



*<http://www.pcsb.org/virtualschool>*

# Student and Parent Handbook

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Revised July 20, 2026

# 2026-2027 School Calendar

|                                                    |                                                                                                                                                                         |                                                                            |
|----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| Tuesday, August 11                                 |                                                                                        | First day of school                                                        |
| Monday, September 7                                |                                                                                        | Labor Day<br><b>Schools closed</b>                                         |
| Friday, October 9                                  |                                                                                        | End of first quarter                                                       |
| Monday, October 12                                 |                                                                                                                                                                         | *Possible Hurricane Make-Up Day<br><b>Schools closed for students</b>      |
| Wednesday, November 11                             |                                                                                                                                                                         | *Possible Hurricane Make-Up Day<br><b>Schools closed for students</b>      |
| Monday, November 23 through<br>Friday, November 27 |                                                                                        | Thanksgiving break<br><b>Schools closed</b>                                |
| Friday, December 18                                |                                                                                                                                                                         | End of first semester                                                      |
| Monday, December 21 through<br>Friday, January 1   |                                                                                        | Winter holidays<br><b>Schools closed</b>                                   |
| Tuesday, January 5                                 |                                                                                        | Students return                                                            |
| Monday, January 18                                 |                                                                                       | Martin Luther King, Jr. Day Holiday<br><b>Schools closed</b>               |
| Monday, February 15                                |                                                                                                                                                                         | Teacher professional development day<br><b>Schools closed for students</b> |
| Friday, March 12                                   |                                                                                      | End of third quarter                                                       |
| Monday, March 15 through<br>Friday, March 19       |                                                                                      | Spring holidays<br><b>Schools closed</b>                                   |
| Monday, March 22                                   |                                                                                                                                                                         | Teachers and Students Return                                               |
| Friday, March 26                                   |                                                                                                                                                                         | <b>Schools closed</b>                                                      |
| Friday, April 23                                   |                                                                                                                                                                         | Teacher professional development day<br><b>Schools closed for students</b> |
| Thursday, May 27                                   |   | Last day of school<br>End of second semester                               |

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

# Welcome from the Principal

Dear Parents and Students,

Welcome to the 2026-2027 school year at Pinellas Virtual School! Whether you are joining our school for the first time or returning for another year, we are excited to partner with you on your educational journey.



At Pinellas Virtual School, we believe that successful online learning is built on more than technology. It is built on strong relationships, meaningful communication, and a shared commitment between students, families, and teachers. While our classrooms may be virtual, our expectations, support, and dedication to student success are very real.

This year we will continue to strengthen the learning experience for every student. This year, students will experience more opportunities to connect with their teachers through regularly scheduled live lessons, office hours, collaborative learning experiences, and personalized feedback. Research consistently shows that students who remain connected to their teachers are more successful in online learning, and we are committed to making every student feel known, supported, and challenged.

One of the greatest advantages of virtual learning is flexibility. While flexibility is one of the greatest benefits of online learning, successful virtual students also develop strong routines, self-management skills, and consistent communication habits. However, flexibility is most successful when paired with structure, consistency, and active family involvement. Students who thrive in an online environment establish routines, stay on pace with their coursework, communicate regularly with their teachers, and carefully review feedback to improve their learning. Parents and learning coaches play an equally important role by monitoring progress, encouraging independence, and maintaining regular communication with our staff.

This handbook has been designed to help you understand how our school operates and how we can work together to create a successful school year. I encourage every family to read it carefully and refer to it throughout the year. The expectations outlined here are intended to support student achievement while helping every learner feel connected, challenged, and supported.

Thank you for choosing Pinellas Virtual School. It is a privilege to serve your family, and we look forward to partnering with you throughout the 2026-2027 school year. Together, we will create a learning community where every student feels connected, challenged, supported, and inspired to achieve their personal best.

Warm regards,

Mandy Perry  
Principal  
Pinellas Virtual School  
[www.pcsb.org/virtualschool](http://www.pcsb.org/virtualschool)

## What is Virtual School?

A virtual school is one in which the instruction is primarily delivered online. While students and teachers are separated by time and space, they work closely together to achieve high levels of learning. The virtual environment allows for flexible pacing and scheduling, empowering students to learn at the times and places that work best for them.



At **Pinellas Virtual School (PVS)**, we bring together:

- 🎓 **Top-Quality Teachers** – Certified Pinellas County educators
- 📖 **Rigorous Curriculum** – Aligned with Florida Standards
- 💻 **Innovative Technology** – Reliable tools to enhance learning
- 🤝 **Strong Relationships** – Built between teachers, students, and families

We are committed to educating every student in the most effective and personalized way possible.

## ✨ What Makes PVS Unique?

- |                                       |                                                                                                                                                                                                 |
|---------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 🏫 <b>We are a public school</b>       | Part of the Pinellas County School District. All teachers are local, which allows for in-person connection opportunities.                                                                       |
| 📖 <b>Standards-aligned curriculum</b> | Our lessons meet Florida Standards and include multimedia, teacher discussions, and varied assessments.                                                                                         |
| 🎥 <b>Live virtual lessons</b>         | Students are required to attend scheduled, interactive lessons with teachers monthly. Participation is expected and engaging!                                                                   |
| 🎓 <b>Graduation and diplomas</b>      | Full-time students earn an accredited PVS diploma and can walk in our graduation ceremony.                                                                                                      |
| 🚌 <b>Field trips and events</b>       | Enjoy face-to-face enrichment through field trips and in-person activities with classmates.                                                                                                     |
| 🧠 <b>Blended learning supports</b>    | Access additional help sessions—either in-person or via Zoom—to support study skills, organization, or coursework.                                                                              |
| 🤝 <b>Personalized Support</b>         | Every student is assigned certified teachers who monitor progress, provide individualized feedback, communicate regularly with families, and intervene early when additional support is needed. |

## 🤝 A Team Approach

Student success is built on a partnership between students, families, teachers, counselors, and school leaders. By working together, maintaining regular communication, and responding early when challenges arise, we create an environment where every learner can thrive.

## Steps for Success

At Pinellas Virtual School (PVS), we recognize that every student has their own learning style and daily routine. Some students work best in the morning, while others prefer the afternoon. Some complete a little bit in each course every day, and others focus on one subject at a time.

No matter how your student chooses to organize their day, success in virtual school starts with staying on pace, participating in live instruction, communicating regularly with teachers, and developing consistent learning routines. All PVS students are required to submit weekly assignments in every course based on the course pacing guide. This typically means completing **about 6% of each course per week**.

Successful virtual school students share these seven key habits:

### 1. 📅 **A Schedule — and They Stick to It**

Successful students have a written schedule to help them stay on track. It doesn't have to be the same every day, but it should clearly show what subjects and tasks are planned for each day. A few sample schedules are provided at the bottom of this page to help you get started.

### 2. 🧠 **A Plan — Tailored to Their Learning Style**

Each student is different. Some work better with short breaks; others prefer longer study sessions. Some need a quiet space to focus, while others may thrive with soft background music.

Encourage your child to think honestly about how they learn best, and build a plan that matches. For example, if your child gets tired after an hour, don't plan three straight hours of study time. The goal is to make learning manageable and consistent.

### 3. 🎥 **Attend Live Lessons**

Successful students regularly attend live lessons. These sessions provide opportunities to ask questions, receive immediate feedback, collaborate with classmates, and build stronger relationships with teachers.

### 4. 📞 **Teacher Contact Info — and They Use It!**

PVS teachers are here to help! Whether your student has a quick question or needs more in-depth support, reaching out is important. Don't wait until you're behind or confused. Students who regularly communicate with their teachers tend to stay on track and feel more confident.

### 5. 🤝 **An Involved Learning Coach**

A **learning coach** is an adult (usually a parent or guardian) who supports the student's daily learning. This role is essential, especially for elementary and middle school students.

Learning coaches help students manage time, monitor progress, encourage motivation, and ensure daily learning happens. Your support makes a huge difference!

## 6. 📖 Read Teacher Feedback

Successful online learners don't just submit assignments, they carefully read teacher feedback, make improvements, and resubmit work when needed.

## 7. 🧑 A Quiet, Organized Workspace

Every student needs a dedicated space for school. This can be a desk in a quiet room or a quiet corner set up for learning. It should include:

- A computer
- Headphones (if needed)
- School supplies
- A distraction-free environment (no games, toys, or TV)

This workspace is your student's virtual classroom; set it up for success.

