



VIRTUAL
PREP ACADEMY
of Florida

Parent-Student Handbook

2023-2024

The mission of Virtual Preparatory Academy of Florida is to reach all students with an individualized, career-focused education in an inactive learning environment rooted in rigor and innovation. We are dedicated to academic excellence that empowers and prepares students for a world of opportunity.

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I. Introduction

Overview

Welcome to Virtual Preparatory Academy of Florida (hence, “Virtual Prep Academy of Florida”). This Handbook will clarify mutual expectations to ensure your student has a successful school year.

The school envisions a learning experience that combines the best of online instruction with its capacity for individualized flexible learning. Our statewide public charter school, serving K-8 grades, will feature an innovative and interactive curriculum, fully aligned to the Florida B.E.S.T. Standards, and taught by talented state-certified teachers. Teacher-led instruction will include synchronous and asynchronous learning opportunities, one-to-one tutoring, organized peer interaction, small group interventions, and a focus on critical skills for success in college and the workforce.

This Handbook was developed to answer many of the commonly asked questions that students and parents may have. We ask that you become familiar with the following information and keep the Handbook available for reference throughout the school year. The term “parent”, when used herein, means an official caregiver of a minor child, including but not limited to mother, father, stepparent, grandparent, foster parent, or court-appointed guardian. If you have any questions about this Handbook, please contact the Head of School. The Head of School has similar authority and responsibilities as the superintendent of schools for a local district.

School Contact Information and Administration

To ensure a prompt response regarding any questions, issues, or concerns that may arise, it is always best to begin communication with the classroom teacher directly. If a question or matter is not resolved by the teacher, the next step is to outreach to the School Principal. The Head of School would be the next administrative level of resolution. If after following these steps there are still questions or concerns, please contact the school’s Parent Liaison.



If the specific question or matter is regarding student records, please contact the school office to speak with the School Registrar.

School Office Number:

407-392-0685

School Mailing Address:

[111 E. Monument Avenue, Suite 605](mailto:111.E.Monument.Avenue.Suite.605@kissimmee.fl.us)
[Kissimmee, FL 33578](mailto:111.E.Monument.Avenue.Suite.605@kissimmee.fl.us)

School Website:

<https://florida.virtualpreparatoryacademy.com/>

School Operating Hours:

8:00 am to 4:00 pm, Monday- Friday

Academic School Calendar 2023-24:

Regardless of student residence, Virtual Prep Academy of Florida follows the academic calendar of Osceola County School Board. This calendar is accessible by clicking [School Calendar](#).

II. Admissions Information

As a statewide online charter school, Virtual Prep Academy of Florida welcomes all students who reside in Florida. The school will offer admissions provided the registration process has been completed and there is the capacity to serve that student's grade level per the annual enrollment goals for each year. (Section 1002.33, Florida Statutes)

Registration

By completing the online registration form, the parent/guardian expresses a desire to have his/her child attend the school. Additionally, parents/guardian must provide these documents:

- Birth Certificate or other certification permitted by state law
- Proof of Residency (State of Florida)
- Current Immunization Record ([Florida 's Immunization Requirements](#) and Certification of Immunization - Form 680) including the additional immunization requirement for seventh grade entry, as applicable
- School Entry Health [Form](#); and
- Last Report Card or Student Transcript, when appropriate

Please note that a parent/guardian, or a student 18 years of age and older, is required to provide the school with valid proof of Florida residency (address verification) annually and at any time a change of address or custody occurs.

Kindergarten Registration

Children entering the kindergarten program must be five years of age on or before September 1st. Upon registration, the *Florida Kindergarten Readiness Screener* (FLKRS) must be administered to all public-school kindergarten students within the first 30 days of each school year. The FLKRS assessment is administered through *Star Early Literacy*®. The *Star Early Literacy*® assessment is an online, adaptive instrument with 27 questions that students complete independently in approximately 15-20 minutes.

Lottery

Yearly in March, Virtual Prep Academy of Florida will announce its open enrollment period on the school website for any Florida parents or guardians who would like to apply for their student(s). If the number of applicants exceeds the capacity of the school or grade level, the school will conduct a random selection lottery after first granting enrollment preferences pursuant to Section 1002.33(10), Florida Statutes. Any applicant student who is not offered enrollment will be placed on a waitlist.

Enrollment

After the registration period and the lottery process are completed the enrollment process begins, and parents are notified that the child is an official student of Virtual Prep Academy of Florida. The child is officially enrolled when:

- All the registration steps are complete,
- The enrollment packet including all required documents is completed and submitted; and
- Grade placement is assigned

Waitlist

The waitlist is the ordered list of applicant students without enrollment offers. The waitlist remains active through the academic year but is not carried over to the next school year. A new enrollment

application is required for each school year for which a student is seeking a new enrollment. Students who wish to transfer to Virtual Prep Academy of Florida mid-school year may do so if the school has the capacity to serve that student in that grade level.

Withdrawals

Parents who wish to withdraw their students from school are asked to give the school at least one week's notice. The school requests that parents use the School Withdrawal Form available from the school office/website to provide notification of the new school the student will be attending. The signed form gives official notice of the child's withdrawal. Student records will not be released to the next school until a Release of Information Form is completed by the legal parent or a request for records is received from a subsequent school. In addition, any outstanding fees, academic records, or obligations must be met, including the return of all textbooks and /electronics. Failure to return all school electronic equipment and materials in satisfactory condition may result in a collections action.

Notification for Change of Address/Phone Number/Custody

It is the parent's/responsibility to inform the school office of any change of address, phone number or custody made throughout the school year. For changes of address, two new proofs of residence will be required. For a change of custody, parents will be required to provide a copy of court order

III. Student and Parent Responsibilities

Virtual Prep Academy of Florida expects positive behavior from all students, teachers, staff, and parents. Effective learning occurs with an approach to student behavior that stresses self-discipline, consistent with the maturity level of the students. Discipline, which reflects the school's policy of non-violence, exists to promote an atmosphere favorable to concentration, attention, and creativity. In addition, discipline is a positive attempt to help all students realize that they are important, worthwhile, and capable of learning. In classroom management, teachers shall be fair, firm, consistent, and impartial, displaying sensitivity to the needs of the individual child.

The following are the main pillars to the school's system of discipline. Students will be successful by:

- Knowing and obeying the rules,
- Accepting responsibility for their behavior, and
- Engaging in their learning daily.

Positive Behavior

All students are supported by Positive Behavior Intervention and Supports (PBIS) plan, which is an approach to discipline that targets desired outcomes with teachable moments and prevention of poor choices, rather than focusing on punitive measures and reactive punishment. The school's PBIS plan promotes positive behavior choices, alongside and embedded within SEL lessons to ensure that students understand behavioral expectations.

Harassment, Intimidation, Bullying

Harassment, intimidation, or bullying behavior is strictly prohibited, and students who are determined to have engaged in such behavior are subject to disciplinary action as determined by the Code of Conduct. The school's commitment to addressing harassment, intimidation, and bullying, however, involves a multi-faceted approach, which includes education and the promotion of a school atmosphere in which this behavior will not be tolerated by students, faculty, and school personnel.

Academic Integrity

Academic integrity is a fundamental value and is paramount to success as a student. Students are expected to exercise academic honesty and take full responsibility for the work that is submitted. In any instance in which academic integrity is in question, the school administration will work collaboratively with the teacher to investigate. If it is found that a student has been dishonest in the work submitted, the parent will be notified, and disciplinary action(s) will be taken in alignment with the Code of Conduct.

