

**San Jose Cyber Academy
Parent-Student Handbook
2021-2022**



**San Jose Cyber Academy
11363 San Jose Blvd, # 200, Jacksonville, Florida 32223
(904) 649-5425 | sanjosecyber.org | info@sanjosecyber.org**

Mrs. Chelsey Briggs, Principal

Mr. Richard D'Amico, Assistant Principal

Acknowledgment of Receipt and Review of Parent-Student Handbook

San Jose Cyber Academy
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2021-2022

We acknowledge that we have received and read a copy of the San Jose Cyber Academy Parent-Student Handbook.

We understand that it contains important information on policies and procedures.

We realize this handbook is not intended to cover every situation which may arise but is simply a general guide to refer to.

We understand that it is our responsibility to familiarize ourselves with the information and that we agree with the policies and rules of the school.

We further understand and acknowledge that San Jose Cyber Academy may change, add, or delete any policies or provisions in this handbook as it sees fit in its sole judgment and discretion.

We acknowledge and understand that this Parent-Student Handbook supersedes and replaces all previously issued editions or materials distributed.

The contents of this handbook are summary guidelines for parents and students, and are not intended to be all-inclusive or to cover every situation that may arise. The school reserves the right to suspend, terminate, interpret, or change any or all of the guidelines mentioned, along with any other procedures, practices, benefits, or other programs. These changes may occur at any time, with or without notice.

Parents and students are responsible for reading the handbook, familiarizing yourselves with its contents, and adhering to all of the policies and procedures of San Jose Cyber Academy, whether set forth in this handbook or elsewhere.

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MISSION

San Jose Cyber Academy offers an online learning option for Florida K-12 students statewide who need an alternative to the traditional school setting. The school provides students with accessible educational opportunities through a virtual learning environment that creates flexibility for time and location allowing students to meet or exceed their personalized learning goals. The mission is accomplished through accountable leadership and strategic planning fostered by the collaboration of all stakeholders.

VISION

Each student acquires the knowledge necessary for college and career readiness to succeed in life.

ACCREDITATION

San Jose Cyber Academy is a candidate for accreditation with the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Northwest Accreditation Commission (NWAC) and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI). The school anticipates a decision on accreditation by Fall 2021.

CURRICULUM

San Jose Cyber Academy has partnered with Edgenuity to provide Florida State standards-aligned, online courses for grade K-12 students. The curriculum offers a variety of customizable courses that include direct-instruction videos featuring expert, on-screen teachers with rigorous assignments, performance tasks and assessments to engage students and ensure subject-area mastery. The Edgenuity curriculum meets Florida graduation requirements.

ANTI-DISCRIMINATION POLICY

In accordance with federal and state anti-discrimination laws and in accordance with the Florida Education Equity Act, the school will not discriminate based on any legally protected category in the admission of students.

FERPA

The school upholds a commitment to safeguard students' personal information and complies with the Family Educational Rights and Privacy Act (FERPA) regulations. We promote responsible data stewardship by establishing policies and procedures to ensure that student information is collected, maintained, used and disseminated in a way that respects privacy and ensures confidentiality and security.

CHARTER SCHOOL

Charter schools are public schools of choice that operate under a performance contract, or a charter. The charter contract between the charter school governing board and the sponsor details the school's mission, program, goals, students served, methods of assessment and ways to measure success. San Jose Cyber Academy is a virtual charter school. In 2011, Florida legislation was passed permitting the operation of virtual charter schools to provide full-time online instruction to eligible students. A virtual charter school must contract with an approved provider of virtual instruction services in accordance with s. 1002.45, F.S. San Jose Cyber Academy's virtual instruction provider (VIP) is Edgenuity.

SCHOOL BOARD

San Jose Cyber Academy is a self-governed school that does not employ a charter management company, an education service provider, or a charter management organization. The School Board members are: Sarah Mathis, Board Chairperson; Melinda Powers, Vice Chair; Bonnie Arnold, Founding Chair; Dr. Alan Hall, CEO; Gary Wheeler, Secretary; Jerry Jeakle, Treasurer; Juan Carlos Gonzalez, Board Member; Amit Patel, Board Member. Inquiries should be directed to Dr. Alan Hall, CEO: (904) 337-4090, alan.hall@sanjoseschools.org.

COVID-19

The school is open statewide to Florida resident K-12 students who can remotely attend school safely and securely from anywhere. Our online curriculum and courses allow students to set their own pace to complete courses independently within a structured timeline. The school is not affected by Covid-19 and continues without disruption.

ADMISSIONS AND ENROLLMENT

Residency Requirements

- The student must be a legal resident in the state of Florida.
- Military families who live outside the state of Florida may enroll their child/ren but they must maintain their Florida residency and must provide a valid state identification.

Students shall be considered Florida residents and thus qualify for enrollment if any of the following criteria are met:

- Be enrolled in a Florida public/charter school, or
- Be enrolled and in good standing as a homeschool student with a Florida public school district, or
- Be enrolled in an affiliated Florida private school and whose legal guardian is a representative of the school or a Florida resident, or
- Be the child of a parent who is stationed at a Florida military base; the legal guardian must be the person who is stationed at the Florida military base.

Additional documentation may need to be provided if any of the following circumstances apply:

- Student Number Identifier, Florida: If the child/ren previously attended a Florida public school or is attending public school now, we are required to use the same number for state data reporting purposes.
- Custody order: If a parent's legal guardianship is determined by a court order, please submit a copy of the order. This will ensure that proper contact is maintained by the child's teachers with the parent or guardian.
- IEP (Individual Education Plan) or Section 504 Plan: If a student has a disability or impairment, this must be indicated in the appropriate section during registration and a copy of the most current IEP and/or Section 504 Plan must be submitted directly to the school.
- Military orders: Parents enrolling their child/ren under the exception for children of the U.S. Armed Forces must maintain Florida residency or provide appropriate military documentation, if requested.

Enrollment Status

- **Full-Time Enrollment** - The full-time program is designed to meet the diverse needs of students who want to pursue a comprehensive online, remote school experience. Full-time students are enrolled in courses that represent the requirements of completing a grade level. The school's administrative team guides students and parents through the selection of appropriate courses to achieve student goals and meet graduation requirements.
- **Part-Time Enrollment** - Available to Florida resident students who need to supplement their education with 1 or 2 online courses. Students may take courses to satisfy the online course requirement for high school graduation, to take courses not offered through their current school, to make up courses, to recover credits, or to graduate early. Open enrollment allows students to start their courses quickly. Edgenuity courses are aligned to state standards, so they are acceptable for credit transfer at other Florida schools. We will work with the school counselor, academic advisor, or school administrator to ensure that students are taking the correct courses.
- **Dual Enrollment** - Full-time students can take dual credits during their junior and senior years. This means that students are dually enrolled with San Jose Cyber Academy and a partnering college. The school currently partners with Doral College, located in Doral, Florida. Doral College offers an Associate of Arts degree. Courses are offered online during fall, spring and summer. Upon successful completion of required coursework and assessments, dual enrolled students who began taking courses during their junior year may potentially graduate with a high school diploma from SJCA and an A.A. degree from Doral College. Note: Not all program courses are available every semester. Course availability is subject to adequate enrollment.

REGISTRATION REQUIREMENTS

The school has a rolling admissions process and accepts registration applications during the school year. All registrants must provide valid documentation to include proof of birth age, Florida certification of immunization or exemption, proof of physical examination by a Florida-licensed health professional, proof of residency, and meet the following school registration requirements under Florida Law:

- **Kindergarten** - Children may enter kindergarten if they will be five (5) years old on or before September 1st.
- **First Grade** - Children may enter first grade if they will be six (6) years old on or before September 1st, and have successfully completed kindergarten.
- All children who will be six (6) years old by February 1st must attend school.
- All children must attend school until they reach the age of sixteen (16).

The following documents must be provided at the time of registration. Note: These requirements are Florida law and there are no exceptions. Should you have questions or require additional information, please email admissions@sanjosecyber.org

Required documents for registration	How to complete and submit documents
DCPS New Student Registration form	Complete and submit online via the school website
Application for School Meals (determines Title 1 needs)	Complete and submit online via the school website
Birth Certificate	Scan and submit to admissions@sanjosecyber.org

Picture ID	Scan and submit to admissions@sanjosecyber.org
Proof of Residency (lease, utility bill, mortgage, bank statement, State ID)	Scan and submit to admissions@sanjosecyber.org
School Records (most recent report card and previous transcripts of all schools attended)	Scan and submit to admissions@sanjosecyber.org
Physical Exam: DH Form 3040 (provided by doctor/clinic; Must be current within 12 months of enrollment)	Scan and submit to admissions@sanjosecyber.org
Immunizations: DH Form 680 (provided by doctor/clinic) <ul style="list-style-type: none"> ● Completed Hepatitis B Vaccination Series ● 2 MMR Shots ● 4 DTP (if 4th dose given before 4th birthday a 5th dose is required) ● 3 polios (if 3rd dose given before 4th birthday a 4th dose is required) ● Varicella Vaccine (Chicken Pox), proof of having had the disease or a valid exemption from a doctor 	Scan and submit to admissions@sanjosecyber.org
Individual Education Plan (IEP) and/or S504 Plan (if applicable)	Scan and submit to admissions@sanjosecyber.org

HOW TO SUBMIT DOCUMENTS

We request all documents to be submitted electronically. Please do not take pictures of documents and submit them as uploaded images. All documents submitted electronically must be in PDF format. Please scan and upload documents in PDF format and send via email to: admissions@sanjosecyber.org. If need be, you may fax documents to our corporate headquarters located in Jacksonville, Florida at: (904) 569-0006. If needing to provide a physical copy of a document by mail, please submit to: San Jose Cyber Academy, 11363 San Jose Blvd, # 200, Jacksonville, FL 32223.

TRANSFER STUDENTS

If a student transfers into a Florida public high school from out of country, out of state, a private school or a home school, the student's transcript is reviewed in accordance with Rule 6A-1.09941, F.A.C. to determine if the student is required to take a Florida end-of-course (EOC) assessment.

TRANSFER CREDIT EVALUATION

Evaluation of transcripts from other schools is an ongoing process and courses are evaluated based on school policies. During this evaluation, school staff determines which courses are accepted and documents these credits to each student's academic file. We reserve the right to request an official transcript and or course description/syllabus of any course(s) before transferred credits are added to our academic records. Foreign transcripts in a language other than English should be professionally translated into English. All translations must be verbatim without interpretation or evaluation of information. Documents translated by family members may not be accepted as official documents. Both the foreign transcript and the translated version are required for review. The processing time for transfer credit evaluations is 10 business days.