If your student needs help creating a schedule or learning plan, please reach out to their teacher. You can also attend one of our **face-to-face orientations**. These orientations offer a great opportunity to connect with teachers and meet other students who might have the same questions.

Together, we'll make this year a success!

### Sample Schedules

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

\*\*\*Be sure to include all required live lessons, office hours (when needed), and Homeroom in your weekly schedule.\*\*\*

# Getting Started

## Organize Your Workspace

Before your student begins working, it's important to have a learning space that supports focus and productivity. Here's how to get ready:

- **Use a notebook or folder** to store hard copies of important documents like guided notes, pacing guides, and other required materials.
- **Create digital folders** on your computer — one for each course. Save any work here before submitting assignments. Ask a tech-savvy adult or your teacher if you need help organizing files.
- **Set up a dedicated workspace** at home. It should be stocked with basic supplies like pencils, pens, paper, and (if possible) a printer. If you're working in a school lab, remember to bring everything you need.
- **Keep your camera-ready learning space neat and appropriate for live lessons.**
- **Keep your course pacing guide and teacher contact information nearby.** These are two tools every virtual learner should have within reach every day.

## Organize Your Time

Managing time well is one of the most important skills for virtual learners. Here's how students can stay on track:

- **Create a weekly schedule.** Plan for about **5–6 hours per course, per week.** If you're balancing other commitments (like sports or jobs), you'll need to plan carefully.
- **Know your teacher's office hours.** Teachers are available to support you — but they also have schedules. Try to complete coursework during weekday hours when help is available.
- **Avoid distractions.** Social media, games, texting, and web browsing can make it seem like you're working — but they interrupt learning. Stay focused and take planned breaks instead.

## Maximize Your Learning

In a traditional classroom, your teacher guides the pace and flow of learning. In a virtual environment, you take the lead — but your teacher is still your best support.

Here's how to get the most out of your learning time:

- **Review your weekly** Homeroom announcements and school calendar so you don't miss important events, testing dates, or student activities.
- **Check your email every day** before starting. Your teacher might have sent important updates or feedback.
- **Check your gradebook regularly.** If you see any low grades or missing assignments, read the teacher's comments and revise/resubmit as needed.
- **Review teacher feedback** before beginning the next week's assignments.

- **Follow the course in order.** Always complete lessons and assignments in the correct order. Don't skip ahead or take a test before reviewing the lesson materials.
- **If you're stuck — reach out!** Call, message, or attend a live session with your teacher. Getting help early makes a big difference.

## Communication Expectations

**Strong communication is essential** to success in a virtual learning environment. Regular check-ins between students, parents, and teachers ensure everyone stays informed and supported.

PVS requires all families to maintain **consistent two-way communication** with teachers. This includes at least one monthly progress conference and regular contact as needed.



### Phone Communication

- **Each teacher** will provide a phone number and extension for students and parents to call when they have questions.
- **If your teacher doesn't answer, always leave a voicemail.** Without a message, they won't know you need help.
- **Monthly progress conferences** are one of the most important ways we partner with families. During these conversations, teachers celebrate successes, discuss academic progress, review pacing and attendance, answer questions, and work with families to develop plans for continued success.
- **Students are also required to complete a Discussion-Based Assessment (DBA)** in each course. DBAs must be completed with your teacher and can only be done **once per day per course**.



### Email Expectations

Parent/Learning Coaches:

- Create a **separate email account** just for school communication. This helps keep messages organized and ensures students are not managing parent-teacher communication.
- **Check your email daily** for updates or teacher messages.
- Teachers will respond within **24 school-day hours**.



Students:

- Check your school email **every day before you start working** and again in the afternoon or evening.
- Reach out to your teachers at least **once a week**, especially if you need help or clarification.
- Give your teacher up to **24 school-day hours** to respond.
- **Email is not private.** Always write with respect; imagine your message could be posted on a bulletin board or shared publicly.
- **Read and respond professionally.** Learning how to communicate respectfully through email is an important college and career readiness skill.

**zoom**



## Virtual Classroom (Live Lessons)

Parent/Learning Coaches:

- Attend **parent-teacher conferences** via the virtual classroom link sent to your email on file.
- Be aware of your student's **weekly live lesson schedule** for each course.
- **Help your student establish a distraction-free environment during live lessons and encourage active participation while allowing them to develop independence appropriate for their age.**
- **Check the online gradebook weekly** to stay up to date with your student's academic progress.

Student:

- Know your teacher's **class meeting times** and attend all required live lessons.
- Be prepared to **participate fully and respectfully.**
- **Follow your teacher's** expectations for live sessions.
- Log in **only with your own username** and never share your login information with anyone.

Why should I attend Live Lessons? Live lessons allow students to:

- Ask questions
- Collaborate
- Receive immediate feedback
- Build relationships
- Remain connected to school
- Practice academic discussion skills
- Learn from classmates' questions

### Final Note on Communication

No matter the method — phone, email, or live lesson — **two-way communication** is a critical part of student success at Pinellas Virtual School.

When communication becomes inconsistent, school staff will work with families to identify barriers and develop a plan to reconnect students with their learning before more significant concerns develop.

## Learning Coach and Parent Responsibilities

### Who is a Learning Coach?

At Pinellas Virtual School (PVS), a **Learning Coach** is typically the student's parent or guardian. However, a Learning Coach may also be another trusted adult chosen by the parent to support the student's education at home.

The Learning Coach plays a **critical role** in student success — especially in a virtual environment where guidance, structure, and supervision must be provided at home.



## What Does a Learning Coach Do?

Every student benefits from having a trusted adult who encourages, supports, and celebrates their learning. While the level of support changes as students become more independent, every learner needs someone who knows how they are doing and helps them stay connected to school.

Virtual learning offers flexibility, but it also requires strong support at home. PVS students are still expected to meet the same behavior and participation standards as traditional students, and this requires a **safe, secure, and structured environment**.

As a Learning Coach, you are:

- **Responsible for your child's safety** during the school day.
- **Expected to be physically present** in the home during learning hours.
- **Essential to daily learning**, especially for younger students or those who need additional support.



**Important:** Young children should **not be left home alone** during the school day. Older students may work independently for short periods, but consistent supervision is still required.



## Recommended Learning Coach Support

Your level of involvement will depend on your child's age and independence. All students should expect to spend **5–6 hours per day** completing their virtual coursework. As a Learning Coach, plan to spend **2–6 hours per day** providing assistance, depending on the grade level.

Here's what supervision typically looks like by grade band:

| Grade Level   | Learning Coach Involvement         | Recommendation                                                                                                                                              |
|---------------|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Elementary    | <i>High involvement</i>            | Learning Coach should be physically present <b>with the student all day</b> , providing constant guidance and support.                                      |
| Middle School | <i>Moderate involvement</i>        | Learning Coach should be <b>available throughout the day</b> , in the same general area, and ready to help when needed.                                     |
| High School   | <i>Low-to-moderate involvement</i> | Students work more independently. Learning Coach should monitor progress, ensure coursework is completed, and maintain a <b>safe learning environment</b> . |

Example:

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

### Why It Matters

Your active participation as a Learning Coach:

- Builds your student's confidence and independence
- Helps them stay on track with deadlines
- Ensures communication with teachers is consistent
- Creates a strong home-school partnership that supports student success

Remember: **You are not alone!** Teachers are here to help guide you and your student. Reach out anytime you have questions or need support.

## **Responsibilities of the Parent or Learning Coach:**

Virtual learning gives families flexibility, but it also requires commitment. As a parent or Learning Coach, your partnership with Pinellas Virtual School (PVS) is essential to your child's success. Below are your key responsibilities.

### Weekly Planning and Daily Monitoring

- Sit down **each week with your student** to create a learning plan and schedule.
  - Use a **written weekly schedule** showing assignments and how much time each task should take.
  - Encourage your student to **check off assignments** as they are completed.
- **Monitor daily** to ensure your student is:
  - Completing coursework and attending virtual lessons
  - Staying on task (not browsing other tabs or playing games)
  - Working in a **quiet, distraction-free space** where you can observe activity
- Review your student's work **before submission** and offer suggestions for improvement.
  - **Encourage your child to think through problems independently before stepping in to help.** Ask guiding questions, encourage them to revisit teacher feedback, and contact the teacher when additional support is needed. Learning happens through productive struggle, not simply getting the right answer the first time.