Discipline

Virtual Prep Academy of Florida follows Osceola County School Board's Code of Student Conduct and the Virtual Prep Academy of Florida's discipline expectations listed in the school's Parent-Student Handbook and the school's Discipline Policy. In addition, the school is implementing a school-wide Positive Behavior and Intervention Plan (PBIS) and all teachers have a classroom management plans with clear expectations that focus on positive behavior reinforcement. Teachers will discuss their individual plans with their students and share their plans with parents during the virtual open house. If a disciplinary situation arises which a teacher cannot resolve, the teacher will seek assistance from the administration by creating a discipline referral. This referral will be reviewed by the appropriate administrative and/or support staff who will work with the student and contact their parent/guardian. All disciplinary referrals are logged onto the child's permanent record and cannot be removed, as per Florida laws.

Disciplinary Infractions and Consequences

There are three (3) levels of disciplinary action at Virtual Prep Academy of Florida which are determined by the seriousness of the act and the Code of Conduct guidelines:

Level I Actions- Level I discipline problems, may be resolved with one of the following options:

- Conference with teacher
- Parent Contact
- Conference with teacher and parent(s)
- Conference with Principal or designee
- Conference with counselor
- Behavioral Contract

Level II Actions- For Level II offense, more formal disciplinary actions shall be used. Formal actions include, but are not limited to:

- Conference with Principal or designee
- Out of school suspension if repeated offense
- Alternative to External Suspension

Level III Actions- To resolve Level III offenses, the options available are:

- Out of school suspension
- Dismissal from school

More information will be discussed in the school's Discipline Policy.

Code of Conduct

All students of Virtual Prep Academy of Florida must abide by the behavioral standards set forth in the Osceola County School Board's Code of Student Conduct and the Virtual Prep Academy of Florida's Discipline Expectations listed in the school's Parent-Student Handbook and the school's Discipline Policy. Please review all sections of these documents for additional information. To access the Osceola County School Board's Code of Student Conduct, please click below:

- [Code of Student Conduct 2023-2024](#)
- [Code of Student Conduct 2023-2024 \(Español\)](#)

The Code of Conduct applies to student conduct on school property, on live web conferencing, and while in the control or custody of the school, regardless of whether on or off school premise or at a school-related activity, regardless of location.

Disciplinary Infractions/Consequences

Disciplinary infractions and possible consequences for students of Virtual Prep Academy of Florida will be determined using the Osceola County School Board's Matrix of Infractions and Possible Consequences. Additional/alternate steps may be identified in the school's Discipline Policy. To access the Osceola County School Board's Matrix of Infractions and Possible Consequences, please click below:

- [Matrix 2023-2024](#)
- [Matrix 2023-2024 \(Español\)](#)

Expulsion Process

Pursuant to Florida Statutes, only the Principal of the School has the authority to recommend a student for expulsion, and only the Osceola County School Board has the authority to expel students. In the event that a recommendation for expulsion is warranted for a student of Virtual Prep Academy of Florida, the school will follow the Osceola County School Board's Expulsion Process as established in accordance with State laws and School Board of Osceola County's Policy included in the Code of Student Conduct.

Discipline for Students with Disabilities

Virtual Prep Academy of Florida will ensure that the parents/guardians and the child with a disability receive notice of the rules and regulations applicable to children with disabilities with respect to child management, discipline, and suspension/expulsion upon the child's entry into a special education program or at the annual IEP review meeting.

Positive Behavior Intervention and Supports

Students are supported by Positive Behavior Intervention and Supports (PBIS), which is an approach to discipline that targets desired outcomes with teachable moments and prevention of poor choices, rather than focusing on punitive measures and reactive punishment. The research based PBIS model teaches positive behavior choices, alongside and embedded within SEL lessons to ensure that students understand behavioral expectations. Once this is taught, student behavior is also seen as a form of communication, and teachers strive to see through the behavior to what the student might need and offer proactive support and guidance. Student Success Plans are crafted with the goal of

both behavioral and academic success, and intervention strategies are tiered based on a multi-tiered level of support system.

Student Success Plans and Support

The Student Success Plan is an essential part of the Student Services model. The success plan outlines the individual student needs and specific actions for a student to become successful with the goal of academic achievement. The student services team, teachers, students, and learning coaches develop the Student Success Plan together. The assigned Student Services team member facilitates the process, monitors the plan, and provides ongoing follow up.

The Student Services team will use a tiered system to determine level of support needed for students at the school. Supports will range in depth and frequency based on student's progress and engagement at school.

Level 1: Compliant

- Student and family do not need additional services. School wide prevention and programming, along with teacher support provide the first level of service to all students and families.

Level 2: Targeted Support

- A student need has been identified. Student and family are unresponsive to standard teacher interventions and support. Student Services staff begins supporting the student/family to address the issue at hand. Student and family are engaged in the process.

Level 3: Action Plan & Accountability

- Student Services team member has been working with the student/family. However, the family is not complying and must be held accountable to meet the student's educational needs. Non-compliance may result in consequences as defined by the school.

Level 4: Escalation to Administration

- All available resources and interventions have been exhausted. The family is not compliant or is unengaged in the process. School administration determines course of action.

Student and Family Orientation

Onboarding orientation will be held weekly during the months of August to January, except during holidays or unless otherwise specified. Parents will be notified of the exact dates and are encouraged to attend. The sessions will be offered through our online platform.

IV. Student Attendance

We believe that school attendance is a powerful predictor of student outcomes. Regular attendance and punctuality are essential for success in school and necessary for success later in life. At Virtual Prep Academy of Florida, students are required to attend live synchronous class sessions daily for their various courses in conjunction with daily asynchronous coursework. Parent/guardians have the responsibility to ensure their student attends all classes regularly and are on time for their class sessions (live teaching), assessments (online or live), virtual events, and small group sessions/meetings, as applicable. Daily attendance will be captured and reported daily in accordance with Florida Law (Section 1003.21, Florida Statutes). In addition, our school follows attendance procedures in Osceola School District's Attendance/Truancy Plan, as applicable to online schools.

Absences

Parents are responsible for notifying absences and must report these to the school before the beginning of the school day from which his/her child will be absent. All absences are to be reported to the school before the beginning of the school day for which a student will be absent. Please ensure that all documentation relating to any absence is provided to the school no later than three (3) three instructional days after the first day the student returns to school.

Excused absences will refer to any absence from a class based on the following:

- Personal illness or injury
- Medical or dental appointment with a written excuse from the doctor or dentist
- Chronic medical conditions that impact attendance
- Disability that impacts attendance
- Disaster situations such as a flood or fire
- A death in the family
- School or county approved extra-curricular activities
- Obligation to appear in court that involves the student
- Military requirements for students enlisting in the military
- Personal or academic circumstances approved by the principal
- Other situations that be determined by the county school board

Unexcused absences refer to any absence from a class based on the following:

- Absence not recognized by the state law or Virtual Prep Academy of Florida 's
- Other unexcused absence defined by the school administrator.

Absences for Religious Reasons

Students will be excused for religious holidays on those days when the religious tenets forbid secular activities on that day. Religious absences are pre-arranged absences. The parents must have declared that their student is observing the holidays of that specific religion and make their request in writing at least five days prior to the holiday.

Excessive Absences

A student shall be considered excessively absent when the student is absent (with a non-medical excuse or without legitimate excuse) 15 or more unexcused absences within 90 calendar days with or without the knowledge or consent of the student's parent or guardian, and who is subject to compulsory school attendance.

When a student is excessively absent the school within seven days of the triggering absence will notify the student's parents in writing of the student's absence. The school will develop a truancy intervention plan which may include any applicable appropriate interventions contained in this policy.

Truancy

Attendance at school is key to achievement. Students are expected to attend school regularly and on time. Parents/guardians are encouraged to partner with the school to ensure attendance and timeliness. Parents/guardians are encouraged to make any doctor, dentist, etc., appointments for times other than school hours. No student shall be suspended or expelled based solely on the number of absences.

