprofessional to provide certain classroom or testing accommodations within the facility setting for the student. Testing accommodations which are defined on a student's IEP/Section 504 Plan may be provided in the online learning environment and in the facility for statewide standardized testing such as the Florida Standards Assessment and End-of-Course exams (EOCs) as applicable and allowable. All students enrolled in FSA are held to the instructional policies outlined in the school handbook. This includes, but is not limited to, requirements for course completion, Discussion-Based Assessments (DBAs), communication, proctored exams, and academic integrity policies and procedures.

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 how FSA can facilitate specific accommodations within the FLDJJ educational environment and the Least Restrictive Environment for the student.

Conducting Meetings

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

ESE Services and Related Services

Due to the blended nature of FSA, all ESE services and related services are provided in both the classroom and 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 discipline as discussed in the discipline matrix from FSA for noncompliance. In the event that an FSA student fails to regularly attend his/her applicable ESE and/or related service session(s), the student's treatment team will be notified, and absences recorded.

At the time of enrollment at FSA for the 2024-25 school year and/or by confirming acknowledgment of this FSA Student, Parent, Provider 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 disciplinary actions from FSA. A detailed attendance agreement will be sent to all students and provider 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.

Gifted Education

FSA provides instructional options that allow for numerous opportunities to expand and challenge student learning. FSA teachers are sensitive to the varying needs of gifted learners and our hybrid education 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, FSA 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 FSA 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.

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

Waiver of the State Assessment Graduation Requirements

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

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

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

Students with disabilities with an IEP who are not granted a waiver and who have not passed the required graduation assessments are eligible for the provision of a free appropriate public education until their 22nd birthday. FSA 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.

XVI. 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 FSA .

For further information regarding the ESOL Program and English Language Learners in FS, please [Click here](#).

Eligibility Information

Florida Scholars Academy 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 enrollment process. 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 enrolling in FSA 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 enrollment, the school makes every effort to contact the previous school via telephone or in writing, in order to get as much information as possible regarding educational and testing history. When a student’s previous records are unattainable, parents are asked to provide information regarding prior educational experience. Students may be assessed for skills and school- readiness competencies in addition to English language assessments. ELLs are then placed accordingly, and academic success is monitored to ensure that accurate placement decisions were made.

The elements of the student plan will include the student's name, date of entry, entry information, current ACCESS scores, statewide assessment data, student schedule and testing accommodations. The plan will be updated annually at the beginning of the school year and a copy is sent to parents via email. All teachers are responsible for incorporating ESOL strategies, WIDA Can Do Descriptors and providing appropriate accommodations in Live Lessons and DBAs.

To meet ESSA compliance, districts are required to notify parents of an ELL identified for participation in the program no later than 30 days after the beginning of the school year. For those children identified as ELLs during the school year, the district shall notify the parents during the first two weeks of the child being placed in ESOL. Parents will be notified by letters sent via email. All communication must be provided to parents in English and upon request in the primary language.

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

ELL Committee

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

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

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

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

Parent participation and written consent on the most appropriate placement for the student is documented as part of the process for ELL Committee meetings. All the decisions and recommendations that are made about an individual student must be documented on the ELL Committee form, along with all other ESOL documentation. Parents are provided with a copy of all ESOL documentation via email.

ELL Course Placement

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

Parent/Guardian and student interviews as well as ELL Committee meetings may also be conducted to help determine placement. The age of the student will also be taken into consideration. Translators/interpreters will be provided to attend these meetings. The school principal or designee, school counselor, teacher, parents, Intervention teacher, District ESOL Coordinator and/or district administrator may be included to determine appropriate placement. Once the information is collected, the ELL Committee convenes to make the best placement decision to meet the student's academic needs. The ELL Committee members develop an intervention plan with strategies that address language and academic needs in English, as applicable. A progress monitoring process is delineated to ensure the success of the intervention plan.

FSA 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.