### Monitor Progress in Canvas and/or Educator

- Set up a **Parent Observer Account** in both platforms:

- **Educator (for FLVS courses):**
  - Visit [ar.flvs.net](http://ar.flvs.net) to have your student complete the sign-up process.
  - After your student receives a username/password, create your parent account at [vsa.flvs.net](http://vsa.flvs.net).
- **Canvas (for district courses):**
  - Visit [pcsb.instructure.com](http://pcsb.instructure.com) and click “Parent of a Canvas User?” in the top right corner.
- **Check grades and course completion** regularly in Canvas and/or Educator.
- **Check teacher feedback.**
- **Check pacing.**
- **Check live lesson attendance.**
- **Check for upcoming DBAs**

### Encourage Productive Struggle

- Encourage students to reread feedback
- Revisit lessons
- Attempt corrections independently



### Communication & Monthly Requirements

- Complete the **monthly progress call** with the teacher (student + parent/learning coach are both required).
- Be available for **virtual or face-to-face teacher conferences**. Respond to school emails or phone calls **within 24 hours on school days**.
- Review and update **student contact information** in the portal regularly. Notify PVS of any changes.



### Technical Support and Academic Oversight

- Encourage students to solve simple technology problems independently before asking an adult for help. Developing digital problem-solving skills is part of becoming an effective online learner.
- Assist your student with **technical issues and course navigation**.
  - If your student experiences technical difficulties that prevent assignment completion, notify the teacher and **submit a help ticket within 12-24 hours**.
- Parents should help students:
  - Attend live lessons
  - Test microphone and camera
  - Ensure there is internet before lessons begin
- Ensure your student has:
  - A **dedicated workspace** with necessary supplies
  - Reliable internet access and working technology
  - **Transportation** to all required **state testing sessions**



### Code of Conduct and School Expectations

- Parents, guardians, and learning coaches are expected to follow the **Pinellas County Schools Code of Student Conduct**:

- Always be **respectful and courteous** to staff, families, and students.
- Behavior during Zoom meetings or other virtual sessions is held to the same standards as in-person school events.
- Inappropriate behavior may result in **limited access** to school events, communication channels, or virtual learning environments.

### ! Consequences for Non-Participation

Pinellas Virtual School teachers will contact you if assignments are missing or your student falls behind.

**If a student continues to experience significant challenges despite multiple interventions and family support, school staff will work collaboratively with the family to determine whether the full-time virtual setting continues to be the best educational placement.**

### ✉ Questions?

If you have any questions about your responsibilities as a parent or Learning Coach, please contact us by clicking **“Contact Us”** on the Pinellas Virtual School homepage.

## Curriculum



Pinellas Virtual School (PVS) curriculum is fully aligned with the **Florida B.E.S.T. Standards** (Benchmarks for Excellent Student Thinking). These standards guide the instruction and assessments provided in each course to ensure all students are prepared for academic success.

As part of the online learning experience, PVS students will engage with:

- High-quality **online resources**
- **Teacher-created instructional videos**
- **Personalized teacher feedback**
- **Small-group intervention**
- **Collaborative learning opportunities**
- **Live virtual lessons** with their certified teachers
- **Discussion-Based Assessments (DBAs)** to demonstrate understanding
- A variety of **formative and summative assessment tools**

To stay on track and meet course expectations, students are required to:

- Attend a **minimum of one (1) live virtual lessons per month**. Live lessons are part of the instructional-program, not optional enrichment.
- Participate in all **Discussion-Based Assessments (DBAs)**
- Complete all assignments and assessments as outlined in the course pacing guide

At Pinellas Virtual School, learning is viewed as a process rather than a one-time event. Students are encouraged to carefully review teacher feedback, revise assignments when appropriate, and apply what

they have learned to future work. Reflection and revision are important parts of becoming an independent learner.

These activities are designed to ensure students stay connected, receive real-time academic support, and master the course content.

## ESE and 504 Students

### IEP Review Meeting Requirement

All students with an **Individual Education Plan (IEP)** who apply for the **full-time Pinellas Virtual School program** must participate in an IEP review meeting **prior to enrollment**.

This meeting includes:

- The IEP team from the student's current (sending) school
- The virtual instruction team
- Parents/guardians
- The student (when appropriate)

The purpose of the meeting is to determine if the **virtual setting can provide a Free Appropriate Public Education (FAPE)** for the student in accordance with federal and state regulations.

### Accommodations and Limitations in Virtual School

Pinellas Virtual School is a **parent choice option** under **Florida Statute 1002.45**. While some accommodations are naturally embedded in virtual instruction, others—such as **specially designed instruction or curriculum modifications**—may not be available in the virtual setting.

#### ***Virtual Instruction May Naturally Include:***

- Additional time to complete tasks within a week.
- Students should participate in as many live lessons as possible.
- Families are encouraged to work with teachers to determine which live lessons will provide the greatest instructional benefit for their child.
- Flexible scheduling (shorter time frames, frequent breaks).
- Ability to revisit materials as needed.
- Use of assistive technology tools (e.g., screen readers, eReaders, text-to-speech).

#### ***Not Provided in Virtual Setting:***

- Modifications to course content or curriculum
- Face-to-face specialized instruction unless determined necessary by the IEP team

### Related Services

If a student requires services such as:

- **Speech or language therapy**
- **Occupational or physical therapy**
- **Counseling**
- **Other direct services requiring in-person delivery**

These can:

- Often be delivered **virtually**, if determined appropriate in the IEP
- Be provided **face-to-face at the zoned school** if virtual delivery is not appropriate

 **Transportation is not provided** for these services, as full-time virtual participation is a parent-selected option.

To receive in-person related services, parents must co-enroll the student with their **zoned school** through **Student Assignment**.

#### **Clarifying “Extended Time” in a Virtual Setting**

If your student’s IEP or 504 plan includes extended time for assignments, please note:

- **Extended time does not mean extended term.**
- Students must still **submit work weekly** according to the **course pacing guide**.
- Students are not permitted to continue a course **beyond the scheduled term**.
- Weekly pacing is approximately **6% of the course per week**.

Students may:

- Chunk their weekly assignments into smaller segments
- Take frequent breaks as needed
- Utilize **evenings, weekends, and holidays** to complete work within the assigned week

#### ***Example: Extended Time for Assessments***

- A 2-hour test with **double time** = up to 4 hours
  - A 2-hour test with **time and a half** = up to 3 hours
- This time must still be used **within the assigned pacing week**.

#### **Attendance and IEP/504 Plans**

All Pinellas Virtual School students are required to adhere to **Florida’s compulsory attendance laws**, including students with IEPs or 504 plans.

- Attendance is tracked through **pacing and progress** in each course.
- Students must maintain weekly progress to meet attendance requirements.
- **Parents/guardians must confirm attendance** when requested.

Failure to maintain adequate pace and progress may result in intervention, up to and including removal from the full-time virtual program.

## Testing Requirements

### In-Person Testing is Required

State assessments provide important information about student learning, help teachers identify areas where students need additional support, and contribute to school accountability. Participation is face-to-face and required for all eligible public-school students enrolled in Pinellas Virtual School.

### What Parents Need to Know:

- **Testing dates are set by the State of Florida and cannot be changed** by Pinellas County Schools or Pinellas Virtual School.
- **Parents/guardians will receive testing details 2–4 weeks in advance**, including location, date, and time.
- **Failure to attend required in-person testing** will result in **removal from Pinellas Virtual School** and reassignment to the student's **zoned brick-and-mortar school**.
- **Encourage your child to get a good night's sleep, eat breakfast, and arrive early on testing day.**

### Testing Locations

- **Full-Time PVS Students:** Test at the district-assigned location provided in your notification email.
- **Part-Time Students:** Test at their **zoned school**.
- **Home Education Students:** Test at a **district-designated site**. Contact the district testing department for details.

### State Testing Windows (2026–2027)

Florida follows a three-cycle progress monitoring system during the school year:

| Cycle | Testing Window                       |
|-------|--------------------------------------|
| PM 1  | August 3 – September 25, 2026        |
| PM 2  | November 30, 2026 – January 22, 2027 |
| PM 3  | May 3 – May 28, 2027                 |

Parents will be notified **by email 2–4 weeks before each testing window**.

### Legal Notice



State testing participation is a **legal requirement** for all Florida public school students, including those enrolled in virtual instruction.

Please see the next page for detailed information about **Florida Statutes related to state assessment requirements**.

