Florida Virtual School
Student Progression Plan
2018-19
## Contents

Introduction ...................................................................................................................... 9

FLVS Mission, Vision and Commitment ............................................................................... 9
  Our Mission ....................................................................................................................... 9
  Our Vision ........................................................................................................................ 9
  Our Commitment .............................................................................................................. 9

FLVS as a District ............................................................................................................... 9

FLVS Schools .................................................................................................................... 10

FLVS County Virtual Schools ............................................................................................. 10

FLVS Terminology ............................................................................................................ 10
  District of Enrollment ....................................................................................................... 10
  District of Residence ........................................................................................................ 10
  School of Enrollment ....................................................................................................... 10
  School of Instruction ....................................................................................................... 11
  Virtual Learning Lab ......................................................................................................... 11
  Blended Learning Center .................................................................................................. 11

Field Trip and Extracurricular Activities ............................................................................ 11

Academic Integrity ............................................................................................................. 11

Resubmissions .................................................................................................................... 11

General Procedures and Policies for Student Progression .................................................. 12
  Application and Acceptance into FLVS Programs .......................................................... 12
  FLVS Flex ......................................................................................................................... 12

Compulsory School Attendance ......................................................................................... 12

FLVS Full Time .................................................................................................................. 12

Student Placement (Flex) .................................................................................................. 13
  Kindergarten Admission (Flex Kindergarten-5) .............................................................. 13
  First Grade Admission (Flex) .......................................................................................... 13

Classroom Transfer Process ............................................................................................... 13

Interstate Compact on Educational Opportunity for Military Children ................................ 13

Student Standards for Participation in Interscholastic and Interscholastic Extracurricular Student Activities (Craig Dickinson Act) ................................................................................................................. 14
  Definition of “Extracurricular” .......................................................................................... 14
  Definition of “Eligible to Participate” ............................................................................... 14

Eligibility .............................................................................................................................. 14

Home Education Student Eligibility .................................................................................. 14

Student Athlete Eligibility ................................................................................................. 15

School Specific Requirements for Participation .................................................................... 15

Ineligibility .......................................................................................................................... 16

Transfers ............................................................................................................................. 16
Exception for Transfer from FLVS Full Time to a Member School .......................................................... 16
Transfer from a School to FLVS Full Time ............................................................................................. 16
Exception for Transfer from a School to FLVS Full Time .................................................................. 16
Transfer from/to FLVS Full Time to/from a Different Florida Virtual Education Program .................. 16
Exception for Transfer from/to FLVS Full Time to/from a Different Florida Virtual Education Program .... 17
Transfer from/to FLVS Full Time to/from Home Education ................................................................. 17
Exception for Transfer from/to FLVS Full Time to/from Home Education .......................................... 17

Physical Education; Assessment .............................................................................................................. 17
FLVS Full Time students - Public School Student Progression; Remedial Instruction; Reporting Requirements .. 17

Comprehensive Program ......................................................................................................................... 18
Allocation of Resources .......................................................................................................................... 18
Assessment and Support ......................................................................................................................... 18
Elimination of Social Promotion ............................................................................................................ 18
Annual Report ......................................................................................................................................... 18

Attending an FLVS School – State Requirements .................................................................................. 18
Florida Standards .................................................................................................................................... 19
Statewide Assessment Program ............................................................................................................. 19
Students who are Hospital/Homebound through Their Home District ..................................................... 19
Exceptional Student Education (ESE) .................................................................................................... 19
English Language Learner (ELL) ........................................................................................................... 20
Digital Materials ....................................................................................................................................... 20

FLVS Flex Program Progression Plan ..................................................................................................... 21

FLVS Flex Elementary Program ........................................................................................................... 21
Maximum Course Load .......................................................................................................................... 21
Mandatory Completion Date ................................................................................................................... 21
FLVS Flex 6-8 Programs ........................................................................................................................ 21
FLVS Flex (Public and Private School students) .................................................................................... 21
Home Education Program .................................................................................................................... 21

Initial Entry Requirements ....................................................................................................................... 22
Geographic Limitations .......................................................................................................................... 22
Age Limitations ........................................................................................................................................ 22
Required Documents .............................................................................................................................. 22

Other Documentation ............................................................................................................................. 22
Statewide Comprehensive Assessment Program ....................................................................................... 23
End-of-Course Assessments (EOC) ......................................................................................................... 23
Grading Scale Kindergarten – Grade 8 ..................................................................................................... 23
Grading Scale 9-12 .................................................................................................................................... 24
Weighted Grading System ....................................................................................................................... 24
Curriculum – Flex Program .................................................................................................................... 24
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital Materials</td>
<td>24</td>
</tr>
<tr>
<td>FLVS Flex Instruction Policies</td>
<td>24</td>
</tr>
<tr>
<td>Student/Parent/Teacher Communication</td>
<td>24</td>
</tr>
<tr>
<td>Course Progress</td>
<td>25</td>
</tr>
<tr>
<td>Mandatory Final Exam Policy – FLVS Students Grades 6-12</td>
<td>25</td>
</tr>
<tr>
<td>Discussion-based Assessments (DBA)</td>
<td>25</td>
</tr>
<tr>
<td>Collaboration Assessments</td>
<td>25</td>
</tr>
<tr>
<td>Advanced / Honors Assessments</td>
<td>25</td>
</tr>
<tr>
<td>Advanced Placement (AP) Course Policy</td>
<td>25</td>
</tr>
<tr>
<td>Seat Time Policy</td>
<td>26</td>
</tr>
<tr>
<td>Students who are Hospital/Homebound through Their Home District</td>
<td>26</td>
</tr>
<tr>
<td>FLVS Full Time Program Progression Plan</td>
<td>26</td>
</tr>
<tr>
<td>English Language Learners (ELLs)</td>
<td>26</td>
</tr>
<tr>
<td>Transfer of Student Credits</td>
<td>27</td>
</tr>
<tr>
<td>Required Instruction</td>
<td>27</td>
</tr>
<tr>
<td>Report Cards</td>
<td>27</td>
</tr>
<tr>
<td>End-of-Year Status Statement</td>
<td>27</td>
</tr>
<tr>
<td>Public School Student Progression; Remedial Instruction; Reporting Requirements</td>
<td>28</td>
</tr>
<tr>
<td>Comprehensive Program</td>
<td>28</td>
</tr>
<tr>
<td>Allocation of Resources</td>
<td>28</td>
</tr>
<tr>
<td>Assessment and Support</td>
<td>28</td>
</tr>
<tr>
<td>Reading Deficiency and Parental Notification</td>
<td>29</td>
</tr>
<tr>
<td>Notification</td>
<td>29</td>
</tr>
<tr>
<td>Elimination of Social Promotion</td>
<td>29</td>
</tr>
<tr>
<td>Mandatory Retention</td>
<td>30</td>
</tr>
<tr>
<td>Successful Progression for Retained Third Grade Students</td>
<td>30</td>
</tr>
<tr>
<td>Annual Report</td>
<td>31</td>
</tr>
<tr>
<td>Academically Challenging Curriculum to Enhance Learning (ACCEL) Options</td>
<td>31</td>
</tr>
<tr>
<td>Eligibility and Procedural Requirements</td>
<td>32</td>
</tr>
<tr>
<td>ACCEL Requirements</td>
<td>32</td>
</tr>
<tr>
<td>Award of a Standard High School Diploma</td>
<td>33</td>
</tr>
<tr>
<td>Exceptional Student Education (ESE) at FLVS Full Time</td>
<td>33</td>
</tr>
<tr>
<td>Homeless Student Education Policy</td>
<td>34</td>
</tr>
<tr>
<td>Definitions</td>
<td>34</td>
</tr>
<tr>
<td>Liaison</td>
<td>34</td>
</tr>
<tr>
<td>School Advocate(s)</td>
<td>34</td>
</tr>
<tr>
<td>Identification</td>
<td>34</td>
</tr>
<tr>
<td>School Selection</td>
<td>35</td>
</tr>
<tr>
<td>Enrollment</td>
<td>35</td>
</tr>
</tbody>
</table>
Services .......................................................................................................................... 35
Disputes ......................................................................................................................... 36
Title I ............................................................................................................................. 36
Training ........................................................................................................................... 36
References ....................................................................................................................... 36

FLVS Full Time Kindergarten-12 .................................................................................. 36
School Attendance ......................................................................................................... 36
Truancy ............................................................................................................................ 37
Enrollment Termination ................................................................................................. 37
Early Warning System ................................................................................................... 37
Initial Enrollment Requirements .................................................................................... 38

