

# **Escambia Virtual Academy Virtual Instruction Programs**



## **Standard Operating Procedures**

ESCAMBIA VIRTUAL ACADEMY  
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SUPERINTENDENT  
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# Escambia Virtual Academy

## Standard Operating Procedures

Escambia County School District (ECSD) offers students full and part-time virtual school options each school year. All programs were created in accordance with Florida Statutes to provide our students with high quality instruction in an online environment. We offer solutions for students enrolled in public school, private school or home education.

**Our Programs:** Escambia County School District offers students multiple virtual education options each school year. All programs were created in accordance with applicable Florida Statutes. Virtual education in ECSD is managed and provided by Escambia Virtual Academy (EVA).

- **Escambia Virtual Academy (EVA)** encompasses all virtual education programs available in ECSD at grades K-12.
- **Escambia Virtual Academy (EVA)** was created in 2009 in accordance with s. 1002.37 of the Florida Statutes. EVA is an online program for students in grades K-12.
- **Escambia Virtual Academy (EVA)** as a franchise of the Florida Virtual School (FLVS), offers FLVS curriculum instructed by Escambia County teachers.
- **Escambia Virtual Academy (EVA)** also utilizes other School Board approved curriculum and/or curriculum providers in grades K-12. Students may enroll in EVA on a full-time or part-time basis. Part-time students must be enrolled in a public school, home education or private school.
- **Escambia Virtual Instruction Program (VIP)** is offered in accordance with section 1002.45, F.S. ECSD maintains agreements with Florida approved curriculum provider Stride Learning Solutions (formerly K12), whereby the virtual instruction and curriculum is delivered by the provider and the teachers are the employees of the curriculum provider.

## Curriculum Plan - Escambia Virtual Academy

- Kindergarten
  - Language Arts
  - Reading
  - Math
  - Science
  - Social Studies
  - Physical Education
- 1<sup>st</sup> Grade
  - Language Arts
  - Reading
  - Math
  - Science
  - Social Studies
  - Physical Education
- 2<sup>nd</sup> Grade
  - Language Arts
  - Reading
  - Math
  - Science
  - Social Studies
  - Physical Education
- 3<sup>rd</sup> Grade
  - Language Arts
  - Reading
  - Math
  - Science
  - Social Studies
  - Physical Education
- 4<sup>th</sup> Grade
  - Language Arts
  - Reading
  - Math
  - Science
  - Social Studies
  - Physical Education
- 5<sup>th</sup> Grade
  - Language Arts
  - Reading
  - Math
  - Science
  - Social Studies
  - Physical Education
- 6<sup>th</sup> Grade
  - Language Arts
  - Elective
  - Math
  - Science
  - Social Studies
  - Physical Education/Elective
- 7<sup>th</sup> Grade
  - Language Arts
  - Elective
  - Math
  - Science
  - Social Studies
  - Physical Education/Elective
- 8<sup>th</sup> Grade
  - Language Arts
  - Elective
  - Math
  - Science
  - Social Studies
  - Physical Education/Elective

\*At the middle school level (grades 6-8), physical education is a one semester course paired with a separate one semester elective.

\*\*Physical Education may be waived for K-8 students with proper documentation as outlined in FS 1003.455.

\*\*\*Intensive Reading and/or Intensive Language Arts may replace an elective or physical education course.

High School Students will fulfill the ECSD requirements for a standard diploma (24 Credits).

- English – 4 credits
- Mathematics – 4 credits (must include a credit in Algebra 1 and Geometry or equivalents)
- Equally Rigorous Science – 3 credits (must include a credit in Biology or equivalent)
- Social Studies – 3 credits (including World History, US History, 0.5 Economics\*, and 0.5 US Government or equivalents)
- Physical Education – 1 credit
- Personal Fitness – 0.5 credit (or equivalent)
- Fine/Performing Arts – 1 credit
- Electives – 7.5 credits

\*Economics with Financial Literacy is strongly recommended. Otherwise, a financial literacy component is required to earn a high school diploma.

