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About Lee Virtual School

Providing the portal to 21st Century education-- online, anytime. We are real education.

LVS Vision
To be a globally competitive virtual school providing quality, student-centered education which develops model citizens using challenging, innovative and active learning.

LVS Mission
The mission of Lee Virtual School is to expand access for all students to rigorous, relevant curriculum that incorporates skills and knowledge students need to succeed in the 21st century, delivered electronically with dynamic scheduling and pacing.

LVS History
Since 2009, the School District of Lee County has operated the Lee Virtual Instruction Program as Lee Virtual School to provide Lee County students in grades K-12 with high quality, flexible virtual education and learning options. LVS offers full and part time instruction for students in grades K-12. Full time students are enrolled in Lee Virtual School and maintain a full course load of six courses. Part time students take some courses with Lee Virtual School and some at another school. Home education students have the option of taking LVS courses. While LVS follows the District school calendar, home education students may activate at any time and receive the services from the LVS School Counselor to track their progress toward their educational goals. LVS students have the advantage of frequent “face to face” activities, which allow social and academic interaction with other students and Lee Virtual staff. In addition, this allows for easy, continual access to teachers of all grade levels.

The dedication of students, parents, teachers as well as a strong partnership with prominent virtual curriculum providers make LVS a strong, academic based virtual program that will continue to grow to meet the needs of all students in our community. Our goal is for all students to receive quality, flexible, online learning options and to be successful in realizing their full potential through a virtual education experience.

LVS & School Choice
Lee Virtual School is the only K-12 school in the District, offering the same diploma opportunity as any other school in the District. There are 2 application periods for LVS. The first application period coincides with the Student Assignment’s first application period. The second one begins in November for second semester enrollments. Applying to LVS does not affect your current School Choice assignment until the student is accepted into the LVS program and completes proper registration paperwork during school orientation.
**Participant Roles**

**Elementary (K-5):**

**Student:**
Students are to take an active role in their learning. Students must participate in discussions, and complete their work at the highest possible level of quality. Students must seek help when needed, establish a schedule, and take responsibility for meeting deadlines.

**Parent/Guardian:**
Parents are critical for successful participation. The parent learning guide or designated learning guide is responsible for providing instruction for his/her student and supporting the student’s learning. This includes providing a suitable working environment, encouragement and appropriate assistance with course content when possible. Parents also have access to many aspects of the school, including grades. They will probably find themselves more involved in their child’s education than they have been before – and more in touch with their student’s progress. It is expected that parents monitor their child’s academic activities daily through direct supervision. Parents must also maintain monthly contact with teachers, returning any calls/texts/emails within 24 hours.

**Secondary (6-12):**

**Student:**
Students are primarily responsible for their learning. They must take the initiative to log in to the school, participate in discussions, and complete their work at the highest possible level of quality. Students must seek help when they need it, establish their own daily schedules, and take responsibility for meeting deadlines.

**Parent/Guardian:**
Parents are critical for successful participation. They are responsible for providing adequate supervision for their students and supporting the student’s learning. This includes providing a suitable working environment, encouragement and appropriate assistance with course content when possible. Parents also have access to many aspects of the school, including grade and participation reports. They will probably find themselves more involved in their child’s education than they have been before – and more in touch with their student’s progress. It is expected that parents monitor their child’s academic activities daily through direct supervision as well as the online Guardian account. Parents must also maintain monthly contact with teachers, returning any calls/texts/emails within 24 hours.
Enrollment Periods

Lee Virtual School is one of Lee County Public Schools many Choice Options. Parents and students may apply to this program during the open enrollment period between January and July and again in November - December. Parents can access the Lee Virtual School (LVS) website to review eligibility criteria and enrollment process throughout the year. Students applying during the application period are notified by email regarding the applicant status to Lee Virtual School during one of the school’s open enrollment periods.

Full Time Student Enrollment Recommendations

Full time students have been successfully promoted to the next grade level at the end of the previous school year. For mid-year entrance, student must have demonstrated success in first semester courses (grades of C or better) and have recommendation from their previous school guidance or administration. Such criteria include meeting minimum FSA scores, course requirements, immunization, Code of Conduct acknowledgement, etc. Students who meet these requirements must submit the online full-time student application and attend a mandatory orientation and school prep event (in person) prior to beginning any coursework. Accepted students must meet all of Lee County criteria as specified in the Lee County School District Pupil Progression Plan in order to participate in our full-time program:

1) Attain one of the following minimum scores on previous year standardized tests:
   - FSA Reading or equivalent Level 3 or higher
   - STAR or equivalent at 50th percentile or above (1st through 3rd grades)
   - Grade level proficiency on an official standardized test administered by another state public school system
2) Full-time LVS students are registered as public school students and, therefore, are required to take part in FSA, EOC’s and other District testing, and have the opportunity to earn a standard Lee County diploma.
3) Remain enrolled in LVS courses for 1-year.
4) Out-of-County students (contact LVS office for details, 239-337-8371).

Special Note to applicants currently enrolled and receiving services in an Exceptional Student Education program (ESE):

Lee County School Board ESE Special Programs and Procedures states, “The district assures provision of full educational opportunity to all children with disabilities, aged three through 21, using the kind and number of facilities, personnel, and services necessary to meet this goal. A free appropriate public education (FAPE) is available to all students with disabilities upon determination of need.” Lee Virtual School is considered a “school of choice.” By enrolling in a school of choice, your child’s Individual Education Plan (IEP) may become inactive. Therefore, all ESE students must have an IEP review prior to enrollment. A member of the LVS staff must attend this review. This means that the special education or related services which were provided to your child at his or her previous school of enrollment may not be available at Lee Virtual School. Please utilize this information to make appropriate academic placement choices for your student for this coming school year and beyond.

Part Time Student Enrollment Recommendations

Part time students take some courses with Lee Virtual School and some at another school. The student remains enrolled at their brick/mortar school campus and completes the Lee Virtual School course during their school day, as a natural part of their school schedule or at home, in addition to their school schedule. Part time students should consider the following when determining if enrolling in a Lee Virtual School course is appropriate:
1.) The course final grade will be entered onto the student’s academic history.
2.) The course final grade will impact grade point average and credit standing.
3.) Successful completion of an *entire* high school level course will fulfill the current high school online course graduation requirement.
4.) Ability to maintain pace and complete the course in a timely manner are key components to success.
5.) Regular communication with course instructor must be established and maintained.

**Parent Responsibilities**

Each time a student spends time online in their approved Lee Virtual School courses, time accumulates into hours of attendance. The parent shall be responsible for their child’s school attendance as required by law. School Board Policy 5200 on Attendance states that absences of more than three days must be reported to the school by the parent/guardian. If the student is absent for any reason, parents must ensure that the child completes make-up assignments from their teachers for all absences upon return to their online academic program. Parents will be required to submit a Lee Virtual School Virtual Academic Schedule form to plan for any makeup or progress that will occur while the student is absent from Lee County. If a student has excessive absences of more than 15 days, the parent is responsible to appear before the Attendance Review Committee at the scheduled time to provide information relating to their child’s absences and to support prescribed activities. A student with excessive absences and/or failing will be withdrawn from this school and directed to the Office of Student Assignment to be placed in a brick and mortar school.

**Parents must monitor their student’s time in school:**

Students in grades K-3 must attend at least 720 hours (four hours per day of instruction) a year. By the end of each week, students must have been engaged in a minimum of 20 hours of learning activities. Parents must log in everyday to clock in the student’s time and monitor the daily assignments.

Students in grades 4-12 must attend at least 900 hours (six hours per day of instruction) a year. By the end of the week, the student must have been engaged in at least a total of 30 hours. Parents must log in everyday to clock in the student’s time off line, and monitor the daily assignments. Each course (six courses per semester) must have earned at least 6 hours per week.

**Parents must monitor their student’s assignments and assessments:**

In lieu of the daily presence of a face-to-face teacher, parents should take the lead in guiding the students through the curriculum, submission of work samples, assignments, practicing FSA/EOC assimilations, online class sessions, producing projects, reviewing for quizzes and tests, as well as making sure they participate in the state tests. **Students who do not participate in required testing will not be allowed to enroll in Lee Virtual School for the following year.**

**Parent/Legal Guardian Identification/Learning coach**

Parent/legal guardian identification must be confirmed when student information is discussed. The parent/legal guardian must be present and produce identification for activities involving enrollment, withdrawals, and change of address and/or phone numbers. Only the parent who enrolls the student may withdraw or transfer the student. A learning coach that is not the legal parent/guardian of the student must have a Permission for Release of Records and/or Information from Records (Form 1867) signed by parent and learning coach authorizing LVS to discuss student’s information with learning coach.
Admissions
Enrollment in Lee Virtual School is a smooth and linear process identified by three separate statuses: Applicant, Candidate, and enrolled as an LVS Student. Parents interested in choosing LVS as their educational option for their student must apply online during the enrollment periods described in the Enrollment Periods section of this manual.

Applicant Status:
1. Parents and students must review the LVS website, [www.lvip.leeschools.net](http://www.lvip.leeschools.net), to determine if they are eligible and understand the commitment necessary to successfully implement this program.
2. The parents and students are required to submit the online application, indicating their reasons for choosing LVS as their school of choice. Upon completion, the account specialist will inform LVS that your application is ready to move to Candidate Status.

Candidate Status:
All steps within this status are required. Review candidate status, print registration paperwork, create Learning Management System account, attend orientation, and submit official School District of Lee County school registration paperwork.

1. Information submitted online is verified and reviewed for eligibility according to the State and District rules and regulations. In addition, staff will review the District’s online Integrated Student Information System (ISIS) to review the student’s educational records. ESOL students will be considered at LVS if it is the appropriate placement. Students with an Individual Educational Plan (IEP) will be considered based on whether the IEP can be implemented in a virtual program. Students that fail to meet the initial criteria will receive a letter of ineligibility. Eligible candidates will be notified via email including information regarding the required orientation meeting dates and times.
2. Parent and student must participate in a live orientation training offered by LVS to ensure they understand the program. The training will cover the Learning Coach’s role, the registration process, Parent’s and Student’s responsibilities in a virtual school, and successful monitoring skills. Elementary students will take part in a grade level assessment and secondary students will create their curriculum accounts. At the conclusion of the in person orientation, parents and students will sign a learning agreement, submit required documents for enrollment, and officially enroll into Lee Virtual School. At this time, the student forfeits their seat at the physical school they are currently enrolled in.

Enrolled Status:
After students are officially registered at the school, students attend multiple face to face sessions to become acquainted with online teaching and learning. Students are photographed for a picture identification card to be used at testing facilities and various meetings.
Student Responsibilities
The goal of every child should be that of a “model student”. A model student is expected to be “present” at school each and every day, follow scheduled courses, and demonstrate appropriate behavior and a readiness to learn. Student’s responsibilities as defined by Board Policy 5200-Attendance:

Attendance (Florida Statute 1003.21):
Regular participation in classes is critical to student success. It will help to keep students motivated and keep them in touch with their teachers and peers. Attendance is recorded through a students Homeroom class & teacher. Attendance in an online environment is accurately measured by pace and progress which are measurable indicators of engagement. Homeroom teachers will review their students once each week. Students on pace and passing in all courses are considered “present” and will show grade of “A” for Homeroom. In the event a student is behind pace or failing two or more courses, the student is considered “absent” and their Homeroom grade will indicate a grade of “F” until the student demonstrates making positive progress by being on pace and/or improving scores. The student will also receive unexcused absences for the time period (typically 5 days).

Students should log in to each of their courses for substantive participation every school day. Teachers and virtual school staff will contact students by email and phone if they do not appear to be engaging frequently or making satisfactory progress in their courses. If such efforts do not succeed in re-engaging the student, the parent will be notified in writing and may receive a home visit from a social worker, administrator or law enforcement. If a student does not participate in the course within three weeks, the family will be reported to the School District, Department of Highway Safety and Motor Vehicles, and/or the office of the State Attorney as truant, Florida Statute 984.03.

Section 1002.45, F.S., specifies that students meet compulsory attendance requirements. Section 1003.27, F.S., requires that the parent be responsible for regular attendance in school. This means attendance must be taken for students in this program and these students 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. Although the parent or learning coach may log attendance on a daily or hourly basis using their individual accounts, the online teachers and virtual school administrators are responsible for student attendance records and for monitoring and reporting attendance. They do this by examining participation metrics including student login data; lessons, assignments, projects and assessments completed; email and phone logs; and student participation in discussion boards, blogs and live lessons, etc. Virtual schools must maintain auditable attendance records and provide attendance information to school districts for state-required reporting to the FDOE Automated Student Information System during Survey 5.

Excused School and Class Absences and Tardiness
1. Student illness: students missing 5 or more consecutive days of school due to illness or injury are required to provide a written statement from a health care provider. The written statement must be notarized and include all days the student has been absent from school. If a student is continually sick and repeatedly absent from school due to a specific medical condition, he or she must be under the supervision of a health care provider in order to receive excused absences from school.
2. Death in immediate family.
3. Observance of a religious holiday or service when it is mandated for all members of a faith that such a holiday or service is observed.
4. School-sponsored event or educational enrichment activity that is not a school-sponsored event, as determined and approved by the principal or the principal’s designee: The student must receive advance
written permission from the principal or the principal’s designee. Examples of special events include: public functions, conferences, and region, state and national competitions.

5. Subpoena by law enforcement agency or mandatory court appearance.

6. Other individual student absences beyond the control of the parent/guardian or student, as determined and approved by the principal or the principal’s designee. The principal shall require documentation related to the condition.

7. Superintendent of Schools declares closing of schools due to an emergency.

**Unexcused School Absence**

Any absence that does not fall into one of the above excused absence categories is to be considered unexcused. Any student who has been absent from school will be marked unexcused until he or she submits required documentation as specified above. Failure to provide required documentation within three school days upon the return to school will result in an unexcused absence. Unexcused absences include:

1. Absences due to vacations, local non-school event, program or sporting activity
2. Absences due to older students providing day care services for siblings
3. Absences due to illness of others
4. Absences due to non-compliance with immunization requirements (unless lawfully exempted)
5. Absences due to lack of internet, computer malfunction, or software errors.

**Truancy**

In accordance with Florida Statute (F.S.) 984.03 (27) (a), “Habitually truant” means that the child has 15 unexcused absences within 90 calendar days with or without knowledge or justifiable consent of the child’s parent or legal guardian” and is subject to compulsory school attendance under F.S. 1003.21 (1) and (2)(a), and is not exempt under F.S. 1003.21(3), F.S. 1003.24, or any other exemptions specified by law or the rules of the State Board of Education. Truancy refers to student’s unexcused absences from school. Any school absence – excused or unexcused – as well as missed classes can affect students negatively. Truancy affects students of all ages, and costs students more than their education; it costs them their future. Students with excessive absences will not meet the requirements of this program and will be withdrawn to their home school. The following steps will be taken to ensure the truancy issue is rectified:

1. **Written Notice to Parents**
   - After a student has had a minimum of five (5) unexcused absences within a calendar month, or ten (10) absences within 90 calendar days, the parent should be advised of the unsatisfactory absences and the school may begin to provide services to process the truancy referral.
   - After 15 unexcused absences within a 90 calendar day period (3 consecutive months), the school principal or designee must give written notice to the student’s parent to request their attendance at a Truancy Child Study Team (TCST) meeting to discuss the attendance problem and identify potential remedies.

2. **Truancy Child Study Team Committee Meeting and Report**
   - The principal will hold a TCST meeting with the parent on the date designated in the TCST notification. The purpose of this TCST is to:
     a. Discuss the reason(s) for the student’s absences.
     b. Identify and recommend potential remedies/interventions including withdraw to a different educational setting.
     c. Advise parents that the student’s absences will result in a complaint of truancy to be filed with the Department of Juvenile Justice through a referral to a social service agency, as well as the District’s intent to notify the Department of Highway Safety and Motor Vehicles for Driver License revocation.
d. The principal or designee must have the parent sign the TCST Committee Report. If the parent is not present, the form must be signed by three Team Members.

e. Enter “TL” code (Truancy Letter to Parent) into the Student Case Management (SCM) System.

Students who know they will not be participating in a course due to vacation, travel or other commitment must be on or ahead of pace and notify their teachers and school office at least two weeks in advance of the planned absence, and discuss the completion of assignments and pacing beforehand. In the case of a prolonged emergency absence, the student and/or parent should notify school administration as soon as possible. Parents may be required to provide notarized documentation when warranted.

Academic Integrity

LVS expects a full commitment to academic integrity from each LVS student.

Academic integrity means:
- Your work on each assignment will be completely your own
- Your collaboration with another classmate on any assignment will be pre-approved by your instructor
- You will not practice plagiarism in any form
- You will not allow others to copy your work
- You will not misuse content from the Internet
- You will not provide assistance to anyone scheduled to take the same course semester/final exams in the future
- Your parent/guardian will attest to the fact that your work is completely your own

LVS Academic Integrity: Violations and Consequences

Level 1
Plagiarism: copying or using ideas or words (from another person, an online classmate, or an Internet or print source) and presenting them as your own; submitting another student’s work or sharing files with other students, and/or inconsistencies between written assignments and oral assessments.