Kindergarten-5 .............................................................................................................. 38
Age Limitations .............................................................................................................. 38
First Grade Eligibility Requirements ............................................................................ 38
Kindergarten and First Grade ......................................................................................... 38
Enrollment Information Kindergarten-12 ...................................................................... 39
Eligibility Information .................................................................................................... 39
Maximum Age Requirements ........................................................................................ 40
Recommended Middle School Academic Progress ...................................................... 40
Recommended High School Academic Progress ......................................................... 41
Required Documents ..................................................................................................... 42
Other Documentation ..................................................................................................... 42
Placement of In-State Transfer Students ...................................................................... 43
Placement of Out-of-State Transfer Students ............................................................... 43

FLVS Full Time Assessment .......................................................................................... 43
Reading Assessment Kindergarten-3 .............................................................................. 43
Kindergarten Readiness Screening ............................................................................... 44
Statewide Assessment Program – Kindergarten-5 ........................................................ 44
Statewide Assessment Program – Middle School .......................................................... 44
Statewide Assessment Program – High School ............................................................. 44

End-of-Course Assessments (EOC) 6-12 .................................................................... 45
Civics End-of-Course Assessment .............................................................................. 46
End-of-Course Assessments (EOC) .............................................................................. 46
Math EOCs ..................................................................................................................... 46
Algebra 1 ......................................................................................................................... 46
Geometry ........................................................................................................................ 46
Science EOC ................................................................................................................... 46
U.S. History EOC ........................................................................................................... 46

Statewide EOC Assessments and Final Grades .............................................................. 46
Algebra I: Scale Score to Grade Value ................................................................. 47
Geometry: Scale Score to Grade Value ............................................................... 47
Biology: Scale Score to Grade Value ................................................................. 48
U.S. History: Scale Score to Grade Value ......................................................... 48
Civics: Scale Score to Grade Value ................................................................. 49
Public School Student Progression; Remedial Instruction; Reporting Requirements ................................................. 49
Successful Progression for Retained Readers ..................................................... 49
Kindergarten-3 READ Initiative ......................................................................... 50
Intensive Acceleration Class for Retained Third Graders .................................. 50
Promotion of FLVS Full Time Elementary Students .......................................... 51
Elementary School Curriculum ......................................................................... 51
FLVS Full Time Middle School Program ................................................................ 51
Powers and Duties of District School Board ....................................................... 51
General Requirements for Middle Grades Promotion ....................................... 51
Academic Courses ............................................................................................. 51
Reading and Math Intervention ......................................................................... 52
Middle and High School Grading System ......................................................... 52
Middle School Grading System ......................................................................... 52
Weighted Grading System ................................................................................ 53
Middle School Curriculum ................................................................................ 53
FLVS Full Time Program .................................................................................. 53
Supporting Documentation ................................................................................ 53
Other Documentation ......................................................................................... 53
FLVS Full Time High School Instructional Policies ............................................. 54
Academic Integrity ............................................................................................... 54
Mandatory Final Exam Policy – Grades 6-12 ...................................................... 54
Discussion-based Assessments ......................................................................... 54
Requirements for a Standard High School Diploma .......................................... 54
Notification Requirements ............................................................................... 55
Intervention for High School Students .............................................................. 55
Grade Forgiveness Policies ............................................................................... 55
Strategies for Exceptional Students to Meet Standard Diploma Requirements ... 56
Students with Disabilities .................................................................................. 56
Award of a Standard High School Diploma ..................................................... 57
Uniform Transfer of High School Credits ......................................................... 57
Career Education Courses That Satisfy High School Credit Requirements ........ 57
Certificate of Completion ................................................................................ 58
Establishment of Graduation Standards .......................................................... 58
Concordant and Comparative Scores by Year Students Entered Grade 9 ......... 58
Standard High School Diploma Designations ................................................................. 59
Early High School Graduation .................................................................................. 59
Parental Notification of Acceleration Mechanisms .................................................. 60
Accelerated High School Graduation Options ........................................................... 60
Three-Year Standard College Preparatory Program ................................................... 60
Selection Requirements .......................................................................................... 62
Parent Notification of Graduation Options ................................................................ 62
Graduation Option Selection Parent and Student Responsibility ................................ 62
Requirements in Excess of Minimum Eighteen Credits ........................................... 62
Assessment and GPA Requirements ......................................................................... 62
Notification Requirements for Students Not on Track .............................................. 63
Automatic Change to Four-Year Graduation Program ............................................. 63
Standard Diploma Awarding Three-Year Graduation Options ................................. 63
Acceleration Options ............................................................................................ 64
Learning Opportunities for Out-of-Country Transfer Students Needing Additional Instruction to Meet High School Graduation Requirements ........................................... 64
Definition of “Credit” ............................................................................................. 65
High School Grading System .................................................................................. 65
Weighted Grading System ....................................................................................... 66
Transition to Postsecondary Education and Career Opportunities ........................... 66
Articulated Acceleration Mechanisms ....................................................................... 66
Home Education ....................................................................................................... 67
Early Admission ........................................................................................................ 67
Advanced Placement ............................................................................................... 67
Credit by Examination ............................................................................................. 67
International Baccalaureate ..................................................................................... 67
Advanced International Certificated of Education Programs ...................................... 67
Dual Enrollment Programs ....................................................................................... 67
  Definition of “Dual Enrollment Program” .................................................................. 67
  Eligibility .................................................................................................................. 67
  Teacher and Student Qualifications ........................................................................ 68
  College Credit Dual Enrollment Curriculum Standards ....................................... 68
  Career and Technical Dual Enrollment .................................................................... 69
  Informing Students .................................................................................................. 69
College Credit Early Admission .................................................................................. 69
Career Early Admission ............................................................................................ 69
Fee Examination ........................................................................................................ 69
Course Weighting ....................................................................................................... 69
Florida Bright Futures Scholarship Program ............................................................ 69
Student Eligibility Requirements for Initial Awards

High School Curriculum – Full Time Program
Draft Time Copy – The Florida Legislation is not fully implemented for the 2018-19 school year. FLVS has made every effort to include accurate information but it must be considered Draft Time until all legislation is enacted, and associated rules and policies are defined by the Florida Department of Education (FLDOE).

Introduction

Florida Virtual School (FLVS) is pleased to present the 2018-19 District Student Progression Plan. It will continue to evolve as new legislation is implemented and our district grows its offerings and student body.

FLVS Mission, Vision and Commitment

Our Mission

To deliver a high quality, technology-based education that provides the skills and knowledge students need for success.

Our Vision

To transform education worldwide—one student at a time.

Our Commitment

The student is at the center of every decision we make.

We have built our school on these beliefs:

- Every student is unique, so learning should be dynamic, flexible, and engaging.
- Studies should be integrated rather than isolated.
- Students, parents, community members, and schools share responsibility for learning.
- Students should have choices in how they learn and how they present what they know.
- Students should be provided guidance with school and career planning.
- Assessments should provide insights not only of student progress but also of instruction and curriculum.

FLVS as a District

FLVS is a recognized public school district in the state of Florida. We differ from other districts in that our zoned area is not bound by county lines; instead we exist to serve all students in the state of Florida in differing capacities. Our programs include:

- FLVS Flex (part time) instruction – grades Kindergarten through Grade 12
- FLVS Full Time instruction – grades Kindergarten through Grade 12

FLVS is enacted through Florida statute (see F.S.1002.37 - Florida Virtual School) and exists to serve any student in the state who meets the eligibility requirements (see Attending an FLVS School – State Requirements. Refer to F.S.1003.57(5) - Exceptional students instruction for this (online) educational delivery context and shall give priority to:

1. Students who need expanded access to courses in order to meet their educational goals, such as home education students and students in inner-city and rural high schools who do not have access to higher-level courses.
2. Students seeking accelerated access in order to obtain a high school diploma at least one semester early.
3. Students who are children of an active duty member of the United States Armed Forces who is not stationed in this state whose home of record or state of legal residence is Florida.

Florida law provides FLVS as a school choice option for parents and students. The 2002 Florida School Code adopted by the Florida Legislature provides parents and students with numerous statutory rights for educational choice. Those related to Florida Virtual School can be found at the following link: http://fldoe.org/schools/school-
FLVS Schools

In order to serve the various programs identified above, FLVS has implemented Elementary, Middle, and High Schools. Student progression varies based on the program and school. Each type will be presented in this document to assist the student and parent with tracking and ensuring student success.

<table>
<thead>
<tr>
<th>Program</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time Public</td>
<td>Kindergarten through Grade 5</td>
</tr>
<tr>
<td>Full Time Public</td>
<td>Grades 6-12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flex</td>
<td>Kindergarten through Grade 5</td>
</tr>
<tr>
<td>Flex</td>
<td>Grades 6-12</td>
</tr>
</tbody>
</table>

FLVS County Virtual Schools

Many districts in the state of Florida franchise with FLVS to offer our online curriculum using their own instructors. Students remain in their zoned district and school in this model and, also benefit from FLVS curriculum and technology to take their online courses.