\*\*A character education course is required to earn a high school diploma. EVA has identified the following elective courses that will meet the requirement:

- Career Research and Decision Making
- Critical Thinking and Study Skills
- Leadership Skills Development
- Peer Counseling 1
- Peer Counseling 2

Of the credits above, it is recommended that three credits be completed in a Career and Technical Education (CTE) program leading to an industry certification or three credits in honors, AP, IB, AICE or dual enrollment.

Dual Enrollment options exists for students through an articulation agreement between ECSD and Pensacola State College. All eligibility requirements as set forth in the ECSD Student Progression Plan apply.

## **Evaluation of VIP Providers**

In the event the district contracts with a VIP provider, ECSD and EVA will comply with all aspects of Board Policy and FS 1002.45.

## **Staff**

Escambia Virtual Academy will be staffed by implementing the School Board approved allocation formula. Full-time and part-time staff may be utilized.

## **Teacher and Staff Evaluation Information**

Employees of Escambia Virtual Academy are subject to board policies, and in accordance to the contracts collectively bargained for instructional and non-instructional staff.

## **Program Administration Information**

Escambia Virtual Academy will operate under the direct supervision of the Coordinator – K-12 Virtual Education.

The Coordinator – K-12 Virtual Education is supervised by the Director of High Schools and is evaluated in accordance with the ECSD applicable administrative evaluation tool.

## **Attendance and Academic Progress (Pace)**

Full-time students enrolled in Escambia Virtual Academy are enrolled in a public school and therefore must meet the attendance requirements pursuant to State statute.

Attendance is considered maintaining adequate pace is mandatory. Attendance must be recorded on a regular and ongoing basis. Attendance in virtual education is monitored and recorded by measuring student progress against the appropriate pace to allow for course completion by semester end. Although the parent or learning coach may log attendance on a daily or hourly basis using their individual accounts, the online teachers and virtual school administrators are responsible for student attendance records (pace) and for monitoring and reporting attendance (pace). They do this by examining participation metrics such as student login data; lessons, assignments, projects and assessments completed; email and phone logs; student participation in discussion boards, blogs and live lessons, etc. Virtual schools must maintain auditable attendance records and provide attendance information to school districts for state-required reporting to the DOE Automated Student Information System during Survey 5.

Students will be expected to maintain adequate pace in all courses. The expected pace will be provided to all students at the beginning of each course. The pace of all students will be monitored by the classroom teacher, lead teacher, virtual school administrator and, when applicable, brick-and-mortar school-based personnel. Failure to abide by the policies and expectations may result in probationary status, removal from the program or denial of reenrollment.



## Online Instructors

Florida's virtual programs and schools require teachers to hold appropriate Florida teaching certificates and/or endorsements in the areas of instruction. In addition, employees and contracted personnel must be screened as required by Section 1012.32, Florida Statutes, using state and national criminal history records. Employees of Escambia Virtual Academy are subject to School Board Policy as it pertains to Employment of Instructional Staff.

All teachers are evaluated utilizing the Escambia County School Board approved teacher evaluation system. Teachers must also agree to the stipulations below.

### Welcome Phone Call

Prior to being granted access to their online course, students must have a Welcome Phone Call conversation with their instructors. During the initial Welcome Call, instructors will ask for a preferred method and frequency of contact. Instructors will make note of the preferred method and communicate student progress according to what parent's request.

### Grading Student Work

1. A major component of proper communication is returning student work in a timely manner. It is Escambia Virtual Academy's procedure that all communication be returned within 24 hours. Responding within 24 hours does not have to include the grading of all work that was submitted the previous day. It is the responsibility of the instructor to inform students about the expected turnaround time on grading work that has been submitted. All work should be graded within 48 hours of submittal (excludes weekends and holidays) and with a period of time that does not prevent the student from progressing through the course.
2. Escambia Virtual Academy uses the state adopted grading scale.