Habitually Truant

A student shall be considered habitually truant when the student is absent without legitimate excuse for 15 or more unexcused absences within 90 calendar days with or without the knowledge or consent of the student's parent or guardian, and who is subject to compulsory school attendance.

Attendance for Promotion, Grades K-5

In accordance with state statute (Sections 1001.41; 1003.21, FS), Students who miss more than fifteen (15) days per semester shall not be promoted except as follows:

- If medical evidence is presented to the principal from a competent medical authority to excuse absences more than fifteen (15) days; or
- If extenuating circumstances are determined by the principal, then the principal's final decision may be based upon recommendations of teachers, counselors, or Student Services workers.

School activities shall not be counted as absences. Assigned work shall be turned in on the day indicated by the teacher.

Attendance for Promotion and/ or Credit, Grades 6-8

In accordance with state statute (Sections 1001.41; 1003.21, FS), students in grades 6-8 who miss more than ten (10) days per semester shall not be promoted except as follows:

- If medical evidence is presented to the principal from a competent medical authority to excuse absences more than ten (10) days for the semester; or
- If extenuating circumstances are determined by the principal, then the principal's final decision may be based upon recommendations of teachers, counselors, or Student Services workers.

School activities shall not be counted as absences. Assigned work shall be turned in on the date indicated by the teacher.

Attendance for Promotion and/ or Credit, Grades 9-12

- Students must be enrolled in any school a minimum of 45 school days to receive full credit;
- Students who enrolled in school or class late may make up the schoolwork.

The actual Pupil Progression Plan will govern and control in the event there is discrepancy between the summary of the plan and what is stated in this handbook.

Make-Up Work

When an excused absence occurs, students are responsible for making up the assignments that are missed. The teacher will assign make-up work and set a date for completion, which shall be the same number of days as the corresponding absence. Assignments not completed will result in failing grades.

In the event of a planned excused absence, the school must be provided with three or more days of advanced notice for teachers to provide class assignments. Students must return completed assignments within two days of returning to school.

Voluntary Withdrawal

Parents withdrawing students from school are asked to give the school at least one week's notice. The school requests that parents use the Withdrawal Form available from the school office to provide notification of the new school the student will be attending. This signed form gives official notice of the child's withdrawal. Records will not be released until a Release of Information form is completed by the legal parent or a request for records is received from a subsequent school. In addition, any outstanding fees, academic records, or obligations must be met, including the return of all textbooks/electronics. Failure to return all school equipment and materials in satisfactory condition may result in a collections action.

Dismissal of Student

If a student is continually not making satisfactory educational progress due to failing to meet minimum attendance and engagement requirements, and participation expectations as set forth in the Parent Student Handbook and the school policies, a Student Success Plan will be put in place that requires parent/guardian participation. After all efforts have been exhausted and interventions have been implemented without a satisfactory result, the school may determine that it is not in the best interest of the student to remain as an online student at Virtual Prep Academy of Florida. Administration will initiate a Student Dismissal process and parents will be notified in writing of the intent to involuntarily remove the student from the school. Parents have the right to request a hearing prior to the removal as per the school's Dismissal Policy.

Students with ten (10) days of consecutive unexcused absences in one semester will be withdrawn from the school as per Osceola School District's Attendance/Truancy Policy.

V. Academics

Virtual Prep Academy of Florida is a Career Readiness School. The model is an innovative, online educational approach that includes the ability to work virtually, learn critical college and career skills, and collaborate in teams. The school will leverage the best technological resources and capitalize on partnerships with industries, institutions, and community organizations to create a clear path to success in academics as well as in college and/or career.

The model revolves around the readiness triad of awareness, exploration, and preparation. In addition to standards-based curriculum in all grade levels, K-5 students will receive a strong foundation with social emotional learning and STEM based lessons. Students in grades 6-8 will begin career exploration in targeted elective courses and CAPE industry certification courses, research, and industry-specific community projects.

A key component for all learners is the school's extensive access to data. Throughout the learning process, teachers can see a need for intervention for all students including ELLs, students with exceptionalities, gifted and talented students, and those who are at risk for dropping out of school. Real time attendance and academic data, collected and reviewed daily, allows for immediate course correction and intervention to ensure that students receive targeted, individualized instruction at the level they need.

Curriculum

Our statewide public charter school will feature an innovative and interactive curriculum, fully aligned to the Florida College and Career Readiness Standards. All core curriculum and supplementary

curricular resources are aligned to each state standard. Every course will have a Resource Module which provides a course-specific curriculum map against state standards, as well as a gap analysis with guidance for which aligned supplemental curriculum tools can be used to fill the gaps, which allows for teachers to assign supplementary instructional choices to students as needed.

Virtual Prep Academy of Florida's proposed curriculum is innovative, rigorous, research-based, and can be tailored to students' unique skills and interests. The school's curriculum and instructional framework is guided by national best practices in K-12 online learning models. The curriculum design methodology uses principles of Universal Design for Learning, ensuring that both the curriculum and the instructors provide multiple opportunities for engagement, representation, as well as action and expression to ensure that students will repeat their encounters with the same topics throughout their career, each time increasing the complexity to reinforce previous learning, and to reteach concepts one-on-one and in small groups to ensure mastery.

Career and Technical Education

The Virtual Prep Academy of Florida's CTE school framework is more than just a program, but rather an integrated and inclusive approach to student learning that is designed to close the skills, interest, and equity gaps in this evolving, global society. The following components are the core CTE offerings delivered in each student's educational program.

1. Career Exploration via Homerooms- Students will be organized into homerooms that allow for the development of learning communities around career awareness and exploration.
2. Career Courses- In addition to general education courses, career and technical education courses are offered and aligned to career goals with opportunities in high-skill and in-demand fields.
3. Career Development- Each student will have an individualized college and career readiness plan with ongoing updates and activities each year. Counselors will teach college and career awareness lessons, aligned to the State Board of Education's Policy 2520.13, College and Career Readiness Standards for Career and Technical Education.
4. Career & Technical Student Organizations (CTSO)- Appropriate CTSO chapters will be established based on pathway alignment. The CTSO charter(s) will be established with a student leadership team and a calendar of work outline for the school year. Students will have an opportunity to participate in local and state events.
5. Work Based Learning- CTE Pathway exploration activities are provided for all students during each grade level to assure CTE Pathway completers and concentrators. Students will participate in structured age-appropriate career related education that offers a variety of activities with at least 2 online events per semester and 1 face-to-face regional event that allow students to apply academic and technical skills.
6. Professional Skills-Preparation for soft skills necessary to be successful in the workplace regardless of profession will be threaded throughout the educational program.
7. Advisory Council- School based CTE advisory council will be assembled to give advice and support.
8. Business & College Partnerships- Business and Industry partnerships will be established to support work-based learning, advisory committee development, and to give student

opportunities to apply skills they are learning in their career exploration and pathway courses. The school will partner with local college and universities to offer concurrent enrollment for qualified high school students.

9. Social Emotional Learning- Supporting the whole student is essential to establishing the skills needed for academic success and college/career readiness.

All middle school students will be provided counseling, advisement, career awareness, career interest inventories, and information to assist them in evaluating their academic skills and career interests.

Assessment and Testing Requirements

A strong assessment plan is the cornerstone of any successful instructional program. To verify curricular alignment, ensure instructional efficacy, and monitor student learning, Virtual Prep Academy of Florida will employ a balanced assessment system that includes several types of testing measures to determine what students are learning, how teachers are teaching, and what instructional and curricular decisions must be made regarding alignment, adjustments, and interventions. In a balanced assessment program, school leaders plan for diagnostic, formative, and summative assessments. In this way, assessment results provide identification of students in need of intervention, feedback to teachers about instructional practice, and verification of curricular strengths and weaknesses.