If at anytime, an LVS teacher, counselor or administrator suspects that submitted work is not being done by the student, they may call for a proctored examination at the school or other district location.

Procedure for Level 1 Violations:

1st Offense:
- Teacher schedules phone call or conference with parent and student to advise of violation
- Teacher advises student and parent that student must re-submit assignments using his or her original ideas and work before proceeding to next assignment at the teacher’s discretion.
- Teacher has the option to grant full or partial credit.

2nd Offense:
- Teacher schedules a conference with parent, student and school administrator
- Teacher advises student and parent that a “0” (F) on the assignment(s) in question will be issued. Student may be able to submit a replacement assignment for partial or full credit at the teacher’s discretion. If the violation occurred on an assessment, student will receive a “0” (F). Additional assignments and assessments, including resubmission, may be given in a proctored setting.
3rd Offense:

- Teacher schedules a conference with parent, student and school administrator
- A written discipline referral is issued to the student and discussed
- Student is withdrawn from course with an F. Student may continue enrollment in any other active courses until completion or the end of the semester, whichever occurs first.
- Student will lose the privilege to enroll in any additional LVS course(s) in the future.

Level 2

Security breaches such as: misuse of passwords, accessing another student’s account, providing access to one’s account to another student, misrepresenting oneself as another student, or illegally accessing any resources that are intended for instructional evaluation purposes, selling, soliciting, or purchasing material.

Procedure for Level 2 Violations:

- Teacher schedules a conference with parent, student and school administrator
- If it is determined a student violated online security, the student will be withdrawn with a failing grade from all online courses, a discipline referral will be issued and the student will be referred to Student Services for suspension, placement in an alternative program or expulsion. Depending upon the severity of the incident, law enforcement officials may be notified.
- The student loses the privilege to enroll in any additional LVS course(s) in the future.

Student Contact and Drop Policy

Only through continuous communication can students be successful in an online course. At any point during enrollment, students may be dropped if there is no communication with an assigned teacher(s) for 14 consecutive days. Within each course the instructor outlines the weekly minimum work requirements. It is essential that the student and instructor maintain regular contact. To ensure that our students are aware of this commitment, the three-part process below will be followed:

1) If the student does not submit the expected number of assignment(s) within a period of seven (7) consecutive days, the student and parent(s) will receive an electronic letter notifying them of the student’s unacceptable pace for submitting assignments.
2) If the student does not respond to the letter by submitting the appropriate number of assignments within seven (7) days, the instructor(s) will make a telephone call to the student/parent(s).
3) If the student does not respond by submitting all required assignments within fourteen (14) days of the initial letter, LVS will assume that the student does not intend to remain in the course, and the student will be administratively dropped from the course.

Every student has a grace period during the first 14 consecutive days of being activated into a LVS course. During that period, students may drop the course without penalty and teachers can also withdraw unproductive/unsuccessful students from their course to allow them to pursue other educational means without penalty. Once the 14 day grace period has passed, students may be withdrawn with a failing grade whether the withdrawal is initiated by the teacher or the student. The failing grade could be reported on the student’s official transcript.

Once a student is removed from a course, re-enrollment may not take place until student demonstrates consistency in all other online courses. Case by case evaluation is conducted.
Full Time Student Expectation Summary

Academic Expectations
Because of the school’s unique nature, students must take primary responsibility for their own learning. Self-motivation, dedication to learning, daily submission of work, and communication are essential. It is the student who determines his or her own level of success. Students can expect deadlines for their work and expect to work hard, but at their own pace within the set guidelines. They will log in for attendance to the school each day and will respond to teachers’ questions and prompts as they work through courses. They’ll use discussion boards, chat rooms, and other communication tools to work with teachers and other students. These tools, which may have been used for social purposes, will be used for genuine academic communication to support learning goals. Students work to receive Lee County Public School’s standard high school diploma.

Time & Learning Requirements
The amount of time students spend on courses will vary from student to student, and even course to course. However, students will have the time they need to complete the coursework (within reason). On average, students should expect to spend approximately 60-90 minutes per school day per course if they wish to complete the course in the typical time periods for 0.5 or 1.0 credit courses.

School Calendar
All courses must be complete by the end of the school year, each year. Lee Virtual School adheres to the school calendar established by the School District of Lee County. High School students are expected to earn at least 6 credits each year. Middle school students must complete a minimum of 5 classes yearly. Those failing to earn the necessary credits for grade promotion will not be allowed to continue virtual enrollment. Students who do not complete a course by the last day of school will be issued a failing grade. Students in grades K-5 will be retained if all required coursework, assessments and communication is not complete by the end of a term.

In Person Support
LVS is proud to offer a way for students to interact with teachers and other students. Activities will include face to face instruction, hands-on class reviews, field-trips, clubs and other activities, test prep, including FSA and EOC. Attendance is optional and open to grades K-12. Please check the online calendar at http://lvip.leeschools.net for events throughout the school year. Teachers are also available on a by-appointment basis to work with students at the Lee Virtual School office.

Dress Code
When coming to the Lee Virtual School office to work with a teacher, attend a club/class meeting, testing, etc. students are expected to follow the Lee County School District dress code.
1. Apparel shall be adequate in both length and coverage to be considered appropriate for school (no midriff shirts, no short shorts, no low cut tops).
2. Pants shall be worn fastened and at the waist with no undergarments showing.
3. Shirts or blouses shall be appropriately fastened in accord with the design of that shirt or blouse. The length shall extend beyond the waist level.
4. Clothing that exposes underwear or body parts in an indecent or vulgar manner is prohibited.
5. Transparent or see-through tops, bare midriff, strapless, low-cut clothing, or tops and outfits that provide minimum coverage or are of a suggestive nature are prohibited; halters, backless dresses or tops, tube tops, tank tops, muscle shirts, or any clothing which may be distracting are prohibited.
6. Apparel, emblems, insignias, badges, or symbols that promote the use of alcohol, drugs, tobacco, or any other illegal activity are prohibited.

Staying Current
All students and parents are responsible for regularly viewing updated announcements and information on the school’s calendar/webpage at http://lvip.leeschools.net.

Picture Identification Card
Picture identification is required for all students for standardized testing, field trips and admission to the LVS office. Lee County Virtual School ID cards are FREE OF CHARGE. Contact the Lee Virtual office at 239.337.8178 and request an appointment for a student ID, if you did not receive one. A Florida ID card is acceptable in lieu of school ID.

To obtain Florida Identification card information please log on to www.hsmv.state.fl.us/dll/faqkeys.html
- Florida Identification Card
- United States Citizen proof of identity and requirements.
- Non-United States Citizen proof of identity and requirements.
- Social Security number if issued.
- Must be 12 years of age or older (No minimum age in Citrus, St. Johns or Monroe counties).
- No test required.
- An original identification card is $3.
- To renew an identification card is $10.
- A duplicate identification card is $10.
- Address change $10: Apply by mail or in person at a driver license office.

Safety Plan
Lee Virtual School has an up-to-date and active safety plan that includes clear guidelines, policy and procedures for students and staff during Academic Days, office hours and testing days as well as equipment use, bomb threats, evacuation safety, fire safety, intruder safety, medical emergency safety, and tornado/storm safety. The Safety Manual is available for review in the Lee Virtual School office.

SAC Meeting
School Advisory Council meetings take place once per quarter. This is an opportunity for school staff, students and parents to formally meet and assist in the preparation and evaluation of Lee Virtual School’s improvement plan and budget. Please see the school calendar for scheduled meeting dates, times and location.
**Academic Counseling**

Once each semester, full time students will receive a review of their academic progress toward completing middle school and/or obtaining a standard high school diploma and be advised of course selection, career and post-secondary planning. The Lee Virtual guidance counselor is available to support, encourage and monitor the success of students. Although any questions about the specifics of a course should be directed to the particular teacher, any general questions about the school or the student’s education should be directed to the guidance counselor. An evaluation of each student will be conducted at the end of each school year to determine the best instruction options and enrollment for the next school year. *To maintain continuous enrollment at Lee Virtual School, a student must earn satisfactory grades in each course, maintain consistent pacing in every class, communicate successfully with teachers, and participate in all standardized testing.* Those students who fail to meet the minimum continuation standards will be referred to the office of student assignment to meet their educational goals in an educational setting better suited to their learning style.

**Physical Education Waivers**

Students in Grades K-5 must be scheduled for 150 minutes of physical education each week. Students in Grades 6-8 must be scheduled for one class period per day of physical education for at least one semester of each year. The requirement may be waived for students who meet one of the following criteria:

- The student is enrolled or required to enroll in remedial course.
- The student’s parent indicates in writing to the school that:
  - The parent requests that the student enroll in another course from among those courses offered as options by the school district; or
  - The student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.

Parents must be notified of these options before scheduling the student to participate in physical education. Parent requests must be kept on file. Official records must be updated to show students with Physical Education waivers in the Miscellaneous Academic Information screen the Academic Information Menu.

*Physical education waivers are not available for students in Grades 9-12.*

**Transfer Grades**

Any grades earned at a non-public school are subject to Lee County Public School’s accreditation policy, and course codes and credits are determined by the district’s course code directory. There are no guarantees of identical course transfers. All Lee Virtual grades are transferable to any Florida public school upon completion. *Transfers that occur prior to the completion of a course will receive no credit.*

**Discussion Based Assessments (DBAs)**

**Elementary Expectations**

- DBAs are created by instructors to assess content knowledge before assessment is taken.
- Grades K-1 students participate in a virtual or face to face DBA every 20 lessons.
- Grades 2-5 students participate in a DBA over the phone or online every 20 lessons.
- DBAs consist of Language Arts questions for grades K-2.
- DBAs consist of Science, Social Studies, Math and Language Arts questions for grades 3-5.
- DBAs are to be held **BEFORE** the assessments are taken in all grade levels.
Middle/High Expectations
- Students are expected to schedule a DBA with each teacher before each module exam. All DBAs are required and can be completed via the telephone, online or in person. DBAs are meant to be an oral review of the material mastered within a particular module; if further review/instruction is necessary, the teacher may recommend a student reschedule the DBA for a later time; however, if the student indicates complete understanding of the course content, the teacher will provide the student with instruction for completing the module exam. DBAs must be scheduled at least 24 hours in advance. Sometimes students may have to wait a few days for their DBA. In this case, they may start working on the next module in the course as long as the DBA is scheduled and they answer the phone for the appointment time.

Proctored Assessments
For accreditation purposes, Lee Virtual School reserves the right to ask any student to complete an exam at the office. LVS monitors 10% of the student population with random proctored examinations. These exams are not meant to be an inconvenience or accusatory. Rather, they serve as assurance of the quality of instruction students receive at LVS

Academic Days
LVS is proud to offer a way for students to interact on a weekly basis. Activities will include face to face instruction, hands-on class reviews, field-trips, and other instructional activities, test prep, including FSA and EOC. Attendance is optional and open to grades K-12. Please check the online calendar at http://lvip.leeschools.net for events throughout the school year.

Staying Current
All students and parents are responsible for regularly viewing updated announcements and information on the school’s calendar/webpage at http://lvip.leeschools.net.

Parent & Student Academic Progress Check Options
Grades 6-12 Lee Virtual School full time students receive report cards at the end of each semester; however, we recommend that parents and students utilize the available options to review student grades and progress continually. Several options are listed below:
1) Use your parent/guardian account to monitor student’s grades.
2) Contact online teacher during their individual office hours via email and/or telephone
3) Log on to virtual school at http://lee.flvs.net with student account information to sign into the course and review their individual grade-book.
4) Review electronic progress report sent monthly by online teachers to parent and student email accounts.

Due Process for Grade Appeal
A student may seek due process to appeal a final grade awarded at the conclusion of a course. Provided a student has submitted all work and completed all assessments according to the course pace and requirements, the student has the following recourse:

a. Student informs teacher in writing (within 10 days of receiving final grade) that he/she is challenging grade, including specific reason(s).
b. Teacher will review student’s coursework submissions (within 7 days). If teacher determines grade change is warranted, original course grade will be rescinded and new official grade
transcript will be submitted. If teacher determines no grade change is warranted, student may appeal to LVS administration.

c. Student has the right to appeal to LVS Administration (within 7 days). LVS administration may approve or deny the requested grade review.

d. In completing a grade review, LVS administration reserves the right to audit ALL coursework submitted; grade may change (increase, decrease, or remain constant).

e. The decision of LVS administration is final.

Standardized Tests

Lee Virtual School requires full-time students to take all standardized tests instituted by the School District of Lee County and the State of Florida. The tests are not administered online remotely so students must provide their own transportation to the school office and have picture identification to be tested. The Lee County Public Schools district-wide testing schedule can be found at www.leeschools.net or LVS website’s school calendar, http://lvip.leeschools.net.

All 3rd, 8th and 10th grade students are required to attend mandatory FCAT/FSA/EOC review sessions that will be scheduled. Students of all other grades whose achievement levels are not at or above grade level will also be required to attend FCAT/FSA/EOC review sessions. Those students failing to participate in the necessary review sessions and standardized tests may not be allowed to continue enrollment with LVS.

ASSESSMENTS

FCAT/EOC/SAT-10/FSA

Students are required to participate in all district and state mandated testing, including but not limited to the Florida Comprehensive Assessment Test (FCAT) which includes both reading and writing administrations, the NGSSS End of Course (EOC) assessments, Florida Standards Assessments (FSA), the Stanford Achievement Test-Tenth Edition (SAT-10). FCAT/EOC/SAT-10/FSA testing takes place at the LVS office. Transportation to and from the testing site is the sole responsibility of the parent/guardian. Students enrolled with LVS from another school district must make arrangements to participate in testing in their home and district or arrange travel to and from Lee County.

Students who do not participate in required testing will not be allowed to enroll in Lee Virtual School for the following year.

Comprehensive English Language Learning Assessment (CELLA)

All new students that enter Lee County Public Schools and answer one or more affirmative response(s) on the home language survey should be given the initial Comprehensive English Language Learning Assessment (CELLA) in order to determine placement in the English for Speakers of Other Languages program (ESOL). The CELLA online is administered in the spring to all students in the ESOL program. CELLA testing takes place at the LVS school office, and transportation to and from the testing site is the sole responsibility of the parent/guardian.

Advanced Placement Exams

All students taking Advanced Placement courses are required to take the Advanced Placement exams. Advanced Placement exams are coordinated with the Lee Virtual School’s test chairperson according to the College Board schedule. Advanced Placement testing for Lee Virtual School will take place at South Fort Myers High School, and transportation to and from the testing site is the sole responsibility of the parent/guardian. LVS pays for Advanced Placement exams for students taking those courses during the school day. Students who chose not to take the Advanced Placement exams are responsible for the portion of the fee that is not refunded by the College Board. Payment should be made directly to LVS.
**PSAT/NMSQT (Preliminary SAT/Merit Scholarship Qualifying Test)**
The PSAT/NMSQT is administered in the fall—usually October. The test is coordinated with LVS test chairperson. All 10th graders in the Lee County Public School system are required to take the PSAT/NMSQT. The test fee is paid by the state. Students in grade 11 may opt to take the PSAT/NMSQT, and if so, must pay the testing fee directly to LVS. Qualifying juniors may qualify for a fee waiver. PSAT/NMSQT testing takes place at the LVS school office, and transportation to and from the testing site is the sole responsibility of the parent/guardian.

**Postsecondary Education Readiness Test (PERT)**
Select students in grade 11 who score at Level 2 or 3 on the reading portion of the grade 10 FCAT 2.0 or Level 2, 3 or 4 on the Algebra I End of Course exam taken in the 10th grade are administered the Postsecondary Education Readiness Test (PERT). Students in grades 9 – 12 may take the PERT on an as-needed basis to determine eligibility for special programs such as Florida Southwestern State College Dual Enrollment Program. PERT is administered at the LVS school office, and transportation to and from is the sole responsibility of the parent/guardian.

**FCAT/FSA/EOC/SAT-10 Results**
The school may access test results when the information is released by the state. Individual Student Reports (ISR)s for FCAT, FSA, and EOC are available in the LVS office for pick-up. ISR’s are not mailed to the student’s address.

**FCAT/EOC/PERT/STAR/FSA**

**WHAT IS THE FCAT/FSA?**
The Florida Comprehensive Assessment Test (FCAT)/Florida Standards Assessments (FSA) is the foundation of the statewide educational assessment and accountability program. The FSA program includes assessments in the following areas:

- Writing for students in grades 4, 8, and 10
- Reading and mathematics for students in grades 3 through 10
- Science for students in grades 5, 8, and 11

**WHAT IS THE PURPOSE OF THE FCAT/FSA?**
The purpose of the statewide assessments is to gather information of two kinds:

- Parents, students, and teachers need FCAT/FSA data to provide information about student mastery of skills.
- The public needs FCAT/FSA data to understand the “educational health” of students and to hold schools and districts accountable for progress.