## FLORIDA STATEWIDE ASSESSMENT PROGRAM 2026–2027 SCHEDULE

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

| Dates <sup>1</sup>                 | Assessment                                                                                                                    |
|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| <b>Fall</b>                        |                                                                                                                               |
| August 3–September 25, 2026        | <b>Florida Assessment of Student Thinking (FAST) PM1</b><br>Grades K–2 FAST English Language Arts (ELA) Reading & Mathematics |
| August 10–September 25, 2026       | <b>FAST PM1</b><br>Grades 3–10 FAST ELA Reading<br>Grades 3–8 FAST Mathematics                                                |
| September 8–October 2, 2026        | <b>End-of-Course (EOC) Assessments</b><br>Algebra 1, Geometry, Biology 1, Civics, U.S. History                                |
|                                    | <b>FAST Retake</b><br>Grade 10 ELA Reading Retake                                                                             |
| <b>Winter</b>                      |                                                                                                                               |
| November 30, 2026–January 22, 2027 | <b>FAST PM2</b><br>Grades K–10 FAST ELA Reading<br>Grades K–8 FAST Mathematics                                                |
| November 30–December 18, 2026      | <b>EOC Assessments</b><br>Algebra 1, Geometry, Biology 1, Civics, U.S. History                                                |
|                                    | <b>Florida Advanced Course Test (FACT)</b><br>College Algebra                                                                 |
|                                    | <b>FAST Retake</b><br>Grade 10 ELA Reading Retake                                                                             |
| <b>Spring</b>                      |                                                                                                                               |
| March 29–April 9, 2027             | <b>Writing</b><br>Grades 4–10                                                                                                 |
| April 12–May 28, 2027              | <b>FAST PM3</b><br>Grades K–2 FAST Reading & Mathematics                                                                      |
| May 3–28, 2027                     | <b>FAST PM3</b><br>Grades 3–10 FAST ELA Reading<br>Grades 3–8 FAST Mathematics                                                |
|                                    | <b>Statewide Science Assessment</b><br>Grades 5 & 8 Science                                                                   |
|                                    | <b>EOC Assessments</b><br>Algebra 1, Geometry, Biology 1, Civics, U.S. History                                                |
|                                    | <b>FACT</b><br>College Algebra                                                                                                |
|                                    | <b>FAST Retake</b><br>Grade 10 ELA Reading Retake                                                                             |
| <b>Summer</b>                      |                                                                                                                               |
| June 21–25, 2027                   | <b>EOC Assessments</b><br>Algebra 1, Geometry, Biology 1, Civics, U.S. History                                                |
| July 12–16, 2027                   | <b>FAST</b><br>Grade 3 ELA Reading<br>Grade 10 ELA Reading Retake                                                             |

<sup>1</sup>School districts establish daily testing schedules within these windows according to state-provided guidance. For more detailed scheduling information for a specific school or district, please visit that organization's website.

## FLORIDA STATEWIDE ASSESSMENT PROGRAM 2026–2027 SCHEDULE

| FAST Voluntary Prekindergarten (VPK)                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Dates                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Assessment               |
| <b>Traditional VPK Programs (83 or more instructional days)<sup>2</sup>:</b> <ul style="list-style-type: none"> <li><b>First Administration (PM1):</b> within the first 30 instructional days.</li> <li><b>Second Administration (PM2):</b> in the period of time in a VPK class schedule where at least 40% and no more than 60% of a program's instructional hours have been completed.</li> <li><b>Third Administration (PM3):</b> within the last 30 instructional days.</li> </ul> | FAST Star Early Literacy |

<sup>2</sup>For non-traditional school-year and summer VPK programs (82 or fewer instructional days), see the Administration Schedule and guidance for VPK programs available at <https://www.fldoe.org/schools/early-learning/providers/fast-star-earlit.stml>.

| Florida Alternate Assessment (FAA)                                                                                                                                                                                                                               |                                                                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Dates                                                                                                                                                                                                                                                            | Grade Levels and Subjects                                                                                                                                                   |
| September 21–October 23 <sup>9</sup> , 2026                                                                                                                                                                                                                      | <b>FAA—Performance Task</b><br>Grade 10 ELA (Reading and Writing) Makeup<br>Algebra 1 Makeup                                                                                |
| March 1–April 16, 2027                                                                                                                                                                                                                                           | <b>FAA—Performance Task</b><br>Grade 3 ELA (Reading) & Mathematics<br>Grades 4–8 ELA (Reading and Writing) & Mathematics<br>Grades 5 & 8 Science<br>EOC Assessment (Civics) |
| March 8–April 23 <sup>30</sup> , 2027                                                                                                                                                                                                                            | <b>FAA—Performance Task</b><br>Grades 9 & 10 ELA (Reading and Writing)<br>EOC Assessments (Algebra 1, Geometry, Biology 1, U.S. History)                                    |
| Data Collection Periods:<br><del>September–October 2026</del><br><del>August 31–October 9, 2026</del><br><del>November–December 2026</del><br><del>November 9–December 11, 2026</del><br><del>February–March 2027</del><br><del>February 22–March 26, 2027</del> | <b>FAA—Datafolio</b><br>Grades 3–10 ELA<br>Grades 3–8 Mathematics<br>Grades 5 & 8 Science<br>EOC Assessments (Algebra 1, Geometry, Biology 1, Civics, U.S. History)         |

## FLORIDA STATEWIDE ASSESSMENT PROGRAM 2026–2027 SCHEDULE

| Other Statewide Assessments                           |                                                                                                                          |
|-------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| Dates                                                 | Assessment                                                                                                               |
| October 2026–April 2027                               | <a href="#">Preliminary ACT (PreACT)</a> <sup>3</sup>                                                                    |
| October 2026                                          | <a href="#">Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)</a> <sup>3</sup>                     |
| November 2026–April 2027                              | <a href="#">CLT10</a> <sup>3</sup>                                                                                       |
| November 2–December 18, 2026<br>March 29–May 28, 2027 | <a href="#">Florida Civic Literacy Exam (FCLE)</a>                                                                       |
| January–March 2027                                    | <a href="#">National Assessment of Educational Progress (NAEP)</a><br><i>No NAEP assessments scheduled at this time.</i> |
| January 11–March 12, 2027                             | <a href="#">WIDA ACCESS</a><br><a href="#">WIDA Alternate ACCESS</a>                                                     |
| February–April 2027                                   | <a href="#">ACT</a> <sup>4</sup>                                                                                         |
| March–April 2027                                      | <a href="#">SAT</a> <sup>4</sup>                                                                                         |
| February–April 2027                                   | <a href="#">Classic Learning Test (CLT)</a> <sup>4</sup>                                                                 |
| August 2026–May 2027                                  | <a href="#">Armed Services Vocational Aptitude Battery (ASVAB)</a>                                                       |
| May 2027                                              | <a href="#">Advanced Placement (AP) Exams</a>                                                                            |

<sup>3</sup>Districts will select either PreACT, PSAT/NMSQT or CLT10 to administer to all Grade 10 students in the district.

<sup>4</sup>Districts will select either ACT, SAT or CLT to administer to all Grade 11 students in the district.

### Florida Statutes – CHAPTER 1008, ASSESSMENT AND ACCOUNTABILITY

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

(a) *Statewide, standardized comprehensive assessments.*—The statewide, standardized Reading assessment shall be administered annually in grades 3 through 10. The statewide, standardized Writing assessment shall be administered annually at least once at the elementary, middle, and high school levels. When the Reading and Writing assessments are replaced by English Language Arts (ELA) assessments, ELA assessments shall be administered to students in grades 3 through 10. Retake

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

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

1. EOC assessments for Algebra I, Geometry, Biology I, United States History, and Civics shall be administered to students enrolled in such courses as specified in the course code directory.
2. Students enrolled in a course, as specified in the course code directory, with an associated statewide, standardized EOC assessment must take the EOC assessment for such course and may not take the corresponding subject or grade-level statewide, standardized assessment pursuant to paragraph (a). Sections [1003.4156](#) and [1003.4282](#) govern the use of statewide, standardized EOC assessment results for students.
3. The commissioner may select one or more nationally developed comprehensive examinations, which may include examinations for a College Board Advanced Placement course, International Baccalaureate course, or Advanced International Certificate of Education course, or industry-approved examinations to earn national industry certifications identified in the CAPE Industry Certification Funding List, for use as EOC assessments under this paragraph if the commissioner determines that the content knowledge and skills assessed by the examinations meet or exceed the grade-level expectations for the core curricular content established for the course in the Next Generation Sunshine State Standards. Use of any such examination as an EOC assessment must be approved by the state board in rule.
4. Contingent upon funding provided in the General Appropriations Act, including the appropriation of funds received through federal grants, the commissioner may establish an implementation schedule for the development and administration of additional statewide, standardized EOC assessments that must be approved by the state board in rule. If approved by the state board, student performance on such assessments constitutes 30 percent of a student's final course grade.
5. All statewide, standardized EOC assessments must be administered online except as otherwise provided.