School Assessments

- Progress Monitoring- All students will be assessed for learning readiness using a computer adaptive, nationally normed test 3x per year (except for kindergarten who will use FLKRS for first administration)
- Formative Assessments – Once a student is enrolled and has finalized his/her personalized plan with an advisor, the student will participate in a variety of performance assessments over to time to monitor their progress and modify their academic program keeping them on track for academic success. These assessments include:
 - Short Cycle Assessments
 - Course level Assessments
 - Adaptive Nationally Normed Assessments: Assessments taken three times/ a year by all students to measure individual student growth throughout the course of the year

Statewide Assessments

Florida Statewide Assessments: Summative assessments to measure students' achievement of Florida's educational standards. Students to be tested include:

- Progress Monitoring in grades 3-8
- ELA FSA for students in grades 3-10
- Math FSA for students in grades 3-8
- Science assessment for students in grades 5 and 8
- EOC assessments for students completing Algebra 1, Geometry, Biology 1, US History, or Civics

Students with disabilities participate in the statewide assessment program by taking one of the following:

- FSA without accommodations,

- FSA with accommodations, or
- Florida Standards Alternate Assessment

Florida State Alternate Assessment (FSAA)

The Florida Standards Alternate Assessment (FSAA) is based on the Florida Standards Access Points (FS-APs) for English language arts and mathematics, and on the Next Generation Sunshine State Standards Access Points (NGSSS-APs) for science and social studies. This assessment is specific for students found eligible to receive instruction using the Florida Standards Access Points and is expected that only students with the most significant cognitive disabilities who are eligible under IDEA will participate in the FSAA program.

State Assessment Participation

Attendance and participation in all assessments administered at the Virtual Prep Academy of Florida is required, which includes a student's test site location outside the student's home in accordance with Section 1008.22(3)(a), Florida Statutes. The school assessment team will communicate testing information (attendance, dates, site locations, etc.) to all parents in advance.

Students who fail to complete the required testing may jeopardize their re-enrollment status for the following school year.

Instructional Model

The Virtual Prep Academy of Florida embraces the 5E Model of Instruction. This model of instruction includes five phases: Engage, Explore, Explain, Elaborate, and Evaluate. Through teacher's strategic planned sequence of instruction, the students are placed at the center of their learning. Through this model, students learn to ask questions, observe, model, analyze, explain, draw conclusions, argue from evidence, and talk about their own understanding. Students work collaboratively with peers to construct explanations, solve problems, and plan and carry out investigations.

Reading Plan

To ensure students are prepared with the literacy skills they need to be successful in college, career, and citizenship, Virtual Prep Academy of Florida has developed a comprehensive reading system of supports to aid in students' success. The reading plan outlines the professional development, assessment, curriculum, and instruction for the improvement of student learning of the B.E.S.T. standards in English Language Arts.

Multi-tiered System of Supports (MTSS)

Virtual Prep Academy of Florida is committed to providing high-quality instruction and support to promote the highest achievement of all students. To ensure the success of students, the school has developed a comprehensive Multi-Tiered System of Supports (MTSS) to maximize the success of all students. The MTSS framework is designed to identify struggling students early and intervene quickly. It focuses on the "whole student" (academic, behavior, social and emotional needs, absenteeism).

Student Progression

The Virtual Prep Academy of Florida follows the Osceola County Public Schools Student Progression Plan. To view the latest Student Progression Plan in its entirety, [click here](#).

Elementary Grading and Reporting

Kindergarten through fifth grade use a standards-based reporting system for all subject areas. Standards based grading is a deliberate way for teachers to track their students' progress and achievement by helping students master grade level state standards through activities that focus on learning targets directly correlated to the indicated standard. The purpose of standards-based grading is to give a clearer picture of a student's learning progress.

A 4-point scale is used to assess student performance on individual benchmarks, which allows students to take ownership of their learning and help parents to better understand the areas of strengths and struggles of their child to support their growth at home.

Assignment Level Grading Chart				
4- Advanced Mastery	3- Standard Mastery	2- Progressing Toward Mastery	1- Beginning Toward Mastery	0- No Evidence of Mastery
Student demonstrates complete understanding/application of skill and extends reasoning beyond the standard requirement	Student consistently demonstrates full understanding/application of skill independently	Student demonstrates understanding or shows application inconsistently or with support	Student is only able to demonstrate understand or show application of skill with significant support	Student has not yet submitted or produced evidence of understanding/ap plication of skill

A variety of assessment measures will be used to track progress of students' mastery. These will be administered using various assessment methods (discussions, evaluation rubrics, projects, classwork, and asynchronous course assignments).

Final numeric grades will be calculated and converted into an overall course letter grade following the below conversion chart for each respective grade level.

Kindergarten and Grade 1

3.00-4.00	O	85-100%	Outstanding/Exceeds Expectations
2.00-2.99	S	70-84%	Successfully Meeting Standards
1.00-1.99	N	60-69%	Not Demonstrating Consistently
0.00-.99	U	<59%	Unsatisfactory/ Needs Attention

Grades 2 through 5

3.00-4.00	A	90-100%	Outstanding Progress
2.50-2.99	B	80-89%	Above Average Progress
2.00-2.49	C	70-79%	Average Progress
1.00-1.99	D	60-69%	Below Average Progress
0.00-.99	F	0-59%	Not Passing

Elective courses Grades K through 5

3.00-4.00	O	Outstanding/Exceeds Expectations
2.00-2.99	S	Successfully Meeting Standards
1.00-1.99	N	Not Demonstrating Consistently
0.00-.99	U	Unsatisfactory/ Needs Attention

Mandatory Retention in Grade 3 and Good Cause Exemptions

Pursuant to Section 1008.25 (5)(b) and (6)(b) Florida Statutes and Rule 6A-1.094221, Florida Administrative Code, a student in third grade scoring at Level 1 on the FSA ELA assessment must be retained unless exempted from retention for good cause. Students qualifying for one of the six good cause exemptions clearly established in the Student Progression plan may be promoted for good cause. For more information on student retention and retention considerations, please review the Student Progression Plan.

Middle School Grading and Promotion Requirement

Final grades are awarded on a yearly basis in middle school. A student's final grade will be calculated by averaging the two semester grades, each of which will count as 50% of the overall grade. No grade percentage below 60% shall be considered passing for that subject.

The middle school grading scale is as follows:

90%-100%	A
80%-89%	B
70%-79%	C
60%-69%	D
59% and below	F

To be promoted to the next grade level, students in Grades 6-8 must meet the following criteria:

- Pass each of the core subjects of mathematics, language arts, science, and social studies.
- Pass at least one elective course each semester.

Students not meeting the above criteria for promotion may earn promotion by successfully completing a remediation program provided by the school. Students who are not successful with the provided opportunity are to be retained according to the Student Progression Plan and applicable Florida laws.

High School Courses in Middle School

Middle school students may take Algebra I, Geometry, and/or Biology for high school credit. Prior to being scheduled in a high school course, students will meet with the school counselor regarding how these courses will affect the graduation option they select.

Students will be held to all the high school course requirements to receive high school credit. All high school courses taken in middle school will count toward meeting graduation requirements, will be part of the student's overall GPA, and are eligible to be included in calculating honors graduation designation.

Students who elect not to receive high school credit must withdraw from the course on or before the mid-point (4 ½ weeks) of the first quarter for semester long courses, and by the end of the first nine (9) weeks for a year-long course or will earn an F (withdrawal F) for the course. Additionally, students who are unsuccessful (course grade of C or higher) by the halfway point of the semester, will be rescheduled into their grade equivalent course at the recommendation of the school counselor.

If a student has a failing course grade (to include the 30% EOC requirement), but passes the end-of-course exam, course credit will be issued but the student's grade will remain an F and will be calculated into the high school GPA.

Middle school students taking courses for high school credit may retake the same, or comparable course, in high school for any grade earned was less than a B.

