http://www.pcsb.org/virtualschool

Student and Parent Handbook

Pinellas County Schools
301 Fourth St. SW Largo, FL 33770
(727) 588-6000

Revised June 10, 2024

2024-2025 School Calendar

Monday, August 12		First day of school
Monday, September 2		Labor Day **Schools closed**
Friday, October 11		End of first quarter
Monday, October 14		Teacher's professional development day **Schools closed for students**
Monday, November 25 through Friday, November 29		Thanksgiving break **Schools closed**
Friday, December 20		End of first semester
Monday, December 23 through Friday, January 3		Winter holidays **Schools closed**
Monday, January 6		Teachers and Students return
Tuesday, January 7		School resumes Beginning of second semester
Monday, January 20		Martin Luther King, Jr. Day Holiday **Schools closed**
Monday, February 17		Teacher professional development day **Schools closed for students**
Friday, March 14		End of third quarter
Monday, March 17 through Friday, March 21		Spring holidays **School Closed**
Monday, March 24		Teachers and Students Return
Friday, April 18		Teacher professional development day **Schools closed for students**
Monday, April 21		Teacher professional development day **School Closed**
Monday, May 26		Memorial Day **School Closed**
Thursday, May 29		Last day of school End of second semester

Be sure to check our website for additional events throughout the school year!

Welcome from the Administrator

Dear Parents and Students,

Welcome to Pinellas Virtual School!

I am thrilled to meet all new our new families, and to welcome back our returning families, for the 2024-25 school year. The start of a new school year is a great time to reflect on what we learned the previous year and look forward to the growth we'll experience in the coming year. This will be an especially exciting year for our Pinellas Virtual School students, as we continue to grow and offer new courses to our students. This year we are happy to announce the addition of Chinese 1, Chinese 2, Chinese 3, and Chinese 4, as well as Spanish 4 to our course offerings.

I am very excited about the continued growth of Pinellas Virtual School and the support of all the Pinellas Virtual School families. The Pinellas Virtual School families have been tremendous advocates of the virtual school experience. Because of your willingness to share your positive experiences with the other families in the Pinellas County community we continue to see more growth and interest in virtual learning and specifically Pinellas Virtual School.

In this guide, you will find a wealth of information that will help you be a successful virtual school student or learning coach. I hope that learning coaches and students will review this handbook together, so that expectations and responsibilities will be made clear as the school year begins. You will find many helpful tips and guidelines that are designed to ensure success for all virtual students.

I am looking forward to a very successful and fun-filled year. If you have any questions, or need any help during the school year, please don't hesitate to contact me at (727) 588-6448 or perrym@pcsb.org. Also, follow Pinellas Virtual School on Facebook (facebook.com/pinellasvirtual) and Twitter (@pinellasvirtual) to stay up-to-date on all the latest news and events.

Mandy Perry
Principal
Pinellas Virtual School
http://virtualschool.pcsb.org/

What is Virtual School?

A virtual school is one in which the instruction is primarily provided in an online environment. Although students and teachers are separated by time and space, they work together to achieve high levels of learning. The virtual environment allows students to work on a flexible schedule and pace at the best time and place for them.

Pinellas Virtual School brings together the best technologies, the best curriculum and most importantly, the best of Pinellas County teachers, who provide an incredible online experience for your child. We are committed to educate your student in the best possible manner to achieve at the highest levels of learning at all times. Teachers and families work together to build relationships that allow for a personalized learning experience for each individual student.

Today, there are many learning options for students. These are some things that make Pinellas Virtual School different from other digital learning environments:

- We are a public school with the Pinellas County School district. All of our teachers are local, providing opportunities for face-to-face meetings with teachers and other virtual students.

- We are aligned to Florida Standards and use online resources, virtual lessons, teacher discussions, and a use a variety of assessment tools to help follow the course's curriculum.

- As part of the online learning experience, virtual students will have the opportunity to attend live lessons with their academic teachers. Teachers will provide students and learning coaches with the dates and times for each course's live lesson. Live lessons require active and engaging participation for all students.

- Our full-time virtual school program is a diploma granting institution. Students are eligible to participate in our graduation ceremony at the end of their school career and will receive an accredited Pinellas Virtual School diploma.

- We are constantly looking for ways to enhance our curriculum through field trips and other face to face learning opportunities. We participate in the Pinellas County Schools curricular field trips and more!

- Pinellas Virtual School provides a blended learning environment. In addition to our virtual coursework, we offer face to face help sessions or opportunities to interact with teachers on Zoom to assist our students with organization, study skills, and specific course content. This is a great opportunity to work with a teacher or another student face to face!

Steps for Success

Virtual school students have a wide variety of schedules and methods for completing work on a weekly basis. Some students prefer to work in the mornings, others in the afternoons. Some students prefer to do a little bit in each class each day, others prefer to work on one class per day. Pinellas Virtual School **requires each student to submit weekly assignments as outlined in the pacing guide in each course** (approximately 6% per week), in each course they are taking in our virtual school. Whatever schedule and method you choose, all successful virtual school students have the following:

1. A schedule – and they stick to it. The schedule might change from day to day or week to week, but virtual school students have a written schedule to keep track of what needs to be done when. There are some samples of schedules on the bottom of this page.

2. A plan – and they use it. Think about the kind of student you are. Do you get distracted easily? Need a quiet work space? Do you like frequent break or prefer to work for long stretches of time? It's important to create a plan that will work for you. For example, if you are a student who needs to take a break, don't schedule your work time for three straight hours! Be honest with yourself about your work habits to make them work for you!

3. Teachers' contact information – and they use that, too! Successful students know that their teachers are there to help them and reach out when they get confused. Don't be shy – your teachers want to talk to you!

4. A supportive learning coach. This is a big key to success in a virtual environment. Learning coaches who actively monitor their students' work habits are extremely important for virtual school students.

5. A quiet work space designated for virtual school work. This is your classroom. Find a place that is free from distractions and comfortable. It should have a desk and your computer plus any other supplies you will need to complete your school work. However, your workspace is not to include games or other activities that might distract you. Keep those in a separate place.

If you need help organizing your time or creating a learning plan, please contact your teacher. He or she will have some great ideas for you. Or make plans to attend a face to face help session. Odds are that not only will you find some teachers at the help session to help you but you will also find other students with the same question.