CREDIT RECOVERY

Credit recovery is expected in order for students to recover credits, make up missed classes, or earn credits needed to graduate on time.

TRANSCRIPT REQUEST

Official transcript requests can be made online at no cost. The processing time is 10 business days.

INSTRUCTIONAL CALENDAR

The school operates on a 10-month academic calendar. Students are required to attend school a minimum of 180 school days within a 10-month academic year. Students will have their attendance from their prior school credited to the 180-day requirement. Parents are responsible to make sure students meet this requirement. The academic calendar also appears on the school's website.

Total # of instructional days = 180

Semester 1: Aug 10, 2021 - Dec 17, 2021 (90 days)	Semester 2: Jan 4, 2022 - May 27, 2022 (90 days)
Quarter 1: Aug 10, 2021 - Oct 7, 2021 (42 days)	Quarter 3: Jan 4, 2022 - Mar 10, 2022 (46 days)
End of Grading Period: Oct 8, 2021	End of Grading Period: Mar 10, 2022
Quarter 2: Oct 12, 2021 - Dec 17, 2021 (43 days)	Quarter 4: Mar 21, 2022 - May 27, 2022 (49 days)
End of Grading Period: Dec 17, 2021	End of Grading Period: May 27, 2022

SCHOOL CALENDAR, 2021-2022

The school year begins August 10, 2021. The final day of school is May 27, 2022.

Tue, August 10	First Day of School	
Mon, September 6	Labor Day	School/Admin Office Closed
Fri, October 8	Employee Planning/In-service	School Closed
Mon, October 11	Columbus Day/Indigenous Peoples' Day	School Closed
Thu, November 11	Veterans Day	School/Admin Office Closed
Mon through Fri, November 22-26	Thanksgiving Break	School/Admin Office Closed
Mon through Fri, December 20-31	Winter Break	School/Admin Office Closed
Mon, January 3	Employee Planning/In-service	School Closed
Mon, January 17	Martin Luther King Jr. Day	School/Admin Office Closed
Mon, February 21	President's Day	School/Admin Office Closed
Fri, March 11	Employee Planning/In-service	School Closed
Mon through Fri, March 14-18	Spring Break	School Closed
Fri, April 15	Good Friday	School/Admin Office Closed
Fri, May 27	Final Day of School	
Mon, May 30	Memorial Day	School/Admin Office Closed

EDGEUITY CALENDAR

The calendar that appears within the Edgenuity learning management system (LMS) will be updated to reflect the school calendar, as the system allows us to set school days and non-school days. This calendar feeds into the overall course progress and assignment calendar to make sure the workload of courses is evenly spread-out throughout the time of each course.

ACADEMIC PROGRAMS AND PATHWAY OPTIONS

The school offers a variety of online academic programs and pathway options, as outlined below:

Programs:

- Elementary K-5 - The elementary school curriculum focuses on the four core subject areas: English Language Arts (ELA), Math, Science, and Social Studies. The program also includes electives. General Education is the only pathway.
- Middle 6-8 - The middle school curriculum focuses on the four core subject areas: English Language Arts (ELA), Math, Science, and Social Studies. The program also includes electives. There are two (2) pathways: General Education and Advanced.
- High 9-12 - The high school curriculum focuses on the core subject areas of English Language Arts (ELA), Math, Science, and Social Studies, and a number of electives to develop college and career readiness skills and meet graduation requirements. There are four (4) diploma pathway options and a Dual Enrollment pathway option.

Pathway Options:

Elementary School, K-5:

- General Education - Core instruction in grades K-5 is guided by the Florida State Standards. Students begin annually taking state assessments in Grade 3.

Middle School, 6-8:

- General Education - Core instruction in grades 6-8 is guided by the Florida State Standards. Students annually take state assessments.
- Advanced - Core instruction in grades 6-8 is guided by the Florida State Standards. Students annually take state assessments. Advanced and honors courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to critically think about the content they are learning.

High School, 9-12:

- 24 credit Standard diploma - This pathway option may take four (4) years to complete and requires students to take at least 24 credits in core content areas and electives. Students are also required to annually take and pass state assessments to satisfy graduation requirements. World language credit is not required, although it is recommended for state college preparation and is required for admission to Florida's state universities.
- 24 credit Scholar diploma - The Scholar designation denotes that the student has taken college preparatory classes. Advanced and honors courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to critically think about the content they are learning. This pathway option may take

four (4) years to complete. In order to earn the Scholar designation on a standard high school diploma, a student must satisfy at least 24 credits in core content areas and electives. Students are also required to annually take and pass state assessments to satisfy graduation requirements.

- 18 credit CTE diploma - The CTE program pathway option may take three (3) years to complete and provides the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations. Students are also required to annually take and pass state assessments to satisfy graduation requirements.
- 18 credit ACCEL diploma pathway - The ACCEL pathway option may take three (3) years to complete. This diploma is awarded to adult students who have met all of the requirements to receive a standard diploma based on the Academically Challenging Curriculum to Enhance Learning (ACCEL) options. Students are also required to annually take and pass state assessments to satisfy graduation requirements.
- Dual Enrollment - Full-time students can take dual credits during their junior and senior years. This means that students are dually enrolled with San Jose Cyber Academy and a partnering college. The school currently partners with Doral College, located in Doral, Florida. Doral College offers an Associate of Arts degree. Courses are offered online during fall, spring and summer. Upon successful completion of required coursework and assessments, dual enrolled students who began taking courses during their junior year may potentially graduate with a high school diploma from SJCA and an A.A. degree from Doral College. Note: Not all program courses are available every semester. Course availability is subject to adequate enrollment.

ACADEMIC INFORMATION

Asynchronous Learning vs. Synchronous Learning - Asynchronous learning does not involve real-time interaction with other people. The teacher and students are not engaged in the learning process at the same time. Synchronous learning refers to real-time learning events in which a group of students and a teacher are engaged in learning at the same time. The school follows both asynchronous and synchronous learning models for students in grades K-6, where students complete each course at their own pace within a given timeframe based on a 180-day academic calendar and have access to certified teachers. Our K-6 teachers will provide weekly instructional input in real-time with direct interaction between the teacher and students via Google Classroom. Instruction could also include lessons via Google Hangouts or Zoom. For students in grades 7-12, the school follows an asynchronous learning model, where students complete each course at their own pace within a given timeframe based on a 180-day academic calendar and have access to certified teachers for support. Periodically, teachers will meet with K-12 students and parents by phone or video conference. These meetings will help students maintain steady progress in their educational progression plans. Note: Students are required to follow the dress code policy during synchronous sessions.

Advanced and Honors Courses - Advanced and honors courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis,

evaluation and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to critically think about the content they are learning.

AP Courses - The Advanced Placement (AP) Program enables willing and academically prepared students to pursue college-level studies while still in high school. The program consists of college-level courses developed by the AP Program that high schools can choose to offer and corresponding exams that are administered once a year through the College Board. AP textbooks are either included or embedded into courses, so there is no need to purchase textbooks.

AP Exams - AP exams are standardized assessments that measure mastery of college-level coursework. AP exams are administered annually in May and are typically taken by students in their junior or senior year following completion of an AP course. AP exams are not offered by San Jose Cyber Academy. AP exams are only offered and administered through the College Board at various testing locations throughout the United States. AP exams are optional. Students can also take AP exams without taking the corresponding course. Students who plan to sit for the AP exam must contact the College Board to find available testing locations in their area and are responsible for paying the cost for each exam through the College Board. The school will provide students with a 6-digit CEEB code needed for AP exam registration along with our 3-digit Online Provider Code. The College Board must be provided with this information to ensure that the school receives the AP exam score report for each student.

CAREER AND TECHNICAL EDUCATION (CTE)

Career and Technical Education (CTE) is a career preparatory program that increases high school graduation rates and economic advancement as it prepares students with the academic and career skills they may not receive in other types of high school diploma programs. Students develop personal skills, workplace skills, and technical skills grounded in academics. The school currently offers the following CTE Career Cluster: Information Technology (IT). This cluster involves opportunities in computer IT, web design, coding, game development, robotics, building and maintaining computer networks, administrative services, office management and accounting. The school offers two programs under the IT Career Cluster. Students may select one of the following programs: Applied Information Technology or Computer Systems and Information Technology.

Applied Information Technology (AIT): The program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the IT career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills and knowledge of all aspects of the IT career cluster. Course content includes computer application skills including computer hardware, software applications, computer programming, webpage design and advanced web tools, systems support and maintenance, network concepts, relational database concepts, multimedia tools, cybersecurity; extensive exploration of IT careers; strategies for success including goal setting, study skills, organizing skills, learning styles, employability skills, and service learning; and core academic skills.

Computer Systems and Information Technology (CSIT): The program prepares students for employment or advanced training in a variety of occupations in the IT industry. It focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the IT industry; technical and product skills, underlying principles of technology, planning, management, finance, labor issues, community issues and health, safety, and environmental issues. Course content includes communication, leadership skills, human relations and employability skills; and safe, efficient work practices.

Graduation Requirements: Students must successfully complete a minimum of 18 credits (outlined in the High School Graduation Requirements section), and have a minimum, cumulative unweighted GPA of at least a 2.0 on a 4.0 scale. Note: The CTE program is only available to local students residing in Duval County due to the nature of the program. However, students not enrolled in the 18 credit CTE diploma pathway option may take CTE courses to fulfill elective course requirements.

COURSE CATALOG AND SYLLABI

A complete list of K-12 course descriptions is available in our Course Catalog, located on our website. Course syllabi can be found via the link: <https://www.edgenuity.com/syllabi/>

COURSE MATERIALS

Each course contains an online Materials List that specifies what is needed for the course, and is also included in the teachers course syllabi. Grades K-5 workbooks and activity packets are embedded throughout the modules for each course. You may need to have a printer, ink cartridges, and printer paper to make copies and complete tasks or activities. Suggested K-5 materials lists can be found via the following link: <https://accelerate.education/k-5-courses/>

SCOPE AND SEQUENCE

The scope and sequence, or pacing guide, for each course can be found via the following link: <https://www.edgenuity.com/scope-and-sequence/>

COURSE PACING

The school views student success in terms of lesson mastery, which requires consistent and substantial online attendance. The curriculum allows students flexibility in the amount of time spent on schoolwork. The following pacing chart represents typical attendance hours required to achieve lesson mastery:

Grade Level and Academic Program	Suggested Daily Hours for 180 days
K-5 General Education	4
6-8 General Education	5
6-8 Advanced	5*
All 9-12 Programs	5-6*

*Honors and AP courses are more rigorous in nature and take significantly more time to complete. Students should expect to spend additional time daily to maintain pacing in these courses.