Middle School Requirement for Promotion to High School

For a student to be promoted to high school from the middle grades, they must successfully complete the following course requirements:

- Three middle grades or higher courses in English language arts.
- Three middle grades or higher courses in mathematics.
- Three middle grades or higher courses in science.
- Three middle grades or higher courses in social studies. (One of which must be Civics with an end-of-course exam constituting 30% of a student's final course grade.)

Graduation Requirements

To graduate from high school a student must meet all the requirements of this plan, demonstrate mastery of the Student Performance Standards (Sections 1001.03, 1010.305, Florida Statutes), and meet all requirements established by the Florida Department of Education and the School Board of Osceola County's Student Progression Plan.

Course Credit Requirements

Beginning with the 2003-2004 school year, pursuant to Section 1003.436(2), Florida Statutes, all students scheduled to graduate in 2004 and thereafter may select one of the graduation options listed on the following charts that applies to the year of the student's enrollment as a Grade 9 student.

Beginning with the 2019-20 school year, pursuant to Section 1003.4282 – Requirements for a standard high school diploma, Florida Statutes, the School District shall offer as a new one-half credit elective, a financial literacy course.

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

Students must pass the following statewide assessments. The results constitute thirty (30) percent of the final course grade* or a comparative score on the Postsecondary Education Readiness Test (PERT).

- Grade 10 ELA (or ACT/SAT concordant score)
- Algebra I end-of-course (EOC)

Students must participate in the following EOC assessments, and the results constitute thirty (30) percent of the final course grade*. These assessments are in the following subjects:

- Biology I
- Geometry
- US History

Grade Appeal Process

Within five (5) days upon receipt of a semester grade (6-12 only) or final report card grade by the parent/guardian, report card grades may be appealed in writing (email is acceptable). The steps of the appeal process are as follows:

1. The parent/guardian will submit a written appeal to child's teacher. The parent will confer with the teacher and provide the reason(s) for appealing the grade. If the parent/guardian is dissatisfied with the resolution, they may appeal the teacher's decision to the principal or designee.
2. The principal or designee will confer with the parent/guardian and teacher and provide final decision in a written response.
3. If the principal deems that a semester/final grade submitted for a student should be different than what is reflected on the report card, the principal will submit the grade change request to the Operations Manager for the change to occur within the FOCUS system, and an official notification form will be sent to the parent.

Marking Period Progress and Report Cards

At the end of each marking period (or any time in between), students and parents can check current course grades in real-time by logging into their Canvas course page and accessing the Grades tab. Report cards are printed and sent to the home via USPS mail at the end of the school year once a final end-of-year grades is awarded for each enrolled course.

Parent/Teacher Conferences

Parent-teacher conferences are a focal point in student evaluation and reporting to the parents. This is a two-way avenue for both parents and teachers and may be initiated by either party as needed. Formal parent-teacher conferences are conducted at least two times a year, especially after the end of a marking period. Conference dates will be shared with parents and families prior to the specific window. Conference schedules will be arranged by each student's teacher. Once a conference date and time have been arranged, parents should contact the student's teacher if a change is necessary. Parents are not limited to conferring with their child's teachers only during the school indicated dates. A parent may request conferences throughout the year at any time.

Field Trips

Virtual Prep Academy of Florida teachers arrange a variety of special gatherings for students and families monthly in effort to provide wonderful opportunities to meet teachers, make new friends, and to talk with fellow parents about school.

Field trips may be conducted throughout the school year and are correlated with students' educational experiences within the classroom. Parental permission slips are required for a student to participate. Without a signed permission slip, the student will not be able to participate in the field trip. In addition, an Emergency Medical Authorization Form must be on file at the school before a student may participate. Teachers may request parents/guardians to assist in organizing and chaperoning field trips. Attendance at field trips is optional.

Parents are responsible for the cost of transportation and any other fees. The fees are often negotiated and reduced for our school. Time spent on a field trip counts as attendance in the related

subject. For example, a trip to a science museum can count as attendance time in science. All gatherings/notices will be posted on the associated course teacher's Canvas page and/or the school's online calendar of events. Any student may attend any outing he or she wishes by submitting an RSVP, if required, to the teacher listed in the outing information. Parents, or adults who they specify, are responsible for supervising children at all times during an outing. Siblings and friends are welcome to attend as well.

All students are expected to wear clothing that is appropriate for school. Clothing that distracts students, disrupts the educational process, or poses a health or safety threat to anyone is not acceptable in our school. Parents may contact the school if further information is needed. All attending children must bring a signed (by parent/guardian) and completed Liability Release Agreement.

The Board recognizes that students attending Virtual Prep Academy of Florida gatherings may require medication for various reasons. Parents and guardians are responsible to administer medications outside the hours of school gatherings and shall assume full responsibility for the care of their child's health.

Health and Safety Medication Administration

The administration of medication to students during the school day is the responsibility of the parents. Self-administer prescribed emergency or acute medications, such as but not limited to epinephrine, insulin, asthma inhaler or ibuprofen when the prescription indicates that said student may maintain possession of the medication. The student must be able to bring the medication to school events, carry the medication in a safe and responsible manner, and use the medication only as prescribed. High school students (not below grade 9) may be allowed to carry and self-administer non-prescribed OTC medication with parent/guardian authorization, unless restricted by the administrator/principal.

Technology and Internet Safety

The use of technology is a privilege and an important part of the school's overall curriculum. The school will, from time to time, make determinations on whether specific uses of technology are consistent with school policies for students and employees of the school but does not warrant that the technology resources will meet any specific requirements of the student or other users, or that it will be error-free or uninterrupted. The school always reserves the right to monitor and log technology use, to monitor file server space utilization by users, and examine specific network usage (as may be deemed necessary) for maintenance, safety or security of the technology resources or the safety of the user.

Acceptable Use of Technology

All students and parents must be aware of and understand their responsibilities when accessing and using school technology and resources. The Virtual Prep Academy of Florida instructional computing resources include any computer, software or transmission system that is owned, operated, or leased by the Virtual Prep Academy.

Any activity that is not listed here which constitutes a violation of local, state, or federal laws, is considered a violation of the Student Code Conduct and Acceptable Use Guidelines. Failure to follow these guidelines could result in removal of your access to the school's instructional computing resources, which could result in your inability to complete learning activities.

Accountability

Posting anonymous messages is not permitted unless expressly authorized by the teacher of the online course. Impersonating another person is also strictly prohibited. Use only your own username and password and do not share these with anyone.

In addition:

- Do not interfere with other users' ability to access the Virtual Prep Academy of Florida's AMP system or disclose anyone's password to others or allow them to use another user's account. You are responsible for all activity that is associated with your username and password.
- Change your password(s) frequently, at least once per semester or course.
- Do not publicly post your personal contact information (address and phone number) or anyone else's.
- Do not publicly post any messages that were sent to you privately.
- Do not download, transmit or post material that is intended for personal gain or profit, non-Virtual Prep Academy of Florida commercial activities, non-Virtual Prep Academy of Florida product advertising, or political lobbying on a Virtual Prep Academy of School-owned or leased instructional computing resource.
- Do not use the Virtual Prep Academy of Florida instructional computing resources to sell or to purchase any illegal items or substances.
- Do not upload or post any software that is not specifically required and approved for your assignments on the Virtual Prep Academy of Florida instructional computing resources.
- Do not post any MP3 files, compressed video, or other non-instructional files to any Virtual Prep Academy of Florida server.

Student Internet Safety

Do not reveal personal information about yourself or other persons. For example, you should not reveal your name, home address, telephone number, or display photographs of yourself or others to persons outside of the Virtual Prep Academy of Florida. Do not agree to meet in person, anyone you have met only on the Internet and who is not affiliated with the Virtual Prep Academy of Florida.