Per Florida statute: 232.2463 High School Grading System:

Grade A equals 90% through 100%

Grade B equals 80% through 89%

Grade C equals 70% through 79%

Grade D equals 60% through 69%

Grade F equals zero through 59%

3. EVA will also utilize the following approving grade indicators:

**W** – Student withdrawn during the grace period- no credit awarded

**WF** – Student withdraws past the grace period with a failing grade at the time of withdrawal, no credit awarded

**WP**- Student withdraws past the grace period with a passing grade at the time of withdrawal, no credit awarded

**P** - Indicates that credit was awarded based on the student passing a state-administered (EOC) End of Course assessment instead of completing 100% of the course materials. Florida refers to this as a Credit Acceleration Program (CAP) credit. This grade may also be used to reflect transfer credit awarded through home school or other unaccredited programs when proficiency is demonstrated through an approved method reflected in ECSD policy.

Note: The State of Florida has instituted End of Course exams for select courses. A final grade issued by any entity other than an ECSD school, may apply a different calculation to arrive at a final value. In ECSD, courses that require an EOC are awarded a year-long, 1.0 credit, where each segment of the course is weighted 35% of the final grade and the EOC is weighted 30% of the final grade. These grades may be interpreted differently based on district policies in effect at the time of enrollment and/or completion, and specific requirements per Florida Statute.

Each Florida school district reserves the right to input FLVS statuses into their county transcript system based on their specific student progression plan and/or reporting capabilities.

### **Final Exam Procedure**

The purpose of the final exam is to assist in validating that students have demonstrated mastery of key course concepts and standards. The final exam, unto itself, is not the sole determiner of student achievement; however, students are required to take a final exam in all EVA courses unless the course is identified as requiring a state-mandated End of Course Exam.

In order to maintain the integrity of all EVA grades, instructors may choose to facilitate random oral assessments and/or face to face exams.

**NOTE:** Because of the nature of virtual education, new versions of courses are often made available mid-term. In the event a new version of the course is deployed mid-term, student requirements will be adjusted to meet the requirements of the new version. If at any time this negatively impacts student learning, assignments will be adjusted accordingly.

## **Minimum Length of Courses**

To ensure that students are mastering content within their courses, it is important to remember that the 14-day minimum learning experience for all half-credit courses and a 28-day minimum for all full credit courses remains in effect. In order for students to successfully complete a skill-based course with specific course requirements such as a time component (i.e. workout logs in Personal Fitness), a longer minimum learning experience may be required.

As noted in the statement above, skill-based courses with a time component require a longer minimum stay. PE courses fall into that category.

Personal Fitness (PF): 21 days

Fitness Lifestyle Design (FLD): 24 days

Health Opportunities in Physical Education (HOPE): 21 days

## **Documentation of Student Work**

Primarily, student work will be completed within the course management system. Keep digital documentation of any student assessments given by phone or in the chat room. Create a system for storing work that would be logical to anyone. Record the assessment grade and comments in the LMS. All email communication with student must be maintained within the LMS.

## **Promotion and Retention Decisions**

Full-Time Students are governed by the ECSD Student Progression Plan. Promotion and retention decisions will be made by the staff of Escambia Virtual Academy.

Part-Time Students are receiving instruction in one or more courses through Escambia Virtual Academy; however, they are not enrolled with Escambia Virtual Academy as a primary school of enrollment. Therefore, all promotion and retention decisions are made by each student's primary school of enrollment.

## Instructional Materials and Computing Resources

Escambia Virtual Academy will utilize instructional materials supplied by School Board approved virtual instruction providers. The curriculum must comply with required Florida standards.

Escambia Virtual Academy (EVA) is a franchise of Florida Virtual School (FLVS). All curriculum utilized in franchise courses is the creation of FLVS.

Escambia Virtual Academy also selects, designs and purchases curriculum to fulfill specific instruction needs in our district.

All curriculum utilized by Escambia County Virtual will meet the Florida Core State Standards.

In accordance with s1002.45 F.S., the district will provide eligible students with computers necessary for participation in our full-time program and access to or reimbursement for internet services. Families must apply for technology assistance and meet established eligibility requirements to receive computer and internet assistance.

## Eligibility and Enrollment

ELIGIBILITY- All students, including home education and private school students, are eligible to participate in virtual options throughout the state. Any additional eligibility requirements will be determined by Florida State Statute.