[Click here for more information about State of Florida testing requirements.](#)

## Grading Policy

Pinellas Virtual School follows the **Pinellas County Schools Grading Scale**:

| Grade | Points | Range          |
|-------|--------|----------------|
| A     | 4      | 89.5% to 100%  |
| B     | 3      | 79.5% to 89.4% |
| C     | 2      | 69.5% to 79.4% |
| D     | 1      | 59.5% to 69.4% |
| F     | 0      | 0% to 59.4%    |

### Assignment Expectations

- Students must complete **all assignments in order** to ensure mastery of content.
- **Assessments submitted out of order** may be removed by the teacher and must be resubmitted after proper completion of prior coursework.
- **Students are encouraged to submit quality work rather than rushing to finish assignments.** Taking time to review directions, use teacher feedback, and revise work often results in deeper learning and stronger performance.
- A **zero (0.0 or 0.5)** in the gradebook indicates that the assignment was **not submitted** and will significantly lower the overall grade.
  - **Teachers cannot issue final grades** if there are zeros in the gradebook for any required assignment.
- Students should check **Canvas and/or Educator gradebooks regularly** to monitor progress and pacing.

## GPA Requirements

- Students are required to maintain:
  - A **minimum 2.0 overall GPA**
  - A **minimum grade of 69.5% (C)** in each course
- Students falling below **69.5%** or not submitting approximately **6% of course content per week** are **required** to:
  - Attend **live lessons**
  - Utilize **teacher open office hours** for support
  - Students needing additional support may be invited to attend intervention sessions, office hours, or small-group instruction designed to help them return to successful progress.
- Students who consistently fail to meet academic expectations or who do not access available support services may be **returned to their zoned brick-and-mortar school**.

## Mandatory Segment Exam Policy

- All students are required to take and **pass the Segment Exam** in each PVS course to earn credit.
- The Segment Exam helps validate that students have mastered key course standards.
- Once a student **completes the Segment Exam**, **no additional coursework may be submitted or resubmitted**.

## Discussion Based Assessments (DBAs)

- Think of a DBA as a conversation with your teacher rather than an oral exam. It is an opportunity to explain your thinking, ask questions, receive feedback, and demonstrate understanding.
- DBAs occur at key points and are part of each course's assessment requirements.
- To complete a DBA:
  - All **assignments prior to the DBA** must be completed
  - The average of those assignments must be **at least 60%**
- Teachers will conduct **no more than one (1) DBA per course per day**.
- Students must complete DBAs **independently**, free from distractions or outside help.
- Failure to complete and pass all DBAs will result in **no course credit**.

## Collaboration Assessments & Live Lessons

PVS promotes **21st-century skills** through collaborative assignments and live learning experiences.

- Collaborations and **live lessons are required**.
- Full-time students must attend **at least 1 live lessons per month**. Students will attend:
  - Semester 1:
    - One Live Lesson per course in August
    - One Live Lesson per course in September
    - One Live Lesson per course in October
    - One Live Lesson per course in November
  - Semester 2:
    - One Live Lesson per course in January
    - One Live Lesson per course in February
    - One Live Lesson per course in March
    - One Live Lesson per course in April
- Participation is graded and part of your final course grade. Participation is considered an important part of the instructional program because it strengthens learning, collaboration, and communication skills.

### Live Lesson Expectations

Live lessons are considered **school-sponsored instructional time** and are subject to the [Pinellas County Student Code of Conduct](#).

Students should:

A. Attend each live lesson

- B. Arrive on time
- C. Be prepared with materials and supplies
- D. Keep a planner or agenda
- E. Complete all assignments on time
- F. Dress appropriately
- G. Be respectful to themselves and others
- H. Arrange to make up missed work in a timely manner
- I. Contact a school staff member with concerns
- J. Set academic goals
- K. Maintain healthy sleep habits
- L. Set responsible working hours outside of school
- M. Identify themselves to staff upon request

**Note:** Live lessons are for enrolled students only. **Parents, guardians, and learning coaches may not attend or participate in live lessons.**

## Honors Assessments

Students enrolled in an **Honors course** (where available) must complete and pass **all Honors-specific assessments** to receive Honors credit.

### Honors Course Expectations:

- A passing score on each Honors assessment is **60% or higher**.
- Students **must also complete and pass the Honors Segment Exam**.
- Students who **do not complete or pass all Honors assessments** will receive **regular credit only** for the course.

## Attendance and Academic Engagement

### Why Attendance Matters

In virtual school, attendance is measured by engagement in learning rather than simply logging into a computer. Students demonstrate attendance by consistently completing assignments, participating in required learning activities, communicating with the teachers, and maintaining appropriate weekly progress. Developing these habits helps students build responsibility while ensuring they remain on pace for success.

Regular participation is essential for success in a virtual school setting. Although virtual, attendance at Pinellas Virtual School is required by **Florida's compulsory attendance laws**, just as it is for traditional schools.

### How Attendance is Taken

- **Attendance is based on student assignment completion and learning progress**, not daily login.
- **Assignments must be submitted weekly by Friday at 5:00 PM** according to each course's **pacing chart**.

- If **no assignments** are submitted in a course by the weekly deadline (Friday at 5:00 PM), the student will be marked **absent for the entire week** in that course.
- If **only some assignments** are submitted, the student will be marked **partially absent** based on the number of assignments missed.

 *All courses are paced at approximately 6% per week to ensure steady progress and healthy learning habits.*

**Remember:** Logging into Canvas or Educator alone does not count as attendance. Students must actively engage in learning by completing coursework and demonstrating academic progress.

### Submitting Absences

If a student cannot submit work for the week:

- The absence must be **reported in writing before the following Monday** via email to the teacher.
- Include:
  - Student name
  - Grade level
  - Dates of absence
  - Reason for missing work
  - Doctor's note (if applicable)

| Type of Absence  | Description                                                       |
|------------------|-------------------------------------------------------------------|
| <b>Excused</b>   | Parent or doctor note is submitted for the missing week.          |
| <b>Unexcused</b> | No documentation is provided for the week of missing assignments. |

### Vacation & Travel Policy

- Families are encouraged to plan vacations during scheduled school breaks whenever possible to minimize disruptions to learning.
- Vacation-related absences **may not exceed 5 days per school year**.
- Travel is **not permitted during state testing windows**.
- Parents must **notify teachers at least 2 weeks in advance**.
- A plan must be in place to **submit all required work before vacation**.

### Truancy and Reassignment

- Students who fall **2 or more weeks behind pace** in **2 or more classes** are considered **truant**.
- Teachers report truant students to **PVS administration** on a scheduled basis.
- Truant students will be **reassigned to their zoned brick-and-mortar school**. Before any reassignment is considered, the school will implement multiple interventions, communicate with the family, and develop a student success plan whenever possible.
- If the student does not attend the zoned school, the district may **initiate a truancy petition**.

### Attendance Entry and Monitoring



- Attendance records are entered into **Focus** weekly by teachers.
- Teachers and administrators monitor pacing and progress in all courses.
- Regular communication will occur for students falling behind or not submitting work on time.

 *Remember: Pacing + Progress = Attendance in Virtual School.*

## **Homeroom Attendance & Assignment Expectations**

### **Purpose of Homeroom**

Homeroom is where students build relationships, celebrate successes, receive important announcements, develop academic skills, and strengthen their connection to the Pinellas Virtual School community.

Homeroom at Pinellas Virtual School serves as a vital touchpoint for student success. It is designed to build community, provide academic guidance, deliver school-wide announcements, and support students in staying organized and engaged throughout the school year.

### **Weekly Requirement**

All students are **required to attend Homeroom every Monday** as scheduled. Attendance is monitored and recorded, and consistent participation is essential for maintaining good standing with the school.

### **Assignment Completion**

In addition to attending live Homeroom sessions, students are expected to complete **all Homeroom assignments** posted each week. These activities are intentional designed to help students become organized, reflective, responsible learners, not simply to complete another assignment. These assignments may include:

- Goal-setting activities
- Progress checks
- School surveys or reflections
- Important informational reviews
- State-Required Computer Technology lessons for all grade levels
- State-Required Mental Health Lessons for middle and high school

These tasks are not optional and are counted as part of the student's academic engagement and participation. Incomplete assignments may lead to a parent contact or a support plan to ensure the student is staying on track.