**WHAT IS MEASURED BY THE FCAT/FSA?**
The FCAT/FSA measures student knowledge and understanding of reading, writing, science, and mathematics content as described in the Next Generation Sunshine State Standards and Florida Standards. There is a direct connection between the Next Generation Sunshine State Standards and Florida Standards and the questions on the FCAT/FSA.

**WHAT ARE THE NEXT GENERATION SUNSHINE STATE STANDARDS AND THE FLORIDA STANDARDS?**
The standards are skills and competencies that Florida students should be able to learn from an early age, as defined by practicing classroom teachers, educational specialists, business people, and concerned citizens from Florida.
WHEN DO STUDENTS TAKE THESE ASSESSMENTS?
Monitor the school calendar on the Lee Virtual School website for the exact testing
dates/times/location/information.

HOW CAN STUDENTS PREPARE FOR THESE ASSESSMENTS?
Teachers should prepare students for success on these assessments by teaching the important content in the
Next Generation Sunshine State Standards and the Florida Standards. Students may also benefit from the free,
easy-to-use teaching resource, FCAT Explorer (www.fcatexplorer.com), offered via the Internet by the Florida
Department of Education or review of the FCAT Sample Test booklets at
http://www.firn.edu/doe/sas/fcat.htm. FSA testing information can be found at http://fsassessments.org/.

Test Taking Tips for Parents to Remember

1) Make sure your child attends school regularly. Remember that tests reflect the overall achievement of
your child. The more often the child is in a learning situation, the more likely he/she will do well on tests.
2) Give your child encouragement. Praise him/her for the things done well throughout the year. A child who
is afraid of failing is more likely to make a mistake.
3) See that your child has a well-rounded diet. A healthy body leads to a healthy, active mind.
4) See that your child completes homework assignments. Homework supports classroom instruction and
can help your child increase his/her comprehension of the classroom work.
5) Meet with your child’s teacher(s) as often as possible to discuss your child’s progress. Parents and
teachers should work together to benefit the child.
6) Ask the teacher(s) to suggest activities for you to do at home with your child. Such activities can help
your child improve his/her understanding of school work.
7) Make sure your child is well rested on school days. Children who are tired are less likely to pay attention
in class or to handle the demands of class work and tests.
8) Try not to be overly anxious about test scores. Too much emphasis on test scores can be upsetting to
children.
9) Find out which tests your child will take and for what purposes. The school principal and counselor should
provide you with a schedule of testing for the year and explain the use of the tests.
10) Make sure your child arrives on time for school.
11) See that your child dresses comfortably. Students should wear clothes that are comfortable and
appropriate for the weather.
12) If your child wears a hearing aid or glasses, be sure he/she remembers to use them during all testing
sessions.
13) Make sure your child receives any necessary test taking accommodations.
14) Remember, make sure that your child is well rested and has a healthy breakfast on the day of the test.

Helpful Resources
• The FCAT Home Page, located at http://www.firn.edu/doe/sas/fcat.htm on the Department of Education
website, provides a wealth of information about the FCAT and serves as a valuable resource to students,
parents, and educators.
• Sample Test Materials, located at http://www.firn.edu/doe/sas/fcat/fcatsmpl.htm in PDF format, are
designed to help students become familiar with the FCAT by providing helpful hints and offering practice
answering questions in different formats.
• FCAT Explorer, located on the Internet at http://www.fcatexplorer.com/, features skills practice for both
reading and mathematics for public school students.
• The FSA, located on the Internet at http://fsassessments.org/students-and-parents, features general
information and various resources for student and parents.

Florida Department of Education
Office of Family and Community Outreach
A DAY IN THE LIFE OF AN LVS STUDENT

LVS advises all students to select, type, print, post, and follow a daily schedule of course activity suitable to make it a routine part of their daily lives.

While times and days to work are flexible, students are required to submit a MINIMUM number of assignments each week per course.

SAMPLE SCHEDULE A (all courses every day)

1) This schedule is based on a six-course day. Students can adjust the hours based on their schedule. This schedule allows for breaks in between courses as well as a liberal lunch.

2) Students are encouraged to continue working in the assigned course even if they have finished the pace for the week in that subject, i.e.: If Johnny has 20 minutes left assigned to English but he has finished the pace work for the week he is encouraged to work ahead into the next pace week for the remaining time in the English slot. Students are encouraged to move to the next course when the time is up for the day. They are encouraged to finish the work the next day during the appropriate time slot.

<table>
<thead>
<tr>
<th>TIME</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00AM</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
</tr>
<tr>
<td>9:00AM</td>
<td>BREAK</td>
<td>BREAK</td>
<td>BREAK</td>
<td>BREAK</td>
<td>BREAK</td>
</tr>
<tr>
<td>9:15AM</td>
<td>English</td>
<td>English</td>
<td>English</td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>10:15AM</td>
<td>BREAK</td>
<td>BREAK</td>
<td>BREAK</td>
<td>BREAK</td>
<td>BREAK</td>
</tr>
<tr>
<td>10:30AM</td>
<td>Social Studies</td>
<td>Social Studies</td>
<td>Social Studies</td>
<td>Social Studies</td>
<td>Social Studies</td>
</tr>
<tr>
<td>11:30AM</td>
<td>LUNCH BREAK</td>
<td>LUNCH BREAK</td>
<td>LUNCH BREAK</td>
<td>LUNCH BREAK</td>
<td>LUNCH BREAK</td>
</tr>
<tr>
<td>12:30PM</td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
</tr>
<tr>
<td>1:30PM</td>
<td>BREAK</td>
<td>BREAK</td>
<td>BREAK</td>
<td>BREAK</td>
<td>BREAK</td>
</tr>
<tr>
<td>1:45PM</td>
<td>Elective 1 (Spanish)</td>
<td>Elective 1 (Spanish)</td>
<td>Elective 1 (Spanish)</td>
<td>Elective 1 (Spanish)</td>
<td>Elective 1 (Spanish)</td>
</tr>
<tr>
<td>2:45PM</td>
<td>BREAK</td>
<td>BREAK</td>
<td>BREAK</td>
<td>BREAK</td>
<td>BREAK</td>
</tr>
<tr>
<td>2:50PM</td>
<td>Elective 2 (PE)</td>
<td>Elective 2 (PE)</td>
<td>Elective 2 (PE)</td>
<td>Elective 2 (PE)</td>
<td>Elective 2 (PE)</td>
</tr>
<tr>
<td>3:50PM</td>
<td>BREAK</td>
<td>BREAK</td>
<td>BREAK</td>
<td>BREAK</td>
<td>BREAK</td>
</tr>
<tr>
<td>4:00PM</td>
<td>Close out day</td>
<td>Close out day</td>
<td>Close out day</td>
<td>Close out day</td>
<td>Close out day</td>
</tr>
</tbody>
</table>

HOLIDAYS, SATURDAY & SUNDAY

THE STUDENT IS ALSO ABLE TO LOG IN ON WEEKENDS AND HOLIDAYS TO SUBMIT ASSIGNMENTS/WORK, CHECK EMAIL AND VIEW GRADEBOOKS. TEACHERS ARE NOT REQUIRED TO BE AVAILABLE.
SAMPLE SCHEDULE B (alternating course days)

1) This schedule is based on an alternating course day (a.k.a. “block schedule”). Students can adjust the hours based on their schedule. This schedule allows for breaks in class work well suited to athletic practices, faith based activities, medical appointments and other non-school commitments.

2) Students are encouraged to continue working in the assigned course even if they have finished the pace for the week in that subject, i.e.: If Suzy has 20 minutes left assigned to English for the day but he has finished the pace work for the week she is encouraged to work ahead into the next pace week for the remaining time in the day.

The following schedule assumes a student attends a non-school activity on Tuesday and Thursday from 1:00 – 5:00 PM. Every day from 5:00-6:00pm or later in the evening, the student is encouraged to check email and prepare for next day.

<table>
<thead>
<tr>
<th>TIME</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00AM</td>
<td>English</td>
<td></td>
<td></td>
<td></td>
<td>English</td>
</tr>
<tr>
<td>9:00AM</td>
<td></td>
<td>PE</td>
<td></td>
<td>PE</td>
<td>English</td>
</tr>
<tr>
<td>10:00AM</td>
<td>Math</td>
<td>History</td>
<td>Math</td>
<td>History</td>
<td>Math</td>
</tr>
<tr>
<td>11:00AM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00PM</td>
<td>LUNCH BREAK</td>
<td>LUNCH BREAK</td>
<td>LUNCH BREAK</td>
<td>LUNCH BREAK</td>
<td>LUNCH BREAK</td>
</tr>
<tr>
<td>1:00PM</td>
<td>Spanish</td>
<td></td>
<td>Spanish</td>
<td></td>
<td>Spanish</td>
</tr>
<tr>
<td>2:00PM</td>
<td>Science</td>
<td>Non-School Activity</td>
<td>Science</td>
<td>Non-School Activity</td>
<td>Science</td>
</tr>
<tr>
<td>3:00PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:00PM</td>
<td>Close out day</td>
<td>Close out day</td>
<td>Close out day</td>
<td>Close out day</td>
<td>Close out day</td>
</tr>
</tbody>
</table>

Lee Virtual School Scheduling Guide

LVS SCHEDULING EXPLANATION

The basic intent of this scheduling process is to allow students to broaden their access to classes without diluting their concentration on any course. Students choose six credits to be studied over the school year. The school year will be divided into two semesters. During each semester a student will be typically be assigned no less than six courses. However, in situations that warrant, a student may concentrate on 3 courses per semester, devoting twice the time to each course. By having only three courses each day, the student is better able to concentrate and focus on learning more thoroughly.

All LVS full-time students are required to participate in all district-wide testing.

- 6 credits per year
- 1 credit (36 weeks of study) or .5 credit (18 weeks of study) per class
- 3 or 6 credits at a time

Full time student scheduling is completed in July. Students may submit to guidance the LVS Course Registration Form for review but should not request courses on the virtual school system (VSA) as requests cannot be processed before July. Returning students will receive additional instructions. New students must submit course requests during orientation. Students enrolled in previous/summer virtual courses with another school (i.e. Florida Virtual School) must have ALL coursework completed with a grade issued PRIOR to the first day of school. Students will not be activated in Lee Virtual courses until all existing coursework is completed.
Conditional Enrollment/Re-enrollment Agreement

As the parent(s)/guardian(s) of ________________________________

(Print Student’s name)

I understand that Lee Virtual School is a one-year commitment and requires my child to meet all conditions that foster a successful online education. During the first 21 days of my child’s enrollment, he/she will be evaluated by teachers and staff based on those conditions listed below.

Conditions defining a successful online student:

1) Submit daily attendance
2) Consistent parent/guardian supervision of student
3) Maintaining pace in all courses (1 hour per day per course) and submitting required work
4) Daily engagement in course activities/enrolled in 6 courses
5) Establishing regular communication with all teachers via email, phone and/or text
6) Earning and maintaining passing grades of C or higher
7) Earning appropriate credits/standards for end of year grade promotion
8) Participating in all district standardized testing
9) Honoring all rules and procedures established by Lee Virtual School and Lee County Public Schools for student conduct, academic integrity, and netiquette

If during the initial 14 days, it is determined by Lee Virtual School that my child is not recommended for online education, he/she will be withdrawn no grade penalty and referred to school assignment to pursue a different instructional venue.

If I choose to keep my child enrolled after the 14 day grace period, and Lee Virtual School has not recommended him/her for online education, I understand that this may result in failing grades which may negatively impact student’s grade point average and possible future withdrawal for which I will not hold Lee Virtual School responsible. Furthermore, transfer grades are neither given nor accepted.

Meeting the listed conditions is a requirement for continued enrollment.

Parent/Guardian Signature Date

Student Signature Date
ELEMENTARY REQUIREMENTS

Age Requirements for Kindergarten and First Grade

- Any child who will be five years old on or before September 1st may enter kindergarten, as specified in §1003.21, F.S.
- Any child who will be six years old on or before February 1st must enter school, as specified in §1003.21, F.S.
- Any child who has attained the age of six years on or before September 1 of the school year and who has been enrolled in a public school, or who has attained the age of six years on or before September 1 and has satisfactorily completed the requirements for kindergarten in a private school from which the district school board accepts transfer of academic credit, or who otherwise meets the criteria for admission or transfer in a manner similar or applicable to other grades, shall be eligible to attend first grade.
- Any student who transfers from an out-of-state public school and does not meet regular age requirements for admission to Florida public schools shall be admitted upon presentation of the following information.
  1. Official documentation that the parent(s) or guardian(s) was a legal resident(s) of the state in which the child was previously enrolled in school;
  2. An official letter or transcript from proper school authority which shows record of attendance, academic information, and grade placement of the student;
  3. Evidence of immunization against communicable diseases as required in s. 1003.22, F.S.;
  4. Evidence of date of birth in accordance with s. 1003.21, F.S.; and
  5. Evidence of a medical examination completed within the last twelve (12) months in accordance with s. 1003.22, F.S.

- Any student who transfers from an out-of-state nonpublic school and who does not meet regular age requirements for admission to Florida public schools may be admitted if the student meets age requirements for public schools within the state from which he or she is transferring, and if the transfer of the student’s academic credit is acceptable under rules of the school board. Prior to admission, the parent or guardian must also provide the information listed above (bullets 1-5).
- This is in accordance with Florida Law and the policies of The School Board of Lee County.

Elementary Program of Studies (Grades K-5)

The following areas of study are offered in grades K-5:

- English Language Arts (reading, writing, speaking, listening and language)
- Mathematics
- Science
- Social Studies
- Physical Education*

*Students in grades K-5 will receive 150 minutes of physical education per week. As stipulated in §1003.455(3), F.S. any day during which P.E. instruction is conducted there will be at least 30 consecutive minutes per day.
The PE requirement for students with severe and profound disabilities can be met through participation in adaptive or specially designed PE. Students in grades K-5 are eligible to waive the physical education requirement if they meet any of the following criteria:’
  - The student is enrolled or required to enroll in a remedial course.
  - The student’s parent indicates in writing to the school that:
    1. The parent requests that the student enroll in another course from among those courses offered as options by the school district; or
    2. The student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.
School districts are required to notify the student’s parent of the options available before scheduling the student to participate in physical education.

GRADES
All courses are provided on a semester basis and only semester grades are reported. Students should consider quarterly grades as progress report grades. Academic grades are to reflect the student’s academic progress based on the competencies/benchmarks for the grade level/course in which the student is enrolled. The grade must not be based upon student’s effort and/or conduct. The established requirements and procedures for student progression can be found in the Lee County Public Schools Student Progression Plan.

**K-5 Grading System**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>(90-100) Excellent</td>
</tr>
<tr>
<td>B</td>
<td>(80-89) Very Good</td>
</tr>
<tr>
<td>C</td>
<td>(70-79) Average</td>
</tr>
<tr>
<td>D</td>
<td>(60-69) Needs Improvement</td>
</tr>
<tr>
<td>U</td>
<td>(0-59) Unsatisfactory</td>
</tr>
</tbody>
</table>

**Multi-Tiered System of Support (MTSS)**

- The membership of the school-based MTSS problem-solving team will be in compliance with Federal and State policy. Elementary school principals will have the prerogative of supplementing the membership of the MTSS problem-solving team depending on the need(s) of the student being reviewed, differentiation of core instruction is recommended to ensure student success. Differentiated instruction is defined as a substantial difference in the amount of time available for instruction and practice and in the instructional strategies used to teach the students.
- Students who are substantially below standard or are being considered for retention should be referred to the school-based MTSS problem-solving team to determine if a Student Improvement Plan is necessary. This plan should include the specific supplemental and/or intensive interventions to be implemented, along with the type and frequency of progress monitoring assessments.
- Students who are still not meeting the established standards may be considered for further evaluation and to determine eligibility for ESE services. Recommendations will be made by the MTSS problem-solving team. Parents/Guardians will be informed of their children’s progress throughout the problem-solving process.

The MTSS problem-solving team will make recommendations to the principal regarding:

- Opportunity for students to receive supplemental or intensive interventions in reading, writing, mathematics, social studies and/or science;
- Promotion to the next grade; or
- Retention in the same grade.

**Promotion and Retention in the Elementary Grades**

**Promotion**

Elementary Students who:

- Demonstrate mastery of 80% or more of the appropriate grade level curriculum/Next Generation Sunshine State Standards and/or Florida State Standards as appropriate by the end of the school year;
- Meet District and State standards in reading, writing, mathematics, science and social studies, and
- Meet all the attendance requirements set forth in School Board Policy 4.16 shall be promoted to the next grade level.
Note:
*Students cannot be assigned to a grade based solely on age or other factors that constitute social promotion. There must be appropriate alternative placements for students who have been retained two or more years. The District may exempt students from mandatory retention only for Good Cause.*

**Acceleration**
The assignment of the student to a higher grade, which results in the student skipping a grade or part of a grade, is to be made on the basis of significantly high achievement by the student as evidenced by scores at or above the 98th percentile in all areas based on a standardized assessment, and evidence that the student will benefit more from the instructional program at the advanced grade level. The probable long-range academic, social, and emotional effects on the student should be strongly considered in any acceleration decision. A parent may formally request whole-grade acceleration or mid-year promotion by completing an official request and submitting all required documentation. The principal has the responsibility for making such assignments. The student’s cumulative record will reflect the “accelerated grade placement”, major reason(s) for the assignment, and the name of the principal who has made the placement. Parents shall be notified formally, in writing, that their child is receiving an accelerated grade placement to the next higher grade. A copy of this notification shall be placed in the cumulative record.