### Full-Time Students

- **Enrollment Process:** Students interested in enrolling full-time must complete all stages of the application, registration and enrollment process. Failure to complete all three stages of this process will result in the student's application/registration being voided and he/she will not be permitted to enroll. The virtual instruction programs are public schools and therefore all enrollment requirements established by the Florida Department of Education and the School Board of Escambia County must be met.
  - Stage 1 - Attendance at a face-to-face registration meeting with a lead teacher, including individualized orientation.
  - Stage 2 - Complete all necessary registration forms. Submission of all required documentation must be completed prior to enrollment.
  - Stage 3 - Creation of an account in the online learning system and student information system if needed.

## **Part-Time Students**

- Students may enroll part-time with Escambia Virtual Academy (EVA), if they:
  - Reside in Escambia County
  - Are eligible to attend an Escambia County Public School
  - Are in membership in a public school, Escambia County private school or registered with the district as a home education student and the course request has been approved by the student's guidance counselor when applicable.
  - Meet eligibility requirements for enrollment.

## **VIP contracts**

All VIP contracts will comply with district policies and the requirements of s. 1002.45 F.S.

## **Requirements for testing**

### **EOC and FSA Requirements**

Section 1002.45 (6)(b), F.S. requires that each student enrolled (full-time or part-time) in a virtual instruction program must "take state assessment tests within the school district in which such student resides, which must provide the student with access to the district's testing facilities." Home education students may opt out of state testing, but home education students who do opt out of state testing will NOT receive a high school diploma upon completion of their coursework.

Each District Virtual Instruction Program (VIP) will establish a process for notifying participating families in schools 7001, 7004, 7006, and/or 7023 of this requirement, the schedule for testing and the location each test will be administered. Upon receipt of test scores, each District VIP office will distribute scores in accordance with district practice.

In the event a district contracts with a provider under school 7001, test results will be provided to the vendor.

During the annual Student Data Corrections process, each District VIP will review DOE reported data for all programs (7001, 7004, 7006 and/or 7023) and make the appropriate adjustments.

### **Additional District Testing**

If additional testing is required by the district, then full-time students in 7001, 7004, 7006 and/or 7023 may be required to participate. Families will be notified of all necessary testing by the District VIP office.

## Personnel Responsibilities

All employees of Escambia County Virtual are held to the expectations of School Board Policy.

### Instructional Personnel - Calendar of Duties

- Week 1:**
1. Students are Classroom Assigned; attempt/complete Welcome Call and log welcome call contact. Do Not Activate any students Week 1.
  2. Send Welcome Email and log email contact.
  3. Perform classroom duties as required.
- Week 2:**
1. Students Classroom Assigned Week 1 who complete Welcome Call, Activate on Monday (Only Activate on Mondays).
  2. Attempt/complete Welcome Call with remaining students and log welcome call contact (2<sup>nd</sup> Attempt for Classroom Assigned Week 1 students).
  3. Attempt/complete Welcome Call with new students Classroom Assigned Week 2 and log welcome call contact.
  4. Send Welcome Email and log email contact (2<sup>nd</sup> Attempt for remaining students).
  5. Complete "Behind Pace Warning" calls and emails to students behind pace (10% for Week 2) on Wednesday.
  6. Submit Non-Contact students Classroom Assigned Week 1 for Withdraw on Friday by 3pm; make sure 2 Attempted Calls and 2 Emails are logged in VSA (Submit for Withdraw on Fridays).
  7. Perform classroom duties as required.

- Week 3:**
1. Students Classroom Assigned Week 2 who complete Welcome Call, Activate on Monday (Only Activate on Mondays).
  2. Attempt/complete Welcome Call with remaining students and log welcome call contact (2<sup>nd</sup> Attempt for Classroom Assigned Week 2 students).
  3. Attempt/complete Welcome Call with new students Classroom Assigned Week 3 and log welcome call contact.
  4. Send Welcome Email and log email contact (2<sup>nd</sup> Attempt for remaining students).
  5. Complete “Behind Pace Warning” calls and emails to students behind pace (15% for Week 3) on Wednesday.
  6. Submit Non-Contact students Classroom Assigned Week 2 for Withdraw on Friday by 3pm; make sure 2 Attempted Calls and 2 Emails are logged (Submit for Withdraw on Fridays).
  7. Submit Behind Pace Students (Classroom Assigned Week 1, Less than 10%) for Withdraw on Friday by 3pm; make sure Behind Pace Call and Email (including school counselor) are logged (Submit for Withdraw on Fridays).