### **Why It Matters**

Homeroom is a cornerstone of our virtual learning environment. It keeps students connected, informed, and supported. Missing these opportunities can cause students to fall behind in both academic and social aspects of their school experience.

### **Parental Support**

We ask that families prioritize Homeroom just as they would any core subject. Encourage your student to participate actively during Homeroom discussions and complete each week's activities. These

experiences are designed to strengthen both academic success and school connectedness. Together, we can set the stage for a successful and connected school year.

## Summer Courses

Pinellas Virtual School offers summer courses for Pinellas County students on an **accelerated schedule**.

### Key Details:

- **Summer courses follow a condensed 8-week term**, beginning when the regular school year ends.
- The **final completion date is July 29, 2027**.
- Teachers will create a **custom pace guide** for each student based on their **individual course start date**, ensuring on-time completion.

### Important Notes:

- Summer courses move at **twice the pace** of traditional courses (which typically follow a 16-week schedule per semester).
- Students must be committed to working consistently to keep up with the accelerated pace.
- **Course completion affects student schedules and promotion** for the upcoming school year, so timely completion is critical.
- **Minimum seat time requirements still apply**, even in summer:
  - Most courses require students to be **actively working in a course for at least 14 days per segment** to be eligible for credit. (Exceptions: HOPE and Personal Fitness: 28 days per segment)
  - This means students **cannot complete the entire course in just a few days**, even if all work is submitted.

## Supporting Every Student's Success

At Pinellas Virtual School, we are committed to partnering with families to help every student succeed. When a student shows signs of struggling academically or with engagement, we follow a **three-tiered system of support** to provide early help and prevent further challenges. Our goal is to identify concerns early and provide support before students fall significantly behind.

### Tier 1 – Strong Classroom Support (All Students)

Every student begins at Tier 1, where their **teacher is the primary contact** for academic success and support.

### What to Expect:

- Teachers will contact families at the beginning of the course to:
  - Introduce themselves

- Teachers also work intentionally to build relationships with students, helping each learner feel known, supported, and connected from the beginning of the course.
- Share course expectations
- Learn more about the student and their home learning environment
- Teachers will follow up **at least once per month** to discuss:
  - Student progress
  - Any early concerns (e.g., missing assignments, falling behind, academic integrity, poor-quality submissions)

If issues arise, the teacher will:

- Clearly explain the concern to the student and parent
- Collaborate with the family on solutions such as:
  - Adjusting the student's workspace
  - Creating a written weekly schedule
  - Printing and using the course pacing guide
  - Encouraging respectful communication when the student is stuck

The teacher will monitor the student weekly to see if improvement occurs before escalating to Tier 2.

### Tier 2 – Targeted Student Support (Approximately 10–20% of Students)

If concerns continue after Tier 1 supports, the **school counselor** will step in to provide additional help.

**What to Expect:**

- The counselor will contact the student and parent if the student:
  - Is more than **two weeks behind**
  - Has **failing grades**
  - Has withdrawn from one or more courses
  - Needs a new pacing plan or student success plan

**Support at Tier 2 may include:**

- Face-to-face tutoring sessions with teachers
- Revised learning plans and pacing guides
- Weekly progress updates from teachers
- Increased communication with the family
- Teacher office hours, small-group instruction, peer collaboration opportunities, or individualized academic planning.

### Tier 3 – Intensive Individualized Support (Approximately 5–9% of Students)

Even at Tier 3, our goal remains student success. School staff will continue partnering with families to identify solutions that best meet the student's academic and social-emotional needs. If there is still no improvement, the **administration team** will take a more active role.

### **What to Expect:**

- Administration will contact the student and parent to review:
  - Previous interventions attempted at Tiers 1 and 2
  - Concerns that have not improved over time
- A meeting will be scheduled with the family to create a **personalized success plan**.

### **This plan may include:**

- Daily check-ins with school staff
- In-person progress monitoring
- Support from a lead teacher or additional staff
- Other customized interventions based on student needs



### **Our Commitment**

This tiered system is designed to:

- **Prevent failure**
- **Promote early intervention**
- **Strengthen the partnership between home and school**

We are here to help, every step of the way.

## School-wide Expectations

PVS Learners **Spark** by



**S**

Submitting all weekly assignments according to the pacing guide.



**P**



Participating actively in live lessons.

**A**

Academic Integrity- submitting 100% of my OWN work.



**R**



Respecting yourself, others, and learning environment.

**K**

Keeping a daily schedule.



Every decision we make at Pinellas Virtual School is guided by these five expectations. Students who consistently demonstrate SPARK behaviors help create a positive learning environment for everyone.

## **PBIS REWARDS:**

Full-time Pinellas Virtual School students may earn reward points by meeting school expectations. These points can be redeemed for prizes and recognition through our PVS Rewards Program.

# Academic Integrity and Responsible Use of Artificial Intelligence

Pinellas Virtual School (PVS) is committed to maintaining the highest standards of academic integrity. All students are expected to submit **100% original work** and demonstrate honesty in every part of their online learning experience.

Academic integrity is about honesty, responsibility, and demonstrating your own learning. Technology, including artificial intelligence, can be a valuable learning tool when used appropriately, but it should never replace a student's own thinking or effort.



## State Law and Policy

As outlined in **House Bill 7063 – The Digital Learning Act** (effective July 1, 2012), it is **unlawful** for anyone to **knowingly take an online course or exam on behalf of another person in exchange for compensation**.

By enrolling in PVS, students and families agree to follow the academic integrity expectations of both **Pinellas Virtual School** and **Florida Virtual School (FLVS)**.



## What Violates Academic Integrity?

Academic dishonesty includes, but is not limited to:

- Copying or pasting internet content without proper citation
- Plagiarizing the work of others (including classmates)
- Submitting another person's work as your own
- Allowing someone else to complete your work
- Sharing assignments, usernames, or passwords
- Uploading coursework to third-party websites or forums
- Refusing to take a required **proctored exam**
- Completing a course segment in an **unrealistically short time**

Students who violate these expectations may be removed from the course or the full-time PVS program and may receive a **failing grade**.



## Tools Used to Ensure Academic Integrity

Teachers use several tools to verify student work and ensure authenticity, including:

1. **Plagiarism detection software**
2. **Academic integrity database**
3. **Teacher expertise and grading patterns**
4. **Discussion-Based Assessments (DBAs)**
5. **Proctored exams**
6. **Random proctored exams (scheduled or unscheduled)**

## Appropriate Uses of Artificial Intelligence

| Students May                              | Students MAY NOT                              |
|-------------------------------------------|-----------------------------------------------|
| ✓ Brainstorm ideas                        | ✗ Have AI complete assignments                |
| ✓ Explain difficult concepts              | ✗ Submit AI-generated essays                  |
| ✓ Practice vocabulary                     | ✗ Use AI during quizzes or tests              |
| ✓ Check grammar                           | ✗ Use AI during DBAs                          |
| ✓ Generate study questions                | ✗ Copy AI responses without attribution       |
| ✓ Receive feedback before submitting work | ✗ Misrepresent AI-generated work as their own |

## Why Academic Integrity Matters

Academic Integrity helps teachers know what students truly understand so they can provide meaningful instruction and support.

### Student Responsibilities

At Pinellas Virtual School, we believe successful students are active participants in their own learning. The responsibilities below are designed to help students develop the independence, communication, and self-management skills that will prepare them for success in college, career, and life.

To maintain academic integrity, students are expected to:

1. **Read and sign** the Academic Integrity Statement and complete the Academic Integrity Module during enrollment.
2. Participate in a **welcome call** that includes an overview of academic integrity expectations.
3. Complete **Discussion-Based Assessments (DBAs)** directly with their teacher, free from assistance or distractions.
4. **Ask questions** if unsure about what is or isn't allowed.
5. **Protect their own work**, including:
  - Never sharing assignments or answers with others
  - Not posting work to outside websites
  - Keeping login credentials private
  - Saving work securely (e.g., on a personal USB drive or device)
6. **Take a proctored exam** when requested to confirm understanding of course content.

### Parent/Guardian/Learning Coaches Responsibilities

Parents, guardians, and learning coaches play a key role in upholding academic integrity:

1. **Review and sign** the Academic Integrity Statement during enrollment.
2. Join the **welcome call**, which includes an explanation of academic integrity policies.
3. **Monitor student work** to ensure it is original and completed independently.
4. Reinforce that **DBAs are to be completed by the student only** and must follow PVS guidelines.
5. Understand that students may be selected for **proctored segment exams**, and failure to take and pass this exam will result in **removal from the course with a failing grade**.