Sample Schedules

Early morning worker, several breaks:	Late morning worker, few breaks:	"Split shift" worker:
7:00- 7:30 Breakfast	9:00-9:30 Breakfast	8:00-8:30 Breakfast
7:30- 8:30 Course work	9:30-11:30 Course work	8:30-11:00 Course work
8:30-8:40 Break	11:30-11:45 Break	11:00-3:00 Break
8:40-10:00 Course work	11:45-1:00 Course work	3:00-5:30 Course work
10:00-10:10 Break	1:00-1:30 Lunch	5:30-7:30 Break
10:10-11:00 Course work	1:30-3:30 Course work	7:30-8:30 Review coursework, with
11:00-11:30 Lunch	3:30-3:40 Review coursework, with	learning coach, prepare for next day
11:30-12:50 Course work	learning coach, prepare for next day	
12:50-1:00 Break		
1:00-2:00 Course work		(Approximately 6 hours of work time)
2:00-2:10 Review coursework,	(Approximately 6 hours of work time)	
with learning coach, prepare for next day		
(Approximately 6 hours of work time)		

Make sure you consult with your teacher regarding live lessons to include in your schedule

Getting Started

Organize your Workspace:

Before you start doing work:

- Get a notebook or folder for your hard copies of guided notes, pace guides, and other materials that you are instructed to keep throughout the course.

- Create a folder on your computer to keep your assignments. You will file word processing documents that are submitted throughout the course. If you do not know how to set up new folders on your hard drive, please ask the tech expert in your household or call your teacher.

- Make sure you have a space to work at home. Be sure to stock your workspace with pencils, pens, paper, and a printer. If you are working in a lab at school, be sure that you bring all your materials with you so you will be able to work efficiently during your time in the lab.

- There are two items you will want to always have at your fingertips. Keep a copy of your schedule for the course and a contact sheet for your instructor. These items will answer the most often asked questions, "Where am I supposed to be in the course?" and "How can I reach my teacher?"

Organizing your Time:

The most common mistake of online students is to mismanage their time. When you are working independently, it becomes your responsibility to manage your learning. This is probably a new experience for most of you. Here are some tips for making the most of your time.

- Make a schedule. This is particularly important if you are involved in a lot of school or extracurricular activities. You can plan that it will take you about five hours per week to do your required assignments. This can be managed in many ways.

- Become familiar with your teacher's schedule. Although your instructor is available to you many times during the day, evening, and weekend, there will be "office hours" that will enable you to get a quicker response. It will not always be possible for you to work during your teacher's hours but if you can arrange your schedule to do so, you may have better access to help.

- Stay focused on the task at hand. Do not search the web, play games, chat with your friends, or watch TV while you are working. All of these activities may make it seem that you are "working" on your computer, but in actuality you will not be getting anywhere in the course.

Maximizing your Learning:

You probably were never aware of the "order of things" in your classroom. Since your teacher was doing the "guiding," you may not have realized that reviewing the homework came before a new lesson for a reason. There are ways to maximize your learning. Here are some tips:

- Check your e–mail before you start working. You may have a note from your teacher that will change what you work on for the day.

- Check your e–mail daily. This is your instructor's way to communicate.

- Look at your reviewed work. Any work with a zero or low grade probably has comments on how to make it better. You can then resubmit it for a better grade.

- Look at your schedule and decide what lesson you want to complete during your work time. Go to the lesson. Call your teacher if you are not getting it.

- Once a week, you should check your grade book and review your teacher's feedback on assignments. This will help you organize your completion of assignments. You should never take a test or move on in the course until you have completed all the assignments in the module.

Communication Expectations

Communication is a key element to the success of the parent- teacher and student- teacher relationship. Parents, students and teachers will discuss student progress at minimum one time per month.

Phone

- Your teachers will provide a phone number for you to contact them when you have questions.
- Please be sure to call them when you need help!
- If your teacher does not answer, be sure to leave a message! If you don't leave a message, your teacher will not know you need help.
- **Virtual school students and parents are required by state statute to participate in a progress conference with the teacher at minimum one time per month**.
- Students are required to participate in Discussion Based Assessments with their teachers. **Teachers can only complete one (1) DBA per day per course**

Email

Parent/learning coach:

- Establish an email that will be used for school communication, SEPARATE from student's email address
- Check this email, at least once daily
- Allow teachers a maximum of 24 hours to respond on school days

Student:

- Check email twice daily (ideally morning and then again afternoon/night)
- Check in with teachers, at least, once a week
- Allow teachers a maximum of 24 hours to respond on school days
- Email is not private. Never say anything via email that you wouldn't mind seeing on the school bulletin board or in a local newspaper.

Virtual Classroom:

Parent/Learning Coach:

- Great use for parent/teacher conferences (link will be sent to the email we have on file)
- Make sure you know the class meeting times of your student per teacher/per week
- Monitor student during sessions; ensure they are participating accordingly
- Monitor student progress via the grade book on a weekly basis

Student:

- Make sure you know your teacher's class meeting times
- Make sure to attend and participate appropriately and accordingly
- Know the teacher's expectations for live lessons
- Log in ONLY with your own user name and do not give your user name to anyone else
- Monitor YOUR progress in the grade book on a weekly basis
- Review teacher feedback on all graded assignments

Regardless of the method used, two-way communication is a key component of virtual school success. If lack of communication with the parent or learning coach becomes a barrier to student achievement, a face to face conference with administration will be required.

Learning Coach and Parent Responsibilities

Who is a Learning Coach? Usually, the Learning Coach is the student's parent or guardian, but sometimes the Learning Coach may be someone chosen by the parent or guardian to assist the student. As a Learning Coach, you will play a significant role in your student's online school experience. A critical factor to successful virtual learning for any student is the involvement and support of the Learning Coach.

Virtual school allows the Learning Coach and student more flexibility than you would find in a traditional school. However, Pinellas Virtual School has specific expectations for student behavior and participation in addition to those set forth in the Code of Student Conduct. Virtual school students will not learn unless they are in a safe and secure learning environment. As a Learning Coach, you are solely responsible for your child's safety and security. Younger students should never be left at home alone during the school day and older students should be left alone only for limited amounts of time. **It is extremely important that the Learning Coach be consistently available for assistance within the home and the physical presence of the Learning Coach is required.**

As a Learning Coach, your level of involvement will vary based on your student's grade and level of independence. Plan to spend between 2 and 6 hours of instructional time per day with your student, depending on your student's age and learning level. The amount of assistance will vary by grade level, the student's capability to be self- directed, and the student's ability to comprehend learning concepts. It is recommended that you follow these supervision parameters for students by grade level:

Elementary School Assistance level: The parent/legal guardian or designated representative (Learning Coach) will need to provide substantial support to the student throughout the school day and should be with the student physically all day.

Middle School Assistance level: The parent/legal guardian or designated representative (Learning Coach) should be available to provide assistance to the student as needed throughout the day. The parent should be in the same general location all day but may not need to be with the student at all times, depending on the student.

High School Assistance level: Students are expected to perform their school work independently in high school. However, a parent/legal guardian or designated representative (Learning Coach) must still monitor progress and ensure that the student completes required course work. While students may not need constant adult supervision, they must still be in a safe and secure environment.