It’s our honor and pleasure to serve Florida districts and students in every capacity; we are committed to the success of every student in our program.

FLVS Terminology

Specific terms will be used throughout this document to indicate where the accountability lies per Florida Statute.

District of Enrollment

For FLVS Flex, where the student physically attends school, usually a county in Florida, where the parent/guardian has residency and where the student is or would be enrolled. For FLVS Full Time students, the District of Enrollment is FLVS.

District of Residence

This only pertains to students in the FLVS Full Time program. The District of Residence is the district where the parent/guardian has residency and where the student is or would be enrolled. FLVS Full Time students are eligible to participate in specific District of Residence activities which are detailed in subsequent sections.

School of Enrollment

(Public/Charter School Students only)

This is the physical school in Florida where the student is enrolled. For FLVS Flex students, this is the school where the student attends or where the student would attend if enrolled in public school. This term is not used in the context of home education or private school students.

For FLVS Full Time students, the School of Enrollment is one of the two FLVS Full Time schools.
School of Instruction
Primarily used in the context of FLVS Flex, this title indicates which FLVS school taught the student for one or more specific course(s). The School of Instruction for FLVS Flex students is one of the three FLVS Flex schools. The School of Instruction for FLVS Full Time students is the same as the School of Enrollment.

Virtual Learning Lab
Also used in the context of FLVS Flex, this applies to public and private schools that offer online courses taught by FLVS certified instructors in a lab setting at the student’s school of enrollment. The lab course is taken during the regular school day, facilitated by physical school staff, and follows a traditional 180-day school calendar. The FLVS instructor periodically visits the lab in person and supports the lab and student virtually following FLVS policy. Students may also access the course from home as needed.

Blended Learning Center
Only used in the context of FLVS Flex and public/charter school students, this term applies to public districts/schools that offer online courses taught by FLVS certified instructors in a lab setting at the student’s school of enrollment. Blended learning consists of the following components:

- at least in part through online learning, with some element of student control over time, place, path, and/or pace;
- at least in part in a supervised brick-and-mortar location away from home;
- and the modalities along each student’s learning path within a course or subject are connected to provide an integrated learning experience.

The lab course is taken during the regular school day, facilitated by physical school staff, and follows a traditional 180-day school calendar. A certified instructor is provided by the school of enrollment. The FLVS instructor regularly visits the lab in person and supports the lab and student virtually following FLVS policy. Students may also access the course from home as needed.

Field Trip and Extracurricular Activities
FLVS is proud to offer educational opportunities that extend beyond the online classroom with many involving field trips. For full details regarding the field trip policy in addition to relevant documents including our volunteer application form, please visit: Educational and Extracurricular Field Trip Procedures Manual.

Academic Integrity
Student academic integrity is a core value and universal expectation at Florida Virtual School. Detailed information regarding the criminal nature of academic brokering, the policies pertaining to reporting, and the proctored exam process can be found on our website at FLVS Flex - Academic Integrity.

Resubmissions
As part of the FLVS commitment to mastery learning as a process, students who choose to remediate material to gain additional understanding will have the option to re-attempt a formative assessment in their course. Formative assessments in a course may include: worksheets, written compositions, lab reports, short answer paragraphs, essays, book responses, graded discussion board posts, and other assessments that require teacher evaluation of the student’s work. While infrequent situational deviation may occur at an Instructional Leader’s discretion, Florida Virtual School limits the number of total attempts to three on the formative assessments mentioned above. Summative assessment submissions will be limited to one. Exceptions may be made in certain situations if determined appropriate by the Instructional team. Resubmission of coursework must be completed prior to taking the segment exam (grades 6-12).
General Procedures and Policies for Student Progression

The 2018-19 version of the Student Progression Plan incorporates policies and procedures that are defined by Florida Statute. Many of these have overarching applicability to all schools in our district, so they are presented here. Specific school information follows this section.

Application and Acceptance into FLVS Programs

State of Florida provides a variety of school choice options, including programs that give precedent where FLVS may be an option. FLVS is a school of choice for students in the state of Florida. As such, there are compliance requirements depending upon which program is requested. For more information visit FLDOE K-12 Scholarship Programs.

FLVS Flex

FLVS Flex is available to students enrolled in home education programs, district public and charter schools, and private schools in the state. Eligibility is detailed in F.S.1002.455 - Student eligibility for K-12 virtual instruction. Specific details on eligibility can also be found in the specific sections below. Students may enroll in as few as one course, or more depending upon their particular mode of schooling and educational needs.

Application is made by registering online with FLVS. The link for that is www.flvs.net. Request(s) for course(s) follow a process that is determined by the type of student making the request.

- Home Education – the zoned district home education office must verify that the enrolling student is a registered and in good standing Home Education participant. The parent must approve the course request(s) and provide proof that they are still eligible Florida residents.
- Public/Charter School – the certified school counselor at the student’s school of enrollment must confirm that the course request is academically appropriate for the student.
- Private School – the private school must be affiliated with FLVS. The certified school counselor at the private school of enrollment must confirm that the course request is academically appropriate for the student.

Any student who qualifies for FLVS Flex based on the eligibility statute is automatically accepted into the program. Course requests are filled on an as possible basis. In addition to our statute language regarding our high priority students (Low Performing, High Minority and Rural), FLVS also gives priority to graduating seniors for placement with an instructor. Students are asked to provide the preferred starting date in the course and every effort is made to meet that request. Students may start in a course on any day of the year, although some restrictions apply to courses tied to a specific testing date, e.g. AP courses. Students must have easy access to an online computer, either personally or through their school or public library, as most FLVS course work is done online.

FLVS Flex courses require a time and learning commitment throughout a student’s enrollment. As such, students who are enrolled in a public or private traditional school are limited to three simultaneous FLVS Flex course enrollments. Homeschooling students are limited to six simultaneous FLVS Flex course enrollments. FLVS Instructional Leadership maintains ultimate discretion over situational deviation from this policy.

Compulsory School Attendance

All children who have attained the age of 6 years or who will have attained the age of 6 years by February 1 of any school year, or who are older than 6 years of age but who have not attained the age of 16 years, are required to attend school regularly during the entire school term, per F.S.1003.21 - School attendance.

FLVS Full Time

FLVS Full Time is a public school program in the state of Florida. Students enroll in one of three schools – Kindergarten-5 school, 6-8 school, and 9-12 school – instead of enrolling in the zoned school of enrollment. FLVS becomes the district of enrollment and FLVS Full Time is the school of enrollment and instruction for the student. It follows a traditional 180-day calendar with all students observing the same start and end dates for school and a more traditional pace of instruction. To learn more about eligibility and request information or
enroll in either of the FLVS Full Time schools, please visit www.flvs.net/fulltime. Note that there are fixed enrollment times and students will not be accepted once enrollment is closed.

**Student Placement (Flex)**

Student placement into courses in Kindergarten-5 Flex is based upon academic grade level.

Student placement for Flex home education students is determined by the parent, student, FLVS staff, and homeschool office.

Students may be placed to meet graduation requirements, need for acceleration, and/or need for remediation. Students may also take courses in Flex to have access to courses their school does not offer.

For more information please reference F.S.1002.37 - Florida Virtual School.

**Kindergarten Admission (Flex Kindergarten-5)**

Children who have attained the age of 5 years on or before September 1 of the school year are eligible for admission to public Kindergarten during that school year under the rules prescribed by the district school board.

**First Grade Admission (Flex)**

Any child who has attained the age of 6 years on or before September 1 of the school year and who has been enrolled in a public school, or who has attained the age of 6 years on or before September 1 and has satisfactorily completed the requirements for Kindergarten in a private school from which the district school board accepts transfer of academic credit, or who otherwise meets the criteria for admission or transfer in a manner similar or applicable to other grades, shall progress according to the district student progression plan.

**Classroom Transfer Process**

- Each school district must establish a transfer process for parents to request his/her child be transferred to another classroom teacher
- Schools must approve or deny the transfer request within two weeks of receiving it
- Parent does not have the right to choose a specific classroom teacher
- If a request is denied, the school must notify parents and specify the reasons for the denial
- An explanation of the transfer process must be made available in the student handbook or similar publication

**Interstate Compact on Educational Opportunity for Military Children**

The purpose of the F.S.1000.36 - Interstate Compact on Educational Opportunity for Military Children is to remove barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents. Florida is a participating state in the Interstate Compact and observes the policies and procedures prescribed. For complete information on the Interstate Compact and what it provides, visit www.fldoe.org/core/fileparse.php/5423/url/MilitaryFamilies.pdf.