**Retention Determination**
Retention shall be determined by the principal after consideration of all data and committee recommendations.

**Kindergarten, Grade 1 and Grade 2 Retention**
All kindergarten, grade 1 and grade 2 students who perform substantially below in reading will be considered for retention. Principals may promote substantially below students as they determine appropriate.

Performance indicators for retention decisions may include:
- Star Early Literacy
- STAR Reading
- Academic Report Card Level
- District Reading, Writing, and/or Math Assessments
- LIGHTS Scale
- Florida Assessments for Instruction in Reading (FAIR)

All kindergarten, grade 1 and grade 2 students functioning minimally below who are being considered for retention will be brought before the school-based MTSS problem solving team for a recommendation regarding promotion.

All grade 2 students functioning substantially below who have already been retained once will be reviewed by the school-based MTSS problem solving team to be considered for a second retention prior to grade 3.

**Grade 3 Retention/Remediation**

**Mandatory Retention**
All grade 3 students who score Level 1 in Reading on the FSA and who do not meet State defined Good Cause Exemption criteria must be retained, as specified in §1008.25(5),F.S.

**Remediation**
Immediate intensive intervention must be provided daily for all elementary students who have been identified with a reading deficiency. This intervention must be in addition to or as an extension of the ninety (90) minute reading block in a smaller group size setting. Students must
continue to be provided with intensive reading instruction until reading deficiencies are remediated. LVS students may be required to attend regularly scheduled face to face instruction online, in person and/or at a school location if required.

Students not meeting specific levels of performance in reading as indicated by the STAR Reading assessment, Florida State Assessment Test (FSA), and classroom performance standards, must receive remediation or be retained. The following minimum performance standards apply in the core academic area of reading:

- Substantially below standard on the STAR Reading assessment
- Substantially below standard on FSA Reading (Achievement Level 1)

**Grade 4 and 5 Retention**

Grade 4 and 5 students who score Level 1 in Reading on the FSA and have not been retained twice in grades kindergarten through grade 5 shall be considered for retention. Students may be considered for promotion if they meet State defined Good Cause Exemption criteria. Academic performance on the Next Generation Sunshine State Standards and/or Florida State Standards as appropriate shall be reviewed by the school-based MTSS problem solving team.

**Good Cause Exemptions**

**Good Cause Exemptions-Grade 3**

Section 1008.25(6)(b), F.S., public school student progression, lists the good cause exemptions from retention for third grade students who score at achievement Level 1 on the reading portion of the FSA. The district school board may only exempt students from mandatory retention, as provided in the paragraph for good cause. Good cause exemptions shall be limited to the following:

- Limited English Proficient (LEP) students who have had less than two years of instruction in an English for Speakers of Other Languages program
- Students with disabilities whose Individual Educational Plan (IEP) shows that it is not appropriate for them to take the FSA Reading
- Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education. The alternative standardized assessment to be used in the Lee County School District is the Reading SAT-10. The acceptable level of performance on the Reading SAT-10 is a score at or above the 45th percentile.
- Students who demonstrate mastery (equal to at least a Level 2 performance on the FSA Reading) of the Next Generation Sunshine State Standards (NGSSS) through a District-approved portfolio.
- Students with disabilities who participate in the FCAT 2.0 and who have an Individual Education Plan (IEP) or a Section 504 plan and have received intensive remediation in reading for more than two years but still demonstrate a deficiency in reading and were previously retained in kindergarten, grade 1, grade 2 or grade 3.
- Students who have received intensive remediation in reading for two or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2 or grade 3 for a total of two years.

**Good Cause Exemptions Grades 4 and 5**

Cause exemptions are limited to the following:

- Limited English Proficient (LEP) students with less than two years of English as Second Language (ESOL).
- ESE students whose IEPs indicate participation in FSA 2.0 is inappropriate.
• Students who demonstrate acceptable performance on alternative standardized reading assessment approved by the State Board of Education (SBE). The alternative standardized assessment to be used in the Lee County School District is the Reading SAT-10. The acceptable level of performance on the Reading SAT-10 is a score at or above the 45th percentile.
• Students with portfolios showing reading at or above FSA Level 2.
• ESE students taking FSA with an IEP and receiving intensive remediation in reading 2+ years but still have deficiencies in reading and were previously retained K-3.
• Students who have received intensive reading remediation for 2 years or more and were previously retained in K-3 for a total of two years.

Mid-Year Promotion Criteria for Grade 3
• All grade 3 curriculum assessments complete with scores at or above 80% consistently.
• Students demonstrate acceptable performance on alternative standardized reading assessment approved by the State Board of Education (SBE).
• Students demonstrate they are successful and independent readers, and performing at or above grade level, in reading or English Language Arts, as applicable under s. 1008.22.
• Retained third grade students may be reevaluated using subsequent assessments, alternative assessments, and portfolio reviews in accordance with rules of the State Board of Education.
• Teachers must provide additional documentation to substantiate the transition from grade 3 to grade 4, as specified in §1008.25(5)(c), F.S.

Progress Monitoring and Assistance for Grade 3 Students
• The Student Improvement Plans for all retained third grade students who did not score above a Level 1 on the FCAT 2.0 Reading and did not meet one of the good cause exemptions will be reviewed to address additional supports and services needed to remediate the deficiency. The school will also be required to complete a student portfolio for each third grade student that has been retained once in third grade, as specified in §1008.25(7)(b)(1), F.S.
• Schools will provide an Intensive Accelerated Class (IAC) to students in grade 3 who scored at Level 1 on the reading portion of the FCAT and were retained in grade 3 two times. The IAC will; have a reduced teacher-student ratio; provide uninterrupted reading instruction for the majority of student contact time each day and incorporated opportunities to master the grade 4 Next Generation Sunshine State Standards and/or Common Core State Standards as appropriate in the other core subject areas; use a reading program that is scientifically researched-based and has proven results in accelerating student reading achievement within the same school year; provide research-based intensive language and vocabulary instruction, including a speech language therapist; and weekly progress monitoring measures, as specified in §1008.25(7)(b)8, F.S.
• At the end of the first semester each school will report to the District on the progress of students in the Intensive Accelerated Class (IAC) through the administration of the grade three probes from the Florida Assessments for Instruction in Reading (FAIR) along with the Progress Monitoring and Reporting Network (PMRN) or through the Student Automated Database if using a different progress monitoring, as specified in §1008.25(7)(b)8g, F.S.
• Districts shall provide students that have been retained within grade 3 two times with a high performing teacher as determined by student performance data and above satisfactory performance appraisals, as specified in §1008.25(7)(b)5, F.S.
Retained third grade students who have received intensive instructional services but are still not ready for grade promotion will be offered the option of being placed in transitional instructional settings specifically designed to produce learning gains sufficient to meet grade 4 performance standards while continuing to remediate the areas of reading deficiency, as specified in §1008.25(7)(b)10, F.S.

**Reading Assessment K-3**

Each elementary school shall regularly assess the reading ability of all K-3 students. If students exhibit a reading deficiency, parents shall immediately be notified of the deficiency with a description and explanation, in terms understandable to the parents, of the exact nature of the difficulty in learning and lack of achievement in reading. Parents shall be consulted in the development of a detailed Student Improvement Plan as specified in §1008.25(4)(b), F.S.; and shall be informed that students will be given supplemental or intensive reading instruction until deficiencies are corrected.

**Intensive Reading Instruction**

The District School Board shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low performing readers as specified in §1008.25(4)(b), F.S.

Students who exhibit a substantial deficiency in reading, based upon an assessment system that measures phonemic awareness, phonics, fluency, vocabulary, and comprehension conducted in kindergarten or grades 1, 2, or 3, will be provided intensive accelerated reading instruction during regular school hours in addition to the regular reading instruction. The school will use a state identified reading curriculum for reading instruction, as specified in §1008.25(7)(b)7, F.S.

- Identified students must have their reading proficiency reassessed by locally determined assessments or through teacher observations at the beginning of the grade following the intensive instruction.
- Intensive instruction shall be continued until reading deficiency is remediated.
- Third grade students who score at a level 1 on the reading portion of the FSA during their second year in the third grade will be placed in an intensive acceleration class during their third year in the third grade. The focus of this class will be to increase a child’s reading level at least two grade levels in one school year.
- Third grade students who are retained must be provided intensive interventions in reading to remediate the specific reading deficiency, as identified by a valid and reliable diagnostic assessment. The intensive interventions must include; effective, instructional practices; participation in the District’s summer reading camp; and appropriate teaching methodologies, as specified in §1008.25(7)(a), F.S.
- Students transferring into the District should be immediately assessed for reading proficiency to determine if remediation is appropriate. This is especially true in grade 3. If students transfer into the District after the administration of the FCAT 2.0 in grade 3, it is up to the District to assess the student’s reading proficiency at the end of the year to determine if the student needs to repeat the third grade. Students will be provided with at least one of the following instructional options; supplemental tutoring in research-based reading services; a “Read at Home” plan outlined in a parental contract, including participation in “Families Building Better Readers Workshops” and regular parent-guided home reading; and/or a mentor tutor with specialized reading training, as specified in §1008.25(7)(b)6, F.S. Remedial and supplemental resources will be allocated first to students who are deficient in reading by the end of grade 3 and second to students who fail to meet performance levels required for promotion, as specified §1008.25(3), F.S.
GOING TO SCHOOL: GRADES K-5

Online Course Tips / FAQ’s

HOW DO I NAVIGATE MY PEARSON CONNEXUS HOMEPAGE?
On the left sidebar of the home page is a mailbox icon. Students and learning guides can access the mail from the teacher and send mail to the teacher. On the top left is a drop down menu where you will find all of your courses. You can click on the course to access your assignments. Also, on the left sidebar is where you can access a calendar and gradebook, as well as resources.

HOW DO I NAVIGATE MY BLACKBOARD MATH HOMEPAGE?
On the top right you will click on your math course. On the left sidebar is where you can access your daily lessons, a calendar and gradebook, as well as resources.

WHAT IS THE INSTRUCTOR WEBSITE USED FOR?
You begin your day at the instructor’s website. The instructor’s website where the Instructor can list important information and reminders to the class. Important technical help, pacing guides, links to important websites and much more can be found on the teacher website.

WHERE DO I FIND MY ASSIGNMENT DIRECTIONS?
You can click directly on the individual subject on the Pearson Connexus homepage, and then you click on the unit number on the left of the page to access your assignments. Learning guide instructions can be found in the “Lesson Guide” folder. For Math you will find the assignment directions in the “Learning Guide Instructions” manual in each lesson or as a whole in the chapter folder.

HOW DO I SUBMIT WORK FOR THIS CLASS?
Students can easily submit their assessments through dropbox as indicated by the lesson page. Teachers may also require additional assignments be submitted through Google Drive. Students will need to submit writing and math assessments, science activities etc.

  * Some Assessments are completed offline and submitted through Google Drive. Your Instructor grades assessments.
  
  * Most Assessments for grades 3-5 are multiple choice, true/false, matching, or short answer questions that are automatically or partially graded by the system when you click Submit.
  
  * Daily Checkpoints are automatically graded by the system.
  
  * Discussion Post responses are graded by the instructor.

Prior to uploading, please follow these directions:
  * Save your work in PDF format. (You will know if it is PDF because you will have a .pdf at the end of your file.)
  * Directions to save as PDF (.pdf):
    o When you finish your work click on the word FILE in the menu.
Then scroll down to SAVE AS and click on it.
Then in the drop down box choose PDF.
PLEASE DO NOT PUT ANY PERIODS, HYPHENS, ASTERISKS OR DECIMALS IN YOUR FILE NAME WHEN YOU SAVE IT. FOLLOW TEACHER DIRECTIONS FOR NAMING.

• After you have your work saved in the proper format you will click on the BROWSE button on the submission form to find your file in your computer.
• Once you find your file you click the button and it will upload.

Remember all assignments that you submit MUST INCLUDE A HEADING WITH:

STUDENT NAME
SUBJECT & LESSON NUMBER
DATE

Remember all assignments that you include in your portfolio MUST INCLUDE A HEADING WITH:

DATE
LESSON NUMBER

Work needs to be completed using correct grammar and complete sentences. (As appropriate for grades K-1.)

HOW DO I ACCESS MY GRADE?
To see your grade on each assessment, click on the Performance link in Pearson Connexus or My Grades link in BlackBoard math. Click the discussion bubble by the grade to see the comments on that assessment. All parents have the opportunity to access FOCUS for up to date grades on individual assignments.

HOW DO I SEND AN EMAIL TO MY INSTRUCTOR?
As an active participant in an online course, you are supplied with a Pearson Connexus webmail account to use for course activities.

Below are basic directions for using your Virtual School e-mail account:
• To send a message, click on the Compose Message button.
• It's proper etiquette to include a descriptive 'Subject' line as a hint to the e-mail’s contents. This will also assist the receiver with managing their email Inbox.
• Type your message into the 'Message' window using proper grammar and punctuation. Use 'Spell Check' and re-read your email before sending to insure you've included enough details for the receiver to understand what you are saying or asking.
• If you are sending an attachment you will need to click on 'options' then 'choose file.'
• Click the 'Send' button when you are ready.

Understanding Frequently Used Links:

PEARSON CONNEXUS: The learning portal is the vehicle for accessing courses (except for math), webmail, and grades for individual assessments.

BLACKBOARD: The learning portal is the vehicle for accessing MATH course, and grades for individual assessments.

LESSONS: Where teaching of subject and directions are found through the Pearson Connexus or BlackBoard portal.

PACE CHART:
• Print pace chart sent by teacher and follow very closely.
• Students must put a copy of pace chart in class folder/binder.
• May work ahead and finish course early. Some assignments will not be given in advance.
• Must complete minimum # of assignments each week.

GRADE BOOK:
• **Pearson Performance** includes most accurate and current information about individual grades on assessments including comments.
• **BlackBoard My Grades** includes most accurate and current information about individual grades on assessments including comments.
• **District FOCUS gradebook** includes the most accurate grade by subject for Elementary students.

**EMAIL:**
• Students and parents must read and reply to emails every day.
• The first thing to do when signing in to course(s).

**INSTRUCTOR WEBSITES:**
• Are used like a teacher bulletin board.
• Introduction of teacher.
• **HOME** office number & hours. (Please respect teachers’ office hours).
• News bulletins.
• Course updates and information.
• Links to important websites.

**WHAT SHOULD I BE DOING AS A KINDERGARTEN STUDENT?**
• Complete all activities and checkpoints daily
• Complete weekly Discussion Post responses
• Attend Virtual Lessons
• Attend Academic Days
• Participate in a face to face or virtual Discussion Based Assessment every twenty lessons
• Attend mandatory testing days
• Maintain an organized and complete portfolio
• Attend all Portfolio reviews
• Pass all subjects

**WHAT SHOULD I BE DOING AS A 1ST GRADE STUDENT?**
• Complete all activities and checkpoints daily
• Complete weekly Discussion Post responses
• Attend Virtual Lessons
• Attend Academic Days
• Participate in a face to face or virtual Discussion Based Assessment every twenty lessons
• Attend mandatory testing days
• Maintain an organized and complete portfolio
• Attend all Portfolio reviews
• Pass all subjects

**WHAT SHOULD I BE DOING AS A 2ND GRADE STUDENT?**
• Complete all activities and checkpoints daily
• Complete weekly Discussion Post responses
• Attend Virtual Lessons
• Attend Academic Days
• Participate Discussion Based Assessment every twenty lessons
• Attend mandatory testing days
• Maintain an organized and complete portfolio
• Attend all Portfolio reviews
• Pass all subjects

**WHAT SHOULD I BE DOING AS A 3RD GRADE STUDENT?**
• Complete all activities and checkpoints daily
• Complete weekly Discussion Post responses
• Attend Virtual Lessons
• Attend Academic Days
• Participate Discussion Based Assessment every twenty lessons
• Attend mandatory testing days
• Maintain an organized and complete portfolio
• Attend all Portfolio reviews
• Pass all subjects

WHAT SHOULD I BE DOING AS A 4TH GRADE STUDENT?