Example:

Grade	One to One Instructional Time (with learning coach)	Supervised independent work time (learning coach reviews work)
K-1	4 hours daily	1 hour daily
2-3	3 hours daily	2 hours daily
4-5	2 hours daily	3 hours daily
6-8	1 hour daily	4 hours daily
9-12	Less than one hour daily	5 hours daily

Responsibilities of the Parent:

- The Learning Coach, parent and student should sit together each week to develop the learning plan and schedule for the week. We recommend that your student uses a written schedule of assignments with the amount of time each assignment will take and crosses off each assignment as it is completed.

- Set up a Parent Observer Account in Canvas and/or Educator.

    o In Educator:

        ▪ Student Completes Application: First, student must complete the sign up process at ar.flvs.net. Once the student has completed the online application he/she will receive a Student Username/Password. You will need this Student Username/Password to create your Parent/Guardian Account.

        ▪ Create your Parent/Guardian Account: Go to vsa.flvs.net

    o In Canvas:

        ▪ Open Canvas at pcsb.instructure.com

        ▪ Click "Parent of a Canvas User?" in upper right hand corner

- Monitor Canvas and/or Educator regularly for student grades and completion of assigned coursework.

- Complete the monthly call requirement with the teacher, parent and student.

- Be available for teacher conferences, both virtual and face-to-face. If your response is requested from the staff of the Pinellas Virtual School, it is an expectation that you will return the phone call or email within a 24-hour time period on school days.

- Review student information and contact information periodically in the portal, and notify the school immediately of any errors, omissions, or changes.

- Monitor the student to ensure that he or she is actually working on schoolwork or attending virtual lessons (and not playing a game or browsing in another tab or window).

- Provide a specific location for student work that is free of distractions and allows for monitoring of the student's online activities.

- Review student's work before it is submitted and make suggestions for improvement.

- Do not complete work for the student and limit involvement to explaining and encouraging the student to revise anything that is incorrect. Remember productive struggle is part of the learning process. When students expend effort to grapple with perplexing problems or make sense of challenging ideas, they engage in a productive struggle this builds useful, lasting

understanding and skill.

- Provide assistance to the student in trouble-shooting computer problems or answering course-related questions. If your student is experiencing technical difficulties which prevent you from completing your assignments on time, you must notify your teachers and submit a help ticket with in 24 hours of its onset.

- Provide transportation to and from mandatory state testing.

- Parents/guardians/learning coaches are expected to abide by the [Pinellas County Code of Conduct](#). As per the code of conduct, be respectful and courteous to staff, other parents, families and students while participating in school activities and/or while on school premises (zoom meetings conducted by school staff are considered school premises). Inappropriate behavior may result in restricted access to the school, school grounds and school activities.

Pinellas Virtual School teachers will contact the parent if a student's schoolwork is not received on time. The Learning Coach accepts the responsibility of supervising the student and ensuring that all work is completed and submitted.

Learning Coaches who consistently fail to meet their responsibilities will be required to return their student to brick and mortar school. This includes monitoring student grades and attendance, participating in monthly call requirements, providing transportation to the student for face to face learning sessions and testing, and attendance at student conferences.

If, after reading this, you have any questions about Learning Coach or parent responsibilities please contact Pinellas County Virtual School by clicking "Contact us" on the Virtual School homepage.

Curriculum
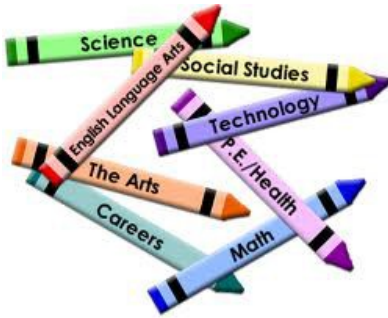
Pinellas Virtual School curriculum aligns to the Florida B.E.S.T. Standards.

(Benchmarks for Excellent Student Thinking)

Pinellas Virtual Students will have the opportunity to use online resources, attend virtual lessons and teacher discussions, and a use a variety of assessment tools to help follow the course's curriculum.

As part of the online learning experience, virtual students will have the opportunity to attend live lessons with their academic teachers.

ESE and 504 Students

An IEP Review Meeting is required for ALL students with an Individual Education Plan whose parent submits an application for full time virtual program. The purpose of the meeting is to convene the sending team and the virtual instruction program team along with the parental figures, and student if appropriate, to determine if the virtual school setting provides FAPE for the student.

Virtual school is a parent choice option under Florida State Statute 1002.45. Due to the nature of virtual instruction, specialized direct instruction and support in one or more academic areas may not be available. Some specific accommodations may inherently be available due to the very nature of virtual school: additional time, work in shorter timeframes, revisit material as needed, use of eReader and other technical devices and/or tools to support learning. Special instructional methods or modifications to the curriculum are not available.

If the student requires speech or language therapy, counseling, occupational or physical therapy, or some other service that must be provided face-to-face contact at the traditional school site in addition to the standard content area courses available through the virtual instruction program. The district will make those services available through implementation of an IEP. Since the student is participating in the district virtual program as a choice option, transportation will not be provided for the student to receive these related services. Parents must co-enroll students with their zoned school for these services through student assignment if they will provided face-to-face, however, many of these services can be provided virtually if determined in the IEP meeting.

Extended time does not mean extended term:
When a virtual student has an accommodation on their IEP or 504 plan for extended time for assignments, how is this accommodation met in the virtual setting? One misconception is that the student may turn in work after the "deadline" when they have the extended time accommodation. Students with this accommodation are still required to submit their work according to the pace guide each week. Additionally, students are not permitted to have their coursework extend beyond the term in which the course is scheduled. The student is, however, permitted to chunk the work due for that week and take frequent breaks as needed. They may utilize holidays and weekends to make up work that is due during a given week according to the pace guide.

Note: All courses must be on track for successful completion at the end of the semester. Pace percentages are incremental each week by approximately 6% to support a healthy learning experience.

Pace + Progress made in a course is associated with attendance. Attendance is compulsory statute in Florida which transcends a student's IEP or 504 plan.

Testing Requirements

All Florida students are required to participate in state testing requirements IN PERSON.

Parents/Guardians will be provided specific dates and times for state testing 2 to 4 weeks in advance. Testing dates are mandated by the State of Florida and as such cannot be altered by the school district. Failure to attend required testing dates will result in removal from Pinellas Virtual School and return to the student's local brick and mortar school. Part-time test at their zoned schools and Home School students test at the district designated location, please contact them for specific testing dates and times.

There are 3 testing cycles throughout the year. Fall, winter, and spring, these dates will be emailed 2-4 weeks in advance.
PM1: August 5 – September 27, 2024
PM 2: December 2, 2024 – January 24, 2025
PM 3: May 1 – 30, 2025
Please see the next page for more detailed information about State of Florida testing laws and requirements.