How much work should a student be completing each day they work on a course? The average student can complete 7 activities in one hour. Plan on working at least 1 hour per day per course or at least 5-7 hours per week per course. Each student is different, so the student may spend less or more time depending on the student's pace and lesson mastery. How long should a student be working on a class each day? Each class has a different amount of activities; the time spent working on courses should be based on completing the day's activities scheduled in the student's assignment calendar.

PARENTAL INVOLVEMENT AND SUPPORT

Parent engagement with student online learning is important and critical to a child's success. Parents control the environment when it comes to virtual education and are another layer of a student's support system. Online learning is more effective when parents take an active role in their child's education. The school recommends the following ways that parents can be involved: 1) Help create a workspace free of distractions; 2) Check in often - suggestion of daily for K-8 students and at minimum weekly for 9-12 students; 3) Keep in touch with teachers and check email often; 4) Provide appropriate intrinsic and extrinsic rewards for encouragement and motivation; 5) Be patient with your child and with the process of online learning; and 6) Be a positive and encouraging role model. For students in grades K-5, a key component of online learning is parent or guardian involvement. The learning coach is a parent, family member, caregiver, caretaker, or other adult that facilitates and supports the student through their schoolwork. The role of the learning coach is to: guide the student through the lessons as needed; discuss concepts being taught; assist with interactive tools and games; oversee assignments; help facilitate hands on learning that may be in the course; check for understanding on assignments; keep the student on schedule and on pace; ensure all components of the course are being done with fidelity; and communicate with the teacher as needed. It is important to set up a schedule that works best for your child, is easy to follow, and helps maintain a routine. The K-5 schedule shown below is suggested to help guide the learning coach. Use morning meetings to discuss goals for the day and upcoming activities. Use afternoon meetings to discuss what was learned and what goals were met, and set goals for the next day. Brain Breaks allow students to move around, exercise, or play a short game.

Gr. K-5 Suggested Schedule

Subject/Activity	Suggested Time
Morning Meeting	15-20 min
English Language Arts (ELA)	60-75 min
Snack/Brain Break	20 min
Mathematics	45-60 min
Lunch/Free Play	40 min
Science	30-45 min
Brain Break	10 min
Social Studies	30-45 min
Brain Break	10 min
Electives	30 min
Afternoon Meeting	15-20 min

TECHNOLOGY REQUIREMENTS

To successfully complete Edgenuity courses, students will need a computer that has reliable broadband Internet access. It is the parent's responsibility to make sure that students have a reliable computer along with Internet access. Lessons and assessments will not load correctly on mobile devices such as cell phones. Google Chrome is the preferred choice of browser.

FOCUS STUDENT INFORMATION SYSTEM (SIS)

The school uses the FOCUS Student Information System (SIS), a web-based student information management system operated by Duval County Public Schools (DCPS). FOCUS assists schools with data management, and tracks student information, enrollments, academic performance, communications and reporting. It also has a student portal so that students can track their progress and access course information. FOCUS has a comprehensive cloud based database where all data is secure.

LEARNING MANAGEMENT SYSTEM (LMS)

A learning management system (LMS) is a software that is designed specifically to create, distribute, and manage the delivery of educational content and activities, such as classroom learning and distance education. Through Edgenuity, the school will use two learning management systems: BUZZ for grades K-5, and COURSEWARE for grades 6-12. Once accounts have been set up, students and parents can access the LMS within the Edgenuity system.

TECH SUPPORT

Requests for Tech Support can be sent via email to: techsupport@sanjoseschools.org.

STUDENT TECHNOLOGY DEVICES

The school has a contract with T-Mobile to provide technology devices for virtual learning purposes to full-time enrolled students in need of such technology, which includes Internet access and unlimited data. Arrangements can be made for delivery to the student's home address, or for parents to pick up the device(s) from our corporate headquarters in Jacksonville, Florida. T-Mobile provides tracking software and content filters on all devices. No alterations of any kind shall be made to any technology device and the equipment will only be used for access to school related work, research, and college and career planning. Parents are responsible for returning the equipment safely and securely to us. Parents and students are required to sign and return the Acceptable Use Policy (AUP) agreeing to all terms and conditions. The school provides electronic resources as an integral part of the curriculum. Behavior and language in the use of these resources should be consistent with school expectations. Student and parent responsibilities and restrictions are outlined in the AUP.

The school also has monitoring systems and surveillance technology in place to analyze students' online activity for potential threats to themselves or others. GoGuardian is a software primarily used to filter Internet content on school-owned technology devices, which block or allow websites based on predetermined categories and assigned to students. GoGuardian uses artificial intelligence and machine learning in order to block websites based on what is on the screen regardless of where the content was found. It examines the words and images on a web page for inappropriate content and if believed to be unsuitable for students, it will block the page immediately. This helps to protect students from exposure

to unwanted materials accidentally or intentionally. GoGuardian keeps track of the websites that a student visits on their school-owned device. A report provides a chronological timeline of websites visited, along with how much time was spent on each site. Even if the browsing history is erased, the record is still available from when students were online. GoGuardian helps alert teachers and administrators to student safety issues that would have been missed or overlooked without it. GoGuardian is also a classroom management tool that allows teachers to see what is on the screen of every student in their classroom. They can see the active tab the student is currently looking at, as well as any other open tabs in the browser. These tabs can be sites, documents, games, etc., that may be open but not being used. Timeline view allows teachers to see what each student has worked on, and for how long, all in one place. This information can also be accessed after class through an auto-generated report. Teachers can close tabs for students, send messages to students, and lock student screens. Messages between a teacher and student on GoGuardian are logged. Students cannot message other students through GoGuardian, only the teacher. Teachers can create “scenes” for their classroom sessions. Scenes give teachers the ability to allow or block specific sites during that session. This does not give teachers the ability to allow sites that are already blocked at the school level.

ACCEPTABLE USE POLICY (AUP)

The operation of the Edgenuity network relies upon the proper conduct of all students, who must adhere to strict guidelines.

- a. All use of the system must be in support of education and research and consistent with the mission of Edgenuity Instructional Services. Edgenuity reserves the right to prioritize use and access to the system. Any use of the system must be in conformity to state and federal law, network provider policies and licenses, and Edgenuity policy.
- b. No use of the system shall serve to disrupt the operation of the system by others; system components including hardware or software shall not be destroyed, modified, or abused in any way. Malicious use of the system to develop programs that harass other users or gain unauthorized access to any computer or computing system and/or damage the components of a computer or computing system is prohibited.
- c. Students are responsible for the appropriateness and content of material they transmit or publish on the system. Hate mail, harassment, discriminatory remarks, or other antisocial behaviors are expressly prohibited. Nor is the system to be used to access or publish information potentially endangering the public (e.g. bomb construction or drug manufacturing) or an individual. Use of the system to access, store, or distribute obscene or pornographic material is prohibited.
- d. System accounts are to be used only by the authorized owner of the account for the authorized purpose. Users may not share their account or password with another person or leave an open file or session unattended or unsupervised. Account owners are ultimately responsible for all activity under their account. Users shall not seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users, or misrepresent other users on the system, or attempt to gain unauthorized access to the system.
- e. Personal information such as addresses and telephone numbers should remain confidential when communicating on the system. Students should never reveal such information without permission from a parent/guardian. Students should never make appointments to meet people

in person that they have contacted on the system without knowledge and permission from a parent/guardian.

- f. Students should immediately notify their teacher or school administration if they come across information or messages that are dangerous, inappropriate or make them feel uncomfortable.
- g. The unauthorized installation, use, storage, or distribution of copyrighted software or materials on the Edgenuity network is prohibited.

ATTENDANCE POLICY

For students to achieve academic success in an online learning environment, they must attend class, participate in class and master the content. The school makes every effort to provide an online learning environment that promotes successful learning and course completion. Through the FOCUS Student Information System (SIS), we monitor student attendance within virtual classrooms. The FOCUS SIS tracks attendance, and serves as the official attendance record of a student's documented attendance. We also use the SIS to compile reports and upload student data to the State directly.

How Attendance Is Taken and Recorded: Student homeroom classes will be set up via Google Classroom where students log in daily by 12:00 p.m. EST and mark that they are present for each class. Teachers will input the student homeroom attendance information into the FOCUS SIS by the end of the day. Attendance is also based on students logging in to the learning management system (LMS), as well as the regular submission of coursework. Requests for excused absences due to scheduled medical appointments will be honored upon receipt of documentation provided by licensed health care practitioners or certified behavior analysts. Health related absences of three (3) or more consecutive school days may also require a doctor's note. Excessive absences may lead to a student being considered truant (see Truancy section below). All other absences will be considered unexcused. Regardless of the amount of time a student misses school due to excused absences, the student is required to complete all coursework included in the course gradebook and assessment list.

Minors between the ages of 14 and 18 years of age who do not attend school regularly will not be issued a learner's permit or will have their driving privilege suspended by the Florida Department of Highway Safety and Motor Vehicles. Section 322.091, Florida Statute. The school will report all students between the ages of 14 and 18 years of age who accumulate fifteen (15) unexcused absences within a period of 90 calendar days to the Department of Highway Safety and Motor Vehicles (DHSMV). The school is also required to report all students who withdraw from school as a dropout. This notification to the DHSMV initiates the DHSMV to post a Notice of Intent to suspend driving privileges to the driver record of all reported licensed students.

TRUANCY

Florida law defines "habitual truant" as a student who has fifteen (15) or more unexcused absences within 90 calendar days with or without the knowledge or consent of the student's parent or guardian, and who is subject to compulsory school attendance. Due to the online format of our educational environment, fifteen (15) unexcused absences may be equivalent to fifteen (15) or more school days in which the student has not completed any work and has not responded to communication attempts

made by a designated Teacher, designated School Administrator, and/or School Social Worker. When a truancy concern arises, the Student Services team will convene to determine interventions that may need to be implemented to support student or family needs. If students or families are nonresponsive to these attempts, then local law enforcement may be contacted to perform a well-being check.