Formal Assessment

All ELLs in FSA must participate in the Florida Statewide Assessments, Progress Monitoring and, ACCESS, and EOC assessments, as per their grade level. The assigned school site works with the FSA Testing Department to set up testing locations and assure accommodations are made available. The Instructional Leader or their designee reviews the Assessment Administration Manual every year to ensure that any additional accommodations allowed by FLDOE are implemented accordingly. A letter is sent via email to parents of ELLs explaining the allowable testing accommodations which also contains specific language for flexible setting options. Parents have the right to opt out of any accommodations by emailing ESOLTeam@FSA.net. Parents are notified of outcomes on assessments through individualized student

score reports which indicates the performance level of the student as well as interpretive guides. These guides are available in multiple languages.

Exit Criteria

Exit criteria is based on assessment scores per Rule 6A-6.0903, F.A.C.

For students in grades K-2 taking any administration of ACCESS, the English language proficiency level shall be a 4 composite score or greater and at least 4 in the domain of reading.

For students in grades 3-10 taking any administration of ACCESS, the English language proficiency level shall be a 4 composite score or greater and at least 4 in the domain of reading and an achievement level of at least 3 on the ELA Statewide Assessment/FAST.

For students in grades 10-12 taking any administration of ACCESS, the English language proficiency level shall be a 4 composite score or greater and at least 4 in the domain of reading and a score of 3 or higher on the ELA Statewide Assessment/FAST or passing concordant score on the SAT or ACT.

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

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

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

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

XVII. Student Emotional and Physical Safety

Required Training for School Staff

FSA 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. For questions about this requirement, contact info@flvs.net.

Suicide Prevention Certified School

All three partner schools of the Florida Scholars Academy under Florida Virtual School were awarded the state designation of Suicide Prevention Certified School for the 2023-2024 school year. To be considered a "Suicide Prevention Certified School," the school must take the following actions:

- Incorporate two hours of suicide awareness and prevention training for all instruction 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.

FSA recognizes that suicide is one of the leading causes of death for Florida's youth. To address the prevalence of student suicide, FSA believes there must be a partnership among families, the community, providers, and schools. It is critical for providers, families, and community members to communicate with and provide information to FSA staff to identify students at risk of suicide.

In addition, FSA will provide access to suicide prevention educational resources to all instructional and administrative staff as part of FSA's professional development program.

FSA recognizes the importance of mental wellness. Pursuant to section s. 1012.584, F.S., FSA 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.

FSA 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 Scholars Academy 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. Students can access this information on the FSA website or in their FOCUS portal. Let's Work Together to Keep Our Students Safe – If you See Something...Say Something! For more information, please visit our [School Safety Resources](#).

Florida Student Required Instruction in Health and Wellness

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

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

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

8. Awareness of local school and community resources and the process for accessing assistance.

Substance Use and Abuse Health Education

- a) School districts must annually provide instruction to students in grades K-12 related to youth substance use and abuse health education.
- b) Using the health education standards adopted in Rule 6A-1.09401, F.A.C., Student Performance Standards, the instruction for substance use and abuse education will advance each year through developmentally appropriate instruction and skill building.

Child Trafficking Prevention Education

- a) It is the intent of the State Board of Education that every school in Florida be a “Child Trafficking Free Zone.”
- b) School districts must annually provide instruction to students in grades K-12 related to child trafficking prevention and awareness.
- c) Using the health education standards adopted in Rule 6A-1.09401, F.A.C., Student Performance Standards, the instruction for child trafficking prevention will advance each year through developmentally appropriate instruction and skill building.
- d) Age-appropriate elements of effective and evidence-based programs and instruction to students in grades K-12 related to child trafficking prevention and awareness and must address, at a minimum, the following topics:
 1. Recognition of signs of human trafficking;
 2. Awareness of resources, including national, state and local resources;
 3. Prevention of the abuse of and addiction to alcohol, nicotine, and drugs;
 4. Information on the prevalence, nature, and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance; and
 5. Information on how social media and mobile device applications are used for human trafficking.

Cardiopulmonary Resuscitation (CPR) Required Instruction

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

Title I (K-12)

The Title I Parent and Family Engagement program helps parents/guardians become more engaged with their student’s education by building their capacity for involvement, thus ensuring a stronger partnership among the school and district involved, parents/guardians, and the community, to improve student academic achievement. For this purpose, the Title I parent involvement Family Engagement Specialist (FES) will assist FSA 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 Specialist (FES) serves as a school-based intermediary contact for parents. In doing so, the FES implements the Parent and Family Engagement Plan for the school and district, facilitates the Annual Title I Meetings and End of Year Title I Evaluation 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 Family Resource Center Calendar of Events that is posted on the home page of the site, 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.