If a student and parent/guardian are living outside of the state of Florida and wish to participate in FLVS, it will be necessary for the student to meet eligibility requirements of and enroll in the home education program in the Florida district where residency is maintained. FLVS Flex will then serve that student as an eligible home education student.
Student Standards for Participation in Interscholastic and Interscholastic Extracurricular Student Activities (Craig Dickinson Act)

Interscholastic extracurricular student activities are an important complement to the academic curriculum. Participation in a comprehensive extracurricular and academic program contributes to student development of the social and intellectual skills necessary to become a well-rounded adult. Please see F.S.1006.15 - Craig Dickinson Act for more details.

Definition of “Extracurricular”

The term "extracurricular" means any school-authorized or education-related activity occurring during or outside the regular instructional school day.

Definition of “Eligible to Participate”

The term “eligible to participate” includes, but is not limited to, a student participating in tryouts, off-season conditioning, summer workouts, preseason conditioning, in-season practice, or contests. The term does not mean that a student must be placed on any specific team for interscholastic or interscholastic extracurricular activities. To be eligible to participate in interscholastic extracurricular student activities.

Eligibility

- In order to participate in interscholastic, extracurricular student activities, a student must maintain a cumulative GPA of 2.0 or above on a 4.0 scale, or its equivalent, in the courses required by statute for high school graduation F.S.1002.3105(5) - ACCEL or F.S.1003.4282 - Requirements for a standard high school diploma.

- A student must fulfill the requirements of an academic performance contract between the student, the district school board, the appropriate governing association, and the student's parents. If the student's cumulative GPA falls below 2.0, or its equivalent, on a 4.0 scale in courses required for high school graduation specified in F.S.1002.3105(5) - ACCEL, or F.S.1003.4282 - Requirements for a standard high school diploma. At a minimum, the contract must require that the student attend summer school, or its grade equivalent, between grades 9 and 10 or grades 10 and 11, as necessary.

- A student must have a cumulative GPA of 2.0 or above on a 4.0 scale, or its equivalent, in the courses required for high school graduation, specified in F.S.1002.3105(5) - ACCEL, or F.S.1003.4282 - Requirements for a standard high school diploma during his/her junior or senior year.

- Maintain satisfactory conduct, including adherence to appropriate dress and other codes of student conduct policies described in F.S.1006.07 - District school board duties relating to student discipline and school safety. If a student is convicted of, or is found to have committed, a felony or a delinquent act that would have been a felony if committed by an adult, regardless of whether adjudication is withheld, the student’s participation in interscholastic extracurricular activities is contingent upon established and published district school board policy.

- Any student who is exempt from attending a full school day based on rules adopted by the district school board for double sessions or programs, experimental schools, or schools operating under emergency conditions, must maintain a 2.0 GPA, or its equivalent, on a 4.0 scale and pass each class.

Home Education Student Eligibility

- A home education student is eligible to participate in the interscholastic extracurricular activities at the public school that he/she would be assigned to attend based on a district's attendance area policies or may develop an agreement to participate at a private school provided the following conditions are met:
  - The student must meet the requirements of the home education program described in F.S.1002.41 - Home education programs.

- During the period of participation, the home education student must demonstrate educational progress in all subjects taken in the home education program by a method of evaluation agreed upon by the parent and the school principal, which may include:
• Review of the student’s work by a certified teacher chosen by the parent.
• Grades earned through correspondence.
• Grades earned in courses taken at a community college, university, or trade school
• Standardized test scores above the 35th percentile, or any other method in F.S.1002.41 - Home education programs.
• The student must meet the same residency requirements as other students in the school at which he/she participates.
• The student must meet the same standards of acceptance, behavior, and performance as required of other students in extracurricular activities.
• A home education program student, charter school student, or an FLVS student must register his/her intent to participate in an interscholastic extracurricular activity before participating in the activity, opposed to prior to the season beginning.
• A student who transfers from a home education program to a public school before or during the first grading period of the school year is academically eligible to participate in interscholastic extracurricular activities during the first grading period provided the student has a successful evaluation from the previous year.
• Any public school or nonpublic school student who has been unable to maintain academic eligibility for participation in interscholastic extracurricular activities is ineligible to participate as a home education student until the student has successfully completed one grading period in home education, fulfilling the requirements for interscholastic extracurricular eligibility, F.S.1006.15 - Craig Dickinson Act, to become eligible to participate as a home education student.

Student Athlete Eligibility

• Defines “eligible to participate” to include student participating in tryouts, off-season conditioning, summer workouts, preseason conditioning, in-season practice, or contests. Term does not mean student must be placed on any specific team.
• Technical changes to homeschool, charter school, and Florida Virtual School Full Time student participation. F.S.1002.31 - Controlled open enrollment; Public school parental choice.
• Prohibits districts or charter schools from delaying eligibility or prevent student participating in controlled open enrollment, or a choice program, from being immediately eligible to participate in extracurricular activities.
• Student may not participate in a sport if they participated in same sport at another school during that year, unless they meet one of the following criteria:
  a. Dependent children of active duty military personnel whose move resulted from military orders
  b. Children in foster care that were relocated
  c. Court-ordered change in custody due to separation, divorce, or serious illness or death of custodial parent

School Specific Requirements for Participation

A student attending FLVS Full Time is eligible to participate at the public school to which the student would be assigned according to the school district attendance area policies, provided:

• The student meets the student eligibility criteria as specified in state statute F.S.1002.455 - Student eligibility for K-12 virtual instruction;
• Meets any additional requirements as determined by the Board of Trustees of the Florida Virtual School;
• The student meets the same residency requirements as other students in the school at which he/she participates;
• The student meets the same standards of acceptance, behavior, and performance as required of other students in extracurricular activities;
• A home education program student, charter school student, or an FLVS student must register his/her intent to participate in an interscholastic extracurricular activity before participating in the activity.
A student who transfers from Florida Virtual School Full Time to a traditional public school before or during the first grading period of the school year is academically eligible to participate in interscholastic extracurricular activities during the first grading period if the student has a successful evaluation from the previous school year pursuant to paragraph (a) (see Policy 16.3.5.3 Transfers).

A public school or private school student who has been unable to maintain academic eligibility for participation in interscholastic extracurricular activities is ineligible to participate in such activities as a Florida Virtual School student until the student successfully completes one grading period in the Florida Virtual School pursuant to paragraph (a) (see Policy 16.3.5.1 Requirements for Participation).

- The student complies with all FHSAA regulations, including eligibility requirements regarding age and limits of eligibility, and local school regulations during the time of participation;
- The student provides proof of basic medical insurance coverage and both independently secured catastrophic insurance coverage and liability insurance coverage which names the FHSAA as an insured party in the event the school’s insurance provider does not extend coverage to students attending FLVS Full Time;
- The student provides his/her own transportation to and from the public school; and
- The student provides to public school authorities all required forms and provisions.

Ineligibility

A student who withdraws from a regular school program to establish school residence at FLVS Full Time and who is ineligible at the time of withdrawal from the regular school program due to his/her failure to meet academic or behavioral eligibility standards shall be ineligible to compete in interscholastic athletic competition under the provisions of Requirements for Participation until he/she has successfully completed one full semester (see Bylaws of FHSAA) and has met all other eligibility requirements of this association. In determining the academic eligibility of a student who withdraws from a regular school program prior to the normal conclusion of the current semester and subsequently establishes school residence at FLVS Full Time, the grades as posted in each subject for that student on the date of his/her withdrawal from the regular school program shall be used.

Transfers

A student who, is a Full Time student at the beginning of the academic/athletic year transfers from FLVS Full Time to a member school, transfers from any school to FLVS Full Time, transfers from/to FLVS Full Time to/from a different Florida Virtual Education program (i.e. Florida Virtual School Flex, a District Virtual Instruction Program, a District Franchise of FLVS, a Virtual Charter School, etc.) or transfers from/to FLVS Full Time to/from home education, is considered a transfer student and is subject to the provisions of this statute.

For specifics related to this statute, visit F.S.1006.15 - Craig Dickinson Act.

Exception for Transfer from FLVS Full Time to a Member School

An FLVS Full Time student who meets the Requirements of Participation and is representing a member public school as an FLVS Full Time student, and then subsequently transfers to that same member public school shall be eligible on the sixth school day of attendance at the member school, provided all other eligibility requirements are met.

Transfer from a School to FLVS Full Time

A student who transfers from any school to FLVS Full Time and does not meet one of the exceptions in Bylaws of FHSAA will be ineligible to represent the public member school in interscholastic competition.

Exception for Transfer from a School to FLVS Full Time

A student who currently attends a member public school and subsequently meets the Requirements of Participation and transfers to FLVS Full Time, wishing to participate for the that same member public school shall be eligible on the sixth school day of attendance at the alternative/special school, provided all other eligibility requirements are met.