DISCIPLINE

Good order and discipline are essential to effective instruction and to the ability of students and school personnel to work cooperatively toward mutually recognized and accepted goals. The rules outlined in the Code of Student Conduct are designed to ensure that this primary reason for the existence of school is achieved. Any behavior that prevents learning from taking place is unacceptable and will result in the appropriate consequence. San Jose Cyber Academy follows the Duval County Public Schools (DCPS) Code of Student Conduct, which can be found on the school district's website. Parents and guardians will be notified of any concerns related to their child's behavior, and students will be disciplined in accordance with the Code of Student Conduct.

DRESS CODE POLICY

The dress code policy is intended to provide guidelines for acceptable apparel and appearance. When attending any synchronous virtual meeting, gathering or learning session, students should appear properly attired. The following examples of apparel are not permitted: pajamas, sleepwear, blankets, hats, clothing that exposes underwear or body parts in an indecent or vulgar manner, clothing containing images of violence, profanity, or being discriminatory in nature, ripped or torn clothing. Any type of apparel which is disruptive, lewd or sexually suggestive, glorifies or depicts alcohol, tobacco or illegal drugs, or endangers the safety, education, and/or health of another person will not be permitted. Hairstyles shall be appropriate and consistent with good grooming.

ACADEMIC INTEGRITY

Students are expected to show academic integrity. All student work should be done individually unless the teacher clearly states otherwise. It is the responsibility of the parent and student to know what is acceptable in each class. Academic integrity extends to all work that a student produces. Unless a teacher has granted student permission to seek outside help, it is assumed that a student has completed his/her assignments, tests, quizzes, etc. independently. Representing work as one's own when it is done by family, friends, tutors, etc. is academic dishonesty. By our definition, academic dishonesty includes but is not limited to the following: Cheating, plagiarism, or taking an exam for another student; Stealing an assignment, a test, or other related material; Copying assignments from another student; Sharing answers to any graded work such as essays, quizzes, tests, etc.; Passing along a graded assignment or assessment from previous years; Using a communication device to send or obtain unauthorized information; Discussing or sharing test questions with a peer who has not yet taken a test; Altering a graded assignment or assessment, a teacher's gradebook, or other records; Passing on from previous years completed assignments, reports, etc. with answers or translations included; Having or using notes, formulas, or other information in either written or programmable calculator or another technology-based format without teacher permission. If there is evidence of academic dishonesty, the

parent will be notified, and the student will receive a failing grade of F (0-59%) on the assignment or assessment. The severity of the violation will determine the severity of any additional consequences.

ACADEMIC INTEGRITY ESCALATION PROCESS

If a student is found violating policies regarding academic integrity or plagiarism, the student will be subject to our Student Academic Escalation Policy which may include the following:

First Offense: Teachers may use this as a teachable moment, depending on the severity of the violation. The student will be notified of the violation and will meet with their teacher to discuss the violation. Policies may be reviewed and clarified for future understanding. The offense will be documented on the student's record. The parent/guardian and the school will be notified.

Second Offense: Teachers may give the student the option to redo the assignment with partial credit – but this is left to the teacher's discretion. The parent/guardian and the school will be notified.

Third Offense: Teachers will give the assignment a 0 grade with no option to redo the assignment. The parent/guardian and the school will be notified.

GRADING POLICIES

Assessment and reporting of students' performance is the responsibility of the teacher of record. Grades will be based on completion and accuracy of work. Student grades can be accessed online via the following website: <https://sislogin.edgenuity.com/>

K-5 Grading Scale

Percent Achievement	Letter Grade	Performance
90-100	A	Exceeds
80-89	B	Meets
70-79	C	Meets
60-69	D	Progressing
0-59	F	Insufficient Progress

6-12 Grading Scale

Percent Achievement	Letter Grade	Performance	Grade Points
90-100	A	Indicates superior proficiency and achievement	4
80-89	B	Indicates above average proficiency and achievement	3
70-79	C	Indicates fair proficiency and achievement	2
60-69	D	Indicates minimum proficiency and achievement; credit awarded	1
0-59	F	Unacceptable work – no credit awarded	0

COMPLETION REPORTS

Students have access to a variety of completion reports which consist of various progress monitoring reports. Progress reports are generated through Edgenuity and will consist of three grades: 1) Actual Grade; 2) Overall Grade; and 3) Relative Grade.

Actual Grade: This metric displays a weighted average of the student's submitted activities while also incorporating a progress penalty if the student is behind the suggested pacing for the course. For example, if a student is 40% of the way through the course but should be 50% of the way through the course, the student's Progress Ratio is 40/50, or 0.8. The student's Actual Grade is the product of the Overall Grade and the Progress Ratio. In the example, this would be the Overall Grade times 0.8.

Overall Grade: This is a weighted average of the activities a student has completed in the course regardless of whether the student is behind, on, or ahead of the suggested pace.

Relative Grade: This metric is computed by assigning zeros for all activities a student has not yet completed in the course. It reflects an estimate of the student's final course grade if the student were to discontinue work in the course today.

REPORT CARDS

Report cards are typically issued following the conclusion of each grading period. These reports do not need to be returned to the school. Report cards are accessible on the student/parent portal via FOCUS.

GRADES DISPUTE POLICY

It is up to each teacher to determine the criteria by which students will be graded. Students are clearly informed about the number of graded assignments and the weight attached to each assignment, as well as how attendance and participation will be calculated in the final grade. Grading can be a subjective process in which knowledge of class material and the quality of work are both factored into the grade. It is understood that students may have questions about their grades. Most can easily be answered through consultation with the teacher. If a parent or student believes a grade is incorrectly calculated, the parent or student should first speak with the teacher to make sure the student understands how the grade was earned and calculated. In the event that a student feels they have been treated unfairly, the parent or student should contact a school administrator to appeal the grade. A grade appeal considers whether a grade was determined in a fair and appropriate manner; it does not attempt to grade or re-grade a student's individual assignments, tests, or projects. After an appeal has been made, the school administrator will form an appeals review committee to review the work in question. A meeting will then take place with the parent and student to discuss the outcome of the appeal. Note: Appeals cannot be made unless a parent or student has first discussed the concerns with the teacher.

GRADE LEVEL PROMOTION

Elementary Grades: K-5

Students are expected to achieve or work towards achieving established performance standards each school year. Students shall not be retained more than two (2) times in grades K-5. Note: A student in grade 3 who scores Level 1 on the state required assessment (1008.25 F.S.) shall be retained unless the student qualifies for a good cause exemption. Grade 3 students who are retained due to not meeting promotion criteria in English Language Arts (ELA) may be eligible for remediation and potential promotion through a summer school assessment. Prior to retaining students in grades K-5, a progress

monitoring plan shall be developed and implemented. If the student is retained, the progress monitoring plan shall continue to be implemented the following year. Students who have been retained one time and are still not making adequate progress shall be referred to the school's collaborative planning team to determine appropriate Tier 2 and Tier 3 interventions. No student shall be assigned to a grade level based solely on age or other factors that amount to social promotion or administrative placement. This does not prevent students from being promoted based upon exemption according to state law and district policy. A decision to retain a student may be appealed by a parent or legal guardian to the Superintendent or designee and a final decision will be made after a review of the student's performance. This appeal process does not apply to Grade 3 students who fail due to not meeting the state reading assessment requirements. Promotion of Grade K-5 students will be determined through the following indicators:

K to Gr. 1 Gr. 1 to Gr. 2 Gr. 2 to Gr. 3	ELA: Teacher judgment that the student has met applicable state standards in ELA as indicated by a final grade of E, S, or N, OR a predefined grade level expectation score on a district determined research based reading assessment, OR a sufficient growth score as determined by the difference in the district's baseline and post-test;	AND MATH: Teacher judgment that the student has met applicable state standards in Math as indicated by a final grade of E, S, or N, OR a predefined grade level expectation score on a district determined research based mathematics assessment, OR a sufficient growth score as determined by the difference in the district's baseline and post-test.	
Gr. 3 to Gr. 4	ELA: Teacher judgment that the student has met applicable state standards in ELA as indicated by a final grade of D or above. *Promotion of students is based on attaining the minimum required score on the statewide standardized reading assessment as specified in 1008.25 F.S. The School Board may only exempt students from mandatory retention for good cause.**	AND MATH: Teacher judgment that the student has met applicable state standards in Math as indicated by a final grade of D or above, OR a predefined grade level expectation score on a district determined research based mathematics assessment, OR a sufficient growth score as determined by the difference in the district's baseline and post-test.	
Gr. 4 to Gr. 5 Gr. 5 to Gr. 6	ELA: Teacher judgment that the student has met applicable state standards as indicated by a final grade of D or above in ELA, OR a predefined grade level expectation score on a district determined research based reading assessment, OR a sufficient growth score as determined by the difference in the district's baseline and post-test;	AND MATH: Teacher judgment that the student has met applicable state standards in Math as indicated by a final grade of D or above, OR a predefined grade level expectation score on a district determined research based mathematics assessment, OR a sufficient growth score as determined by the difference in the district's baseline and post-test;	AND SOCIAL STUDIES/SCIENCE: Teacher judgment that the student has met applicable state standards as indicated by a final grade of D or above in Social Studies or Science, OR a sufficient growth score as determined by the difference in the district's baseline and post-test in Science.

****Grade 3 Good Cause Exemptions:**

- (1) Have less than two years of instruction in an English for Speakers of Other Languages (ESOL) program based on the initial entry date into a school in the United States; or
- (2) Have an Individual Education Plan (IEP) for a student with disabilities which indicates that participation in the statewide assessment program is not appropriate; or
- (3) Score at or above the required percentile on the State-approved alternative assessment at the end of the school year or the end of Third Grade Reading Recovery Program; or

(4) Complete a Student Portfolio in accordance with district guidelines demonstrating that they are reading at least at Level 2 performance on the statewide standardized assessment; or

(5) Be a student with a disability who participates in the statewide standardized assessment and has an IEP or Section 504 plan that reflects that the student has received intensive reading instruction for more than two years but still demonstrates a deficiency in Reading or English Language Arts AND was previously retained in grades K, 1, 2, or 3; or

(6) Received intensive reading instruction for 2 or more years but still demonstrated a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of 2 years. A student may not be retained more than once in grade 3.