• Complete all activities and checkpoints daily
• Complete weekly Discussion Post responses
• Attend Virtual Lessons
• Attend Academic Days
• Participate Discussion Based Assessment every twenty lessons
• Attend mandatory testing days
• Maintain an organized and complete portfolio
• Attend all Portfolio reviews
• Pass all subjects

WHAT SHOULD I BE DOING AS A 5TH GRADE STUDENT

• Complete all activities and checkpoints daily
• Complete weekly Discussion Post responses
• Attend Virtual Lessons
• Attend Academic Days
• Participate Discussion Based Assessment every twenty lessons
• Attend mandatory testing days
• Maintain an organized and complete portfolio
• Attend all Portfolio reviews
• Pass all subjects

SYNOPSIS

**Student Requirements**

- Attend the “first days of school”
- Complete lessons according to the pace chart
- Participate in at least 10 hours per quarter of teacher contact time. (defined in policies/procedures in handbook)
- Complete assignments as instructed by the teacher
- Follow school rules and procedures when attending a school function
- Any other policies as required by LVS and stated in handbook (attendance logging etc)

**Parent/Learning Guide Requirements**

- Set up and maintain a daily work schedule for the student
- Set up a learning space in the home
- Create a behavior management plan
- Organize lessons and materials in advance
- Return phone calls or respond to emails in CANVAS within 24 hours
- Attend or review monthly Learning Guide training
- Ensure students are on pace and completing assignments accurately
- Check over student assignments for accuracy and give the student feedback
- Provide instruction to the student per directions from the teacher
- Maintain academic integrity by not helping with graded tests
- Scan and submit assignments per directions given by the teacher
- Schedule and maintain appointments with the teacher for conferences, meetings, DBA’s etc.
- Communicate issues to the teacher quickly
MIDDLE SCHOOL PROMOTION

Secondary schools are schools that primarily serve students in grades 6 through 12. It is the intent of the Legislature to provide for secondary school redesign so that students promoted from 8th grade have the necessary academic skills for success in high school and students graduating from high school have the necessary skills for success in the workplace and postsecondary education s.1003.413, F.S.

Promotion Requirements

Students entering grade 6 in 2007-2008 and beyond are required to successfully complete the academic courses as follows in order to be promoted to the 9th grade:

- Three middle grades or higher courses in English Language Arts (ELA)
- Three middle grades or higher courses in mathematics. Middle schools must offer at least one high school level mathematics course for which students may earn high school credit. Students who have earned high school credit for Algebra I before the 2011-2012 school year are not subject to the end-of-course assessment required under §1008.22(3)(c).a.(l), F.S.; however, beginning with the 2011-2012 school year, to earn high school credit for Algebra I, a middle grades student must pass the Algebra I end-of-course assessment. Students who have earned high school credit for Geometry before the 2012-2013 school year are not subject to the end-of-course assessment required under §1008.22(3)(c).a.(l), F.S.; however, beginning with the 2012-2013 school year, a middle grades student must take the Geometry end-of-course assessment, which constitutes 30 percent of the student’s final course grade, and earn a passing grade in the course. Beginning with 6th grade students entering middle school in 2012-2013, all students who score a Level 2 or higher on the 7th grade FSA will be eligible to take Algebra I in 8th grade.
- Three middle grades or higher courses in social studies, one semester of which must include the study of state and federal government and civics education. Beginning with students entering Grade 6 in the 2012-2013 school year, one of these courses must be at least a one-semester civics education course. Beginning with the 2013-2014 school year, each student’s performance on the statewide, standardized end-of-course assessment in civics education shall constitute 30 percent of the student’s final course grade.
- Three middle grades or higher courses in science. Beginning with the 2012-2013 school year, a middle grades student enrolled in high school Biology I must take the Biology I end-of-course assessment, which constitutes 30 percent of the student’s final course grade, and earn a passing grade in the course.
- One course in career and education planning to be completed in 7th or 8th grade. The course must include the career exploration emphasizing technology or the application of technology in career fields and focused on workforce trends and labor market demands, must emphasize the importance of entrepreneurship skills, and shall result in the completion of a personalized academic and career plan. The required personalized academic and career plan must inform students of high school graduation requirements, high school assessment and college entrance test requirements, Florida Bright Futures Scholarship Program requirements, state university and Florida college admission requirements, available opportunities to earn college credit in high school, including Advanced Placement courses, the International Baccalaureate Program, the Advanced International Certificate of Education Program, dual enrollment, including career dual enrollment, academy opportunities, career-themed courses, and courses that lead to recognized industry certifications.

Remediation and Retention

- Students who do not attain the 12.5 required credits needed for high school promotion are remediated to repeat all grade 8 courses or attain missing credits. Students who are not successful in attaining the credits associated with their grade level will be asked to enroll in a learning environment with direct instruction, credit recovery or both.

GRADES
All courses are provided on a semester basis and only semester grades are reported. Academic grades reflect the student’s academic progress based on the competencies/benchmarks for the grade level/course in which the student is enrolled. The grade is not based upon student’s effort and/or conduct. The established requirements and procedures for student progression can be found in the Lee County Public Schools Student Progression Plan.

**MIDDLE SCHOOL GRADING SYSTEM**

<table>
<thead>
<tr>
<th>GRADE</th>
<th>PERCENT</th>
<th>DEFINITION</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>Outstanding Progress</td>
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<tr>
<td>B</td>
<td>80-89</td>
<td>Above Average Progress</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
<td>Average Progress</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
<td>Lowest Acceptable Progress</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
<td>Failure</td>
</tr>
</tbody>
</table>

**Program of Studies**

Information concerning specific courses offered and implementation procedures are found in the District’s **Middle School Program of Studies**. New programs may be developed and implemented during the year. Middle School Program of Studies includes State and local offerings in the following areas:

- English
- Art
- Mathematics
- Music
- Science
- Social Studies
- Physical Education**
- Reading*
- Career/Technical Education
- Comprehensive Health

*In addition to research based reading courses, reading application instruction is a large part of the regular instructional program. Students performing at Level 1 and Level 2 on FSA should be scheduled for direct reading instruction in an intensive reading class in a face to face setting. Students may exit intensive reading by demonstrating proficiency at Levels 3, 4, or 5 on the FSA.

**Students in grades 6-8 will be enrolled in the equivalent of one class period per day of physical education for one semester of each year. Students are eligible to waive the physical education requirement if they meet any of the following criteria:**

- The student is enrolled or required to enroll in a remedial course.
- The student’s parent indicates in writing to the school that:
  1. The parent requests that the student enroll in another course from among those courses offered as options by the school district:
  2. The student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.

School districts are required to notify the student’s parent of the options available before scheduling the student to participate in physical education.

Schools will hold parent meetings to inform parents about the course curriculum and activities.

**Extended Learning Components**

Exploratory and enrichment courses, such as technology education, family and consumer science, foreign language, and business technology, extend student learning beyond the core components.

**Mid-Year Promotion Criteria**

In order to be considered for mid-year promotion, students must demonstrate mastery through the completion of all required middle school credits. The principal is required to submit documentation to the Assistant Superintendent Teaching and Learning of completed credits and other academic benchmarks to substantiate the mid-year promotion of a student to 9th grade.

Students retained in 8th grade that may be eligible for mid-year promotion at the end of first semester shall be scheduled into a hybrid of 8th grade and 9th grade courses during the first semester in order to plan for mid-year transition to high school. Suggested high school courses include Algebra 1 (in the classroom setting) and may also
include HOPE, 9th grade computer courses, and other appropriate high school courses as the middle school determines. The high school elective courses may be taken through virtual school.

**Grade Level Designation**
Students will advance from one grade level designation to the next based upon completion of a school year of attendance. This will be known as the zero progression plan, whereby students begin their first year of middle school as a 6th grade student, their second year as a 7th grade student and their third year as an 8th grade student. Students will then remain an 8th grade student until all promotion requirements are met.

**High School Credit for Middle School Students**
The District recognizes the need to provide high school educational experiences for those students regularly enrolled in the middle school who have demonstrated mastery of middle school Sunshine State Standards and/or Common Core State Standards. Students must score a Level 2 or above on FCAT mathematics to enroll in high school mathematic courses and may earn high school credit for coursework taken during middle school. These courses will be included in all high school transcripts and high school grade point averages (GPA).

**Grade Forgiveness for High School Courses Taken By Middle School Students**
Middle school students may repeat a high school level course for forgiveness with grades of “C”, “D” or “F”. Any course grade not replaced according to a District forgiveness policy shall be included in the calculation of student’s high school cumulative grade point average (GPA) required for graduation. If a student receives a “C”, “D”, or “F” and subsequently receives a “C”, “D”, or “F” when retaking the same course, the lower of the two grades will be marked as elective.
# SAMPLE ACADEMIC PROGRESSION PLAN FOR MIDDLE SCHOOL

<table>
<thead>
<tr>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Regular</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• M/J Language Arts 1</td>
<td>• M/J Language Arts 2</td>
<td>• M/J Language Arts 3</td>
</tr>
<tr>
<td>• M/J Mathematics 1</td>
<td>• M/J Mathematics 2</td>
<td>• M/J Pre-Algebra/Algebra 1</td>
</tr>
<tr>
<td>• M/J Comprehensive Science 1</td>
<td>• M/J Comprehensive Science 2</td>
<td>• M/J Comprehensive Science 3</td>
</tr>
<tr>
<td>• M/J World History</td>
<td>• M/J Civics**</td>
<td>• M/J US History</td>
</tr>
<tr>
<td>• Keyboarding</td>
<td>• M/J Career Education</td>
<td>Elective</td>
</tr>
<tr>
<td>• Elective</td>
<td>• Elective</td>
<td>Elective</td>
</tr>
</tbody>
</table>

| **Advanced** | | |
| • M/J Language Arts 1 (Advanced) | • M/J Language Arts 2 (Advanced) | • M/J Language Arts 3 (Advanced) |
| • M/J Mathematics 1 (Advanced) | • M/J Mathematics 2 (Advanced) | Algebra 1** |
| • M/J Comprehensive Science 1 (Advanced) | • M/J Comprehensive Science 2 (Advanced) | • M/J Comprehensive Science 3 (Advanced) |
| • M/J World History (Advanced) | • M/J Civics** (Advanced) | • M/J US History (Advanced) |
| • Keyboarding | • M/J Career Education | Elective |
| • Elective | • Elective | Elective |

* High school credit-bearing course. Requires school counselor/principal approval
**End of Course (EOC) Exam required for credit.
HIGH SCHOOL STUDENT PROGRESSION PLAN
Secondary schools are schools that primarily serve students in grades 6 through 12. It is the intent of the Legislature to provide for secondary school redesign so that students promoted from the 8th grade have the necessary academic skills for success in high school and students graduating from high school have the necessary skills for success in the workplace and postsecondary education s.1003.413,F.S.

Credit Accumulation
- One full credit means a minimum of 120 hours of bona fide instruction in a designated course that contains student performance standards for purposes of meeting high school graduation requirements in a school that has been authorized to implement block scheduling by the District School Board.
- One full credit for high school graduation is defined as a minimum of 135 hours of instruction in a designated course that contains student performance standards when the course is scheduled a minimum of 45 minutes per day.
- The Credit Acceleration Program (CAP) provides opportunities for students to earn high school credit in Algebra 1, Algebra 2 (when available), Geometry, United States History, or Biology 1 if the student passes the statewide, standardized assessment administered under §1008.22, F.S. Districts shall award course credit to a student who is not enrolled in the course, if the student attains a passing score on the corresponding statewide, standardized assessment.
- The State Board of Education shall determine the number of post-secondary credit hours earned through Dual Enrollment, as specified in §1007.271,F.S., that satisfy the requirements of the District’s inter-institutional articulation agreement, as specified in §1007.235,F.S., and that equal one full credit of the equivalent high school course identified, as specified in §1007.271(6),F.S.
- One-half credit is defined to be one-half the requirement for a full credit.
- Credit is earned upon successful mastery of course performance standards.
- In awarding credit for high school graduation, each district school board shall maintain a one-half credit earned system that shall include courses provided on a full-year basis. A student enrolled in a full-year course shall receive one-half credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would not result in a passing grade. A student enrolled in a full-year course shall receive a full credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would result in a passing grade, provided that such additional requirements specified in district school board policies, such as class attendance, homework, participation, and other indicators of performance, shall be successfully completed by the student.
- A student with a disability, as defined in §1007.02(2),F.S. for whom the IEP committee determines that an end-of-course assessment cannot accurately measure the student’s abilities, taking into consideration all allowable accommodations, shall have the end-of-course assessment results waived for the purpose of determining the student’s course grade and credit.

Grade Level Designation
- Students will advance from one grade level designation to the next based upon completion of a school year of attendance. This will be known as the zero progression plan, whereby students begin their first year of high school as freshmen, their second year as sophomores, their third year as juniors, and culminating with the fourth year designation as seniors. Students will then remain at the senior designation until all graduation requirements are met. Credits have no bearing on grade level designation.

Grade Forgiveness
Students in grades 9-12 may retake a required course for the purpose of improving a grade. Grade forgiveness for required courses shall be limited to replacing a grade of “D” or “F” with a grade of “C” or higher earned.
subsequently in the same or comparable course. Forgiveness policies for elective courses shall be limited to replacing a grade of “D” or “F” or their equivalent with a grade of “C” or higher or its equivalent earned subsequently in the same, a comparable, or another course. Any course grade not replaced according to a District forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation. The District may no longer count the best twenty-four (24) credits of all courses taken to meet the cumulative grade point average for graduation requirements. If students receive a “D” or “F” and subsequently receive a “D” or “F”, when retaking the same course, the lower of the two grades will be marked as elective credit and both grades will be calculated in the GPA.

**Transfer of Credits**

Course credit may be transferred from other schools or agencies with the following conditions:

Courses and credits earned at another State or regionally accredited high school, community college, or university offered for acceptance shall be based on an official transcript authenticated by the proper school authority. Work or credits from non-accredited schools shall be validated as provided by Board Policies.

All transferring students must be certified in Minimum State Performances Standards and must earn a passing score on the grade 10 FSA and appropriate End of Course assessments.

Beginning with the 2012-13 school year, if a student transfers to a Florida public high school from out of country, out of state, a private school, or a home education program and the student’s transcript shows a mathematics (e.g. Algebra 1) credit in a course that requires passage of a statewide, standardized assessment in order to earn a standard high school diploma, the student must pass the assessment unless the student:

- earned a comparative score pursuant to s. 1008.22
- passed a statewide assessment in that subject administered by the transferring entity
- or passed the statewide assessment the transferring entity uses to satisfying the requirements of the Elementary and Secondary Education Act, 20 U.S.C. s. 6301.

If a student’s transcript shows a credit in high school reading or English Language Arts 2 or 3, the student must take and pass grade 10 FSA Reading or earn a concordant score on the SAT or ACT as specified by state board rule or, when the state transitions to common core English Language Arts assessments, earn a passing score on the English Language Arts assessment as required by Statute.

The requirements of the School board shall not be retroactive for transfer students, provided the students have met all requirements of the school district or state from which they are transferring (SBE 6-1.099). Students transferring into The School District of Lee County as seniors who would have been eligible to graduate from the sending school upon satisfactory completion of the senior year in that school shall be eligible to graduate from The School District of Lee County upon satisfactory completion of a normal senior Program of Studies as determined by the principal of the Lee County school. All other students transferring into Lee County shall meet all Lee County standards for graduation as determined by grade level enrollment at the time of entrance.

**National Collegiate Athletic Association (NCAA)**

The NCAA has specific requirements for student-athletes desiring to play college athletics. Information and NCAA Clearinghouse forms are available by visiting their website: [www.ncaa.org](http://www.ncaa.org). The student is responsible for requesting from the school registrar that a transcript be sent to the NCAA. All prospective student-athletes who want to play in NCAA Division I or II intercollegiate athletics must meet the NCAA Eligibility test score, grade point average, and core course requirements. Students apply for eligibility during their junior year in high school. Be sure to contact the NCAA Clearinghouse with specific questions.

**Foreign Language and Other Academic Courses**

Pursuant to Section 1003.429, F.S., a student selecting the college-preparatory three-year graduation program must complete two credits in the same second language, unless he or she is a native speaker of a language other than English or can otherwise demonstrate proficiency. If a student meets either of these criteria, he or she may substitute two academic credits for the two required credits in the same second language. The transcripts of students who demonstrate proficiency in a language other than English should indicate course number 0791920,
which represents the waiver of the foreign language credit requirement through demonstration of proficiency. Districts may document proficiency through a variety of methods, including:

- teacher-developed assessment administered to students who have completed two credits (two years)
- exit tests or assessments used in IB, AP, Pre-AICE or AICE programs
- language placement tests used by the modern languages department at the local college or state university
- use of a commercially-developed language proficiency test, such as the College Level Examination Program (CLEP), in languages other than English, the Oral Proficiency Interview designed by the American Council on Education, or the SAT II (formerly Achievement Test) designed by the College Board.

Pursuant to Section 1007.2615, F.S., students may elect to take two consecutive courses in American Sign Language (ASL I and II) to meet the foreign language requirement of the college-preparatory three-year graduation program and for admission to Florida’s state universities.