Transfer from/to FLVS Full Time to/from a Different Florida Virtual Education Program

A student who transfers from/to FLVS Full Time to/from a different Florida Virtual Education program (i.e. Florida
Virtual School Flex, a District Virtual Instruction Program, a District Franchise of FLVS, a Virtual Charter School, etc.) and does not meet one of the exceptions in Bylaws of FHSAA will be ineligible to represent the member school in interscholastic competition.

Exception for Transfer from/to FLVS Full Time to/from a Different Florida Virtual Education Program

An FLVS Full Time student who meets the requirements of Policy 16.3.5.1 and is representing a member public school as an FLVS Full Time student and then subsequently transfers to a different Florida Virtual Education program or a student representing a public member school as a different Florida Virtual Education program student and then subsequently transfers to FLVS Full Time and wishing to represent that same member public school shall be eligible on the sixth school day of attendance at the member school, provided all other eligibility requirements are met.

Transfer from/to FLVS Full Time to/from Home Education

A student who transfers from/to FLVS Full Time to/from home education and does not meet one of the exceptions in Bylaws of FHSAA will be ineligible to represent the member school in interscholastic competition.

Exception for Transfer from/to FLVS Full Time to/from Home Education

An FLVS Full Time student who meets the Requirements of Participation and is representing a member public school as an FLVS Full Time student and then subsequently transfers to home education or a student representing a public member school as a home education student and then subsequently transfers to FLVS Full Time and wishing to represent that same member public school shall be eligible on the sixth school day of attendance at the member school, provided all other eligibility requirements are met.

Students may not be enrolled full-time in public or private school in another state and enrolled in Florida public education/FLVS.

Physical Education; Assessment

It is the responsibility of each school district school board to develop a physical education program that stresses physical fitness and encourages healthful, active lifestyles and to encourage all students in prekindergarten through grade 12 to participate in physical education. Physical education shall consist of physical activities of at least a moderate intensity level and for a duration sufficient to provide a significant health benefit to students, subject to the differing capabilities of students. All physical education programs and curricula must be reviewed by a certified physical education instructor.

Each district school board shall adopt a written physical education policy that details the school district’s physical education program, the expected program outcomes, the benefits of physical education, and the availability of one-on-one counseling concerning the benefits of physical education. The FLVS policy can be found in the Student and Parent Handbook.

Each district school board shall provide 150 minutes of physical education each week for students in Kindergarten through grade 5. The equivalent of one class period per day of physical education for one semester of each year is required for students enrolled in grades 6-8. One PE credit, which shall include integration of health, must be earned in grades 9-12 to meet high school graduation requirements. For the complete statute language, visit F.S.1003.455 - Physical education; assessment. Parents are encouraged to fill out the PE waiver, if they choose to waive this requirement.

FLVS Full Time students - Public School Student Progression; Remedial Instruction; Reporting Requirements

1008.25 Public School Student Progression; Remedial Instruction; Reporting Requirements

It is the intent of the Legislature that each student’s progression from one grade to another be determined, in part,
upon proficiency in English language arts, social studies, science, and mathematics; that district school board policies facilitate such proficiency; and that each student and his/her parent be informed of that student’s academic progress. All FLVS students (excluding home education and private school students) are responsible for taking all Florida High Stakes Assessments to measure progress and satisfying graduation requirements. For more details see F.S.1008.25 - Public school student progression; student support; reporting requirements.

Note: For FLVS Flex students, progression at FLVS is measured within the context of the course(s) taken at FLVS. The district and school of enrollment determine all other progress of the student based on the information contained below.

**Comprehensive Program**

Students must meet specific, published standards approved by the State Board of Education before progression is achieved. Failure to meet standards will result in remediation and/or retention.

**Allocation of Resources**

Schools must allocate resources for students who fail to progress, prioritizing students who will be retained if progress is not achieved.

**Assessment and Support**

Each student must participate in the statewide, standardized assessment program required by F.S.1008.22 - Student assessment program for public schools. All FLVS Full Time students are required to participate in all state-mandated testing. The tests are administered at the student’s zoned School of Enrollment or other approved designated testing location per Florida Statute and the student is responsible for all transportation and other requirements related to attending the testing. Each student who does not achieve a Level 3 or above on the statewide, standardized English Language Arts assessment, standardized mathematics assessment, and/or the Algebra I EOC assessment must be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student’s performance. Students who require support will receive diagnostic testing to identify and measure deficiencies prior to support occurring. Additional diagnostics will be used to measure progress while being remediated. This monitoring plan will be created in conjunction with the student and parent. A student who is not meeting the school district or state requirements for satisfactory performance in English Language Arts and mathematics must be covered by one of the following plans:

- A federally required student plan such as an individual education plan;
- A schoolwide system of progress monitoring for all students, except a student who scores Level 4 or above on the English Language Arts and mathematics assessments may be exempted from participation by the principal; or
- Students may be required to participate in district benchmark assessments depending on school of enrollment and grade level.
- An individualized progress monitoring plan.

**Elimination of Social Promotion**

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. There are instances where a student may not be retained, or may receive a waiver, even if not reading at grade level. See F.S. 1008.25 Public school student progression; student support; reporting requirements.

**Annual Report**

Each district school board must annually report to the parent of each student the progress of the student toward achieving state and district expectations for proficiency in reading, writing, science, and mathematics. District results must also be published in the local newspaper and on the district website.

**Attending an FLVS School – State Requirements**

FLVS is a public school. As such, it must adhere to the Florida Statutes that guide public school instruction. Although we serve all students in the state, our funding is provided by public tax dollars and we are required to
comply with the Florida Department of Education policies. Regardless of whether you are attending the FLVS Flex program or the FLVS Full Time program, Florida laws and policies must be honored. The statutes identified below are incorporated into all FLVS programs. Compliance will be dictated by the district and school of enrollment.

**Florida Standards**

FLVS is required to teach, and students are required to meet, state curriculum standards as defined by the FLDOE. Florida State Standards establish the core content of the curricula to be taught in the state and specify the core content knowledge and skills that Kindergarten through 12th grade public school students are expected to acquire. Standards must be rigorous and relevant and provide for the logical, sequential progression of core curricular content that incrementally increases a student’s core content knowledge and skills over time. Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills. The standards must include distinct grade-level expectations for the core content knowledge and skills that a student is expected to have acquired by each individual grade level from Kindergarten through grade 8. The standards for grades 9 through 12 may be organized by grade clusters of more than one grade level except as otherwise provided for visual and performing arts, physical education, health, and foreign language standards. To access the complete statute, visit [F.S.1003.41 - Next Generation Sunshine State Standards](http://www.florside.gov/education/curriculum/standards/index.aspx).

**Statewide Assessment Program**

Students attending FLVS are subject to the statewide assessment program based upon the status of their school of enrollment. FLVS does not administer any statewide assessments as part of the Flex program but public school students receiving part-time instruction by Florida Virtual School in courses requiring statewide end-of-course assessments must take all statewide end-of-course assessments required pursuant to s. 1008.22. Students are expected to adhere to the policy of their local district or private school. Home education students who desire to take and use statewide assessments as their annual education evaluation must request that testing through the Home Education office at their district of residence. Full Time program students must take all mandatory statewide assessments.

F.S.1008.22 - Student assessment program for public schools states that testing is mandatory for all students in attendance at a Florida public school.

See each school section for specifics on testing by school grade level.

**Students who are Hospital/Homebound through Their Home District**

All FLVS students have remote access to curriculum, assessments, and instructors. Students who are hospitalized or homebound may have additional opportunities for flexibility in scheduling and completion of assignments per their district approval. Please refer to the Flex ESE Manager for specific questions/concerns.

**Exceptional Student Education (ESE)**

Our goal is to provide an exemplary educational experience for all students. FLVS is a school of choice and should be considered only if the online educational delivery context is the most appropriate choice based on the unique needs of the student. Students should meet the profile for success set forth by FLVS. All students are required to follow the instructional policies enforced at FLVS and must agree to such upon registration.

If a student has a disability or impairment, this should be indicated when prompted during registration at FLVS. Parents/guardians are responsible for providing FLVS a copy of the student’s most current individual educational plan (IEP) or Section 504 Plan. These documents should be submitted directly to FLVS by the parent/guardian. Directions to submit these documents are provided during registration and can be viewed at any time.

All students at FLVS have access to many accommodations that naturally occur in the virtual setting. In addition, FLVS may be able to provide additional accommodations per a student’s IEP or 504 Plan if the accommodation(s) is/are applicable to the online educational environment. Please note that some accommodations may not be possible to implement in the online educational setting.

Students with disabilities or impairments enrolled in FLVS Flex must work with their [district of enrollment](http://www.florside.gov/find-a-district) to receive any necessary ESE services, related services, evaluations, annual reviews, re-evaluations, and initial
eligibility determinations.