FLORIDA STATEWIDE ASSESSMENT PROGRAM
2024–2025 SCHEDULE*

The testing windows below denote the amount of time provided for districts and schools to select test administration days; they do not represent the amount of time students spend taking the assessments. The windows are established to provide maximum flexibility to efficiently deliver these important measurements of student progress and performance and maximize student learning and instructional time.

Dates*	Assessment
Fall	
August 5–September 27, 2024	**Florida Assessment of Student Thinking (FAST) PM1** Grades K–2 FAST English Language Arts (ELA) Reading & Mathematics
August 12–September 27, 2024	**FAST PM1** Grades 3–10 FAST ELA Reading Grades 3–8 FAST Mathematics
September 9–October 4, 2024	**FAST Retake** Grade 10 ELA Reading Retake
	End-of-Course (EOC) Assessments Algebra 1, Geometry, Biology 1, Civics, U.S. History
Winter	
December 2, 2024–January 24, 2025	**FAST PM2** Grades K–2 FAST Reading & Mathematics Grades 3–10 FAST ELA Reading Grades 3–8 FAST Mathematics
December 2–20, 2024	**EOC Assessments** Algebra 1, Geometry, Biology 1, Civics, U.S. History
	FAST Retake Grade 10 ELA Reading Retake
Spring	
March 31–April 11, 2025	**Writing** Grades 4–10
April 14–May 30, 2025	**FAST PM3** Grades K–2 FAST Reading & Mathematics
May 1–30, 2025	**FAST PM3** Grades 3–10 FAST ELA Reading Grades 3–8 FAST Mathematics
	Statewide Science Assessment Grades 5 & 8 Science
	EOC Assessments Algebra 1, Geometry, Biology 1, Civics, U.S. History
	FAST Retake Grade 10 ELA Reading Retake
Summer	
July 14–25, 2025	**EOC Assessments** Algebra 1, Geometry, Biology 1, Civics, U.S. History
	FAST Retake Grade 10 ELA Reading Retake

* School districts establish daily testing schedules within these windows according to state-provided guidance. For more detailed scheduling information for a specific school or district, please visit that organization's website.

FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

FLORIDA STATEWIDE ASSESSMENT PROGRAM
2024–2025 SCHEDULE

FAST Voluntary Prekindergarten (VPK)	
Dates	**Assessment**
Traditional VPK Programs (83 or more instructional days)*: • **First Administration (PM1):** within the first 30 instructional days. • **Second Administration (PM2):** in the period of time in a VPK class schedule where at least 40% and no more than 60% of a program's instructional hours have been completed. • **Third Administration (PM3):** within the last 30 instructional days.	FAST Star Early Literacy

* For non-traditional school-year and summer VPK programs (82 or fewer instructional days), see the Administration Schedule and guidance for VPK programs available at https://www.fldoe.org/schools/early-learning/providers/fast-star-earlit.stml.

Florida Alternate Assessment (FAA)	
Dates	**Grade Levels and Subjects**
September 23–October 11, 2024	**FAA—Performance Task** Grade 10 ELA Makeup* Algebra 1 Makeup*
February 24–April 11, 2025	**FAA—Performance Task** Grades 3–8 ELA & Mathematics* Grades 4–8 Writing* Grades 5 & 8 Science EOC Assessment (Civics)
March 10–April 25, 2025	**FAA—Performance Task** Grades 9 & 10 ELA* Grades 9 & 10 Writing* EOC Assessments (Algebra 1*, Biology 1, Geometry*, U.S. History)
Data Collection Periods: September–October 2024 November–December 2024 February–March 2025	**FAA—Datafolio** Grades 3–10 ELA (Reading & Writing)* Grades 3–8 Mathematics* Grades 5 & 8 Science EOC Assessments (Algebra 1*, Biology 1, Civics, Geometry*, U.S. History)

* Aligned to Access Points for the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards.

FLORIDA STATEWIDE ASSESSMENT PROGRAM
2024–2025 SCHEDULE

Other Statewide Assessments	
Dates	**Assessment**
October 2024–April 2025	Preliminary ACT (PreACT)
October 2024	Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)
November 4–December 20, 2024 March 31–May 30, 2025	Florida Civic Literacy Exam
October 2024–May 2025	National Assessment of Educational Progress (NAEP) Long-Term Trend (ages 9, 13, 17)
January 20–March 14, 2025	ACCESS for ELLs Alternate ACCESS
March–April 2025	ACT*
March–April 2025	SAT*
March–April 2025	Classic Learning Test (CLT)*
May 2025	Advanced Placement (AP) Exams

*Districts will select either ACT, SAT, or CLT to administer to all Grade 11 students in the district.

Florida Statutes – CHAPTER 1008, ASSESSMENT AND ACCOUNTABILITY

(3)	STATEWIDE, STANDARDIZED ASSESSMENT PROGRAM.—The Commissioner of Education shall design and implement a statewide, standardized assessment program aligned to the core curricular content established in the Next Generation Sunshine State Standards. The commissioner also must develop or select and implement a common battery of assessment tools that will be used in all juvenile justice education programs in the state. These tools must accurately measure the core curricular content established in the Next Generation Sunshine State Standards. Participation in the assessment program is mandatory for all school districts and all students attending public schools, including adult students seeking a standard high school diploma under s. 1003.4282 and students in Department of Juvenile Justice education programs, except as otherwise provided by law. If a student does not participate in the assessment program, the school district must notify the student's parent and provide the parent with information regarding the implications of such nonparticipation. The statewide, standardized assessment program shall be designed and implemented as follows:

(a)	*Statewide, standardized comprehensive assessments.*—The statewide, standardized Reading assessment shall be administered annually in grades 3 through 10. The statewide, standardized Writing assessment shall be administered annually at least once at the elementary, middle, and high school levels. When the Reading and Writing assessments are replaced by English Language Arts (ELA) assessments, ELA assessments shall be administered to students in grades 3 through 10. Retake opportunities for the grade 10 Reading assessment or, upon implementation, the grade 10 ELA assessment must be provided. Students taking the ELA assessments shall not take the statewide,

standardized assessments in Reading or Writing. ELA assessments shall be administered online. The statewide, standardized Mathematics assessments shall be administered annually in grades 3 through 8. Students taking a revised Mathematics assessment shall not take the discontinued assessment. The statewide, standardized Science assessment shall be administered annually at least once at the elementary and middle grades levels. In order to earn a standard high school diploma, a student who has not earned a passing score on the grade 10 Reading assessment or, upon implementation, the grade 10 ELA assessment must earn a passing score on the assessment retake or earn a concordant score as authorized under subsection (8).

(b) *End-of-course (EOC) assessments.*—EOC assessments must be statewide, standardized, and developed or approved by the Department of Education as follows:

1.   EOC assessments for Algebra I, Geometry, Biology I, United States History, and Civics shall be administered to students enrolled in such courses as specified in the course code directory.