Note: A student who is promoted to grade 4 with a good cause exemption shall be provided intensive reading instruction and intervention that include specialized diagnostic information and specific reading strategies to meet the needs of each student so promoted. The Florida Department of Education (FDOE) cancelled the 3rd Grade FSA ELA requirement during the spring of the 2019-2020 school year due to school closures as a result of the COVID-19 pandemic.

Middle Grades: 6-8

Gr. 6 to Gr. 7	Successfully complete three or more Gr. 6 core courses.
Gr. 7 to Gr. 8	Successfully complete three or more Gr. 7 core courses, and recover core courses not passed in 6th grade, if applicable.
Gr. 8 to Gr. 9	Successfully complete all four Gr. 8 core courses, and recover core courses not passed in 7th grade, if applicable.

Core courses include English Language Arts, Mathematics, Science, and Social Studies. Teachers and administrators have an obligation to provide timely intervention so that students may recover courses (core or elective) during the academic year. One core course failed (0-59%) and not recovered during the academic year may be recovered through our Virtual Instruction Provider agreement with Edgenuity, during a district Summer Education Program (if available), or during the summer through a private or out-of-county provider to meet course requirements for promotion. For students to be promoted to the next grade level, a passing grade of D (60-69%) or higher must be earned for each course. Students who earn a failing grade of F (0-59%) will need to repeat the course. Credit is earned on a semester basis. For students taking semester courses, in order to move to the next semester of a course, a passing grade of D (60-69%) or higher must be earned in both Semester 1 and Semester 2 of each course. Students who earn a failing grade of F will need to repeat the course. Full course credit must be earned to move to the next course level.

High School: 9-12

Gr. 9 to Gr. 10	Students must successfully complete 1 English, 1 Math, and 1 Science or 1 Social Studies, and have a minimum, cumulative unweighted GPA of at least a 1.5 on a 4.0 scale.
Gr. 10 to Gr. 11	Students must successfully complete 2 English, 2 Math, 1 Science, and 1 Social Studies, and have a minimum, cumulative unweighted GPA of at least a 2.0 on a 4.0 scale.
Gr. 11 to Gr. 12	Students must successfully complete 3 English, 3 Math, Combination 3 Science/Social Studies, and have a minimum, cumulative unweighted GPA of at least a 2.0 on a 4.0 scale.

Gr. 12 Graduation	Students must successfully complete the number of credits and course requirements outlined in their diploma program, and have a minimum, cumulative unweighted GPA of at least a 2.0 on a 4.0 scale.
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Core courses include English Language Arts, Mathematics, Science, and Social Studies. Teachers and administrators have an obligation to provide timely intervention so that students may recover courses (core or elective) during the academic year. One core course failed (0-59%) and not recovered during the academic year may be recovered through our Virtual Instruction Provider agreement with Edgenuity, during a district Summer Education Program (if available), or during the summer through a private or out-of-county provider to meet course requirements for promotion.

For students to be promoted to the next grade level, a passing grade of D (60-69%) or higher must be earned for each course. Students who earn a failing grade of F (0-59%) will need to repeat the course. Credit is earned on a semester basis. For students taking semester courses, in order to move to the next semester of a course, a passing grade of D or higher must be earned in both Semester 1 and Semester 2 of each course. Students who earn a failing grade of F will need to repeat the course. Full course credit must be earned to move to the next course level.

GRADE POINT AVERAGE (GPA)

Grade Point Average (GPA) is a calculation based on the student's final grades in courses, the level of the courses, and the credits earned. All courses should be computed as (.5) credit when calculating the GPA. A student's GPA is calculated as follows:

- State or Graduation unweighted GPA on the high school transcript, used to meet graduation requirements: Unweighted GPA is computed using marks earned in courses taken. If a course has been repeated with a grade of C or higher, only the highest grade is used. Point values for grades are: A=2, B=1.5, C=1, D=.5, F=0. A minimum unweighted 2.0 GPA is required for graduation. This is the GPA that appears on a student's report card at the end of each semester. It is cumulative using all grades earned to date.
- District or Ranking weighted GPA on the high school transcript: A Weighted GPA is computed using marks earned in all courses taken. All grades are used even if a course has been repeated. An additional (.5) is awarded for all advanced, honors, AP (Advanced Placement) and IB (International Baccalaureate) courses. Point values for grades in these courses are: A=2.5, B=2, C=1.5, D=1, F=0. Standard courses use: A=2, B=1.5, C=1, D=.5, F=0. This GPA is calculated at the end of each year and is used to determine a student's class rank.
- GPA calculated for the Florida Bright Futures Scholarship Program: A weighted GPA using final grades earned in 16 required core academic credits: 4 English, 4 math, 3 science, 3 social studies and 2 world language. The additional weight is a (.25) for state designated honors, AP or IB courses. Example: (.5) credit English II Honors, final grade of "B" = 1.5 + .25 additional weight = 1.75. A minimum 3.0 GPA is required for the scholarship progra.
- Recalculated GPA for College/University Admission: GPA computed by the college or university using only academic courses (English, math, science, social studies, foreign language). It is usually a weighted GPA but additional point values for honors, AP, or IB courses can vary. Colleges in the State University System (SUS) give (.25) points for honors courses and (.5) points

for AP and IB courses with a grade of “C”. Other colleges may give (.5) points for honors, AP, and IB. The recalculated GPA is also referred to as the “academic GPA.” Most four year colleges use the recalculated GPA for admissions, eligibility for honors programs and scholarship criteria.

STATE ASSESSMENTS

In Florida, the State Board of Education mandates each public school student to participate in the statewide, standardized assessment program required by s. 1008.22. All students, including ESE, Section 504, and ELLs, are required to take these annual assessments. Results are used to measure student performance on specific standards, and make decisions regarding grade level promotion and graduation. The K-12 assessments are outlined below. Note: State assessments cannot be administered virtually or remotely; they must all be administered in-person. The school will make every effort to provide testing in your general location. It is the parents and students responsibility to get to the testing site.

Required State Assessments	Grade Levels	Student Population	paper-based only, in-person	computer-based only, in-person
FLKRS (Florida Kindergarten Readiness Screener): Star Early Literacy Assessment	Kindergarten	All Kindergarteners	N/A	Gr. K
WIDA ACCESS	Grades K-12	Classified ELLs in the ESOL Program with a code of "LY" (Active)	Grades K-12	N/A
FSA (Florida Standards Assessments): English Language Arts (ELA) Writing	Grades 4-10	All students	Grades 4, 5, 6	Grades 7, 8, 9, 10
FSA (Florida Standards Assessments): English Language Arts (ELA) Reading	Grades 3-10	All students	Grades 3, 4, 5, 6, 8	Grades 7, 9, 10
FSA (Florida Standards Assessments): Mathematics	Grades 3-10	All students	Grades 5, 8	Grades 3, 4, 6, 7, 9, 10
Statewide Science Assessment	Grades 5 and 8	All students	Grades 5, 8	N/A
End-of-Course (EOC) Assessment: Algebra 1	Grades 8-12	Students in any grade completing an Algebra 1 course or equivalent	N/A	Grades 8-12
End-of-Course (EOC) Assessment: Biology 1	Grades 8-12	Students in any grade completing a Biology 1 course or equivalent	N/A	Grades 8-12
End-of-Course (EOC) Assessment: Civics	Grades 7-8	Students in any grade completing a Civics course or equivalent	N/A	Grades 7-8
End-of-Course (EOC) Assessment: Geometry	Grades 8-12	Students in any grade completing a Geometry course or equivalent	N/A	Grades 8-12
End-of-Course (EOC) Assessment: U.S. History	Grades 8-12	Students in any grade completing a U.S. History course or equivalent	N/A	Grades 8-12

EXCEPTIONAL STUDENT EDUCATION (ESE) PROGRAM

In Florida, children with disabilities who need specially designed instruction and related services are called exceptional students. The special help they are given at school is called exceptional student education (ESE). The purpose of ESE is to help each child with a disability progress in school and prepare for life after school. ESE services include specially designed instruction to meet the unique needs of the child. There is no charge for ESE services. A team of people makes decisions about the child's needs and ESE services. The child's parents are part of this team. This process is based on the requirements of the Individuals with Disabilities Education Act (IDEA). San Jose Cyber Academy administers the ESE program for students with disabilities. The main steps in the ESE decision-making process are described below.

Referral for Individual Evaluation: A referral is a request for a formal review of all the information available about the child's learning needs, strengths, problems, and interests. A team of people, including the parent(s), reviews the information during a Multidisciplinary Referral Team (MRT) meeting. The team uses a problem-solving process during the review in order to find out what type of instruction works best for the child. The team will decide whether additional evaluation is needed to determine if the child is eligible for ESE services.

Individual Evaluation: An evaluation includes all the procedures used to gather information about the child. These procedures may include interventions, interviews, observations, and, sometimes, individual tests that are given by a specialist, such as a school psychologist. The team, including the parent(s), makes decisions about which particular evaluation procedures will be used. The parent(s) must sign a consent form before the evaluation process can begin.

Eligibility Determination: After the evaluation, the school holds a multidisciplinary team meeting called an eligibility staffing. The parent(s) and the rest of the team discuss the information collected about the child. Then the team determines whether the child is eligible for ESE services. To receive ESE services, the child must meet the criteria listed in Florida's State Board of Education Rules.

What Happens if the Child Is Eligible for ESE?

Development of the First IEP: If the child is eligible for ESE services, the next step is to hold a meeting to write an individual educational plan (IEP). The child's parents are invited to this meeting because they are part of the IEP team. The IEP team decides which special services and supports the child needs in order to make progress and achieve annual goals. The IEP team also decides where the child will receive services. Most children with disabilities spend the majority of their school day in general education classrooms. Some children leave the general education classroom for part of the day to receive services in an ESE classroom. A few children spend all day in a special classroom or in a special school.

Consent for Services to Begin: A child cannot receive ESE services for the first time until the IEP is written and a parent has given written consent.