Program Components

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

- Title I School-Parent Compacts
- Title I Annual Parent Meeting

Should you need further information regarding the Title I Program at your student's school, please contact the Title I Family Engagement Specialist.

Title I – Educational Stability for Children in Foster Care

The FSA 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.

XVIII. Parent Rights

FSA complies with the requirements of Florida law regarding parental rights. Section 1014.04, F.S., "Parental rights," states the following:

- (1) All parental rights are reserved to the parent of a minor child in this state without obstruction or interference from the state, any of its political subdivisions, any other governmental entity, or any other institution, including, but not limited to, all the following rights of a parent of a minor child in this state:
 - (a) The right to direct the education and care of his/her minor child.
 - (b) The right to direct the upbringing and the moral or religious training of his/her minor child.
 - (c) The right, pursuant to s. 1002.20(2)(b) and (6), to apply to enroll his/her minor child in a public school or, as an alternative to public education, a private school, including a religious school, a home education program, or other available options, as authorized by law.
 - (d) The right, pursuant to s. 1002.20(13), to access and review all school records relating to his/her minor child.
 - (e) The right to make health care decisions for his/her minor child, unless otherwise prohibited by law.
 - (f) The right to access and review all medical records of his/her minor child, unless prohibited by law or if the parent is the subject of an investigation of a crime committed against the minor child and a law enforcement agency or official requests that the information not be released.
 - (g) The right to consent in writing before a biometric scan of his/her minor child is made, shared, or stored.
 - (h) The right to consent in writing before any record of his/her minor child's blood or deoxyribonucleic acid (DNA) is created, stored, or shared, except as required by general law or authorized pursuant to a court order.
 - (i) The right to consent in writing before the state or any of its political subdivisions makes a video or voice recording of his/her minor child unless such recording is made during or as part of a court proceeding or is made as part of a forensic interview in a criminal or Department of Children and Families investigation or is to be used solely for the following:
 1. A safety demonstration, including the maintenance of order and discipline in the common areas of a school or on student transportation vehicles.
 2. A purpose related to a legitimate academic or extracurricular activity.
 3. A purpose related to regular classroom instructions.
 4. Security or surveillance of buildings or grounds.
 - (j) The right to be notified promptly if an employee of the state, any of its political subdivisions, any other governmental entity, or any other institution suspects that a criminal offense has been committed against his or her minor child, unless the incident has first been reported to law enforcement or the Department of Children and Families and notifying the parent would impede the investigation.

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

- (2) ... [a] student of a public K-12 educational institution may not be required, as a condition of ... enrollment or participation in any program, to refer to another person using that person's preferred personal title or pronouns if such personal title or pronouns do not correspond to that person's sex.

...

(4) A student may not be asked by an employee or contractor of a public K-12 educational institution to provide his or her preferred personal title or pronouns or be penalized or subjected to adverse or discriminatory treatment for not providing his or her preferred personal title or pronouns.

XIX. FSA Code of Conduct

The student Code of Conduct sets forth expectations – and consequences – for student behavior. Please review and become familiar with the 2024-2025 Code of Conduct. In addition, FSA students are required to comply with the FLVS Acceptable Use Policy found here: [Acceptable Use Policy](#).

Anti-Harassment, and Bullying and Harassment

The FSA education service provider, Florida Virtual School, has adopted policies regarding anti-harassment, and bullying and harassment. Reports of noncompliance are made to the “Compliance Officers” set below in the Non-Discrimination Statement for 2024-25 in the Appendix of this Handbook.

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 FSA superintendent.

XX. 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 for the Florida Scholars Academy. 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, as the contracted education service provider to the FSA, has designated the following information as directory information:

- 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 can also be obtained from the FLVS Department of Records Management at CustodianOfRecords@flvs.net.

Non-Discrimination Statement for 2024-25

Florida Virtual School, as the contracted education service provider to the FSA, 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.

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 FLVS 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

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.

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 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 (FLDOE).* (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 FLDOE 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.)

XXI.