- Week 4:**
1. Students Classroom Assigned Week 3 who complete Welcome Call, Activate on Monday (Only Activate on Mondays).
  2. Attempt/complete Welcome Call with remaining students and log welcome call contact (2<sup>nd</sup> Attempt for Classroom Assigned Week 3 students).
  3. Attempt/complete Welcome Call with new students Classroom Assigned Week 4 and log welcome call contact.
  4. Send Welcome Email and log email contact (2<sup>nd</sup> Attempt for remaining students).
  5. Complete “Behind Pace Warning” calls and emails to students behind pace (20% for Week 4) on Wednesday.
  6. Submit Non-Contact students Classroom Assigned Week 3 for Withdraw on Friday by 3pm; make sure 2 Attempted Calls and 2 Emails are logged (Submit for Withdraw on Fridays).
  7. Submit Behind Pace Students (Classroom Assigned Week 1 or 2, Less than 15%) for Withdraw on Friday by 3pm; make sure Behind Pace Call and Email (including school counselor) are logged (Submit for Withdraw on Fridays).
  8. Perform classroom duties as required.

**Weeks 5-9:** Continue Process listed above, making sure to only Activate on Mondays and submit for withdraw on each Friday based on Non-Contact (did not complete Welcome Call) or Behind Pace status. Start Withdrawal Process during the 2<sup>nd</sup> week of Activation if student is falling behind pace, remove by Week 3 or 4 if necessary. Please do not wait until day 21 of Active Status to start Withdrawal Process.

**Week 10:**

1. No additional students will be registered for Fall Semester beginning Week 10. Students will be registered for courses but will be assigned to Spring Semester.
2. Attempt/complete Welcome Call with remaining students and log welcome call contact.
3. Any student that has the required attempted contacts logged without response and has not begun working in the course should be dropped at this time (Submit for Withdraw on Fridays).
4. Complete “Behind Pace Warning” calls and emails to students behind pace on Wednesday.
5. Submit Behind Pace Students for Withdraw on Friday by 3pm; make sure Behind Pace Call and Email (including school counselor if applicable) are logged (Submit for Withdraw on Fridays).
6. Perform classroom duties as required.

**Week 11:**

1. Complete “Behind Pace Warning” calls and emails to students behind pace on Wednesday.
2. Submit Behind Pace Students for Withdraw on Friday by 3pm; make sure Behind Pace Call and Email (including school counselor if applicable) are logged (Submit for Withdraw on Fridays).
3. Perform classroom duties as required.
4. Focus on individualized plans for what is outstanding in courses.
5. Issue grades for students that have completed the course in both the virtual system and in FOCUS.

**Weeks 12-17:** Continue Process listed above for Week 11, Please do not wait until day 21 of Active Status to start Withdrawal Process.



- Week 18:**
1. Published last week for students.
  2. Complete final required assignments and grading.
  3. Issue grades for students that have completed the course in both the virtual system and in FOCUS.
  4. Identify any student actively working that needs additional one-on-one time during the final week on the published ECSD student calendar.
  5. Submit withdrawals for any student that is not actively working in the course and has not completed on Friday.
  6. Contact students actively working and provide an extension through the final week of the ECSD student calendar.
- Week 19:**
1. All current semester students must be complete in the virtual system by Friday.
  2. Complete final required assignments and grading.
  3. Issue grades for students that have completed the course in both the virtual system and in FOCUS.
  4. Submit withdrawals for any student that is not complete on Friday.
  5. Final grades are due as indicated on the ECSD calendar.

Instructors will follow the same schedule Spring semester, beginning Week 1.