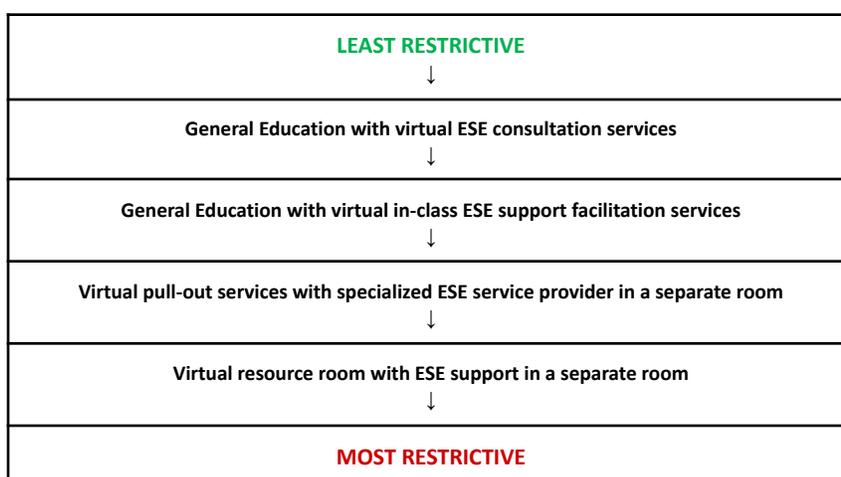
Review and Revision of the IEP: The IEP team decides how a child's progress will be measured and reported. At least once every 12 months, the IEP team meets to talk about the child's progress and to develop a new IEP. However, because a child's needs may change at any time, the IEP may also be revised at other times. The IEP team generally makes changes to the IEP at an IEP team meeting. However, sometimes the parent(s) and the school district may agree that the IEP can be changed without a meeting. Whenever changes are made to the IEP, the changes agreed to are documented in writing. Parents may request a copy of the revised IEP.

Note: San Jose Cyber Academy is an online charter school of choice and is a fully virtual educational environment. All materials for curriculum, assignments, and assessments are presented online. The school may be considered if the online educational delivery context is the student's Least Restrictive Environment (LRE), and therefore the most appropriate setting based on the unique needs of the student. Parents and guardians are responsible for providing a copy of the student's most current IEP and related documents. These documents should be submitted directly to the school by the parent or guardian. Enrolled ESE students with an IEP will receive ESE services, related services, evaluations, annual reviews, and re-evaluations. All students are required to follow the instructional policies and requirements of the school. Students will have access to many accommodations that naturally occur in the virtual setting. The school will provide accommodations per a student's IEP or 504 Plan to the best of its ability as some accommodations may not be possible to implement in an online educational setting. Parents and students are encouraged to communicate regularly with teachers to review accommodations within the virtual educational environment.

Access Points: Access Points are alternate achievement standards and modified curriculum and assessment options intended only for students with intellectual disabilities or significant cognitive disabilities. The school does not provide Access Points of the Florida State Standards.

ESE SERVICE DELIVERY MODEL

The ESE service delivery model builds from least restrictive to most restrictive, and is implemented via the following least restrictive environments (LRE): Consultation services, support facilitation services, pull-out services, and resource room services, or in a combination of these environments. The IEP team considers how a student's needs can be met in the LRE, and each student's LRE will differ depending on the nature of their need. The school is flexible in addressing the changing needs of our students.



Consultation: The school will deliver consultation services, such as one general education teacher providing instruction and an ESE teacher providing consultation services in accordance with a student's IEP. The teachers meet virtually on a regular basis to plan, implement, and monitor instructional alternatives designed for students with disabilities (SWDs) to ensure success in the general education

classroom. This is an external (out of the classroom) support. There are no direct services to the ESE student. Support happens teacher to teacher. For example, a classroom teacher who has a student with a reading impairment consults with the ESE teacher about the student's abilities, appropriate classroom materials and accommodations, and strategies for working on reading. This support is written in the IEP and consultation services are documented by the ESE teacher. Documentation of consultation services show when consults took place, who received the consult, what was discussed during the consult, what was decided as a result of the consult, when the next consult is scheduled, and what is scheduled for discussion. Documentation should match specific needs that are written in the IEP.

Support Facilitation: The school will deliver support facilitation services, also referred to as push-in support services or inclusion teaching. This collaborative model allows the ESE teacher to work with identified SWDs and the general education teacher within the virtual general education classroom each time the class meets, for less than the full segment for the specified content area. Two teachers are providing instruction (not co-teaching). The general education teacher is teaching the course content and an ESE teacher provides services in class to an individual student or a small group of students. Ongoing collaborative planning takes place. The ESE teacher's schedule is flexible allowing support to occur for a partial period or certain days of the week. In addition, the ESE teacher will also have a separate virtual classroom and/or chat option open for instances when the teacher needs to work individually with a student so they are not disrupting or talking over the general education teacher. Support facilitation services are written in the IEP and services are documented by the ESE teacher.

Pull-Out: Pull-out services typically happen in a setting outside the general education classroom. The general education teacher is rarely involved in pull-out services. Instead, the specialized ESE service provider, such as the Speech and Language Therapist, delivers the instruction, which is based on students' individual needs. The student goes to the pull-out service provider's virtual classroom to work one-on-one or in a small group setting. This support is written in the IEP and pull-out services are documented by the ESE service provider.

Resource Room: The school will set up virtual resource room services available for individualized programming delivered in small groups or one to one. The ESE teacher or ESE service provider will deliver academic support in specific content areas as outlined in the student's IEP. The placement and academic support provided within a resource room setting is determined by the specification of a student's IEP as established by the ESE Team. These decisions are made on an individual basis according to student needs. There is flexibility as to the length of time or intensity of support each student receives. Resource rooms are staffed with ESE teachers or ESE service providers. Although students in the resource room can represent a variety of disabilities, they are also included in mainstream programs at their grade level. This support is written in the IEP and resource room services are documented by the ESE teacher or the ESE service provider.

SECTION 504

Section 504 is part of a federal civil rights law known as the Rehabilitation Act of 1973. This law specifically prohibits discrimination against students with disabilities and guarantees them a free and

appropriate public education (FAPE). Discrimination, as defined in Section 504, is the failure to provide students with disabilities the same opportunity to benefit from education programs, services, or activities as provided to their nondisabled peers. Therefore, schools cannot exclude students with disabilities from facilities, programs, benefits, activities, or services that are provided to students without disabilities. Schools must make sure that all students receive equal access to educational opportunities. Students with disabilities receiving exceptional student education (ESE) services, as defined by the Individuals with Disabilities Education Act (IDEA), are protected under Section 504, but not all Section 504 students are eligible for ESE.

A 504 Plan describes the accommodations that the school will provide to support the student's education. The team that determined the student's eligibility for a 504 Plan and identified the needed accommodations will write the accommodation plan. A 504 Plan requires documentation of evaluations and accommodations. While there is no time limit specified for an accommodation plan, a yearly review is recommended. A 504 Plan may be updated at any time to reflect changes and recommendations by the team. Appropriate accommodations are implemented upon receipt and review of a current copy of the student's 504 Plan. Parents and guardians are responsible for providing a copy of the student's most current 504 Plan, which should be submitted directly to the school by the parent or guardian. Enrolled students with a 504 Plan will receive accommodations as outlined in the plan.

STUDENT ACCOMMODATIONS

The school promotes an environment and culture that embraces diversity, fairness and concern for the success of all students, regardless of whether they have a disability or impairment, as all students deserve access to a quality education. Edgenuity's online courses are built with instructional support to meet the needs of students. Student accommodations include the following: Lecture notes provided in advance; Immediate feedback for student work; Frequent breaks and save and exit options; Individualized academic support procedures; Creation of a detailed academic plan; Allowing notes on exams, assignments or both; One-on-one access to the teacher; Additional time for completion of course activities and assessments; Monitoring of individual student progress by teacher and parent; Opportunities for differentiated instruction based on a variety of learning styles. In addition, courses include the following evidence-based practices designed to meet the needs of students with disabilities.

- a. Provide explicit instruction: Each course features on-screen instructors who deliver explicit instruction, orient students to the lessons, goals, ground concepts in relevant real-life and worked examples that show the answer, and offer clear and concise explanations of subject matter. Tasks, assignments, and assessments embedded throughout each lesson and course provide students the opportunity to exercise higher-order thinking skills of analysis, evaluation, and application. Students can also apply learned skills and demonstrate information transfer.
- b. Model learning strategies: On-screen teachers model learning strategies and explicitly teach students a wide variety of metacognitive strategies, such as self-monitoring, self-evaluation, goal-setting, questioning, and self explanation. Students learn to draw upon already known concepts and apply understanding to new, unfamiliar contexts. They are also taught how to identify appropriate learning strategies and to monitor their own understanding.

- c. Make instruction accessible: Courses provide students with multiple means of representation, expression, and engagement.
 - 1. Multiple Means of Representation: Courses use video lectures, graphic displays, text, simulations, video captioning, and read-aloud support features. Key concepts and tasks are explained using multiple representations (verbal, concrete manipulative, numerical, graphical, and symbolic), and students are guided in mapping meaning among the varied representations. Graphic organizers (web diagrams, hierarchical diagrams, concept maps, T-charts, Venn diagrams, flow charts, timelines, and sequence graphics) are included in instruction, tasks, and assignments.
 - 2. Multiple Means of Expression: Courses require students to master learning objectives by asking students to read, write, practice, explore, create, and discuss. Students are presented with opportunities to manipulate images, answer multiple choice questions, highlight text, complete surveys, and fill out graphic organizers. These multiple means of expression allow students to demonstrate their knowledge in a variety of ways.
 - 3. Multiple Means of Engagement: Courses are designed to engage students in a variety of ways. The self-paced technology motivates students, and the on-screen teachers present course concepts in ways that are relevant to students' lives. Courses are designed to promote self-regulation. Detailed course maps and pacing guides state expectations, provide students with a structured overview of course activities and objectives, and visually alert students and teachers to students' course progress and pace.
- d. Provide tools to support learning: Courses include an array of tools to support student learning. Before instruction, teachers can create tutoring modules to give struggling students a more simplified explanation of fundamental concepts and skills. Teachers may also enable prescriptive and diagnostic pretests to modify a student's learning trajectory within a course.
- e. Provide appropriate feedback: Students receive immediate, corrective feedback each time they respond to a question within course instruction and assignments. Feedback messages are consistently designed to refine students' understanding of concepts and correct misconceptions. Courses withdraw explanatory feedback as students demonstrate success.
- f. Capitalize on technology: Courses are designed to reduce learner anxiety and ensure instruction meets the needs of students. Deeper transfer occurs when students are actively engaged in their learning process and apply what they have learned to real-world settings. Courses include direct video instruction, interactive web links, virtual labs, graphic organizers, manipulatives, and simulations to encourage active engagement in courses.