Students/families are encouraged to communicate regularly with their teachers at FLVS Flex to determine whether the virtual educational environment can appropriately meet the needs of the student. FLVS Flex offers a grace period for families to determine if the online environment is an appropriate fit. Please be sure to discuss the limitations of this grace period with your FLVS teacher immediately upon enrollment in FLVS Flex.

**English Language Learner (ELL)**

FLVS Flex is a supplementary program for the majority of students that seek FLVS educational services. ELL students should receive all primary ELL services from their district of record because FLVS Flex does not provide translation services for students to complete DBAs or other exams. The FLVS Flex instructional model provides additional time, native language to English dictionary for coursework and exams, online translation tools, rubrics, alternative instruction, small group/one-to-one, verbal information with visual presentation, peer tutoring, word work, review and repetition, activating prior knowledge, charts/diagram/models and labeling activities, etc. The verbal exam (DBA) is required as part of all courses, so our courses may not be the best fit for non-English speaking students (ELL Level 1). At this time, FLVS does not have a class or program that helps students to learn the English Language.

**Digital Materials**

Each district school board, in consultation with the district school superintendent, shall make available digital materials, CAPE Digital Tool certificates, and CAPE industry certifications for students in prekindergarten through grade 12 in order to enable students to attain digital skills and accelerate their education. CAPE Digital Tool certificates and CAPE industry certifications may be integrated into subject area curricula, offered as a separate course, made available through open-access options, or deployed through online or digital computer applications. FLVS will be an option for students to obtain these certificates and certifications where offered (F.S.1003.4203 - Digital materials, CAPE Digital Tool certificates, and technical assistance).
FLVS Flex Program Progression Plan

NOTE: The following information pertains to students taking classes in FLVS Flex. Information for students enrolled or interested in FLVS Full Time is below. If you are not sure which program would be best for you, please call 800.374.1430 for more information.

FLVS Flex Elementary Program

Florida Virtual School may provide full-time or part-time instruction for students in Kindergarten through grade 12. All Florida students are eligible to receive virtual instruction in Kindergarten through grade 5. For more information, please visit F.S.1002.455 - Student eligibility for K-12 virtual instruction. See Attending an FLVS School – State Requirements to review eligibility rules for virtual education. This applies to all Home Education students as well. Home Education students attending the FLVS Flex Kindergarten-5 school are not considered public school students for purposes of eligibility.

- FLVS Flex Elementary Option #1 – students will take multiple courses with a group of classmates and one core teacher. This option follows a traditional school calendar with a weekly planner. This option starts in August and ends in May. Students are required to attend teacher-directed instruction with morning Class Time on Tuesdays and Thursdays.

- FLVS Flex Elementary Option #2 – students sign up for individual elementary courses. Students start and finish any time during the year with rolling enrollment. Students can follow a customized pace chart created with a teacher. Participation in teacher-directed instruction with Class Time is optional.

Maximum Course Load

Public school elementary students must work through their certified school counselor when requesting courses to ensure they are academically appropriate. Students are able to take six individual courses per segment or 12 individual courses per school year. See your physical school certified school counselor for more information.

Mandatory Completion Date

Students may be required to work on courses and complete at a more traditional pace. This will be determined by the student’s School of Enrollment when the course request is verified.

FLVS Flex 6-8 Programs

We are proud to offer both FLVS Flex 6-8 (grades 6-8) and FLVS Home Education programs (grades 6–8) to students

FLVS Flex (Public and Private School students)

FLVS Flex is a part-time program that supports the need for students enrolled in another district or private school in Florida to accelerate, remediate, resolve a schedule conflict, and/or access curriculum not offered in their district/school of enrollment. Students need the advisement and confirmation from the certified school counselor at their enrolled school to take academically appropriate classes part time at FLVS. Note that parental/guardian involvement is expected and required to participate in FLVS courses.

Home Education Program

Students in this program are considered “Home Education” students. Students must register as Home Education students with their resident school district and be in good standing. There are no other eligibility requirements to participate and students are not required to take the FSA, FCAT, or complete any state-mandated end-of-course assessments or meet graduation requirements for high school students. Note: Many home education students do plan to eventually switch to public school in order to graduate with a diploma. If that is a consideration, students should be meeting graduation requirements which include passing certain state-mandated exams. The Home Education office in the student’s District of Enrollment can provide further information on this. Home education students are not eligible to receive a diploma from FLVS or receive any other services that may be provided to public school students. Students may follow a standard school calendar or work at a pace appropriate to their goals and learning. Students may enroll in courses that are academically appropriate for their desired educational path.
Initial Entry Requirements

FLVS Flex is a public school program providing middle school curriculum to children of Florida residents at no additional taxpayer expense. Florida law provides FLVS as a school choice option for parents and students. If the course is appropriate for the student, the school or district may not deny access to the FLVS course. This is true even if the course is offered at the student’s traditional school. Further information on this may be found on the FLDOE website, Florida Virtual School. Students may enroll by going to www.flvs.net.

Geographic Limitations

Students shall be considered Florida students and thus qualify for free access to FLVS courses 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) or the child of a parent stationed at a military base outside of Florida but still maintains Florida residency.

Age Limitations

FLVS Flex will enroll students through age 19. The student’s age on the date of the course enrollment may not be older than 19. For the purposes of this policy, “date of course enrollment” refers to the date on which a complete registration or course request for the course segment is made.

Students must complete all coursework, including final exam, before their 21st birthday.

A student who has been identified under Rule: 6A-6.03011 - Exceptional Student Education Eligibility for Students with Intellectual Disabilities through Rule: 6A-6.0361 - Contractual Agreements With Nonpublic Schools and Residential Facilities, has an Individual Educational Plan (IEP) in place and has not earned a standard diploma will remain eligible for educational services through the end of the school year in which they become 22 years old. FLVS will provide access of a student’s records to the parent of any student who is enrolled in our program after the student turns 18 years of age. Students 18 years of age or older may submit a formal request specifically directing FLVS to restrict his/her parent’s access. Should a student choose to invoke that right, the parent would then need to provide their tax return evidencing the student is a current dependent to gain access back to the student’s records.

Required Documents

Students enroll and request courses online. Parents of Home Education students must verify for each enrollment that their student is registered with the home education office in the county in which they reside. This parent verification is online and occurs during the course registration process for each enrollment. School counselor consent for the course request(s) are the only requirement for FLVS Flex public/charter/private school students. Note that parental/guardian involvement is expected and required to participate in FLVS courses. FLVS does also request the student’s social security number to ensure unique identification. Please note that some agencies, for example Florida Bright Futures, require this number to apply for scholarships. FLVS uses all possible safeguards to ensure this number is secure, including encryption in our database and masking to only display the last four digits.

Other Documentation

You may need to provide additional documentation if any of the following circumstances apply:

- **Student Number Identifier, Florida**: If your child previously attended a Florida public school or is attending public school now (besides FLVS), we are required to use the same number for our state data reporting.
- **Custody order**: If your legal guardianship is determined by a court order, please submit a copy of the order. This will ensure that proper contact is maintained, as FLVS does require that each instructor speak with the parent or guardian as often as necessary.
o **IEP or 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/504 Plan must be submitted directly to FLVS by the student/family.

o **Military orders:** If you are enrolling your student under the exception for children of U.S. Armed Forces, families must maintain Florida residency or provide appropriate military documentation, if requested.

### Statewide Comprehensive Assessment Program

**S. 1008.22 Statewide Comprehensive Assessment Program**

Students attending FLVS Flex are subject to the statewide assessment program based upon the status of their school of enrollment. FLVS does not administer any statewide assessments as part of the Flex program. Students are expected to adhere to the policy of their local district or private school with regard to testing. Home education students who desire to take and use statewide assessments as their annual education evaluation must request that testing through the home education office in their district of residence.

### End-of-Course Assessments (EOC)

EOC assessments must be rigorous, statewide, standardized, and developed or approved by the Florida Department of Education. The content knowledge and skills assessed by EOC assessments must be aligned to the core curricular content established in the Florida Standards. Students enrolled in Civics, Algebra 1, Geometry, US History, or Biology 1 or an equivalent course with a statewide, standardized EOC assessment are required to take the specific EOC assessment at their school of enrollment or at a location agreed upon by their zoned district and FLVS.