2.   Students enrolled in a course, as specified in the course code directory, with an associated statewide, standardized EOC assessment must take the EOC assessment for such course and may not take the corresponding subject or grade-level statewide, standardized assessment pursuant to paragraph (a). Sections 1003.4156 and 1003.4282 govern the use of statewide, standardized EOC assessment results for students.

3.   The commissioner may select one or more nationally developed comprehensive examinations, which may include examinations for a College Board Advanced Placement course, International Baccalaureate course, or Advanced International Certificate of Education course, or industry-approved examinations to earn national industry certifications identified in the CAPE Industry Certification Funding List, for use as EOC assessments under this paragraph if the commissioner determines that the content knowledge and skills assessed by the examinations meet or exceed the grade-level expectations for the core curricular content established for the course in the Next Generation Sunshine State Standards. Use of any such examination as an EOC assessment must be approved by the state board in rule.

4.   Contingent upon funding provided in the General Appropriations Act, including the appropriation of funds received through federal grants, the commissioner may establish an implementation schedule for the development and administration of additional statewide, standardized EOC assessments that must be approved by the state board in rule. If approved by the state board, student performance on such assessments constitutes 30 percent of a student's final course grade.

5.   All statewide, standardized EOC assessments must be administered online except as otherwise provided.

Click here for more information about State of Florida testing requirements.

Grading Policy

Pinellas Virtual School follows the Pinellas County Schools Grading Scale. The grading system and interpretation of letter grades shall be as follows:

Grade	Points	Range
A	4	89.5% to 100%
B	3	79.5% to 89%
C	2	69.5% to 79%
D	1	59.5% to 69%
F	0	0% to 59%

Pinellas Virtual School students are required to complete all assignments and activities of their online course in order. Students and parents should check the Canvas and/or Educator gradebook regularly. A 0.0 score in the gradebook indicates that the student has not submitted the assignment. This will adversely affect the student's grade. It is extremely important to complete all assignments in order. Assessments completed out of order are subject to removal in order to assure content mastery. Resubmissions for mastery of content are encouraged however quizzes and assignments are limited to three (3) or less attempts. A 0 in a DBA or Segment Exam will result in an F in the course.

GPA Requirements

Students in Pinellas Virtual School are expected to maintain a 2.0 overall grade point average and earn a grade of at least 70% C in all courses. **Students who are having difficulty with assignments and maintain the 6% submission per week will be expected to participate in virtual lessons and face to face tutoring sessions.** Students who consistently fail to meet learning and achievement goals and are not availing themselves of available learning assistance will be required to return to their local brick and mortar school.

Mandatory Segment Exam Policy

The purpose of the segment exam is to assist in validating that students have demonstrated mastery of key course concepts and standards. The segment exam, unto itself, is not the sole determiner of student achievement; however, students are required to take and pass all parts of the segment exam in all PVS courses in order to be eligible for course credit. **Upon given the password to the Segment Exam, no other work can be submitted or resubmitted.**

Discussion Based Assessments (DBAs)

Each teacher regularly conducts Discussion Based Assessments (DBAs) with his or her students. These conversations occur at specific intervals as well as randomly in a course and are included in the assessment component of each course. The student must complete all assignments in the module to do a DBA. The average for all of the module work must also be a 60% or better to do a DBA. The teacher discusses individual student work and extends the conversation to allow the student to demonstrate mastery of the content and to verify the authenticity of the student's work. Students are required to complete and pass all discussion-based assessments themselves, free from any distraction or influence of others. Teachers will conduct no more than one (1) DBA per course per day. A student who does not

complete and pass the discussion-based assessments in his/her course is ineligible for course credit.

<div align="center">**Collaboration Assessments**</div>

To foster 21st Century Skills and build real-world competencies, PVS courses contain opportunities for collaboration in learning with peers. **Collaborations are an expectation**. Full-time students are expected to attend all live lessons throughout the school year. Grades are assigned for participation in collaborations. Students are responsible for good behavior on the Pinellas County School district network, just as they are in a traditional school building. Always use a computer in a way that shows consideration and respect. It is illegal to use obscene, profane, threatening, or disrespectful language. (f.s 847.001 Obscene Literature; Profanity).

Live Lessons are a school activity and therefore behavior in live lessons are subject to the Pinellas County Student Code of Conduct. In order to be successful and to help maintain an orderly learning environment, student should:

A. Attend each live lesson

B. Arrive on time

C. Be prepared with proper materials and supplies

D. Keep a planner/agenda

E. Complete all assignments to the best of their ability and on time

F. Dress appropriately

G. Be tolerate of and respectful to self and others

H. Meet with teachers about make up work and complete it in a timely manner

I. Contact principal, assistant principal, guidance counselor, or teacher regarding conflicts or concerns

J. Set goals for success

K. Get enough sleep

L. Set responsible working hours outside of school

M. Upon request, will properly identify him/herself to staff

Please note live lessons are a student school activity and guardians/parents/learning coaches are not permitted to attend and/or participate in live lessons.

Honors Assessments

Students who elect to complete an honors course, where available, commit to completing and passing all honors assessments in the course. Students who do not complete and pass (score of 60% or higher) all honors assessments in the course will not be completed with honors credit for the course. Students seeking honors credit must also complete the honors segment exam.

Attendance Policy

Regular participation in classes is critical to student success. State law specifies that full time virtual students meet compulsory attendance requirements. Attendance must be taken for students in Pinellas Virtual School and have the same guidelines related to truancy as students in brick and mortar schools.

Taking attendance is mandatory and must be recorded on a regular and ongoing basis. The online teachers and virtual school administrators are responsible for student attendance records and for monitoring and reporting attendance.

Attendance is based on participation, if weekly assignments are not submitted in accordance with the course pace chart by 5:00pm each Friday, a student will be considered absent. Each course has a minimum number of assignments due weekly and all assignments must be received in order to be considered present for the week.

Virtual "attendance" is taken each school day. To have satisfactory "attendance," work must be submitted weekly regardless of student's pacing, unless arrangements are made in advance with the Pinellas Virtual School teachers and staff.

Pinellas Virtual School full-time students' attendance:

Each virtual class has a schedule for the completion of assignments. Students are expected to complete and submit assignments according to the designated pace chart per each course. Pinellas Virtual School teachers monitor student progress in virtual classes. Student attendance is measured by the submission of assignments. A student is considered "in attendance" if they submit assignments according to the pace chart in each course by 5:00pm Friday. A student is considered "not in attendance" if they do not submit assignments according to the pace chart.

Attendance will be entered into Focus for assignments not submitted each week by Friday at 5pm. All absences must be reported in writing via email to the instructor prior to Monday indicating the reason for the week of missing work. Please include student name, grade, date of absence, and reason for absence. A doctor's note should be attached when applicable.

Unexcused absences: No parent/doctor's note is provided for the week of missing work.