ACCOMMODATIONS FOR POSTSECONDARY EDUCATION AND CAREERS

When students with disabilities leave the kindergarten through Grade 12 system, they will have to make their own decisions about accommodations. This is part of the process of self-determination. Students who are effective at self-determination understand how their disability affects them and can describe their own strengths and weaknesses. The Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973 ensure persons with disabilities the right to reasonable accommodations. The ADA defines reasonable accommodations as "any modification or adjustment to a job or the work environment that enables a qualified applicant or employee with a disability to participate in the application process or to

perform essential job functions.” Students must decide if they want to tell appropriate personnel in a postsecondary institution or workplace about their disability. They must request the accommodations they need and provide documentation that shows that the accommodations are necessary; however, students are not required to disclose their disability unless they want accommodations.

ENGLISH TO SPEAKERS OF OTHER LANGUAGES (ESOL) PROGRAM

San Jose Cyber Academy administers the English to Speakers of Other Language (ESOL) program for students who are English Language Learners (ELLs). The ESOL program is designed to improve the language proficiency of students whose native language is not English. In addition to receiving academic instruction in reading, writing, speaking and listening, the ESOL program strives to develop an appreciation of diverse cultures and languages. The school will abide by the requirements of the LULAC et. al. vs. State Board of Education Consent Decree 1990. The school will subscribe to the guidelines set forth in the U.S. Department of Education’s Office for Civil Rights 1992 publication, *The Provision of an Equal Education Opportunity to Limited English Proficient Students*. ELL students coded Active (LY) receive one-on-one support as needed; differentiated support to classroom instruction, assignments and tests; accommodations that include access to a flexible setting, use of a heritage-language dictionary, and extended time for completion of classroom assignments, along with state, district and classroom assessments. Teachers use data to provide and document ongoing progress monitoring for each student.

ENGLISH LANGUAGE LEARNERS (ELLs)

Edgenuity's online courses are designed to support students with limited English language proficiency. To support English Language Learners (ELLs), Edgenuity provides course content transcripts in several different languages. This accommodation includes course content available in 20 different languages for grades K-5 courses, and course content available in 64 different languages for grades 6-12 courses. In addition, the following evidence-based instructional principles and strategies for improving the academic achievement of ELLs are incorporated into Edgenuity courses:

- a. Provide multiple exposures to vocabulary: At the beginning of each lesson, students are explicitly taught four (4) to six (6) academic and domain-specific vocabulary words. Students have chances to practice using and applying these words through the course. They also have access to the glossary tool, which enables them to track their understanding of vocabulary words.
- b. Set high expectations: Higher-order thinking skills such as analysis, evaluation, and application are embedded throughout each course. In reading assignments, students learn to analyze text closely. Writing assignments require students to support a position using evidence from primary and secondary sources. In mathematics, students solve multi-step problems and justify their thinking. Interactive and open-ended activities leverage technology to enable students to make and test predictions and build conceptual understanding. Students also engage in projects and performance tasks designed to build higher level skills in all areas and apply learning in authentic contexts. Discussion boards enable students to collaborate in a teacher-guided and-monitored forum that elicits academic discourse and critical thought.
- c. Provide explicit instruction: Courses feature videos of highly qualified, certified instructors who deliver explicit instruction, orient students to the lesson goals, ground concepts in relevant real-world contexts, and offer clear and concise explanations of subject matter.

- d. Activate background knowledge: The warm-up at the beginning of each lesson connects students' prior knowledge to new content. Direct-instruction videos emphasize the real-world context and relevance of the subject matter. On-screen teachers also prompt students to think about what they already know when learning new topics.
- e. Make instruction accessible: Courses provide students with multiple means of representation, expression, and engagement.
- f. Use home language strategically: Students can translate on-screen text into their home language for auditory comprehension. By using the translation feature, students can check for accurate reading comprehension.
- g. Model metacognitive strategies: Courses provide problem-solving, metacognitive, and reading strategy instruction. Students are taught a multi-step process for solving problems. Students learn how to use mnemonics, graphic organizers, checklists, and problem-solving strategies to check, process, and retrieve information. Students also are taught comprehension strategies such as making connections, predicting, visualizing, asking questions, monitoring understanding, making inferences, analyzing text structure, and synthesizing. Courses encourage student elaboration, self-questioning, and explanation.
- h. Provide instructional support for the close reading of texts: The CloseReader models fluent and expressive reading at strategic points in the text. Text and audio reading supports scaffold thoughtful analysis of individual words, phrases, and sentences as students read. It also features embedded comprehension tasks, ensuring that students think critically as they read.

VIRTUAL TUTOR

For middle and high school students, Edgenuity offers virtual tutoring help with a live teacher included in all Gr. 6-12 Core Courses (Language Arts, Math, Science, Social Studies) and World Language French and Spanish courses. Note: If there is evidence of any inappropriate communications from the student to the virtual tutor, the parent will immediately be notified and an investigation will take place. The severity of the violation will determine the severity of any additional consequences.

GRADUATION PROGRAM PLANNING

FloridaShines (www.floridashines.org) provides an array of academic advising, career readiness and online learning resources for students and parents. These state-funded academic advising services make it easy for high school students to prepare for college or a career after graduation by enabling them to evaluate their progress toward high school graduation, college and career readiness and Bright Futures scholarship eligibility. In addition, they can explore Florida's college and university offerings (both traditional and online programs), learn about financial aid and apply for admission. Dual enrolled high school students and those in accelerated education programs can even access online library resources used within Florida's colleges and universities.

HIGH SCHOOL GRADUATION REQUIREMENTS

The school anticipates a decision on accreditation by Fall 2021. School accreditation standards require high school students to successfully complete at least five (5) core courses or 20% of the high school graduation requirements in order to graduate from San Jose Cyber Academy with an accredited high

school diploma. Individual exceptions will be considered for students with credits from a public school or accredited private institution with a grade of C (70-79%) or above in all courses, provided that the student completes one academic year as a full-time student with San Jose Cyber Academy. All graduating Seniors will receive a diploma. To earn a high school diploma, students entering Gr. 9 may choose from one of the following pathways:

- 24 credit Standard diploma
- 24 credit Scholar diploma
- 18 credit CTE (Career and Technical Education) diploma
- 18 credit ACCEL (Academically Challenging Curriculum to Enhance Learning) diploma

To be eligible for a Standard diploma, students must complete a minimum of 24 credits (outlined below), and have a minimum, cumulative unweighted GPA of at least a 2.0 on a 4.0 scale.

24 credit Standard Diploma

Course/Number of Credits	State Requirements
ELA = 4 credits	ELA 1, 2, 3, 4; ELA honors, Advanced Placement (AP), AICE, IB and Dual Enrollment courses may satisfy this requirement.
Math = 4 credits	One of which must be Algebra 1 and one of which must be Geometry; Industry Certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry); An identified computer science credit may substitute for up to one mathematics credit (except for Algebra 1 and Geometry).
Science = 3 credits	One of which must be Biology 1, two of which must be equally rigorous science courses; Two of the three required course credits must have a laboratory component; Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology 1); An identified computer science credit may substitute for up to one science credit (except for Biology 1).
Social Studies = 3 credits	1 credit in World History; 1 credit in U.S. History; 0.5 credit in U.S. Government; 0.5 credit in Economics.
Fine & Performing Arts, Speech & Debate, or Practical Arts = 1 credit	
Physical Education = 1 credit	To include the integration of health.
Electives = 8 credits	

Students must also take and pass the following State Assessments:

State Assessment	Additional Information
Grade 10 FSA ELA (Level 3, 4, or 5; Scale Score 350-412)	Or achieve a concordant score on the ACT or SAT
Algebra 1 EOC (Level 3, 4, or 5; Scale Score 497-575)	Or achieve a concordant score on the ACT or SAT

To be eligible for a Scholar diploma, students must complete a minimum of 24 credits, as outlined in the chart below, and have a minimum, cumulative unweighted GPA of at least a 2.0 on a 4.0 scale.

24 credit Scholar Diploma

Course/Number of Credits	State Requirements
ELA = 4 credits	ELA 1, 2, 3, 4; ELA honors, Advanced Placement (AP), AICE, IB and Dual Enrollment courses may satisfy this requirement.
Math = 4 credits	Including 1 credit in Algebra 2 or an equally rigorous course; 1 credit in Statistics or an equally rigorous math course.
Science = 3 credits	Including 1 credit in Chemistry or Physics; 1 credit in a course equally rigorous to Chemistry or Physics.
Social Studies = 3 credits	1 credit in World History; 1 credit in U.S. History; 0.5 credit in U.S. Government; 0.5 credit in Economics.
Fine & Performing Arts, Speech & Debate, or Practical Arts = 1 credit	
Physical Education = 1 credit	To include the integration of health.
Electives = 8 credits	Including 2 credits in the same World Language; 1 credit in an AP, IB, AICE or a Dual Enrollment course.

Students must also take and pass the following State Assessments:

State Assessment	Additional Information
Grade 10 FSA ELA (Level 3, 4, or 5; Scale Score 350-412)	Or achieve a concordant score on the ACT or SAT
Algebra 1 EOC (Level 3, 4, or 5; Scale Score 497-575)	Or achieve a concordant score on the ACT or SAT
Geometry EOC (Level 3, 4, or 5; Scale Score 499-575)	
Biology 1 EOC* (Level 3, 4, or 5; Scale Score 395-475)	*A student is exempt from the Biology 1 or U.S. History EOC assessment if the student is enrolled in an AP, IB or AICE Biology 1 or U.S. History course; takes the respective AP, IB or AICE assessment; and earns the minimum score to earn college credit.
U.S. History EOC* (Level 3, 4, or 5; Scale Score 397-475)	*A student is exempt from the Biology 1 or U.S. History EOC assessment if the student is enrolled in an AP, IB or AICE Biology 1 or U.S. History course; takes the respective AP, IB or AICE assessment; and earns the minimum score to earn college credit.

To be eligible for a CTE diploma, students must complete a minimum of 18 credits (outlined below), and have a minimum, cumulative unweighted GPA of at least a 2.0 on a 4.0 scale.