"Netiquette"

At the Virtual Prep Academy of Florida, parents and students are expected to follow network etiquette rules, or "netiquette." The word "netiquette" refers to common-sense guidelines for conversing with others online. Students are expected to refrain from using profanity and derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, body type, physical or mental health, or access issues. Any responses should be focused on the questions or issues being discussed, not on the individuals involved. Criticism should be constructive not hurtful. Review your messages before sending them. Remove easily misinterpreted language and proofread for typos. Respect other people's privacy. Don't broadcast online discussions, and never reveal other people's e-mail addresses.

Use of Copyrighted Materials

All materials in the courses are copyrighted and provided for use exclusively by enrolled students. Enrolled students may print or photocopy material from the website for their own use. Use by or distribution to others is prohibited unless expressly noted. Unauthorized copying or distribution may result in revoked access to course(s).

Students shall not upload, download, transmit, or post copyrighted software or copyrighted materials, materials protected by trade secrets or other protections using the Virtual Prep Academy of Florida computer resources. This includes copyrighted graphics of cartoon characters or other materials that may appear to be non-copyright protected. Source Citation Many courses require written work in which students will need to cite sources. Any direct quotations from instructional materials can simply be cited as (Author, page number). Any quotations from outside sources require full citations, including author, title, publisher, date of publication, and page number. When citing information found on a website, provide the complete web page or site title, URL, author (if known), page number (if applicable), and publication date of the site (if available).

Appropriate Use of Technology

The Virtual Prep Academy of Florida reserves the right to review any material transmitted using school instructional computing resources or posted to a school instructional computing resource to determine the appropriateness of such material. The Virtual Prep Academy of Florida may review this material at any time, with or without notice. E-mail transmitted via school instructional computing resources is not private and may be monitored.

Police and Child Protective Services

Allegations of criminal misconduct will be reported to law enforcement. In addition, any suspicion of child abuse, shall be reported to Child Protective Services (Child Abuse Hotline), as mandated by law. All school personnel shall cooperate with investigations by outside agencies as required by law.

School Crisis Response Plan

Virtual Prep Academy of Florida is equipped and ready to handle a crisis should one occur. The school has a comprehensive crisis response plan, appropriate for a virtual school and in accordance with the Florida Safe Schools guidance, with necessary safeguards to protect information contained in each response plan that may be considered protected critical infrastructure information, law enforcement sensitive information or for official use only.

VII. School Records

The school takes student records and their confidentiality very seriously. Student information and student records shall not be disclosed to anyone outside of the school except in strict accordance with state and federal laws. Records of students are only to be released to another school upon properly authorized request from that school or from a signed release by the parent or as otherwise required by law.

Request for Records

The school will request student records from the previous school(s) upon completion of enrollment. Pursuant to Chapter 119 of Florida Code, requested records must be received within fourteen (14) days. If the records are not received within fourteen (14) days or if the previous school indicates there are no records, the local law enforcement agency will be notified regarding the possibility that the student may be a missing child. All fees are due at the time of record release.

Student Directory Information

While FERPA permits schools to adopt a policy allowing the release of Directory Information Policy under which "directory information" concerning students may be released to the public under

certain circumstances, schools are not required to do so. Whereas the school has not adopted such a policy, the school's practice in compliance with FERPA is not to release education records or personally identifiable information in the absence of explicit consent from a parent or student over the age of eighteen.

Audio-Visual Information

The school recognizes the value of audio-visual and other types of electronic communication in providing students with an effective education. In communicating school-related activities, opportunities exist to photograph and videotape students and their work in a variety of activities. However, individual student records (academic, behavioral) will not be disclosed. Communications may include school newsletters, local newspapers, community access cable channel, school-sponsored web pages, marketing materials and other publications. Highlighting the achievements and celebrating student successes in school is an integral part of the reporting responsibility to the community. The school will, however, respect parents' wish for privacy in this area. Parents should call the school with any questions or concerns. Parents may also notify the school in writing if they prefer that the school not use their student's name, picture or work product for presentations or other uses.

Release of Student Records

Access to records will be in accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974 as pertaining to release of records. In compliance with FERPA, parents have the right to inspect and request corrections to student records. Parents are required to submit their request to inspect student records in writing to the administrator to allow him/her to schedule a reasonable and appropriate time and date for the parent to present their case. Records will be provided for parental inspection only under the direct supervision of administrator or his/her designee. The school must comply with the parent's request for inspection within forty-five (45) days.

Requests for corrections must be submitted in writing to the administrator in a letter that includes the basis for such correction. Parents have the right to a response to reasonable requests for explanations and interpretations of the records. Parents also have a right to obtain copies of the records or make other arrangements where circumstances would effectively prevent the parent or student from exercising the right to inspect. Release or inspection of student records will be handled in accordance with the Student Records Policy.

Parents have the right to file a complaint with the Florida Department of Education if they think that the school or the school district their student previously attended is not complying with the federal laws or regulations regarding student records.

Non-Custodial Parent Record Request

The school will only give access to or release records to parents who have a legal right to the records of their child. If a parent has ever been to court for custody, those court documents must be on file with the school. Both custodial and non-custodial parents have equal access to the following, unless there is a court order to the contrary:

- Cumulative file (including the enrollment file, academic file, vocational file, Title One file, and graduation file);
- Health records;
- Psychological records;

- Parent conferences and lab observations.

Only the custodial parent can have access to Due Process where the child is classified as being handicapped, and only the custodial parent can make decisions about the child.

The stepparent does not have access to the stepchild's records unless the stepparent has adopted the child, the natural parent has given power of attorney, or the natural parent himself/herself shows the record to the stepparent.

VIII. Special Populations

The Special Education Support Services team empowers students to overcome academic, social, emotional, mental health or other challenges to ensure students are successful in school and in their community. This holistic approach includes early intervention, social development, support services, and linking families to school and community resources. Student Services team members and teachers work together with families to provide additional supports afforded to students to ensure students are motivated and stay on track for graduation.

Gifted Students

Gifted and high ability students will thrive at Virtual Prep Academy of Florida. Through the placement process, these learners will be provided the most appropriate curriculum, pacing and teaching approaches from day one. Teachers will work closely with the parent/guardian and the Accel curriculum team to ensure a steady flow of enrichment activities for students working above grade level. Students will further benefit from the advantages of virtual gifted education as they will be able to work at their own pace without the restraints of traditional school classroom pacing.

Gifted Program Eligibility

Students are typically referred by their teacher. However, parents may also request an evaluation for a gifted screening.

Students are screened at the school by completing a standardized paper and pencil group intelligence test. Those students who score at a high level on the group test are scheduled for a more lengthy and in-depth evaluation by the school or district psychologist. The school psychologist will administer an individualized test of intelligence to determine a student's intellectual ability. In Florida, a student must score two standard deviations above the mean or higher to meet the intellectual criterion for the gifted program. In concurrence with the psychologist's testing, a checklist of gifted student behavioral characteristics is completed by one or more teachers familiar with the student, and all the information is then reviewed by an eligibility staffing committee at the school to determine if the student meets the eligibility criteria for the gifted program.

Parents may also choose to contract with a private psychologist for their child's evaluation. The private psychologist must be licensed. When a private psychologist is used, the school psychologist will review copies of the evaluation. The staffing committee will then determine eligibility according to the same criteria mentioned above.

ESE Students

Students enrolled in Virtual Prep Academy of Florida will receive a Free and Appropriate Public Education in the Least Restrictive Environment to the maximum extent possible.

Students determined in need of itinerant or supplemental level of support will access the general education curriculum with adaptations and modifications as outlined in their IEP in the general education classroom with their typical peers. Special education and general education teachers will collaborate to make necessary adaptations and modifications. Students may receive more intense instruction in small groups (with or without general education peers) or one-on-one sessions, depending on the specific needs of the student and as described in the student's IEP. Students that qualify for the alternative state assessment, Florida Standards Alternative Assessment (FSAA), will utilize a comprehensive program using an alternative curriculum which will include core content, social skills instruction and daily living skills based on individual needs. Instruction will follow the Florida Standards- Access Points.