Excused absences: Parent/doctor's note is provided indicating the reason for the absence/missing work for the identified week.

Vacation travel must not exceed 5 days annually and may not occur during state assessment windows. Parents must notify teachers two weeks in advance of travel to ensure there is a plan for required work to be submitted prior to vacation.

Regular participation in classes is critical to student success. Virtual "attendance" is taken each school day. To have satisfactory "attendance," work must be submitted weekly regardless of student's pacing, unless arrangements are made in advance with the Pinellas Virtual School teachers and staff.

If a student falls two or more weeks behind pace, teachers notify the PVS administration according to a reporting schedule. Students who are two or more weeks behind pace in two or more classes are considered "truant."

Students who are truant will be reassigned to their zoned school. Failure to attend zoned school will result in moving forward with the truancy petition.

Note: All courses must be on track for successful completion at the end of the semester. Pace

percentages are incremental each week by approximately 6% to support a healthy learning experience. Pace + Progress made in a course is associated with attendance.

Summer Courses

Summer courses are offered to students in Pinellas County through Pinellas Virtual School on our summer schedule. Students taking courses will be on an accelerated pace through the summer with a completion date of July 31. Teachers will help set the summer pace guide based on your start date in the course to ensure you are completed by the end of the summer term. Please note that our summer term is based on the start of the new school year and is set to ensure that students have the proper schedule based on courses completed in the summer that can impact promotion. The summer pace standard is based on 8-weeks that begins when the school year ends. As our traditional pace is 16 weeks, a summer pace means completing in ½ the time or less based on course start date. Please be aware that seat time requirements are still in effect in summer and many of our courses require a minimum of 14-days active per segment.

Tiered Interventions

Tier 1: All

Teachers will initially reach out to families to introduce themselves, cover class expectations as well as finding out about them and their family. Teachers will discuss the student's success with the parents/guardians on a monthly basis as well as addressing and initial concerns such as: not working weekly, behind one or more assignments, academic integrity issues, lack of details in submission, failing grades, multiple absences, missing assignments/not working in order. During the initial call teachers will state the issue and encourage collaborations on how to correct the behavior while fostering a school/family partnership. Teacher and family will collaborate about changes that can be made to help students be successful such as moving their work area, creating a schedule/weekly organizer, printing pace guides, communicating with the teacher when they are stuck in respectful manner, and not limited to these ideas. Teacher will closely monitor the student on a weekly basis before elevating the student to the next tier.

Tier 2: 10-20%

The lead teacher will contact the student and parent with continuing concerns: not working weekly, behind two or more weeks in assignments, failing grades, withdrawals, or creation of success plans/new pacing guides. Students may come in for face-to-face tutoring sessions with the lead teachers. Teachers will provide additional instruction and encourage engagement and work, increase communication to weekly updates to parents and students and are not limited to these options.

Tier 3: 5-9%

The administration team will contact the student and parent about the previous intervention plans/concerns that the other two tiers have addressed yet have stayed the same over time. The administration will schedule a meeting with the parent and student. During this meeting an individualized comprehensive plan will be created which could entail daily check ins, in person monitoring and working with lead teachers and are not limited to these options.

School-wide Expectations

PVS Learners Spark by

S — Submiting all weekly assignments according to the pacing guide.

P — Participating actively in live lessons.

A — Academic Integrity- submitting 100% of my OWN work.

R — Respecting yourself, others, and learning environment.

K — Keeping a daily schedule.

PBIS REWARDS:

Each Full-Time Pinellas Virtual student can earn points to redeem rewards for meeting PVS expectations.

Academic Integrity

House Bill 7063 Digital Learning Act signed into Law and in effect as of July 1, 2012. The bill provides that it is unlawful for any person to knowingly and willfully take an online course or examination on behalf of another person for compensation.

Students in Pinellas Virtual School agree to submit 100% of their own work upon registering for our courses. If a student finishes a segment in an extremely accelerated pace, they may be subject to additional accountability measures. Failure to comply with the Academic Integrity commitment or refusing to take a proctored exam will be grounds for removal from the program.

Do not cut, copy, or plagiarize internet content or the work of your online classmates. Instructors utilize technologies to check for authenticity. Copying, knowingly allowing others to copy from you, and/or misusing the internet content could result in removal from your course.

Academic Integrity is one of the most important areas of focus as a learning organization. When signing up to take online course with Pinellas Virtual School, you are agreeing to abide by the policies and procedures of PVS and FLVS. Included in these policies is the administration of proctored exams. Proctored exams can be requested by PVS at any time and for any reason in an effort to ensure academic integrity. When taking the exam to assess a student's integrity, the exam must be passed with at least a 59.5%. PVS may institute a program to regularly administer proctored exams to randomly selected students.

Pinellas Virtual School takes the integrity and authenticity of student work very seriously. Pinellas Virtual instructors utilize technologies to check for authenticity. Among these tools are:
1. Plagiarism Detection Tool
2. Academic Integrity Database
3. Teacher Expertise
4. Discussion-based Assessment
5. Proctored Exams
6. Random Proctored Exams

Student will maintain academic integrity by:
1. Reading and signing the academic integrity statement and completing the academic integrity module as part of the enrollment process.
2. Participate in welcome call that includes components of academic integrity program.
3. Participate in discussion-based assessments and follow the required PVS protocol as part of each course. Meaning discussion-based assessments are completed between student and instructor only, free of outside influence, assistance or disruptions
4. Asking questions regarding academic integrity if they are unsure.
5. Safeguarding their own work. Responsibilities include but are not limited to:
    a. Students will not share work with any other student
    b. Students will not upload their coursework to a third-party vendor
    c. Students will not share their username and/or password
    d. Students will utilize a USB drive to save work instead of a shared computer
6. Take a proctored exam when asked to do so

Parents/Guardians will support student learning and play a key role in their student's success in any learning environment. Parents/guardians are responsible for monitoring student work to ensure compliance with the Academic Integrity Policy by:

1. Reviewing and signing the academic integrity statement as part of the enrollment process
2. Participate in a welcome call that includes components of academic integrity program
3. Ensure that their student's work is authentic and original
4. Ensure that the DBA protocol is adhered to
5. Understanding the student's proctored segment requirements. Failure of a student to take and pass a segment exam with a proctor will result in removal of course with a failing grade.