18 credit CTE Diploma

Course/Number of Credits	State Requirements				
ELA = 4 credits	ELA 1, 2, 3, 4; ELA honors, Advanced Placement (AP), AICE, IB and Dual Enrollment courses may satisfy this requirement.				
Math = 4 credits	One of which must be Algebra 1 and one of which must be Geometry; Industry Certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry); An identified computer science credit may substitute for up to one mathematics credit (except for Algebra 1 and Geometry).				
Science = 3 credits	One of which must be Biology 1, two of which must be equally rigorous science courses; Two of the three required course credits must have a laboratory component; Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology 1); An identified computer science credit may substitute for up to one science credit (except for Biology 1).				
Social Studies = 3 credits	1 credit in World History; 1 credit in U.S. History; 0.5 credit in U.S. Government; 0.5 credit in Economics.				
Industry Certifications = 2 credits *To obtain industry certifications, students have three attempts to pass the required exams.	<table border="1"> <thead> <tr> <th>PROGRAM: Applied Information Technology (AIT)</th> <th>PROGRAM: Computer Systems and Information Technology (CSIT)</th> </tr> </thead> <tbody> <tr> <td>Digital Information Technology (1) OR Computer Fundamentals (1) AND Web Development Technologies (1)</td> <td>Digital Information Technology (1) AND CSIT Network Systems Configuration (1) OR CSIT Network Systems Design & Administration (1)</td> </tr> </tbody> </table>	PROGRAM: Applied Information Technology (AIT)	PROGRAM: Computer Systems and Information Technology (CSIT)	Digital Information Technology (1) OR Computer Fundamentals (1) AND Web Development Technologies (1)	Digital Information Technology (1) AND CSIT Network Systems Configuration (1) OR CSIT Network Systems Design & Administration (1)
PROGRAM: Applied Information Technology (AIT)	PROGRAM: Computer Systems and Information Technology (CSIT)				
Digital Information Technology (1) OR Computer Fundamentals (1) AND Web Development Technologies (1)	Digital Information Technology (1) AND CSIT Network Systems Configuration (1) OR CSIT Network Systems Design & Administration (1)				
OJT (On the Job Training) = 2 credits	OJT or work-based learning experience involves a paid internship or apprenticeship.				

Students must also take and pass the following State Assessments:

State Assessment	Additional Information
Grade 10 FSA ELA (Level 3, 4, or 5; Scale Score 350-412)	Or achieve a concordant score on the ACT or SAT
Algebra 1 EOC (Level 3, 4, or 5; Scale Score 497-575)	Or achieve a concordant score on the ACT or SAT

To be eligible for an ACCEL diploma, students must complete a minimum of 18 credits (outlined below), and have a minimum, cumulative unweighted GPA of at least a 2.0 on a 4.0 scale.

18 credit ACCEL Diploma

Course/Number of Credits	State Requirements
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ELA = 4 credits	ELA 1, 2, 3, 4; ELA honors, Advanced Placement (AP), AICE, IB and Dual Enrollment courses may satisfy this requirement.
Math = 4 credits	One of which must be Algebra 1 and one of which must be Geometry; Industry Certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry); An identified computer science credit may substitute for up to one mathematics credit (except for Algebra 1 and Geometry).
Science = 3 credits	One of which must be Biology 1, two of which must be equally rigorous science courses; Two of the three required course credits must have a laboratory component; Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology 1); An identified computer science credit may substitute for up to one science credit (except for Biology 1).
Social Studies = 3 credits	1 credit in World History; 1 credit in U.S. History; 0.5 credit in U.S. Government; 0.5 credit in Economics.
Fine & Performing Arts, Speech & Debate, or Practical Arts = 1 credit	
Physical Education	Not required.
Electives = 3 credits	

Students must also take and pass the following State Assessments:

State Assessment	Additional Information
Grade 10 FSA ELA (Level 3, 4, or 5; Scale Score 350-412)	Or achieve a concordant score on the ACT or SAT
Algebra 1 EOC (Level 3, 4, or 5; Scale Score 497-575)	Or achieve a concordant score on the ACT or SAT

FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM

The Office of Student Financial Assistance (OSFA) State Programs, within the Florida Department of Education, administers a variety of postsecondary educational state-funded grants and scholarships. The Florida Bright Futures Scholarship Program established three lottery-funded scholarships to reward Florida high school graduates for high academic achievement. The scholarship is available only to high school graduates that are Florida residents, and award amounts vary based on the student's GPA. For more information, contact OSFA at 1-888-827-2004.

EDUCATION RIGHTS FOR ADULT STUDENTS

When a student turns 18 years old, the rights formerly given to parents transfer from the parents to the student (eligible student). The eligible student, or Adult Student, has the right to have access to their education records, the right to seek to have the records amended, and the right to have control over the disclosure of personally identifiable information from the records. A school may still disclose some

information from an eligible student's education records to the parents of the student, without the student's consent, if the student is a dependent for tax purposes. Neither the age of the student nor the parent's status as a custodial parent is relevant. If a student is claimed as a dependent by a parent for tax purposes, then the parent may have access. In an effort to keep parents fully informed in all aspects of their 18-year-old student's status, Adult Students may authorize the exchange of educational information with parents by submitting to the school a written statement, officially signed and dated by the Adult Student. Parents should review this authorization with 18-year-old students and obtain their consent on or after their 18th birthday. All signed authorizations may be returned via email and records will be updated to reflect an 18-year old student's consent to allow their parent to have access to education-related matters.

BEHAVIORAL THREAT ASSESSMENT

In accordance with Senate Bill 7026, the 2018 Marjory Stoneman Douglas High School Public Safety Act, the school has a threat assessment team which consists of members of school staff and the Jacksonville Sheriff's Office. The team meets monthly or as the need arises to conduct threat assessments on students and staff. If someone is deemed a possibility to become a threat to themselves or others, a referral is made to the threat assessment team. The threat assessment team will determine what course of action to take, and whether the individual is in need of a safety plan, a mental health plan, or both. These plans run parallel to, but are not part of, the Code of Student Conduct.

MENTAL HEALTH

Mental health referrals are available to students. Written consent will be required for ongoing services via the school's contracted mental health counselor.

REPORTING CHILD ABUSE OR NEGLECT

All school personnel are mandated reporters. All persons who are mandated reporters are required, by law, to report all known or suspected cases of child abuse or neglect. It is not the job of the mandated reporter to determine whether the allegations are valid. If child abuse or neglect is reasonably suspected or if a pupil shares information with a mandated reporter leading them to believe abuse or neglect has taken place, the report must be made.

San Jose Cyber Academy Acceptable Use Policy (AUP) Agreement

San Jose Cyber Academy provides electronic resources as an integral part of the curriculum. Behavior and language in the use of these resources should be consistent with school expectations. I/We agree to the following responsibilities and restrictions:

1. I will use all electronic resources only for educational purposes and not for any personal, commercial or illegal purposes.
2. I will use the Internet only for educational purposes related to school work.
3. I will not use games or other electronic resources that have objectionable content or that engage me in an inappropriate simulated activity.
4. I will not give my password to any other user, nor attempt to learn or to use anyone else's password, and I will not transmit my address or telephone number, or any personal or confidential information about myself or others.
5. I will not upload, link, or embed an image of myself or others to unsecured, public sites without the school's permission and a signed parental permission slip.
6. I will not make statements or use the likeness of another person through website postings, email, instant messages, etc., that harass, intimidate, threaten, insult, libel or ridicule students, teachers, administrators or other staff members of the school community, or make statements that are falsely attributed to others, or use language that is obscene.
7. I will not attempt to access, upload, or transmit material that attacks ethnic, religious or racial groups, or material that is pornographic or explicitly sexual in nature.
8. I will not violate copyright laws, damage or tamper with hardware or software, vandalize or destroy data, intrude upon, alter or destroy the files of another user, introduce or use computer viruses, attempt to gain access to restricted information or networks, or block, intercept or interfere with any email or electronic communications by teachers and administrators to parents, or others.
9. I will not use, or create for others, any program to interfere with, change, or interact with programs, security settings, systems, or devices that are the property of San Jose Cyber Academy and are used for school-related purposes by students, their parents and staff.
10. I will not imply, directly or indirectly, either publicly or privately that any program or app I create is associated with, or a product of, the San Jose Cyber Academy, nor will I either directly or indirectly associate any such program with any San Jose Schools logos or images.
11. I will report any problems to a School administrator.
12. I understand that my use of the School's technology and resources is not private, and that the School reserves the right to monitor use to assure compliance with these guidelines. Violations may lead to revocation of computer access and/or other disciplinary measures.
13. I understand that the prohibited conduct described above is also prohibited when using private equipment if it has the effect of seriously interfering with the educational process, and that such violations may lead to disciplinary measures.
14. I understand that I may be assigned a Chromebook for use at home or at a testing site. Any damage done is my responsibility and the appropriate costs will be paid for accordingly by myself or family. Failure to make just compensation may result in losing technology privileges and withholding of final transcripts.

Parent/Guardian: I have read, understood, and discussed the AUP with my child and I give permission to use electronic resources, understanding that this access is conditional upon adherence to the agreement. Although students' use of school resources is electronically monitored, I am aware of the possibility that my child may gain access to material that school officials and I may consider inappropriate or not of educational value.

***PLEASE COMPLETE AND SIGN THE AUP AGREEMENT FOUND ON THE SCHOOL'S WEBSITE UNDER FORMS.**

San Jose Cyber Academy
SCHOOL-PARENT COMPACT
2021-2022

San Jose Cyber Academy and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act, (ESEA) (participating children), agree that this compact outlines how the parents, the school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve Florida's academic standards.

School Responsibilities

San Jose Cyber Academy will:

1. Provide high-quality online curriculum in a virtual learning environment that enables students to meet the Florida Standards.
2. Hold parent-teacher conferences to discuss the individual child's achievement and expectations.
3. Provide parents with frequent reports on their children's progress.
4. Provide parents reasonable access to staff.
5. Provide parents opportunities to engage in regular two-way, meaningful communication with school staff, and, to the extent practicable, in a language that family members can understand.

Parent and Family Responsibilities

We, as parents/legal guardians [and families], will support our children's learning in the following ways:

1. Monitor attendance and completion of school assignments.
2. Participate, as appropriate, in decisions relating to my child's education.
3. Stay informed about my child's education and communicate with the school by promptly reading all school notices either received by my child or by mail or email and responding, as appropriate.

Student Responsibilities

I, as student, will share the responsibility to improve my academic achievement in the following ways:

1. Attend school regularly.
2. Ask for help when I need to.
3. Complete and submit assignments in a timely manner.
4. Follow policies and procedures outlined in the Parent-Student Handbook.