**Accelerated Course Options**

Credit earned through the Lee Virtual Instruction Program (LVIP) provides additional opportunities for graduation acceleration. Students can complete courses in a shorter amount of time provided they demonstrate mastery of the subject and complete all course requirements.

**Dual Enrollment Program**

The Dual Enrollment program is defined as the enrollment of eligible secondary students in a post-secondary course creditable toward both high school completion and an associate or baccalaureate degree or a career and technical certificate.

Eligible secondary students must be enrolled in a Florida public secondary school or in a Florida private secondary school which is in compliance with §1002.42(2), F.S., and conduct a secondary curriculum pursuant to §1003.428, F.S., or §1003.4282, F.S. general requirements for high school graduation, F.S. (Students enrolled in post-secondary instruction that is not creditable toward the high school diploma shall not be classified as dual enrollments.) Students who are eligible for dual enrollment shall be permitted to enroll in dual enrollment courses conducted during school hours, after school hours, and during the summer term as determined by the School District. Instructional time for such enrollment may vary from 900 hours but, the school district may only report the student for a maximum of 1.0 FTE. Any student so enrolled is exempt from the payment of registration, tuition, and laboratory fees. Applied academics instruction, college-preparatory instruction and other forms of precollegiate instruction, as well as physical education courses that focus on the physical execution of a skill rather than the intellectual attributes of the activity, are ineligible for inclusion in the dual enrollment program. Recreation and leisure studies courses shall be evaluated individually in the same manner as physical education courses for potential inclusion in the program.

High school students who meet program requirements may concurrently enroll in courses that are creditable toward a post-secondary certificate, associate’s degree, or bachelor’s degree at technical centers, college and state universities that have entered into an articulation agreement with Lee County.

For enrollment at Florida Southwestern State College, students must meet the following requirements:

- Have earned a minimum of 1 credits
- Have earned a minimum 3.5 unweighted grade point average prior to enrollment
- Obtain approval from the high school principal (or designee) and parent
- Obtain minimum ACT, PERT, or SAT placement scores prior to enrollment

<table>
<thead>
<tr>
<th>Course</th>
<th>P.E.R.T</th>
<th>ACT-E</th>
<th>SAT-R</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENC 1101</td>
<td>103 – Writing &amp; 106 – Reading</td>
<td>17 – English &amp; 19 – Reading</td>
<td>440 – Critical Reading</td>
</tr>
</tbody>
</table>
• Select courses from the approved list
• Satisfy any required prerequisites
• Attend course(s) in either the online or on campus format
• Maintain a 3.0 GPA in high school coursework and a 2.0 GPA in dual enrollment coursework in order to continue in the program
• Conform to all School Board and post-secondary institution policies and procedures

Note: Most three credit hour dual enrollment courses equate to one-half (.5) high school credit. Some three and four credit hour dual enrollment courses equate to one (1.0) high school credit. See https://www.osfaffelp.org/bfihehs/fnbpcm02_CCTMain.aspx for a listing of these courses.

Career and Technical Dual Enrollment
Fort Myers and Cape Coral Technical Colleges provide advanced instruction for high school students who demonstrate an interest and readiness to engage in post-secondary certificate career prep courses. The tech centers offer high school students who qualify for dual enrollment an opportunity to earn credit toward both a high school diploma and a post-secondary career preparatory certificate. Elective credits based on a wide variety of Career and Technical program choices are available.

Full-Time Early Admission
Early admission is another form of dual enrollment through which eligible students enroll in a college on a full-time basis during the last year of high school. Both high school and college credit will be awarded when attending colleges where an articulation agreement is in force. Students must meet the following requirements:
• Be entering the last year of high school based upon declared graduation date prior to enrollment
• Complete all graduation requirements with the exception of those requirements that can be met in the last year of high school PRIOR to enrollment in early admission
• Earn a passing score on the FSA Reading
• Be enrolled in a Lee County public high school at least one semester prior to seeking early admission.
• Earn a minimum 3.0 unweighted grade point average prior to enrollment
• Be accepted by a post-secondary institution authorized by Florida law or accredited
• Obtain approval from the high school principal and parent
• Select appropriate courses to satisfy graduation requirements
• Maintain a 2.0 GPA in college coursework in order to continue in the program
• Conform to all School Board and postsecondary institution policies and procedures

Advanced Placement Program
The Advanced Placement Program consists of over 30 college level courses and exams that are offered at high schools. Courses are available in several subject areas from art to statistics. Participation in AP courses gives students an excellent preparation for college and university studies. Successful completion of the course and receipt of a qualifying score on the national AP exam will result in college credit or advanced placement in college courses at many college and universities. Students who successfully complete an AP course but do NOT take the AP exam will receive high school credit only for the course. Post-secondary credit for AP courses shall be awarded to students who score a minimum of 3 on a 5-point scale on the corresponding AP exam. Students shall be exempt from the payment of any fees for administration of the examinations regardless of whether or not they achieve a passing score in examination. Lee Virtual Students can begin AP courses on or about August 1st. Enrollment in an AP virtual course closes on or about November 1st.
Graduation Options/Course Requirements

In conjunction with the State of Florida, the goal of The School District of Lee County is to provide students, with guidance from their parents or guardians, the opportunity to select the graduation option that will most appropriately prepare them for their chosen post-secondary path. To that end, the following options have been established, as specified in §1003.43,F.S. or §1003.429,F.S.:

- a four-year, 24-credit standard program;
- a three-year, 18-credit standard college preparatory program; or
- a three-year, 18-credit career preparatory program.
- an 18-credit ACCEL option
- Students who are currently pursuing an 18-credit college preparatory program or career preparatory program are eligible to continue the chosen program or elect the new 18-credit ACCEL program. Students are required to meet the specific performance requirements of the ACCEL program.
- Beginning with 2013-14 school year, any student electing to begin an 18-credit option is only eligible to select the ACCEL option.
- At the beginning of each school year, parents of students in or entering high school shall be notified of the opportunity and benefits of Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Dual Enrollment and Lee Virtual Instruction Program (LVIP).

Lee Virtual School assumes, unless indicated otherwise, that all entering 9th graders are pursuing a 24 credit diploma and the requirements for Bright Futures Scholarship.

Standard High School Diploma Designations

Each standard high school diploma shall include, as applicable, the following designations if the student meets the criteria set forth for the designation, as specified in §1003.4285,F.S.

Scholar Designation—In addition to the requirements of §1003.428,F.S. and §1003.4282,F.S., as applicable, in order to earn the Scholar Designation, a student must satisfy the following requirements:

- English Language Arts—Pass the 10th grade English Language Arts (ELA) assessment (when the state transitions to common core assessments).
- Mathematics—Earn one credit in Algebra 2 and one credit in statistics or an equally rigorous course. Students must pass the Algebra 2 common core assessment once implemented.
- Science—Pass the statewide Biology end-of-course assessment and earn one credit in chemistry or physics and one credit in a course equally rigorous to chemistry or physics.
- Social Studies—Pass the statewide, United States History end-of-course assessment.
- Foreign Language—Earn two credits in the same foreign language.
- Electives—Earn at least one credit in an Advanced Placement, an International Baccalaureate, an Advanced International Certificate of Education, or a dual enrollment course.

Merit Designation—In addition to the requirements of §1003.428,F.S. and §1003.4282,F.S., as applicable, in order to earn the Merit Designation, a student must attain one or more industry certifications from the list established under s. 1003.492.

STANDARD FOUR YEAR (24 CREDIT) DIPLOMA

College & Career Preparatory

Required Credits

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
</tr>
</tbody>
</table>

(1 credit must be Algebra 1 and Geometry or equivalent, or a higher level mathematics class)
(2 credits with laboratory component)
World History 1
American History 1
American Government 1/2
Economics 1/2
HOPE 1
Performing Arts / Practical Arts 1
(1 full credit in either area may be substituted for ½ credit in both areas)
Electives 8 1/2
Virtual Course 1 course
(completed in grades 6 - 12)
TOTAL CREDITS 24
Service Learning Hours 40
Passing scores on the Reading FSA, Algebra 1 EOC or alternative assessment if allowed by the State of Florida as well as required end of course exams.
Minimum Cumulative Grade Point Average 2.0

Accelerated High School Graduation Options
18-credit ACCEL Program
1. Four credits in English Language Arts.
2. Four credits in mathematics, including Algebra I and Geometry. Two other credits may be submitted with allowable industry certification courses that lead to college credit. Student must pass the Algebra 1 EOC assessment. Geometry EOC assessment is required and the results count as 30 percent of the final course grade.
3. Three credits in science, including Biology and two equally rigorous science courses. Two of the three must have a laboratory component. One credit may be substituted with allowable industry certification that leads to college credit. The Biology EOC assessment is required and the results count as 30 percent of the final course grade.
4. Three credits in social sciences, which must include one credit in United States History, one credit in World History, one-half credit in United States Government, and one-half credit in Economics. The U.S. History EOC is required and the results count as 30 percent of the final course grade.
5. One credit in fine/performing arts, speech and debate, or eligible practical arts courses as specified in the State Course Code Directory.
6. Three credits in electives, including fine/performing arts.
7. At least one course within the 24 credits required must be completed through online learning (excludes Driver Education).
8. Achieve a proficient score on the FSA Reading or standardized test scores that are concordant.
9. Earn an unweighted cumulative grade point average of 2.0 on a 4.0 scale.

Continued Opportunity to Complete Graduation Requirements
Students who do not meet the minimum performance expectations defined by the Commissioner of Education for the statewide assessment tests in reading, writing, science, and mathematics must continue to be provided remedial or supplemental instruction until the expectations are met, the student graduates from high school, or is not subject to compulsory school attendance.
CERTIFICATES OF COMPLETION AND OPTIONS

Certificates of Completion

Students who have completed and earned the 24 required credits but were unable to achieve the cumulative GPA of 2.0 on a 4.0 scale as specified in §1003.45(5)(c)(d), F.S. and/or failed to pass the FCAT, shall be awarded a regular Certificate of Completion.

● Students who are eligible to earn a Certificate of Completion may elect to remain in school either as a full or part-time student for up to one additional year and receive special instruction designed to remedy the identified deficiencies. Exceptional Student Education students may remain in school until age 22.

● Students who meet all special requirements of the district school board, but are unable to meet the appropriate special state minimum requirements, shall be awarded a special certificate of completion. The certificate indicates that the student passed the required ESE courses but did not master all of the Next Generation Sunshine State Standards for Special Diploma.

Students who have not completed all requirements for the three-year options, including earning passing scores on the FSA Reading, and achieve the cumulative grade point average of 2.0 on a 4.0 scale will not earn a Certificate of Completion. These students must meet the 24-credit option and attend high school for a fourth year.

Students who have received a Certificate of Completion, who subsequently meet the requirements for a standard high school diploma, shall be awarded a standard high school diploma when the requirements are completed.

High School Grade Classification

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. (F.S. 1008.25(6)(a)) Starting in 2009-10, grade designation for high school students will be determined as follows:

a) Following completion of one year designated as a 9th grader, the student will be designated a 10th grader.

b) Following completion of one year designated as a 10th grader, the student will be designated as an 11th grader.

c) Following completion of one year as an 11th grader, the student will be designated as a 12th grader.

d) Students enrolled in and attending Alternative Secondary Schools, including Department of Juvenile Justice (DJJ) programs, participate in a “performance based” educational setting. Students demonstrate credit completion at the point they finish the course requirements. Grade designation is determined in the same manner as indicated above.

GRADES

All courses are provided on a semester basis and only semester grades are reported. Students should consider quarterly grades as progress report grades. Academic grades are to reflect the student’s academic progress based on the competencies/benchmarks for the grade level/course in which the student is enrolled. The grade must not be based upon student’s effort and/or conduct. The established requirements and procedures for student progression can be found in the Lee County Public Schools Student Progression Plan.

HIGH SCHOOL GRADING SYSTEM

<table>
<thead>
<tr>
<th>GRADE</th>
<th>PERCENT</th>
<th>VALUE</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>4</td>
<td>Outstanding Progress</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
<td>3</td>
<td>Above Average Progress</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
<td>2</td>
<td>Average Progress</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
<td>1</td>
<td>Lowest Acceptable Progress</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
<td>0</td>
<td>Failure</td>
</tr>
</tbody>
</table>

Weighted Grading System

The weighted credit is the same for all courses designated to be given weighted credit and is calculated as follows:
Honors classes and Level 3 and above classes:
½ credit (semester) = .02 weighted credit
1 credit (year) = .04 weighted credit
Advanced Placement and Dual Enrollment Classes:
½ credit (semester) = .04 weighted credit
1 credit (year) = .08 weighted credit

Grade Point Average Calculation
High school students are allowed to enroll in courses leading to 18-24 or more credits. All courses taken must be included in the GPA calculation unless the grade has been forgiven by retake.
Students in grades 9-12 who have cumulative grade point averages below the required unweighted 2.0 level on a 4.0 scale, as specified in §1003.43(5)(c)(d), F. S., for graduation will be identified and receive counseling and assistance toward meeting this requirement, as specified in §1003.43(5)(e)1,F.S.

HIGH SCHOOL UNWEIGHTED GPA CALCULATION WORKSHEET

<table>
<thead>
<tr>
<th>Course Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A’s</td>
<td>X 2.0</td>
</tr>
<tr>
<td>B’s</td>
<td>X 1.5</td>
</tr>
<tr>
<td>C’s</td>
<td>X 1.0</td>
</tr>
<tr>
<td>D’s</td>
<td>X 0.5</td>
</tr>
<tr>
<td>F’s</td>
<td>X 0.0</td>
</tr>
</tbody>
</table>

Total Quality Points 1. ___________________

Credits Attempted
(Number of semester grades divided by 2) 2.___________________

Note: When figuring a GPA, don’t count a course that has been forgiven.
1. (Total Quality Points) / 2. (Credits Attempted) = (Unweighted GPA)

Note: To calculate a weighted GPA, add a .5 quality point for each semester grade of “C” or above in an advanced, honors or 1000 level dual enrollment course. Add 1 quality point for each semester grade of “C” or above in an Advanced Placement, International Baccalaureate or 2000 level and above dual enrollment course. Add a .5 quality point for each plus (+) grade.

Final Exams-District/School Developed
Final exams will be required of all students. For courses not requiring an End-of-Course Assessment, the exams will count as 20% of the semester/term grade, with each quarter grade accounting for 40% of the semester/term grade. For courses requiring an End of Course Assessment, the assessment score will count as 30% of the final/annual grade, with each semester grade accounting for 35% of the final/annual grade. Schools shall not exempt students from academic performance requirement, such as final exams, based on practices or policies designed to encourage student attendance. Students’ attendance records may not be used in whole or in part to provide an exemption from any academic performance requirement, as specified in §1003(2), F. S.

Graduation Recognition Program for Standard Diploma Students
A graduation recognition program, known as the Cum Laude system, was approved by The Lee County School Board on June 14, 2005.
Through the School District of Lee County’s Cum Laude System, all high school students who enter the ninth grade during the 2005-2006 school year and thereafter and are pursuing a standard high school diploma will be eligible
to earn one of several special designations. Based on the final, weighted grades, graduates may be recognized
during commencement (and on their diplomas and transcripts) as having earned one of these special designations:

<table>
<thead>
<tr>
<th>Rank Designation</th>
<th>Grade Point Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summa Cum Laude (“with highest praise”)</td>
<td>4.00 and higher</td>
</tr>
<tr>
<td>Magna Cum Laude (“with great praise”)</td>
<td>3.75 to 3.99</td>
</tr>
<tr>
<td>Cum Laude (“with praise”)</td>
<td>3.50 to 3.74</td>
</tr>
<tr>
<td>Rank with Distinction</td>
<td>3.25 to 3.49</td>
</tr>
<tr>
<td>Rank with Honors</td>
<td>3.00 to 3.24</td>
</tr>
</tbody>
</table>

Among the many benefits of this system is that beginning with the class of 2009, the highest honors in a graduating
class will no longer be limited to a Valedictorian and Salutatorian. All students, rather than just one or two, who
excel academically, will be appropriately recognized. While the former designations of Valedictorian and
Salutatorian will no longer be used for the Commencement Ceremonies, class rank will continue to be calculated
based on a weighted grade point average system. Students who take Advanced Placement (AP) and Dual
Enrollment (DE) courses will continue to add “weighted” grade points to their average, and the resulting weighted
GPA will continue to be used for admission and scholarships to colleges and universities.