Consequences for failing to maintain academic integrity

Elementary Matrix

	Web Source — Copying (partially or fully) work from a published Internet or print resource without the proper credit.					DBA Concerns — DBA performance not meeting the level of performance on other assessments or receiving help during a DBA.					Sharing of Work — Copying or allowing others to copy information from someone else's work.					Assistance (Guardian, Learning Coach, or Other) — Help given to the student on an assessment by a guardian, learning coach, or other person.				
	1st	2nd	3rd	4th	5th	1st	2nd	3rd	4th	5th	1st	2nd	3rd	4th	5th	1st	2nd	3rd	4th	5th
Learning Intervention, redo for full credit (See LI Guide)	x					x	x	x			x					x				
Parent Contact by Teacher	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Resubmit for full credit	x					x	x	x			x					x				
Resubmit for 80% credit		x							x			x					x			
Resubmit for 50% credit			x										x					x		
Resubmit for between 0%-50%				x										x					x	
Automatic Zero					x					x					x					x
Parent Contact by Academic Integrity Dept.			x	x						x					x					x
IL Involvement/Notification			x	x	x		x	x- IL observes					x	x	x			x	x	x
Approved Proctored Exam			x	x	x			x- either teacher or IL/AP proctor module exam					x	x					x	
Mandated Proctored Exam															x					x
Approved F Grade for Segment					x					x					x					x
Approved Expulsion from FLVS																				
Approved removal of completed course grade, if AI issue determined retroactively																				
Possible Involvement of Director(s) of instruction					x					x					x					x
Other as designated by AI manager	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

Middle/High School Matrix

	Web Source — Copying (partially or fully) work from a published Internet or print resource without the proper credit.					Sharing of Work — Copying or allowing others to copy information from someone else's work (including uploading coursework to third party vendor)					Student Academic Broker — Completing online coursework on behalf of another student, allowing any person to complete coursework, or selling coursework from another person or technological resource.	DBA Concerns — DBA performance not meeting the level of performance on other assessments or receiving help during a DBA.				
	1st	2nd	3rd	4th	5th	1st	2nd	3rd	4th	5th	Any	1st	2nd	3rd	4th	5th
Learning Intervention *(Example: Academic Integrity Module)*	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X
Parent Contact by Teacher	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Resubmit for Full Credit	X											X	X	X		
Resubmit for 75% Credit		X				X										
Resubmit for 50% Credit			X				X								X	
Automatic Zero				X	X			X	X	X	X					X
Possible Parent Contact by Academic Integrity Dept.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Possible IL Involvement / Notification					X				X	X	X					X
Approved Proctored Exam	X	X	X	X		X	X				X	X	X			
Mandated Proctored Exam					X			X	X	X	X			X	X	X
Approved F Grade for Segment	X	X	X	X	X	X	X	X	X	X	X					
DBA Performed on Video						X	X	X	X	X	X	X	X	X	X	X
Approved Expulsion from FLVS										X	X					
Approved Removal of Completed Course Grade if AI Issue Determined Retroactively			X	X	X	X	X	X	X	X	X					
Possible Involvement of Director(s) of Instruction					X					X	X					X
Other as Designated by AI Manager	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Seat Time Policy

Another aspect of the Pinellas Virtual School commitment to student learning is the seat time policy for each segment of every course. To ensure adequate time for comprehension and mastery, students must work in a course segment consistently for a minimum 14 days starting from the date of first submission. Twenty-eight days of work is required, at minimum, for a two-segment course. Based on content, some courses have longer seat time policies. Consistent submission of assessments will ensure the student is engaged and learning.

This policy provides students the opportunity to receive ongoing feedback and remediation while demonstrating their learning through several required checkpoints. DBAs (Discussion- based Assessments) are limited to no more than one per day. The Administration Team reserves the right to evaluate a student's gradebook to determine when the work habits show consistent progress, thus beginning the count towards the 14 day minimum, and may require a student to take a proctored exam in order to complete the class. All assignments must be completed prior to taking the segment exam. Students/Parents with questions about a specific course's seat time policy are encouraged to contact their instructor for details.

Technology Requirements

The learning coach should ensure that the student's computer equipment meets all minimum technology requirements:

Some courses may have different or additional requirements to the one listed on this page. For specific System Requirements for your course, go to the Material List page in the Course Information tab within the course.

Supported Operating Systems

- Windows 11
- macOS Monterey (12)
- macOS Monterey (13)
- macOS Monterey (14)

Supported Browsers
You may use recent versions of the following browsers on a technology capable device that supports Java, Flash, and improvements to HTML including HTML5.

- Microsoft Internet Explorer 11
- Microsoft Edge
- Mozilla Firefox
- Google Chrome
- Apple Safari

Supported Browser Plugins and Settings
The following plugins and settings may be required to use our courses.

- JavaScript enabled
- Cookies enabled
- Java installed

Is your web browser up to date?
Below is the browser setup you are using. Please confirm the supported browser, plugins and settings are installed and configured.

Your experience and satisfaction will vary platform to platform. If you see issues in your course content or presentation/layout, please try a different browser or device.

Requesting Technology Help

If you are experiencing technical difficulties in Canvas or FLVS which prevent you from completing your assignments on time, you must notify your teacher or the tech help desk by using this website: http://techhelp2.pcsb.org/MRcgi/MRentrancePage.pl . Technology problems must be reported within 24-48 hours of its onset. You must include in your request the name of the course, the instructor's name, the module/lesson affected if applicable, and a detailed description of the problem. This will expedite a resolution to your problem.

If you are experiencing technical difficulties in Educator the FLVS Support (help.flvs.net) or by phone at 1.888.322.8324.
The FLVS Support Center will assist you in resolving the following types of issues:
- Registering for courses
- Course paperwork
- Passwords
- Computer and/or browser issues
- Saving files
- Math-related Java applets
- Audio/Video tools
- How to install software
- Errors in courses (broken links, proof reading errors, inaccurate content

*** All PVS students may download the full version of Microsoft Office at no charge through their PCSB Office 365 account.

Internet Code of Conduct

Internet access is required for all Pinellas Virtual Students, but access must be used in a responsible, safe, efficient, ethical, and legal manner. With expanded access to electronic information, availability of inappropriate material is not uncommon. Some sites contain illegal, defamatory, inaccurate, or offensive information. Although it is impossible to control such misuse, we believe that with responsible use, the benefits of the Internet as an educational tool outweigh the negative. We strive in partnering with parents to teach responsible Internet use.

The following rules that should be followed:

- Students are responsible for good behavior on any network, just as they are in a traditional school. It is illegal to use obscene, profane, threatening, or disrespectful language. (F.S. 874.001 Obscene Literature; Profanity)

- It is illegal to create harmful computer viruses. (F.S. 815 Computer-Related Crimes)

- Email is not private. Never say anything via email that you wouldn't mind seeing on the school bulletin board or in the local newspaper.

- Beware of emails from anyone, particularly adults you don't know, asking for personal information, attempting to arrange meetings, or engaging in personal contact. Alert your administrator or a teacher from Pinellas Virtual School of any message you receive that is inappropriate or makes you feel uncomfortable.

- Inappropriate Texting/Messaging including photographs or videos sent via computer, cell phones, or any other electronic device which depict nudity or any other inappropriate content are prohibited. (F.S. 847.001 Sexting)

- Dress Code Policy: When attending and online meetings, clothing that exposes underwear or body parts in an indecent or vulgar manner or that disrupts the orderly learning environment is not permitted.