## ⚠ Important Note

Pinellas Virtual School reserves the right to require a **proctored exam at any time**, for any reason, to confirm content mastery and uphold academic integrity standards.

# Consequences for failing to maintain academic integrity

## Elementary Matrix

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

## Middle/High School Matrix

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

## Seat Time Policy

At Pinellas Virtual School, we are committed to ensuring all students have adequate time to engage with course content, receive feedback, and demonstrate mastery. To support this, we follow a **seat time policy** for each course segment.



### Seat Time Requirements:

- Students must be actively working in **each course segment** for a **minimum of 14 calendar days**, starting from the date of the **first assignment submission**.
- For a full, two-segment course, students must complete a **minimum of 14 active days** per segment, totaling **at least 28 active days** overall.
- Some courses may have **extended seat time requirements** due to the depth or complexity of content. Teachers will inform students if this applies.

Submitting assignments consistently — not all at once — ensures that learning is happening over time and gives students the opportunity to receive valuable feedback and remediation.



### Progress Monitoring & Checkpoints

To support academic integrity and learning:

- **Discussion-Based Assessments (DBAs)** are limited to **one per course per day**.
- Students must complete **all assignments in the segment** before taking the **Segment Exam**.
- The **Administration Team reserves the right to:**
  - Review a student's gradebook to confirm consistent work habits
  - Adjust the start date of the seat time clock if work appears to be rushed or inauthentic
  - Require a **proctored exam** before final course completion if academic integrity concerns arise



### Questions About a Course?

If you have any questions about a specific course's seat time policy or pacing expectations, please **contact your student's teacher** directly. We're here to help ensure every student's success.

## Technology Requirements

To ensure your student's success in Pinellas Virtual School, it's important that their computer and internet setup meets the minimum technical requirements. The **Learning Coach** is responsible for confirming that the device used for coursework is compatible and ready for learning.



*Some courses may have additional or different requirements. Always check the **Materials List** in the **Course Information tab** for each specific course.*



### Supported Operating Systems

Your student's computer should use one of the following:

- **Windows 11**
- **macOS Ventura (13)**
- **macOS Sonoma (14)**
- **macOS Sequoia (15)**

### **Supported Web Browsers**

For best performance, use the latest version of one of the following browsers:

- **Google Chrome**
- **Microsoft Edge**
- **Mozilla Firefox**
- **Apple Safari**

*If one browser isn't displaying the course correctly, try another one.*

### **Required Settings & Plugins**

To fully access course content, make sure:

- **JavaScript is enabled**
- **Cookies are enabled**
- **Java is installed (if required by a course)**

You can visit [whatismybrowser.org](https://whatismybrowser.org) to check your browser version and settings.

### **Troubleshooting Tips**

- Your **experience may vary depending on your device and browser.**
- If content is missing or doesn't look right, **try switching to another supported browser** or use a different device.
- For help, contact your teacher or the Pinellas Virtual School support team.

### **Digital Citizenship**

Technology provides incredible opportunities for learning, collaboration, and creativity. Every student is expected to demonstrate good digital citizenship by using technology safely, respectfully, responsibly, and ethically.

Students should:

- ✓ **Protect passwords**
- ✓ **Respect others online**

- ✓ Report inappropriate behavior
- ✓ Use school technology for educational purposes
- ✓ Think before posting or sending messages
- ✓ Use emerging technologies, including artificial intelligence, in ways that support learning rather than replace independent thinking.

## Requesting Technology Help

If your student is experiencing technical issues that prevent them from completing assignments, it's important to act quickly to avoid falling behind.

### **What to Do First**

If the issue affects access to **Canvas** or **FLVS**:

1. **Notify your teacher immediately** to let them know there is a problem.
2. Submit a tech help request using this link:

 <http://techhelp2.pcsb.org/MRcgi/MRentrancePage.pl>

 Technology issues must be reported **within 12–24 hours** of when the problem begins.

### **When Submitting a Help Request, Include:**

- **Your full name**
- **Course name**
- **Teacher's name**
- **Module or lesson affected**
- **A detailed description** of the problem

Providing complete information helps resolve the issue faster.

### **If You Need Help in Educator (FLVS Courses)**

Contact **FLVS Support** in one of the following ways:

- Visit: [help.flvs.net](http://help.flvs.net)
- Call: **1-888-322-8324**

The FLVS Support Center can help with:

- Course registration

- Accessing or submitting course paperwork
- Password resets
- File saving issues
- Software installations
- Browser or device compatibility
- Errors in course content (broken links, typos, etc.)
- Math or multimedia tools (e.g., Java applets, audio/video issues)

### **Free Software for Students**

All Pinellas Virtual School students can **download Microsoft Office at no cost** using their **PCSB Office 365 account**.

## **Internet Code of Conduct**

Although students learn from home, they remain members of the Pinellas Virtual School community. Students are expected to demonstrate the same respect, responsibility, and professionalism during virtual learning as they would in a traditional classroom.

All Pinellas Virtual School students are required to have reliable internet access to complete their coursework. With this access comes the **responsibility to use technology in a safe, respectful, and legal manner**.

We are committed to partnering with families to help students develop responsible digital citizenship skills. While inappropriate or harmful content may exist online, students are expected to make smart, safe choices when using the internet and communicating digitally.

### **General Expectations**

- Students must follow the same rules of **good behavior online** as they would in a traditional classroom.
- All online activity must comply with the **Technology Acceptable Use Policy** and the **Pinellas County Schools Student Code of Conduct**.
- The district's [Acceptable Use Agreement \(Policy 7540.03\)](#) outlines expectations for using school technology and internet services.

### **Prohibited Activities**

The following actions are **not allowed** and may result in disciplinary action:

- **Using obscene, profane, threatening, or disrespectful language** online  
(*F.S. 874.001 Obscene Literature; Profanity*)
- **Creating or spreading computer viruses**  
(*F.S. 815 Computer-Related Crimes*)

- **Sexting or sharing inappropriate images or content**  
(F.S. 847.001 Sexting)
- **Cyberbullying or harassment of any kind**
- **Impersonating someone else** online
- **Sharing personal information** (e.g., home address, phone number, passwords)
- **Posting or sending offensive messages, pictures, or downloads**



### **Behavior and Monitoring**

- **Email and messaging are not private.** Never write anything you wouldn't want shared publicly.
- Be cautious of **messages from strangers**, especially adults asking for personal details or meetings. Report any suspicious or uncomfortable communication to your teacher or school administrator immediately.
- When participating in live lessons or video calls, students must follow the **Dress Code Policy**:
  - Clothing that exposes undergarments or body parts in an inappropriate or disruptive way is not permitted.

Pinellas Virtual School is **not responsible for any charges** related to internet access, phone lines, or data usage.



### **Privacy, Passwords & Copyright**

- **Only use your own login credentials.** Do not share your username or password with others.
- Students **may not access, copy, or alter** another user's files or folders.
- **Teachers and administrators** may access student work and school-issued devices as part of monitoring and instruction.
- Respect **copyright laws**:
  - Cite all quotes, graphics, music, and digital resources used in coursework.
  - Never copy work from the internet without proper attribution.



### **Final Reminder**

Using the internet responsibly is part of being a successful digital learner. Parents and students should regularly review the full [Network/Internet Acceptable Use Policy \(7540.03\)](#) and the **Student Code of Conduct** to stay informed and protected.

## **Civility Code**

At Pinellas Virtual School, we are committed to maintaining a safe, respectful, and supportive virtual learning environment for **all students, families, teachers, and staff**.

Our goal is to help every student reach their full potential through personalized learning and strong partnerships between the school and home. To achieve this, we ask that everyone—students, parents/guardians, and staff—commit to conducting themselves with **civility and mutual respect** at all times.