Alternative placements are considered when current educational environment is no longer meeting the needs of the student and the IEP team determines that a student needs more intensive supports and programming. Alternative placements can include center-based programs, approved private placements and/or home and hospital instruction.

Assistive Technology (AT)

Assistive Technology is any sort of device that helps those with disabilities have equal access to the curriculum. These tools might include recording devices, closed captioning, personal listening devices and special keyboards. If the IEP team determines that a student needs any assistive technology devices or services, Virtual Prep Academy of Florida will provide – at no extra cost to the family - the requisite AT, including any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified or customized. Students have access to screen readers, text readers, dictation and word prediction software, large monitors, alternative keyboards and mice, and other AT as specified in the students' IEP.

Progress Monitoring

Student progress on annual goals and objectives will be monitored regularly using a variety of assessments and reports. The data will be summarized and provided to the parent/guardian quarterly throughout the school year unless the case conference committee agrees upon more frequent updates. Data collection tools may include rubric scores, curriculum-based assessments, tests, portfolios, or fluency probes. Data may also be accumulated during small group or one-on-one instruction. Teachers will collect and analyze the data to ensure the student is on track to meet the goal by the annual IEP due date.

If the student is not making expected progress on the annual goals or objectives, instructional adjustments will be made accordingly to increase progress, such as increased repetition opportunities or the re-teaching of critical skills. Related service goals will also be regularly monitored, and a summary included in the quarterly report provided to the parent guardian.

Transition

The IEP team will begin to discuss transition services and post-secondary interests with students at age 12. The IEP team will develop a transition plan that will be in effect when the student enters 9th grade, becomes 14 years of age, or earlier if the IEP team determines it appropriate. The transition plan will prepare the student to move from school to post-school activities including post-secondary education, vocational education, or adult education independent or supported employment and,

when appropriate, independent living skills or community participation. The student will be invited to join and participate in the IEP meeting.

Section 504

During the enrollment process at Virtual Prep of Florida, parents/guardians will have the opportunity to provide the school with any 504 documentation from their previous school. The Virtual Prep of Florida team will review the documentation and schedule a team meeting, including the parent/guardian, to create a 504 plan to support the student's individual needs. If a student does not have a current 504 but the parent/guardian feels their student may qualify for a 504 plan, they can contact the school for further information.

English Language Learners

Virtual Prep Academy of Florida will meet the needs of English Language Learners (ELLs) as required by State and Federal laws. Students at the School who are ELLs will be served by English to Speakers of Other Languages (ESOL) certified personnel who will follow the District's Plan.

All ELLs attending the Virtual Prep Academy of Florida will have an ELL student plan that will be implemented with fidelity by all teachers and staff who work with the student. An ELL student plan is developed by school personnel with input from classroom teacher(s), an administrator (or designee) and the student's parents.

The ELL student plan will detail strategies, instructional and assessment accommodations, strategies, goals for the student, and results on the state and local assessment data. The learning plan will be updated annually or earlier if needed to reflect the student's proficiency growth in the English language. The ELL Student Learning Plan will:

- Be aligned to state academic content standards for the appropriate grade level
- Include instruction delivered by properly certified teachers who hold a Florida ESOL endorsement/certificate or who are working in conjunction with ESOL endorsed teacher(s).
- Provide equitable access to content for ELL students at all language proficiency levels by providing research-based bilingual instruction with fidelity; and
- Not limit the enrollment of ELL students in any course or academic program for which they would otherwise be eligible.

The student's learning plan will outline specific accommodation procedures for state assessments, and classroom assessments. Additional information such as initial WIDA screener results, ACCESS for ELLs 2.0 data, and current student progress data is included on the plan.

Students will be monitored for their progress throughout the school year and assessed annually using ACCESS for ELLs suite of assessments. Students who meet Florida's exit criteria on that assessment will be reclassified and exited from ELL services but will be monitored per state guidelines for the next two years. Every ELL student plan will be updated annually at the beginning of the school year and when there is a service change.

Formal Grievance Procedure/Title IX Formal Grievance Procedure

Virtual Prep Academy of Florida is committed to fostering and achieving student/family satisfaction. The school does not discriminate based on a protected class including but not limited to race, color, national origin, age, religion, disability, or sex (including sexual stereotype nonconformity), in the

programs or activities which it operates or the employment therein or admission thereto. The school strictly adheres to all non-discrimination and anti-harassment laws as defined in Title IX of the Education Amendments Act of 1972 and does not tolerate acts of harassment.

The following procedure ensures that student/family grievances are addressed fairly by the appropriate people in a timely manner. Virtual Prep Academy of Florida has designated several staff members as coordinators of non-discrimination and anti-harassment. The coordinators are responsible for monitoring and ensuring compliance with all non-discrimination and anti-harassment law. The coordinators shall document all reports of discrimination or harassment and establish a protocol for recordkeeping.

Step 1: The student and parent(s), custodian(s), or legal guardian(s) should address in writing any concern or grievance to the Head of School. The Head of School will respond within ten (10) working days. If the concern or grievance is not resolved by the Head of School, the parent(s), custodian(s), or legal guardian(s) may request a meeting (via phone or in person) with the Head of School to discuss the concern or grievance. The meeting request must be in writing. The Head of School shall investigate and respond within ten (10) working days. The Head of School contact information is in the school handbook and is listed in the Help section on the school's AMP learning system.

Step 2: If the family's concern is not resolved at the meeting with the Head of School, the family may file a complaint with the Virtual Prep Academy of Florida Board of Directors, and they will attempt to resolve the issue. To be consistent with the follow-up timeline of the Head of School, the Board President or designee will meet with the parent within ten days. A meeting will be scheduled virtually, by phone or in person that will include the parent, Board President/designee, Head of School, Principal, teacher and/or student if applicable. The Board of Directors contact information will be available in the school handbook and website.

Step 3: If the Virtual Prep Academy of Florida governing board does not resolve the situation, the family may file a complaint with the Osceola District School Board.

Disclaimer: Parent-Student Handbook is supported by policies contained in the Board Policy Manual adopted by the Board of Directors. These Board Policies are incorporated by reference into the provisions of this Handbook. The Policies are periodically updated in response to changes in the law and other circumstances. Therefore, there may have been changes to the policies provided in this Handbook since it was printed and disseminated. If anything in this Parent-Student Handbook conflicts with a Board Policy, the Board Policy Manual shall supersede the Parent-Student Handbook. If you have questions or would like more information about a specific policy or document, contact the school principal or Head of School.

Appendix A: Parent/Student Handbook Contract



Parent/Student Handbook Contract 2023-2024

By signing the Parent/Student Contract Page at the end of the Parent/Student Handbook, the parent and student agree:

- To abide by all school policies relating to the use of technology;
- To release all school employees from any and all claims of any nature arising from the use or inability to use the technology;
- That the use of technology is a privilege; and
- That use of the technology will be monitored, and there is no expectation of privacy whatsoever in any use of the technology.