**Grade Forgiveness**
Students in grades 9-12 may retake a required course for the purpose of improving a grade. Grade forgiveness for
required courses shall be limited to replacing a grade of “D” or “F” with a grade of “C” or higher earned
subsequently in the same or comparable course. Forgiveness policies for elective courses shall be limited to
replacing a grade of “D” or “F” or their equivalent with a grade of “C” or higher or its equivalent earned
subsequently in the same, a comparable, or another course. Any course grade not replaced according to a District
forgiveness policy shall be included in the calculation of the cumulative grade point average required for
graduation. The District may no longer count the best twenty-four (24) credits of all courses taken to meet the
cumulative grade point average for graduation requirements. If students receive a “D” or “F” and subsequently
receive a “D” or “F”, when retaking the same course, the lower of the two grades will be marked as elective credit
and both grades will be calculated in the GPA. The student’s record will however, reflect all courses attempted and
grades earned. ***Forgiveness rule shall be applied only once per course.***

**Out of State Transfer Students**
Students who enter a Florida public school at the 11th or 12th grade from out of state or out of country shall not be
required to spend additional time in a Florida public school in order to meet the high school course requirements
of the School District or state from which they are transferring. However, to receive a standard high school
diploma, transfer students must earn an unweighted 2.0 grade point average on a scale of 4.0, and meet the
requirements under s. 1008..
Students who earned the required 24 credits for the standard high school diploma except for passage of any
must-pass assessment under s. 1003.4282 or s. 1008.22 or an alternate assessment by the end of grade 12 must be
provided the following learning opportunities:
- Participate in an accelerated high school equivalency diploma preparation program during the summer;
- Take the Postsecondary Education Readiness Test upon receipt of a certificate of completion and be
  admitted to remedial or credit courses at a state community college, as appropriate;
- Participate in an adult general education program as provided in §1004.93, F.S. for such time as the
  student requires to master English, reading, mathematics, or any other subject required for high school
  graduation. Students attending adult general education programs shall have the opportunity to take any
  must-pass assessment under s.1003.4282 or s. 1008.22 an unlimited number of times in order to receive a
  standard high school diploma.

**Non-School Calendar Educational Experience**
During summer vacation or other times when school is not in session, educational opportunities arise which may be of lifelong benefit to students. Under certain circumstances, students might be able to receive up to one credit per year for such experiences. Numerous accredited post-secondary institutions offer “summer camp” experience in academic subjects. The intent of this program is to allow students to earn high school credit as a result of their experiences.

**Procedures/Rules:**

- Students must be in grades 9-12 and enrolled in a Lee County high school.
- Students must apply for credit prior to undertaking this experience. School guidance and administration will complete the application forms (MIS 692).
- Students must provide documentation of coursework to be pursued, contact hours and extra work required.
- Students are responsible for all costs.
- Evidence of completion of educational experience must be presented to the schools’ designated administrator within 60 days of completion.
- Credit will be considered only for successful completion of program with college course program objectives consistent with Florida Course State Frameworks or performance objectives and will be calculated in the GPA.
- Credit will only be considered in courses in the **High School Program of Studies** at time of application.
- Applicants may be required to present evidence of post-secondary school’s accreditation.

**Florida Bright Futures Scholarship Program**

The Florida Bright Futures Scholarship Program establishes a lottery-funded scholarship to reward Florida high school graduates who merit recognition of high academic achievement and who enroll in an eligible Florida public or private post-secondary educational institution within the specified timeframe after high school graduation. The Florida Bright Futures Scholarship Program is the umbrella program for the Florida Academic Scholars Award, the Florida Gold Seal Vocational Scholars Award and the Florida Medallion Scholars Award.

To be eligible for an initial award from any of the three types of scholarships, students must:

- Complete a Florida Financial Aid Application (FFAA) available at www.FloridaStudentFinancialAid.org/SSFAD
- Be a Florida resident and a U.S. citizen or eligible non-citizen, as determined by the post-secondary institution the student attends;
- Earn a standard Florida high school diploma or its equivalent
- Be accepted by or enrolled in an eligible Florida public or private post-secondary educational institution;
- Enroll in a post-secondary educational institution in Florida for a least six semester credit hours, or the equivalent, per term;
- Have not have been found guilty of , or pled no contest to, a felony charge; and
- Begin using the award within the specified timeframe after of high school graduation. If students enlist directly in the military after graduation, their two-year or three-year period begins upon date of separation from active duty.

The Florida Department of Education has established a toll free number, 1-888-827-2004, for anyone interested in applying for one of the three Bright Futures scholarships. Students should begin by contacting their school’s school counselor. Students and parents should access the Bright Futures website at www.MyFloridaEducation.com/brfuture to be informed of any changes.

**How To Apply:** Students must complete the Florida Financial Aid Application at www.FloridaStudentFinancialAid.org during the last year of high school. Students must qualify for the Bright Futures Program by the time they graduate from high school. Early admission students (if qualified for Bright Futures) may receive a scholarship in the fall of the early admission year or after completion of the early admission year.
Students will be evaluated for eligibility after the 7th/14th semester (Early evaluation). The 8th/16th semester (June evaluation) will occur for those students who were not qualified during the Early Evaluation, but are now qualified and for those students who are now qualified for a higher award. In February and approximately two weeks after graduation, student transcripts will be electronically transmitted to the Department of Education for evaluation. In all instances, grade point averages will be calculated by the Department of Education. (BF grade point average is NOT reflected on student transcripts.) The Department of Education mails eligible/ineligible letters to students submitted for evaluation.

BF Eligibility Criteria: The criteria for the three awards have been set forth by the Florida Department of Education. Each award has specific criteria that must be met. However, to be eligible for the initial award, a student must:

- Complete the online application entitled the Florida Financial Aid Application by spring graduation
- Be a Florida resident and a U.S. citizen or eligible non-citizen
- Earn a Florida standard high school diploma or its equivalent for a public, private high school or complete a state approved home education program
- Attend an eligible Florida public or independent postsecondary education institution
- Register for at least six semester credit hours or the equivalent
- Not have been found guilty of or pled nolo contendre to a felony charge
- Begin using the award within three years of graduation

To qualify for an award:
Visit the Bright Futures Scholarship Program website at [http://www.floridastudentfinancialaid.org/ssfad/bf/](http://www.floridastudentfinancialaid.org/ssfad/bf/)
• To create an account, click on Student Applicant.
• What courses are used to calculate the Bright Futures GPA?
• Click on Comprehensive Course Table to check for course eligibility for the Bright Futures Scholarship and admission to the Florida state university system.

Florida Academic Scholars Award
The specific requirements are listed below:

**Grade Point Average** based upon the Statewide Scholarship Weighting system using the required credits listed below:

Weighted GPA based on 16 credits.................3.5

**Required Coursework:**

- English (3 with writing) .......................... 4
- Mathematics (Algebra 1 and above) .... 4
- Natural Science (2 with substantial labs) 3
- Social Science .................................. 3
- Foreign Language (same language) .......... 2

*May use up to 2 additional credits from courses in areas listed above and/or AP or IB fine arts courses to raise the GPA*

Community Service ................................ 100 hours

**Test Scores:**

- SAT .............................................. 1290
- ACT ............................................. 29

Florida Medallion Scholars Award
The specific requirements are listed below:

**Grade Point Average** based upon the Statewide Scholarship weighting system using the required credits listed below:

Weighted GPA based on 16 credits.................3.0

**Required Coursework:**

- English ........................................... 4
- Mathematics (Algebra and above) .......... 4
Natural Science (2 with substantial labs) 3
Social Science 3
Foreign Language (same language) 2

*May use up to 2 additional credits from courses in areas listed above and/or AP or IB fine arts courses to raise the GPA.*

Community Service 75 hours

**Required Test Scores:**

SAT 1170
ACT 26

**Florida Gold Seal Vocational Scholars Award**

The specific requirements are listed below.

**Grade Point Average** based upon the Statewide Scholarship Weighting system using the required credits listed below:

- Weighted GPA based on 16 credits 3.0
- 3 sequential vocational credits, unweighted 3.5

**Required Coursework:**

- English 4
- Mathematics 4
- Natural Science 3
- Social Science (A Hs, W Hs, A Govt, Econ) 3
- Physical Education 1
- Practical/Performing Arts (1/2 each or 1 of either)

Another means of qualification is IB curriculum/no IB diploma and required SAT/ACT score: **16 credits in subjects required for graduation**

- English 4
- Math (including Alg. 1 or equivalent) 4
- Science 3
- World History, Am. History, Gov't, Econ 3
- Pract/Perf. Art 1 or .5+.5
- Health/LMS 5
- PE 5
- Personal Fitness 5
- Community Service 30 hours

**Required Test Scores:**

- SAT Verbal 440
- SAT Math 440
- OR
- ACT Reading 18
- ACT English 17
- ACT Math 19
- OR
- PERT Reading 104
- PERT Writing 99
- PERT Math 113

**HIGH SCHOOL TALENTED TWENTY PROGRAM**

The Talented Twenty program is part of the Governor’s Equity in Education Plan. The purpose is to guarantee admission to students who succeed in their respective K-12 public schools, and to encourage students to strive for better grades and pursue rigorous academic courses. Students eligible for the Talented Twenty program are
guaranteed admission, within space and fiscal limitations, to one of the eleven state universities. These students are considered a priority for the awarding of funds from the Florida Student Assistance Grant (FSAG), a need-based grant. Talented Twenty students must meet FSAG eligibility requirements in order to be eligible for priority funding. Please note that while eligible students are guaranteed admission at one of the state universities, they are not guaranteed admission to the university of their choice.

**COLLEGE ADMISSION TESTS**
Most college and universities require a college admissions test score as a part of the application process. The ACT and the SAT tests are administered several times each school year. Students must elect to take one or both of the tests. Registration may be done by applying online at [www.actstudent.org](http://www.actstudent.org) or [www.collegeboard.com](http://www.collegeboard.com). The SAT subject area tests are required by many private universities and highly selective colleges, although many do accept the ACT sub scores. It is recommended that student complete both the SAT and ACT during the second semester of their Sophomore year and continue to retake until the necessary scores are achieved to demonstrate one’s knowledge in that particular subject area. Log onto [www.actstudent.org](http://www.actstudent.org) or [www.collegeboard.com](http://www.collegeboard.com) for more information and practice tests.
SENIOR STUDENT RESPONSIBILITIES:

- Complete all academic graduation requirements
- Enrollment in 6 LVS courses, or equivalent
- Completion of .5 credit executive internship
- Pay all obligations
- Attend all mandatory senior meetings
- Participate in senior activities
- Order Cap & Gown
- Attend Graduation Ceremony

**Graduation Ceremony:** Qualifying seniors are strongly encouraged to participate in the High School Commencement Ceremony at the end of the year. Completion of 24 credits, required testing, appropriate courses, 2.0 GPA, and purchase of a cap & gown are required. Lee Virtual School holds a scheduled graduation ceremony at Harborside Event Center or a similar facility, unless otherwise indicated.
## SAMPLE ACADEMIC PROGRESSION PLANS FOR HIGH SCHOOL

<table>
<thead>
<tr>
<th>Grade</th>
<th>Regular</th>
<th>Honors</th>
<th>Dual Enrollment</th>
</tr>
</thead>
</table>
| 9th   | - English 1  
- Algebra 1* OR Geometry*  
- Earth Space Science OR Biology*  
World History  
HOPE OR other elective  
Spanish I | - English 1 Honors  
- Algebra 1* OR Geometry* Honors  
- Biology* Honors  
- World History Honors  
- HOPE OR other elective  
- Spanish I Honors | - English 1 Honors  
- Algebra 1* OR Geometry* Honors  
- Biology* Honors  
- World History Honors  
- HOPE OR other elective  
- Spanish I Honors |
| 10th  | - English 2  
- Geometry* OR Algebra II*  
- Marine Science OR Chemistry  
US History*  
Spanish II  
Elective | - English 2 Honors  
- Geometry* OR Algebra II* Honors  
- Marine Science Honors  
US History* Honors OR AP US History*  
Spanish II Honors  
Elective | - English 2 Honors  
- Geometry* OR Algebra II* Honors  
- Marine Science Honors  
US History* Honors OR AP US History*  
Spanish II Honors  
Elective |
| 11th  | - English 3  
- Algebra II* OR Advanced Algebra w/ Financial Applications  
- Chemistry  
- Economics / US Government  
Elective (Personal & Family Finance)  
Elective | - English 3 Honors OR AP English Language & Composition  
- Algebra II* Honors OR Advanced Algebra w/ Financial Applications  
- Chemistry Honors  
- Economics / US Government Honors  
AP Psychology  
Elective | - English 3 Honors OR AP English Language & Composition  
- Algebra II* Honors OR Advanced Algebra w/ Financial Applications  
- Chemistry Honors  
- Economics / US Government Honors  
AP Psychology  
Elective |
| 12th  | - English 4  
- Advanced Algebra w/ Financial Applications OR PreCalculus  
- Executive Internship  
- Elective  
- Elective  
- Elective  
- Elective  
- Elective  
- Elective  
- Elective  
- Elective | - English 4 Honors OR AP English Literature & Composition  
- Advanced Algebra w/ Financial Applications OR PreCalculus Honors  
- Executive Internship  
- Elective  
- Elective  
- Elective  
- Elective  
- Elective  
- Elective  
- Elective  
- Elective  
- Elective  
- Elective | - English 4 Honors OR AP English Literature & Composition  
- Advanced Algebra w/ Financial Applications OR PreCalculus Honors  
- Executive Internship  
- Elective  
- Elective  
- Elective  
- Elective  
- Elective  
- Elective  
- Elective  
- Elective  
- Elective  
- Elective |

### Dual Enrollment

- ENC 1101 & ENC 1102  
- CRW 2001 & CRW 2002  
- POS 2041  
- ECO 2013 or 2023  
- AP Physics  
- Executive Internship  
- DE Elective  
- DE Elective

### Regular

- English 1  
- Algebra 1* OR Geometry*  
- Earth Space Science OR Biology*  
- World History  
- HOPE OR other elective  
- Spanish I

### Honors

- English 1 Honors  
- Algebra 1* OR Geometry* Honors  
- Biology* Honors  
- World History Honors  
- HOPE OR other elective  
- Spanish I Honors

### Dual Enrollment

- English 1 Honors  
- Algebra 1* OR Geometry* Honors  
- Biology* Honors  
- World History Honors  
- HOPE OR other elective
GOING TO SCHOOL: GRADES 6-12

Online Course Tips / FAQ’s

WHAT ARE THE BLUE BUTTONS FOR?
The navigation bar is organized with buttons with similar functions being grouped together. The four main areas are: Lessons, Menu, Home (teacher’s website) and Email. The Menu has sub-links that are displayed once the main button is selected.

WHAT IS THE ANNOUNCEMENT PAGE USED FOR?
When you first log into the course, you are taken to the Announcements page (your teacher’s website) where the Instructor can list important information and reminders to the class. Important technical help, pacing for each start date and semester schedules can be found on the Homepage of the course.

WHERE DO I FIND MY ASSIGNMENT DIRECTIONS AND READINGS?
Clicking on the Lessons button accesses the actual content of the course. The readings and directions are found in the Lessons Button. There may be course materials please check with your course instructor to see if materials are needed.

HOW DO I SUBMIT WORK FOR THIS CLASS?
Students can easily submit their assessments through MENU button and then clicking on GRADEBOOK. There are different types of Assessments: Assignments, Worksheets, Quizzes, Discussion Boards, and Exams.

Assignments are completed offline and submitted in the student comment box or as an attachment. Your Instructor grades assignments.

Worksheets are multiple choice, true/false, matching, or short answer questions that are automatically graded by the system when you click Submit.

Exams are similar to worksheets in that they are multiple choice, true/false, matching, or short answer questions that are automatically graded by the system when you click submit. Exams may also have fill-in-the-blank questions and may also require a proctor password for access and are typically graded by your teacher.

Prior to uploading, please follow these directions:
- Save your work in PDF format. (You will know if it is PDF because you will have a .pdf at the end of your file.)
- Directions to save as PDF (.pdf):
- When you finish your work click on the word FILE in the menu.
- Then scroll down to DOWNLOAD AS and click on it.
- Then in the drop down box choose PDF.
- PLEASE DO NOT PUT ANY PERIODS, HYPHENS,ASTERISKS OR DECIMALS IN YOUR FILE NAME WHEN YOU SAVE IT. FOLLOW TEACHER DIRECTIONS FOR NAMING.
After you have your work saved in the proper format you will click on the BROWSE button on the submission form to find your file in your computer.

Once you find your file you click the button and it will upload. Remember all assignments that you submit MUST INCLUDE A HEADING WITH:

STUDENT NAME
SUBJECT & LESSON NUMBER
DATE

Remember all assignments that you create (not worksheets but essays, etc.) MUST INCLUDE A HEADING WITH:

STUDENT FULL NAME
COURSE & DATE
ASSIGNMENT NAME & NUMBER

Be sure to review and ensure that all information is accurate, grammatically correct and completed to the best of the student’s ability.

HOW DO I ACCESS MY GRADE?
To see your grade and a list of your scores on each assessment, click on the BLUE GRADEBOOK button.

1) Find the assignment you want to view. Click to open and view your work and the Instructor's Comments.
2) Your score on the Assessment
3) The number of points the Assessment counts toward the total points in the course.
4) The number of points you earned toward the total in the course.
5) The date you submitted will be updated if you re-submit the Assessment.
6) Your total points earned thus far in the course.
7) Your percent based on your points earned divided by the total in the course.
8) Your actual percentage based on your points earned divided by the total points you have attempted. (Your actual grade)
9) Number or assessments and percentage of the course you have completed to date.