- Pinellas Virtual School assumes no responsibility for any phone charges, line costs or usage fees for connectivity to the Internet.

Students are responsible for their behaviors and are expected to comply with the Technology Acceptable Use and Student Code of Conduct of Pinellas County Schools.

- Communication will follow professional standards. Offensive message or pictures will not be sent, displayed, or downloaded, District harassment policy applies.

- Users of technology resources will respect the rights and privacy of others. Each student will only use his/her assigned password/ID and will not trespass into files, folders, or work of other users. Teachers and Administration do have the right to access the work and district issued computers of students in their classes as it pertains to the class. Students will not allow other persons to access the computers or networks using his/her password/ID.

- Copyright laws will be respected. All quotations, references, graphics, video clips, digital music, and other information will be cited to give credit to the originator.

- Impersonating another person is strictly prohibited.

- Do not publicly post your personal contact information (address and phone number) or anyone else's private information.

Civility Code

In order to maintain an orderly, respectful, and secure virtual educational environment, it is essential that all students, parents/guardians, teachers/staff, and other stakeholders maintain respectful interactions and adhere to the expected civil conduct. Pinellas Virtual School is dedicated to providing personalized learning solutions for all students, and the presence of a positive partnership between all students, parents/guardians, teachers, and support staff is vital in this process. In an effort to ensure that we are all focused on student learning and helping students to reach their full potential, we ask that

all parties conduct themselves in a respectful and orderly manner at all times.

No person shall:

- Use profanity or make threats toward school staff or other students in any verbal or written communication.

- Intentionally cause any physical/emotional harm toward another person or threaten to do so.

- Intentionally damage or destroy any school property (both physical and electronic) or the property of any student, faculty or staff member.

- Disrupt the orderly conduct of classes, school programs, or other activities.

- Intimidate, harass, threaten, or discriminate against any person on the basis of race, color, creed, national origin, age, gender, sexual orientation, or disability.

- Refuse to comply with any reasonable request of identifiable school officials performing their duties.

- Willfully incite others to commit any acts prohibited by law.

- Violate any federal or state statute

Event Guidelines

When attending any meeting or student gathering affiliated with Pinellas Virtual School, adherence to the Dress Code Policy is required. Alcohol, drugs, tobacco products, firearms, fireworks/firecrackers, pornographic materials, and any other items that would place the student in violation with the Code of Conduct are strictly prohibited during any Pinellas Virtual School sponsored face-to-face event.

In an effort for face-to-face events to be safe and meaningful for our students, as well as to maintain the positive reputation of the Pinellas County School Board, students and families are expected to exhibit respectful behavior aligned with the expectations set forth by the Code of Conduct. Pinellas Virtual School reserves the right to exclude students from face-to-face events due to prior acts of misconduct or acts of misconduct occurring during a face-to-face event. PVS reserves the right to ask students and their families to leave an event sponsored by PVS if they are in violation of the Code of Conduct.

In order to attend face-to-face events, the parent/guardian must follow the steps in place set by the program. This may include, but is not limited to, ticket purchases and/or forms to complete and submit.

When attending any meeting or student gathering affiliated with Pinellas Virtual School (virtual or face-to-face) the dress code must abide by the Code of Conduct.

Enrollment and Withdrawal Procedures

Procedures to Enroll

The 2024-2025 enrollment period will run from 5/12/24 through 7/12/24.

To enroll for full-time, please go to https://focus.pcsb.org/focus/index.php. Follow these steps to apply:

1. Use Focus Parent Portal or Create a Focus Parent Portal at https://focus.pcsb.org/focus/index.php

2. Click "Student Reservation System" on the left navigation sidebar.

3. Follow prompts, select "Pinellas Virtual Application."

4. Select "Full-time Application" and complete the application.

To enroll for part-time, please go to https://focus.pcsb.org/focus/index.php. Follow these steps to apply:

Follow these steps to apply:

1. Use Focus Parent Portal or Create a Focus Parent Portal at https://focus.pcsb.org/focus/index.php

2. Click "Student Reservation System" on the left navigation sidebar.

3. Follow prompts, select "Pinellas Virtual Application."

4. Select "Part-time Application" and complete the application, then create your online account at

flvs.net.

An IEP Review Meeting is required for ALL students with an Individual Education Plan whose parent submits an application for full time virtual program. The purpose of the meeting is to convene the sending team and the virtual instruction program team along with the parental figures, and student if appropriate, to determine if the virtual school setting provides FAPE for the student.

Procedures to Withdraw

In order to return to their zoned school, a reservation must be made through student assignment. Once the reservation is made, parents must go to the school to register their student.

Steps for withdrawing from virtual school full time:

- Parent completes online withdrawal form

- Virtual school notifies student assignment and student reservation is made

- Parent receives new school assignment via email from virtual school

- Parent registers at school for student schedule

- New school calls virtual school and student is withdrawn

Steps for withdrawing from a part time class in virtual school:

- Parent completes online withdrawal form

- Virtual school counselor notifies counselor at student's zoned/assigned school they are withdrawing from virtual class and requests virtual course be replaced in student schedule

- Parent receives email confirming that student has withdrawn from virtual school class

Click here for more information about the student withdrawal process.

Questions about the withdrawal process? Contact Angela Davis at (727) 588-6448

Staff Contact Information

Administrative Staff

Mandy Perry, Principal
Phone: (727) 588-6448
Fax: (727) 588-6185
Email: perrym@pcsb.org

Carlene Meloy, Instructional Staff Developer
Phone: (727) 588-6448
Email: meloyc@pcsb.org

Evelyn Irizarry, School Counselor
Phone: (727) 588-6448
Email: irizarrye@pcsb.org

Leslie Ellis, School Secretary
Phone: (727) 588-6448
Fax: (727) 588-6185
Email: ellisl@pcsb.org

Tim O'Keefe, Technology Instructor
Phone: (727) 588-6448
Email: okeefet@pcsb.org

Angela Davis, Data Management Technician
(Registration Contact)
Phone: (727) 588-6448
Email: davisang@pcsb.org

Shaunee Miller, Data Management Technician
(Registration Contact)
Phone: (727) 588-6448
Email: millershau@pcsb.org

Pinellas Virtual School
Student and Parent Handbook Agreement

We have read the Pinellas Virtual School Student and Parent Handbook and understand all policies and expectations of the virtual school program. We agree to the all policies and procedures of Pinellas Virtual School.

_____   _____   _____
Student Name (printed)   Student Signature   Date

_____   _____   _____
Parent/Guardian Name (printed)   Parent/Guardian Signature   Date

Scan QR code to sign electronically

Pinellas Virtual School Student and Parent Handbook Agreement 24-25