### Grading Scale Kindergarten – Grade 8

The grading system and interpretation of letter grades used to measure student success for students in Kindergarten – Grade 8 shall be as follows:

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

**Elementary Special Areas:**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>70-100</td>
<td>S</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>69-60</td>
<td>N</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>59 and below</td>
<td>U</td>
<td>Unsatisfactory</td>
</tr>
</tbody>
</table>
Grading Scale 9-12

The grading system and interpretation of letter grades used to measure student success for students in public schools shall be as follows:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
<th>Value</th>
<th>Definition</th>
<th>Regular Weight</th>
<th>Honors Credit Weight</th>
<th>AP/Dual Enrollment Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A</td>
<td>4</td>
<td>Outstanding Progress</td>
<td>1</td>
<td>1.5</td>
<td>2</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
<td>3</td>
<td>Above Average Progress</td>
<td>1</td>
<td>1.5</td>
<td>2</td>
</tr>
<tr>
<td>70-79</td>
<td>C</td>
<td>2</td>
<td>Average Progress</td>
<td>1</td>
<td>1.5</td>
<td>2</td>
</tr>
<tr>
<td>60-69</td>
<td>D</td>
<td>1</td>
<td>Lowest Acceptable Progress</td>
<td>1</td>
<td>1.5</td>
<td>2</td>
</tr>
<tr>
<td>0-59</td>
<td>F</td>
<td>0</td>
<td>Failure</td>
<td>1</td>
<td>1.5</td>
<td>2</td>
</tr>
</tbody>
</table>

*NOTE – do we want to include weights since each district may be different.

Weighted Grading System

Middle school courses factor into the student’s Grade Point Average using the same standards as high school courses. There are no weighted courses in middle school.

Students accelerating and taking a high school honors course while in middle school will receive honors credit (1.5 weighting) on their high school GPA calculation when they enter high school.

Note: A high school transcript is initiated upon the first completion of a high school course regardless of the student’s “official” grade.

Curriculum – Flex Program

To see the curriculum available through FLVS Flex, please visit FLVS Flex Courses.

Digital Materials

F.S. 1003.4203 Digital materials

Each district school board, in consultation with the district school superintendent, shall make available digital materials, CAPE Digital Tool certificates, and CAPE industry certifications for students in prekindergarten through grade 12 in order to enable students to attain digital skills. The digital materials, CAPE Digital Tool certificates, and CAPE industry certifications may be integrated into subject area curricula, offered as a separate course, made available through open-access options, or deployed through online or digital computer applications, subject to available funding.

FLVS Flex Instructional Policies

Student/Parent/Teacher Communication

It is the policy of FLVS Flex that students and parents complete a Welcome Call with the instructor of every enrolled course in the first several days of enrollment. Instructors will call and email, using the information provided by students and parents at registration, to attempt to complete this communication. A student’s enrollment will not be permitted to remain active if the student and parent do not complete a course Welcome Call with the instructor.
Instructors will also contact students and parents as often as necessary to provide an update on student course progress and grade. A student’s enrollment will not be permitted to remain active if the student and parent do not return an instructor’s contact attempts.

Monday-Friday: Instructors will provide assignment feedback and assignments grades within 48 hours of an assignment’s submission. Instructors will return written and phone contact from students and parents within 24 hours.

Course Progress

Standard semester pace in most FLVS courses is 18 weeks to complete; while some courses may have a different standard pace, every course has its own unique pace chart to guide students and parents to success in the course. Students whose enrollment in their course segment exceeds an appropriate and agreed upon pace for learning and retaining course material (as determined by the course pace chart and instructor) will be contacted and offered help. Students who do not respond to teacher-led interventions by regularly submitting course assessments, as indicated through those interventions, will be withdrawn. Instructional Leadership may exercise discretion in varying from this policy in certain student situations and as needed in courses associated with state or AP assessments.

Withdrawals during the first 14 days of a course enrollment will result in a grade of W on a student’s transcript. Withdrawals are processed as WP for students who are earning a passing grade (59.5% or above, overall) at the time of withdrawal and as WF for students who are earning a failing grade (59.4% or below, overall) at the time of withdrawal. All final grades and withdrawals are sent to the student’s school of record.

Mandatory Final Exam Policy – FLVS Students Grades 6-12

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 FLVS courses in order to be eligible for course credit.

FLVS may, at its discretion, require a proctored segment exam for any student on a situational basis. Academic Integrity proctored exams must be successfully passed (grade of 59.5% or higher) in order for a student to be eligible for course credit.

Discussion-based Assessments (DBA)

As a means of ensuring comprehension and integrity, each course contains built-in assignments that are designated to be completed verbally, during a discussion between a teacher and student. A student who does not complete and pass the discussion-based assessments in his/her course is ineligible for course credit.

Collaboration Assessments

To foster 21st Century Skills and build real-world competencies, FLVS courses contain opportunities for collaboration in learning with peers. While completing a collaboration, assessment is not a requirement for earning completion credit for an FLVS course, it is highly recommended that all students complete these assessments. Grades are assigned for participation in collaborations, and opting to forgo a collaboration opportunity may result in a 0 percent grade being issued for that assignment.

Advanced / Honors Assessments

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

Advanced Placement (AP) Course Policy

Students entering high school grades 9-12 have access to Advanced Placement courses that may result in earning college credit for high school coursework. These courses are used to calculate overall Grade Point Average (GPA) and typically count extra in the calculation. These courses are also available at no charge to Florida public school students, whereas they may have a tuition cost if taken in college. (S.
A passing grade in the course will be accepted for high school credit. Students are not required to take the Advanced Placement Exam prior to receiving credit for the course; they may receive half credit at the end of each semester. However, students enrolled in a traditional school while taking an AP course with FLVS should reference their school district’s policies related to credit weighting and exam requirements to determine how their grade will be weighted by their school district. Postsecondary institutions determine college credit awarded based on the AP Exam score earned. FLVS strongly encourages students who take AP courses to sit for the course AP Exam in May. Students shall be exempt from payment of any fees or costs associated with AP Exam participation, with the following two exceptions: students who incur late registration fees will be responsible for fee payment, and non-military family students who take the test outside the United States will be responsible for registration costs.

**Seat Time Policy**

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

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

**Students who are Hospital/Homebound through Their Home District**

All FLVS VIP students may have remote access to curriculum, assessments, and instructors. Students who are hospitalized or homebound may have additional opportunities for flexibility in scheduling and completion of assignments per their district approval.

**FLVS Full Time Program Progression Plan**

NOTE: The following information pertains to students taking classes in FLVS Full Time. If you are not sure which program would be best for you, please call 800.374.1430 for more information.

In the absence of language to the contrary, FLVS Full Time adopts the requirements specified in statute for the operation of this program. Students are expected to meet the progression standards of the state and FLVS Full Time provides the prescribed testing, intervention, and reporting as required.

**English Language Learners (ELLs)**

**F.S. 1003.56 English language instruction for limited English proficient students**

Where the school has limited English proficient students, the identification and instruction shall be appropriately designed to develop the student’s mastery of the four language skills, including listening, speaking, reading, and writing, as rapidly as possible based on the student’s English proficiency level.

ELL students are placed with ESOL endorsed / certified teachers.

For more details on ELL instruction requirements, visit **F.S. 1003.56 English language instruction for limited English proficient students**.

Note: Refer to **Rule 6A-6.090, F.A.C. Exemptions Provided to English Language Learners**.
Transfer of Student Credits

There are three options for requesting and being granted credit by FLVS Full Time for coursework completed in a different school setting, all of which follow F.A.C. 6A-1.09941 State Uniform Transfer of Students in Middle Grades and High School and F.A.C. 6A-1.09942 as outlined below:

1. Credits and grades earned and offered for acceptance at FLVS Full Time shall be based on official transcripts and shall be accepted at face value and may be subject to validation at the school’s discretion. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, credits may be validated through performance during the first grading period as outlined in #2, below.

2. Validation of credits shall be based on performance in classes at FLVS Full Time. A student transferring into FLVS Full Time will be placed at the appropriate sequential course level based on the student’s academic documents submitted when transferring into FLVS, and the student should have a minimum grade point average of 2.0 at the end of the first semester. Students who meet this requirement will have their transfer credits validated. Students who do not meet this requirement will have credits validated using the Alternative Validation Procedure, as outlined in #3, below.

3. If validation based on performance as described above is not satisfactory (student does not have a 2.0 at the end of the first semester), then any one or more of the following alternative procedures may be used for validation purposes as determined by the teacher, principal, and parent:
   a. Portfolio evaluation by the superintendent or designee;
   b. Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
   c. Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools;
   d. Demonstrated proficiencies on nationally-normed standardized subject area assessments;
   e. Demonstrated proficiencies on the FSA;
   f. Written review by FLVS of the criteria utilized for a given subject provided by the former school.

Students must be provided at least 90 days from date of transfer to prepare for assessments outlined in paragraphs (3)(d) and (e), if required.

Required Instruction

F.S. 1003.42 Required instruction.

FLVS Full Time shall provide all courses required for elementary grades promotion, middle grades promotion, high school graduation, and appropriate instruction designed to ensure that students meet State Board of Education adopted standards (Florida Standards) in the following subject areas: reading and other English language arts, mathematics, science, social studies, foreign languages, health and physical education, and the arts.