HOW DO I SEND AN EMAIL TO MY INSTRUCTOR?
As an active participant in an online course, you are supplied with an email account to use for course activities. Although the email account has your username on it, it remains the property of your Virtual School and should be used accordingly. If there is a period of time when you are not active in an online course, you will not have access to the email account. If you have multiple online courses, all correspondence will be delivered to your account, as the account is not course specific. Please use your Virtual School email account responsibly. Do not send personal emails to class members or use your account to "chat" with other members of your course. If you would like to socially correspond with members of your course, it is suggested you do so using your classmate’s and your personal email account and not your Virtual School email accounts. Keep in mind that your Instructor and Virtual School Administration have access to your account and regularly audit them. Violators of your Virtual School email policy will be subject to appropriate consequences.

Below are basic directions for using your Virtual School email account:
• To send a message, click on the BLUE-mail button and then on Send Message.
• To email your Instructor(s), put a check box beside the person’s name you’d like to e-mail.
• It’s proper etiquette to include a descriptive ‘Subject’ line as a hint to the e-mail’s contents. This will also assist the receiver with managing their email Inbox. PLEASE REMEMBER YOUR COURSE INITIALS! For example, WH FOR WORLD HISTORY.
• Type your message into the ‘Message’ window using proper grammar and punctuation. Use ‘Spell Check’ and re-read your email before sending to insure you’ve included enough details for the receiver to understand what you are saying or asking.
• Click the 'Send' button when you are ready.

WHAT SHOULD I BE DOING AS A 6TH GRADE STUDENT?
• Pass all classes
• Attain Level 3 or higher on FCAT Reading and Mathematics
• Focus on strong study habits
• Obtain good grades
• Participate in extracurricular activities
• Take a set of courses that are challenging for you
• Identify areas that are interesting to you and explore potential career fields
• Remember that in high school all your grades are part of your permanent record
• Earn 4 credits (Math, Language Arts, Science, Social Studies)

WHAT SHOULD I BE DOING AS A 7TH GRADE STUDENT?
• Pass all classes
• Attain Level 3 or higher on FCAT Reading and Mathematics
• Take advanced or high school courses if available to you
• Focus on strong study habits
• Obtain good grades
• Participate in extracurricular activities
• Take a set of courses that are challenging for you
• Identify areas that are interesting to you and explore potential career fields
• Remember that in high school all your grades are part of your permanent record
• Take the Civics EOC
• Earn 4.5 credits (Math, Language Arts, Science, Social Studies, Career Education)

WHAT SHOULD I BE DOING AS AN 8TH GRADE STUDENT?
• Pass all classes
• Attain Level 3 or higher on FCAT Reading and Mathematics and End of Course (EOC) exams
• Take advanced or high school courses available to you; remember that in high school all your grades are part of your permanent record.
• Attain Level 4 FCAT Writes
• Focus on strong study habits
• Obtain good grades
• Participate in extracurricular activities
• Take a set of courses that are challenging for you
• Identify areas that are interesting to you and explore potential career fields
• Start community service hours in the summer of 9th grade
• Earn 4 credits (Math, Language Arts, Science, Social Studies)

WHAT SHOULD I BE DOING AS A 9TH GRADE STUDENT?
• Focus on strong study habits, obtaining good grades, participating in extracurricular activities, and take a set of courses that are challenging for you. In addition, continue to identify areas that are interesting to you, and explore potential career fields.
• Earn Level 3 or better on FCAT Reading and pass all EOC’s (Algebra/Geometry/Biology)
• Remember that all your grades are now a part of your permanent record.
• Earn 6 credits to be promoted. Based on the requirements of the 24 credit standard diploma you should be enrolled in:
  o English 1 or English 1 Honors
  o Algebra 1 or Algebra 1 Honors, Geometry or Geometry Honors
  o Biology or Biology Honors
  o HOPE
  o World History or World History Honors
  o Spanish I

WHAT SHOULD I BE DOING AS A 10TH GRADE STUDENT?
• Continue strong study skills
• Earn Level 3 or better on FCAT Reading and pass all EOC’s (Geometry/US History/Biology)
• Take the PSAT
• Explore Career options
• Create a Choices resume and portfolio
• Take challenging courses such as honors and AP
• Volunteer your time, get documentation of volunteer hours
• Attend College Fair
• Find out about Dual enrollment and other acceleration mechanisms
• Repeat classes for forgiveness to maintain a high GPA, if needed
• Participate in summer course enrichment or internships
• Take ACT/SAT in summer
• Create a final college list
• Apply for colleges and scholarships
• Enroll in courses to have earned 12 credits to be promoted. Based on the requirements of the 24 credit standard diploma you should be enrolled in:
  o English 2 or English 2 Honors
  o Geometry or Geometry Honors, Algebra II or Algebra II Honors
  o Marine Science or Marine Science Honors
  o American History or American History Honors
  o Spanish 1 or Latin 1
  o Spanish 2 or Latin 2
  o SAT Prep

WHAT SHOULD I BE DOING AS AN 11TH GRADE STUDENT?
• Choose a challenging course schedule
• Repeat classes for forgiveness, if needed
• Take the SAT/ACT for higher scores if needed
• Take PERT to determine College Readiness course eligibility
• Get recommendations from teachers, coaches, community leaders, etc.
• Volunteer your time, get documentation of volunteer hours
• Attend College Fair
• Research technical schools and colleges you are interested in attending
• Take dual enrollment classes
• Continue Career exploration and planning
• Review available scholarships and requirements
• Look for Executive Internship Site
• Take AP Exams
• Enroll in courses to have earned 18 credits to be promoted. Based on the requirements of the 24 credit standard diploma you should be enrolled in:
  o English 3 or English 3 Honors or AP English Language
  o Algebra 2 or Algebra 2 Honors or Advanced Algebra
  o Chemistry or Chemistry Honors
  o Personal & Family Finance
  o American Government or AP Government
  o Economics or AP Micro Economics or AP Macro Economics
  o Dual Enrollment classes or Shared Time Vocational Classes

WHAT SHOULD I BE DOING AS A 12TH GRADE STUDENT?
• Select a challenging course schedule.
• Attend College Fair
• Register and take the SAT and/or ACT again if needed (fall)
• If enrolled in College Readiness courses, take PERT in the spring
• Review your transcript.
• Review and apply for Bright Futures scholarship.
• Finalize your college list.
• Apply for colleges and scholarships.
• Apply for financial aid online.
• Update Choices resume and portfolio.
• Complete all service hours and submit documentation to guidance
• Review graduation status.
• Take AP Exams.
• Based on the requirements of the 24 credit standard diploma you should be enrolled in:
  o English 4 or English 4 Honors or AP English Literature or English 4 College Prep
  o Advanced Algebra with Financial Applications or PreCalculus
  o Executive Internship
  o Dual Enrollment classes or Shared Time Vocational Classes
Understanding Frequently Used Links:

FLORIDA VIRTUAL SCHOOL (FLVS): https://vsa.flvs.net

LESSONS: Where teaching of subject and directions are found

COURSE INFORMATION:
- Do NOT follow pace chart found here.
- Print pace chart sent by teacher and follow very closely.
- Students must put a copy of pace chart in class folder/binder.
- May work ahead and finish course early.
- Must complete minimum # of assignments each week.
- Materials List found here.
- How to Submit Assignments (and attachments) found here.

GRADEBOOK:
- Where to turn in work/assignments
- Work not typed in student comment box is sent as an ‘attachment’
- May type most work in student comments section.
- Always check ‘submit’ and ‘submit for grading’ boxes.
- Always do work in chronological order. Don’t skip around.
- May submit assignments twice, but exams & quizzes only once.
- Do not open or double click quizzes or exams or you will be locked out and need special permission to re-enter worksheets, exams, and surveys (requires a teacher ‘reset’).
- Where to find most accurate and current information about grade/current percentage, assignments, and teachers’ comments.
- Where to submit work.
- N/A means student never completed the assignment and the teacher entered a grade of a ‘1’ which is equivalent to a ‘zero.’

EMAIL:
- Students must read and reply everyday
- The first thing to do when signing in to course(s).

DISCUSSION GROUPS:
- Participating in discussions is mandatory.
- Click on the Assignment; go to bottom to ‘send’ a message.
- Always post DISCUSSION GROUP assignments in the student comments box of the actual assignment for your teacher in order to earn a grade.

ANNOUNCEMENTS:
- Are used like a teacher bulletin board.
- Read and print for each course.
- Introduction of teacher.
- HOME office number & hours. (Please respect teachers’ office hours).
- Good news bulletins.
- Course updates and information.
  Students must read and reply every day
Lee Virtual School FAQ

**HOW DO I ENROLL FULL-TIME IN LEE VIRTUAL SCHOOL?**
Enrollment in our full-time program takes place before the first and second semesters of the school year. Students/parents should complete the prospective full-time student application online at [http://lvip.leeschools.net](http://lvip.leeschools.net) and submit it electronically during the application window. Applications must be completed in full. Once your application is received by school staff, we will make contact with the student/parent via email.

**IS LEE VIRTUAL SCHOOL ACCREDITED?**
Lee Virtual School is fully accredited by the (SACS) Southern Association of Colleges and Schools and the (CITA) Commission on International and Trans-Regional Accreditation. Lee Virtual School is also registered with the Florida State Department of Education and a part of the Lee County Public School system. Our accredited online high school diploma and all credits earned at LVS are accepted by other 6-12 schools, colleges, universities, and employers.

**CAN I USE A DIPLOMA FROM LEE VIRTUAL SCHOOL TO ENROLL INTO COLLEGE, OBTAIN A SCHOLARSHIP OR GAIN EMPLOYMENT?**
Yes. Lee Virtual School has a solid reputation within the academic community. LVS offers a standard high school diploma that meets state and school board requirements. Our graduates have gone on to post-secondary education, employment, or to join the military (tier 2 recruitment). Students from the class of 2012 were accepted to universities such as Tulane, and all most major state universities and colleges in Florida.

**IS LVS AVAILABLE TO EVERYONE?**
LVS is a public school serving grades K-12. If you meet LVS admission requirements and have determined that online learning is suitable for your needs, you are encouraged to apply for enrollment. LVS thrives on diversity and feels our diverse student body is what sets us apart from other traditional high schools. We truly offer a well-rounded and diversified learning experience.

**IS THE SCHOOL’S ONLINE ENVIRONMENT SAFE?**
LVS is proud of its safe online environment. Staff members monitor school virtual classrooms and discussion boards. Staff members regularly archive and review chat conversations. We also have a comprehensive Acceptable Use Policy, to which all students and parents must agree.

**HOW DO WE KNOW THE STUDENTS ARE LEARNING?**
All courses include meaningful assessments of student learning. Teachers are in regular contact with all students. In addition, full time students are required to take standardized tests to meet promotion and graduation standards and so that their learning can be compared to students statewide.

**IS THERE A FACE-TO-FACE REQUIREMENT? WHAT SORT OF ATTENDANCE IS REQUIRED?**
LVS offers a true distance learning experience that does not require seat time in a traditional classroom. However, we are proud to offer face to face contact with teachers as an option for students. Students are encouraged to meet with teachers as needed individually or in groups to receive additional instruction. Periodically, standardized testing and academic interventions require students to attend face-to-face activities. Teachers may exercise the option of having students take face-to-face proctored assignments and exams to ensure fidelity. Students are expected to actively participate in all courses on a weekly basis in order to maintain educational integrity. Students are considered truant if there is no participation in the online courses for more than one week without prior approval and will be reported as truant to the proper authorities. Students consistently behind in one or more courses may be required to attend LVS daily until they demonstrate consistent work.

**HOW DO I KNOW IF ONLINE LEARNING IS RIGHT FOR ME?**
A successful online learner is a motivated self-starter and is committed to the success of his or her education. While LVS offers world-class educational opportunities, there is a high degree of accountability placed upon the student. That can only be achieved by putting forth much effort. Like anything, the more effort you put into your education, the greater the benefit. Before you decide whether our college-prep courses and high school diploma programs are right for you, we suggest that you speak with our school counselor.

CAN I ATTEND LVS ON A FULL OR PART-TIME BASIS?
It is our goal to provide students with whatever level of service they require. We offer full time curriculum for grades 6-12; or just one or two courses to satisfy your current private or public school graduation requirements; or supplement your homeschool curriculum.

WHAT IS THE COST?
Free to Lee County Residents and certain other Florida school districts.

WHO TEACHES THE ONLINE COURSES AT LVS?
All online high school courses and programs are taught by highly qualified Lee County Public School instructors that meet Florida Department of Education certification requirements. You can be sure that quality in education is our #1 goal!

WHAT IF THE STUDENT HAS QUESTIONS OR PROBLEMS WHILE TAKING A COURSE?
Students are assigned an instructor for each course. Instructors are available daily via text, web conference, email, or telephone. Support services are available to all Lee Virtual School students through our guidance department.

WHAT IS THE DIFFERENCE BETWEEN LVS AND TRADITIONAL BRICK-AND-MORTAR HIGH SCHOOLS?
There is no difference in the curriculum between LVS and traditional high schools. There is a significant difference in the flexibility offered to all LVS students in the way they can earn their courses/credits online.

IS LVS LESS CHALLENGING THAN OTHER TRADITIONAL ACCREDITED HIGH SCHOOLS?
No. As an accredited school, LVS offers a flexible alternative for students. It is not an easier option than traditional accredited high schools. All courses are written at or above grade level and require an average of one to two hours of focused study on a daily basis to complete one course within the traditional semester time frame. Our courses engage students in real-life projects, requiring the use of critical thinking, problem-solving skills, and the ability to apply the knowledge they have acquired. Lee Virtual is NOT a credit recovery program.

AS A PARENT, WILL I BE KEPT INFORMED OF MY STUDENTS' PROGRESS?
Absolutely. As a parent, you will likely receive more updates and information about your student’s progress than ever before. We strongly feel that a parent’s involvement in a child’s education is critical. Our teachers provide frequent online reports to parents. You can always see how your child is performing by logging in to the parent/guardian account(s) or by contacting your child’s teacher or school office.

WHO ARE LVS STUDENTS?
Any student seeking a quality education through a flexible format is a potential LVS student. LVS students are students who benefit from individualized instruction. Athletes, performers, highly motivated students who prefer to accelerate, part-time students, students who travel, students with medical issues, or home school students make up the diverse student population.

WHAT IF I WANT TO WITHDRAW FROM LVS?
• Contact the Guidance Counselor to review post-withdrawal options
• Inform online Teachers
• Contact Student Assignment office (or other school) for enrollment information
• Complete the LVS full time student withdrawal/termination form

IS THERE TECHNOLOGY ASSISTANCE?

The Foundation for Lee County Public Schools, in conjunction with members of the business community, has established a sustainable Digital Divide program in order to provide under privileged students access to technology resources that would not otherwise be available. Families must meet certain eligibility criteria. More information can be found by visiting The Foundation for Lee County Public Schools website: http://leeschoolfoundation.org/programs/stuprogramsdigdivide/index.php.

FURTHER QUESTIONS? Please contact us: call us at: 239-337-8178

WEBSITE: http://lvip.leeschools.net
NOTICE OF INTENT TO TERMINATE VIRTUAL INSTRUCTION PROGRAM

Dear Superintendent:

In compliance with section 1002.45, it is my intent to terminate the virtual school program(s) of the following child(ren):

<table>
<thead>
<tr>
<th>Student’s Full Name(s)</th>
<th>SID #</th>
<th>Parent Last Name</th>
<th>School Name (if returning to school)</th>
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The reason is (check one):

- The child(ren) has/have been or will be enrolled in a public, parochial, or private school.
  Name of school __________________________ Phone ________________________

- The child will be enrolled in an Adult Education program at _______________________ School.

- The curriculum requirement of the Virtual Instructional Program does not meet the needs of the child.

  The child will no longer reside in Lee County, Florida. The new residence will be in:

  County __________________________ City __________ State ______________________

  Other: _______________________________________________________________________

Until a student graduates or is 18 years old, he/she must be registered either in a public, private or home education program in order to retain a driver’s license.

Submitted by:

(Parent/Guardian Signature) __________________________ Date __________ Home Phone __________

Address: ____________________________________________________________

  Street __________________________ City __________________________ State __________ Zip __________

Lee Virtual School Staff Signature __________________________ Title __________________________

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<table>
<thead>
<tr>
<th>Send to: Superintendent of Schools</th>
<th>OFFICE USE ONLY:</th>
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</thead>
<tbody>
<tr>
<td>c/o LVS Principal</td>
<td>Student Assignment Registrar:</td>
</tr>
<tr>
<td>2855 Colonial Blvd.</td>
<td>_____________________</td>
</tr>
<tr>
<td>Fort Myers, Florida 33966</td>
<td>Date: _____________________</td>
</tr>
</tbody>
</table>

Please fax this completed form to Lee Virtual School at 239.461.8451, or mail to Lee Virtual School, 2855 Colonial Blvd., Fort Myers, FL 33966