The parent/student further agrees and understands that the student may have his/her privileges revoked or other disciplinary actions taken against him/her for actions or misuse such as, but not limited to, the following:

- Altering system technology, including but not limited to, software or hardware;
- Placing unauthorized information, computer viruses or harmful programs on or through the computer system in either public or private files or messages;
- Obtaining, viewing, downloading, transmitting, disseminating, or otherwise gaining access to or disclosing materials the school believes may be unlawful, obscene, pornographic, abusive, harmful to minors or otherwise objectionable;
- Using technology resources for commercial, political, or other unauthorized purposes – the school technology resources are intended only for educational use;
- Intentionally seeking information on, obtaining copies of, or modifying files, other data, or passwords belonging to other users;
- Disrupting technology through abuse of the technology, including but not limited to, hardware or software;
- Malicious uses of technology through hate mail, harassment, bullying, profanity, vulgar statements, or discriminating remarks;
- Interfering with others' use of technology;
- Installation of software without consent of the school;
- Violating the conditions of federal and Florida law dealing with students and employees' rights to privacy;
- Violating copyright laws by illegally downloading or installing music, any commercial software, shareware, or freeware;
- Damaging any technology devices;
- Allowing anyone else to use an account other than the account holder; and
- Other unlawful or inappropriate behavior.

The parent and student also acknowledge and agree that the student is solely responsible for the use of his/her accounts, passwords, and/or access privileges, and that misuse of such may result in appropriate disciplinary actions (including but not limited to suspension or expulsion), loss of access privileges, and/or appropriate legal action.

The parent and student must also know and further agree that:

- Should the user transfer a file, shareware, or software that infects the technology resources with a virus and causes damage, the user will be liable for any and all repair costs;
- The user will be liable to pay the cost or fee of any file, shareware, or software transferred or downloaded, whether intentional or accidental;
- Should the user intentionally destroy information or equipment that causes damage to technology resources, the user will be liable for all costs; and
- Violation of the Internet Usage Policy is also a violation of the school Code of Conduct and may result in other disciplinary action, other than those specifically set forth above, including but not limited to suspension or expulsion.

Student's Name: _____ Grade: _____
PRINT

Parent's/Guardian's Name: _____
PRINT

We have read and understand all the information contained in this manual including student Osceola County School Board's Code of Conduct, internet usage policy and related policies.

We agree to abide by and support the school's policies and the Code of Conduct in the Parent- Student Handbook, and all policies included in the Board of Director's Board Policy Manual.

Agreed to by:

Student's Signature: _____ Date: _____

Parent / Guardian's Signature: _____ Date: _____

Please return signed form to school Office.

This agreement will be placed into the student's file.

Appendix B: Media Release Form



MEDIA RELEASE FORM

STUDENT INFORMATION:

_____ Age _____
Name of participating student

_____ Teacher
Grade

_____ City State Zip
Address

TO BE COMPLETED BY PARENT or GUARDIAN:

I/We understand that as part of my/our child's/my attendance at the school, photos, videos, and quotations may be taken for use in publications and reports about the program. I/We further understand that members of the news media invited to cover the program may take photos, videos, and quotations. I/We grant permission to use such materials for the promotion of the program.

_____ Date
Signature of parent or guardian

- PLEASE FILL OUT THIS FORM CLEARLY AND COMPLETELY.
- PLEASE RETURN THIS FORM TO THE OFFICE.

Appendix C: Parents' Bill of Rights Notifications

Sections 1014.02-1014.06, Florida Statutes, also known as the "Parents' Bill of Rights" provide that 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 of the following rights of a parent of a minor child in this state.

A. Parents' Bill of Rights

Pursuant to the "Parent's Bill of Rights," Virtual Prep Academy of Florida encourages parents to please contact the school administration for specific information about a parent's decision to exercise any of the rights listed below:

- a) Parents' rights to direct the education and care of his or her minor child.
- b) Parents' rights to direct the upbringing and the moral or religious training of his or her minor child.
- c) Parents' rights, pursuant to s. 1002.20(2)(b) and (6), to apply to enroll his or 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) Parents' rights, pursuant to s. 1002.20(13), to access and review all school records relating to his or her minor child.
- e) Parents' rights to make health care decisions for his or her minor child, unless otherwise prohibited by law.
- f) Parents' rights to access and review all medical records of his or 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) Parents' rights to consent in writing before a biometric scan of his or her minor child is made, shared, or stored. For more information, please contact the school
- h) Parents' rights to consent in writing before any record of his or 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) Parents' rights to consent in writing before the state or any of its political subdivisions makes a video or voice recording of his or 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 purposes:
 - 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; or
 - 5. photo identification card.

Parents' rights 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.

B. Parent's Bill of Rights Procedures

Pursuant to the "Parent's Bill of Rights," policies or procedures to promote parental involvement must be communicated with parents. Virtual Prep Academy of Florida will either apply procedures established by the Osceola School District found at <https://www.osceolaschools.net/Page/8583> or implement its own procedures as they may apply to an online charter school which may include:

- a) A plan, pursuant to s. 1002.23, for parental participation in schools to improve parent and teacher cooperation in such areas as homework, school attendance, and discipline.
- b) A procedure, pursuant to s. 1002.20(19)(b), for a parent to learn about his or her minor child's course of study, including the source of any supplemental education materials.
- c) Procedures, pursuant to s. 1006.28(2)(a)2., for a parent to object to instructional materials and other materials used in the classroom. Such objections may be based on beliefs regarding morality, sex, and religion or the belief that such materials are harmful. For purposes of this section, the term "instructional materials" has the same meaning as in s. 1006.29(2) and may include other materials used in the classroom, including workbooks and worksheets, handouts, software, applications, and any digital media made available to students.
- d) Procedures, pursuant to s. 1002.20(3)(d), for a parent to withdraw his or her minor child from any portion of the school district's comprehensive health education required under s. 1003.42(2)(n) that relates to sex education or instruction in acquired immune deficiency syndrome education or any instruction regarding sexuality if the parent provides a written objection to his or her minor child's participation. Such procedures must provide for a parent to be notified in advance of such course content so that he or she may withdraw his or her minor child from those portions of the course.
- e) Procedures, pursuant to s. 1006.195(1)(a), for a parent to learn about the nature and purpose of clubs and activities offered at his or her minor child's school, including those that are extracurricular or part of the school curriculum.
- f) Procedures for a parent to learn about parental rights and responsibilities under general law, including all of the following:
 1. Pursuant to s. 1002.20(3)(d), the right to opt his or her minor child out of any portion of the school district's comprehensive health education required under s. 1003.42(2)(n) that relates to sex education instruction in acquired immune deficiency syndrome education or any instruction regarding sexuality.
 2. A plan to disseminate information, pursuant to s. 1002.20(6), about school choice options, including open enrollment.
 3. In accordance with s. 1002.20(3)(b), the right of a parent to exempt his or her minor child from immunizations.
 4. In accordance with s. 1008.22, the right of a parent to review statewide, standardized assessment results.
 5. In accordance with s. 1003.57, the right of a parent to enroll his or her minor child in gifted or special education programs.
 6. In accordance with s. 1006.28(2)(a)1., the right of a parent to inspect school district instructional materials.
 7. In accordance with s. 1008.25, the right of a parent to access information relating to the school district's policies for promotion or retention, including high school graduation requirements.

8. In accordance with s. 1002.20(14), the right of a parent to receive a school report card and be informed of his or her minor child's attendance requirements.
9. In accordance with s. 1002.23, the right of a parent to access information relating to the state public education system, state standards, report card requirements, attendance requirements, and instructional materials requirements.
10. In accordance with s. 1002.23(4), the right of a parent to participate in parent-teacher associations and organizations that are sanctioned by a district school board or the Department of Education.
11. In accordance with s. 1002.222(1)(a), the right of a parent to opt out of any district-level data collection relating to his or her minor child not required by law.

The school may provide the information required in this section electronically via email communication, in the digital version of the school's parent/student handbook or post such information on its website.

A procedure to respond in writing to any parent-written request by a parent for any information required under this section. Within 10 days, the school administration must provide such information to the parents. If the school administration denies a parent's request for information or does not respond to the parent's request within 10 days, the parent may appeal the denial to the district school board. The district school board must place a parent's appeal on the agenda for its next public meeting. If it is too late for a parent's appeal to appear on the next agenda, the appeal must be included on the agenda for the subsequent meeting.