## **Non-Instructional Personnel Calendar of Duties**

### **Data Clerk**

#### **July**

- Continue registration and withdrawal process for Fall semester
- Complete master schedule creation for fall semester
- Assist with summer school grade entry
- Promote students as necessary as a result of summer courses
- Survey 5 Activities
- Survey 1 Activities
- Verify any second school additions for full-time students
- Complete summer withdrawal process
- Complete promotion/retention process

## **August**

- Continue registration and withdrawal
- Begin scheduling process
- Resolve any scheduling conflicts
- Complete summer school data entry as needed
- Complete final promotions from summer school
- Determine any pull-out/walk-in services that need scheduling (ESE/ESOL)
- ESE SIS Data form entry accuracy check
- Log DNE students during beginning of school
- Clean up data – Use District and FLDOE verification reports
- School Choice confirmation of student placement

## **September**

- Clean up data – Use District and FLDOE verification reports
- Assist with balancing classing
- Continue registration, withdrawal, and scheduling process
- Complete Federal Impact Cards
- Correct Survey 5 errors
- Survey 8 – PRMN – Section Identifiers determined and corrected
- Survey 2 – Conduct pre-survey activities
- Update graduation plans and progression plans for students

## **October**

- FTE Survey Week – Check common student identifier, class minutes weekly, highly qualified, etc.
- Correct FTE errors – Survey Region
- Quarter GPAs for middle school
- Registration window for first semester ends October 1
- Complete final scheduling in FOCUS
- Continue withdrawal process

## **November**

- Continue with withdrawal process
- Begin registration process for Spring semester
- Begin grade verification process for Fall semester
- Prepare for Spring semester roll-over
- Create any new Spring semester course sections

## **December**

- Complete any necessary school choice activates
- Roll schools into new school year.
- Complete any withdrawals necessary
- Continue Spring semester registration process
- Begin scheduling process for Spring Semester
- Continue grade verification process for Fall semester
- Begin entering WP/WF grades as applicable

## **January**

- Complete roll-over process for new schools
- Roll course catalog
- Update registration cards for next school year
- Complete grade verification process from Fall semester
- Complete WP/WF grade entry
- Complete mid-year promotions as applicable
- Continue Spring semester registration and scheduling process
- Begin Spring semester withdrawal process
- Transmit Bright Futures 7<sup>th</sup> Semester

## **February**

- Survey 3 completes
- Clean up data – Use District and FLDOE verification reports
- Assist with balancing classing
- Registration process ends for Spring semester
- Continue withdrawal, and scheduling process
- Assist with identification of state assessment needs

## **March**

- Compare staffing requests to enrollment projections for next school year
- Begin summer school master schedule
- Review students for possible retention
- Correct Survey 3 errors
- Begin registration process for Summer term
- Complete scheduling process for Spring term
- Continue withdrawal process for Spring term

## **April**

- Continue with withdrawal process
- Continue registration process for Summer semester
- Begin grade verification process for Spring semester
- Prepare for End of Year roll-over
- Create any new Summer semester course sections
- Continue to review students for possible retention

## **May**

- Complete Summer master schedule and section creation
- Begin scheduling process for Summer semester
- Continue grade verification process for Fall semester
- Begin entering WP/WF grades as applicable
- Continue review of students for possible retention

## **June**

- Complete grade verification for Spring semester
- Complete WP/WF grade entry
- Complete registration process for Summer semester
- Begin master schedule for Fall semester
- Begin grade verification for Summer semester
- Complete retention process
- Begin verifying promotion status

## **Test Coordinator**

The test coordinator is responsible for coordinating administration of all required State and District assessments. Parents and families will be contacted a minimum of 2-weeks prior to administration of assessments to schedule an appointment time. The Universal State Assessment Calendar and District Testing Calendar will determine these time frames. These calendars can be found on the ECSD Evaluation Services web site at <http://ecsd-fl.schoolloop.com/eval>.

## **Lead Teachers**

Lead teachers are responsible for both faculty groups and full-time student/parent assistance. Throughout the year, on an ongoing basis, lead teachers provide students and families with orientations, status updates, technical assistance, registration and scheduling assistance, and more. Lead teachers are also faculty groups for which they serve as mentors and instructional coaches.

## **Coordinator**

The Coordinator serves as the administrator for all virtual programs. The coordinator will make decisions on any item regarding Escambia Virtual Academy. The Coordinator is supervised by the Director of High Schools.