## Expectations for All Stakeholders

Everyone involved in the virtual learning environment must:

- Engage in communication that is **respectful, courteous, and free from profanity or threats**
- Support a **safe and inclusive environment**, free from discrimination or harassment
- Work collaboratively with teachers and staff to address concerns in a productive and respectful way

## Unacceptable Behavior

To maintain a secure and orderly learning environment, the following actions are **strictly prohibited**:

- Using **profanity, threatening language, or disrespectful communication** toward school staff, students, or families (verbally, in writing, or online)
- **Causing or threatening physical or emotional harm** to any person
- **Damaging or destroying school property**, including virtual platforms or digital resources
- **Disrupting online classes**, school activities, or meetings
- **Bullying, harassing, or intimidating others**, including on the basis of race, color, religion, national origin, age, gender, sexual orientation, or disability
- Refusing to comply with **reasonable requests** from teachers, administrators, or other school staff
- **Encouraging others** to engage in prohibited or unlawful behavior
- Violating **any federal or state laws**

## Live Lesson Conduct

| Before the Lesson      | During the Lesson         |
|------------------------|---------------------------|
| Charge device          | Participate respectfully  |
| Test camera/microphone | Use appropriate language  |
| Gather materials       | Stay focused              |
| Join on time           | Follow teacher directions |

**\*\*Cameras may be required during instructional activities at the teacher's discretion to support engagement, participation, and academic integrity.\*\***

## Our Commitment

Pinellas Virtual School takes these expectations seriously and reserves the right to take appropriate action if these standards are not upheld. This includes interventions, administrative review, or removal from the program depending on the nature of the behavior.

Let's continue working together to create a positive and productive online learning experience for every student.



# Event Guidelines

Pinellas Virtual School is more than an online learning platform, it is a school community. Throughout the year, students have opportunities to connect with classmates, build friendships, celebrate accomplishments, and participate in school activities.

Pinellas Virtual School offers students the opportunity to participate in **face-to-face events and gatherings** throughout the school year. These activities are designed to be safe, meaningful, and aligned with the values and expectations of **Pinellas County Schools**.

To ensure a positive experience for all, students and families are expected to follow the guidelines outlined below.

## Dress Code

Whether attending an event **in person or virtually**, students must follow the **Pinellas County Schools Dress Code Policy** as outlined in the Student Code of Conduct.

Clothing must be appropriate, respectful, and not disruptive to the learning environment.

## Prohibited Items & Behavior

The following items are **strictly prohibited** at all PVS-sponsored events (virtual or in person):

- **Alcohol, drugs, or tobacco products**
- **Firearms, fireworks, or other dangerous items**
- **Pornographic or obscene materials**
- Any other items or behaviors that violate the [Student Code of Conduct](#)

## Expectations for Student & Family Conduct

To maintain a safe and welcoming environment for all attendees:

- All students and families must exhibit **respectful, courteous behavior** aligned with district standards.
- Any **previous acts of misconduct** or inappropriate behavior during an event may result in a student being **excluded from future events**.
- Pinellas Virtual School reserves the right to ask a student or family to **leave an event** immediately if their behavior violates the [Code of Conduct](#) or disrupts the event.
- Students and families are expected to represent **Pinellas Virtual School and Pinellas County Schools positively** at all times.

## Participation Requirements

To attend a PVS face-to-face event, parents/guardians may be required to complete specific steps, such as:

- **Submitting forms or permissions**
- **Purchasing tickets or confirming attendance in advance**

Details for each event will be communicated ahead of time by the school.

# Enrollment and Withdrawal Procedures

Our goal is for every student to succeed at Pinellas Virtual School. However, virtual learning is not the best fit for every learner. If concerns arise, we will work closely with families to determine the educational setting that best meets the student's needs.

## **Procedures to Enroll**

The 2026-2027 enrollment period will run from 5/11/26 through 7/11/26.

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

1. Use Focus Parent Portal or Create a Focus Parent Portal at <https://focus.pcsb.org/focus/index.php>
2. Click "Student Reservation System" on the left navigation sidebar.
3. Follow prompts, select "Pinellas Virtual Application."
4. Select "Full-time Application" and complete the application.

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

Follow these steps to apply:

1. Use Focus Parent Portal or Create a Focus Parent Portal at <https://focus.pcsb.org/focus/index.php>
2. Click "Student Reservation System" on the left navigation sidebar.
3. Follow prompts, select "Pinellas Virtual Application."
4. Select "Part-time Application" and complete the application, then create your online account at [flvs.net](https://flvs.net).

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

## **Procedures to Withdraw**

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

**Steps for withdrawing from virtual school full time:**

- Parent completes [online withdrawal form](#)
- Virtual school notifies student assignment and student reservation is made
- Parent receives new school assignment via email from virtual school
- Parent registers at school for student schedule
- New school calls virtual school and student is withdrawn

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

- Parent completes [online withdrawal form](#)
- Virtual school counselor notifies counselor at student's zoned/assigned school they are withdrawing from virtual class and requests virtual course be replaced in student schedule
- Parent receives email confirming that student has withdrawn from virtual school class

**[Click here for more information about the student withdrawal process.](#)**

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

## Staff Contact Information

### Administrative Staff

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

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

Melissa Broner, School Counselor  
Phone: (727) 588-6448  
Email: [irizarrye@pcsb.org](mailto:irizarrye@pcsb.org)

Leslie Ellis, School Secretary  
Phone: (727) 588-6448  
Fax: (727) 588-6185  
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Tim O'Keefe, Technology Coordinator  
Phone: (727) 588-6448  
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Angela Davis, Data Management Technician  
(Registration Contact)  
Phone: (727) 588-6448  
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Shaunee Miller, Data Management Technician  
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**Pinellas Virtual School**  
**Parent/Guardian Memorandum of Understanding (MOU)**  
**2026–2027 School Year**

Welcome to the Pinellas Virtual School (PVS) community! This Memorandum of Understanding (MOU) outlines the key expectations and responsibilities for parents/guardians of students enrolled in PVS. Our goal is to ensure a successful and enriching virtual learning experience for your child.

By signing this MOU, you confirm that you have read the 2026-2027 PVS Parent Student Handbook and understand your role in supporting your child's success in a virtual learning environment. This includes providing supervision, ensuring a distraction free learning space, and actively participating in your child's education.

We appreciate your commitment to partnering with us on this educational journey. Together, we can create a positive and productive learning experience for your child.

 I understand and agree to the following:

1. Learning Coach Role
  - I will serve as a Learning Coach or designate a responsible adult to do so.
  - I will provide supervision during the school day, ensure a distraction-free learning space, and support my child's learning and organization.
2. Weekly Schedule and Pacing
  - I understand that my student must complete approximately 6% of each course per week and follow the pacing guides.
  - I will help my child create a weekly schedule and monitor their daily learning progress.
3. Communication Requirements
  - I will participate in the required monthly progress calls with the teacher and respond to school communications within 24 school hours.
  - I understand that consistent two-way communication is required for continued enrollment.
4. Live Lessons and DBAs
  - I understand my student is required to attend one (1) live virtual lessons per month and complete Discussion-Based Assessments (DBAs) independently.
  - I will not assist or participate in live lessons or DBAs.
5. Testing and Attendance
  - I understand that my student must attend all required in-person state testing sessions.
  - I acknowledge that attendance is based on weekly assignment submissions and that falling behind will lead to withdrawal from PVS.
6. Academic Integrity
  - I will reinforce the importance of submitting original work and ensure my student follows the academic integrity policy.
  - I understand that violations (e.g., plagiarism, impersonation, sharing answers, using Artificial Intelligence) can result in removal from the course or program.
7. Technology and Support
  - I will ensure my student has access to a reliable device, internet, and needed supplies.
  - I will promptly report any technical issues and assist in resolving them within 12–24 hours.
8. Code of Conduct and Civility

- I agree to uphold the Pinellas County Schools Code of Conduct and Civility Policy, including expectations for respectful and appropriate behavior in all communications and events.
9. Consequences for Non-Compliance
- I understand that failure to fulfill these responsibilities will result in consequences for my student. These consequences will be communicated clearly and may include the following:
    1. First Instance: A meeting with the parent/guardian to discuss the issue.
    2. Second Instance: A detailed success plan.
    3. Third Instance: Formal notice and return to the zoned brick-and-mortar school.
      - Specific actions that may lead to these consequences include:
        - Missing more than one live lesson in a semester.
        - Failing to submit assignments for two consecutive weeks in a course.
        - Engaging in academic dishonesty such as plagiarism or using AI to complete assignments.
        - Non-attendance at any state testing date.

#### Parent/Guardian Acknowledgment

I confirm that I have read and understood the expectations outlined in this Memorandum of Understanding (MOU) and in the full PVS Parent Student Handbook. I agree to support my student's virtual learning and adhere to all school policies and procedures.

Student Name: \_\_\_\_\_

Parent/Guardian Name (Printed): \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Optional: ☐ I have submitted this form electronically via QR code or online form provided by PVS.