Report Cards

F.S. 1003.33 Report cards; end-of-the-year status.

FLVS requires the regular issuance of student report cards (also called Progress Reports) for all elementary, middle, and high school students. These report cards clearly depict and grade:

- The student’s academic performance in each class or course in Kindergarten through 12 based on examinations, written papers, class participation, and other academic performance criteria. It includes the student’s level of mastery of the standards at his/her grade level.
- The student’s conduct and/or behavior; and
- The student’s attendance, including absences and tardiness. Note: in a virtual environment, this element may be interpreted differently, and tardiness may be considered not applicable. See the Policy Handbook for the specific FLVS school for complete details.

End-of-Year Status Statement

The final report card for a school year shall contain a statement indicating end-of-the-year status regarding performance or nonperformance at grade level, acceptable or unacceptable behavior and attendance, and
promotion or non-promotion.

Schools shall not exempt students from academic performance requirements, such as final exams, based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement.

Public School Student Progression; Remedial Instruction; Reporting Requirements

F.S. 1008.25 Public school student progression; student support; reporting requirements.

Note: This section only pertains to FLVS Full Time public students where it discusses progression from one grade to the next. FLVS is only responsible for progress monitoring students in FLVS Full Time who fail to achieve required progress as measured by state-mandated testing. For FLVS Flex students, progression is measured within the context of a single course. All FLVS students (excluding home education and private school students) are responsible for taking all Florida Statewide Comprehensive Assessments to measure progress and satisfy graduation requirements.

It is the intent of the Legislature that each student’s progression from one grade to another be determined, in part, upon proficiency in English language arts, social studies, science, and mathematics; that district school board policies facilitate such proficiency; and that each student and his/her parent be informed of that student’s academic progress. All FLVS students (excluding home education and private school students) are responsible for taking all Florida High Stakes Assessments to measure progress and satisfying graduation requirements.

Note: For FLVS Flex students, progression at FLVS is measured within the context of the course(s) taken at FLVS. The district and school of enrollment determine all other progress of the student based on the information contained below.

Comprehensive Program

Students must meet specific, published standards approved by the State Board of Education before promotion is achieved. Failure to meet standards will result in remediation and/or retention.

Students are promoted to the next grade based on the following:

- Grades K-2 and 4-5: Successful completion of grade level
- Grade 3: Successful completion of grade level and passing 3rd grade ELA FSA
- Grades 6-8: Successful completion of core courses
- Grades 9-12: Credits earned:
  - Promotion to 10th grade: 6 earned credits
  - Promotion to 11th grade: 12 earned credits
  - Promotion to 12th grade: 18 earned credits

Allocation of Resources

Schools must allocate resources for students who fail to progress, prioritizing students who will be retained if progress is not achieved.

Assessment and Support

Each student must participate in the statewide, standardized assessment program required by F.S. 1008.22 Student assessment program for public schools. All FLVS Full Time Public students are required to participate in all state-mandated testing. The tests are administered at the student’s zoned School of Enrollment or other approved designated testing location per Florida Statute and the student is responsible for all transportation and other requirements related to attending the testing. Each student who does not achieve a Level 3 or above on the statewide, standardized English Language Arts assessment, standardized mathematics assessment, or the Algebra I EOC assessment must be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student’s performance. Students who require support will receive diagnostic testing to identify and measure deficiencies prior to support occurring. Additional diagnostics will be used to measure progress while being remediated. This monitoring plan will be created in conjunction with the student and parent. A student who is not meeting the school district or state
requirements for satisfactory performance in English Language Arts and mathematics must be covered by one of the following plans:

- A federally required student plan such as an individual education plan;
- A schoolwide system of progress monitoring for all students, except a student who scores Level 4 or above on the English Language Arts and mathematics assessments may be exempted from participation by the principal; or
- An individualized progress monitoring plan.

**Reading Deficiency and Parental Notification**

Any FLVS Full Time Elementary student in Kindergarten through grade 3 who exhibits a substantial deficiency in reading based upon screening, diagnostic, progress monitoring, or assessment data; statewide assessments; or teacher observations must be provided intensive, explicit, systematic, and multisensory reading interventions immediately following the identification of the reading deficiency. FLVS will not wait for a student to receive a failing grade at the end of a grading period to identify the student as having a substantial reading deficiency and initiate intensive reading interventions. The student’s reading proficiency will be monitored and the intensive interventions must continue until the student demonstrates grade level proficiency, which may include achieving a Level 3 on the statewide, standardized English Language Arts assessment for grade 3 students.

To be promoted to grade 4, a student must score a Level 2 or higher on the statewide, standardized English Language Arts assessment required under s. 1008.22 for grade 3. If a student’s reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring Level 2 or higher on the statewide, standardized assessment required under s. 1008.22 for grade 3, the student must be retained.

**Notification**

The parent of any student who exhibits a substantial deficiency in reading, as described above, is notified via primary email on file of the following:

- That his/her child has been identified as having a substantial deficiency in reading, including a description and explanation, in terms understandable to the parent, of the exact nature of the student’s difficulty in learning and lack of achievement in reading.
- A description of the current services that are provided to the child.
- A description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.
- That if the child’s reading deficiency is not remediated by the end of grade 3, the child must be retained unless he/she is exempt from mandatory retention for good cause.
- Strategies, including multisensory strategies, through a read-at-home plan the parent can use in helping his/her child succeed in reading.
- That the statewide, standardized English Language Arts assessment is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion.
- The specific criteria and policies of FLVS for a portfolio as provided in subparagraph (6)(b)4. and the evidence required for a student to demonstrate mastery of Florida’s academic standards for English Language Arts. A parent of a student in grade 3 who is identified anytime during the year as being at risk of retention may request that the school immediately begin collecting evidence for a portfolio.
- The criteria and policies of FLVS for midyear promotion. Midyear promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level.

**Elimination of Social Promotion**

No student in the FLVS Full Time Elementary program may be assigned to a grade level based solely on age or other factors that constitute social promotion. The district school board may only exempt students from mandatory retention, as provided in paragraph (5)(b) in the state statutes, for good cause. 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. FLVS staff and teachers will work together to execute the implementation of explicit, systematic,
and multisensory reading instruction and intervention strategies for students promoted with a good cause exemption which research has shown to be successful in improving reading among students who have reading difficulties.

**Mandatory Retention**

The district school board may only exempt students from mandatory retention, as provided in the previous section, for good cause. Good cause exemptions are limited to the following:

1. Limited English proficient students who have had less than two years of instruction in an English for Speakers of Other Languages program based on the initial date of entry into a school in the United States.
2. Students with disabilities whose individual education plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of s. 1008.212.
3. Students who demonstrate an acceptable level of performance on an alternative standardized reading or English Language Arts assessment approved by the State Board of Education.
4. A student who demonstrates through a student portfolio that he/she is performing at least at Level 2 on the statewide, standardized English Language Arts assessment.
5. Students with disabilities who take the statewide, standardized English Language Arts assessment and who have an individual education plan or a Section 504 plan that reflects that the student has received intensive instruction in reading or English Language Arts for more than 2 years but still demonstrates a deficiency and was previously retained in Kindergarten, grade 1, grade 2, or grade 3.
6. Students who have received intensive reading intervention for two or more years but still demonstrate a deficiency in reading and who were previously retained in Kindergarten, grade 1, grade 2, or grade 3 for a total of two years. A student may not be retained more than once in grade 3.

Requests for good cause exemptions for students from the mandatory retention requirement as described in subparagraphs (b)3. and 4. shall be made consistent with the following:

1. Documentation shall be submitted from the student’s teacher to the school principal that indicates that the promotion of the student is appropriate and is based upon the student’s academic record. In order to minimize paperwork requirements, such documentation shall consist only of the existing progress monitoring plan, individual educational plan, if applicable, report card, or student portfolio.
2. The school principal shall review and discuss such recommendation with the teacher and make the determination as to whether the student should be promoted or retained. If the school principal determines that the student should be promoted, the school principal shall make such recommendation in writing to the district school superintendent. The district school superintendent shall accept or reject the school principal’s recommendation in writing.

**Successful Progression for Retained Third Grade Students**

Students retained in the state statutes must be provided intensive interventions in reading to ameliorate the student’s specific reading deficiency and prepare the student for promotion to the next grade. These interventions must include:

1. Evidence-based, explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the school district.
2. Participation in the school district’s summer reading camp, which must incorporate the instructional and intervention strategies.
3. A minimum of 90 minutes of daily reading instruction incorporating the instructional and intervention strategies. This instruction may include:
   a. Regular attendance to all ELA live lessons.
   b. Integration of content-rich texts in all courses.
   c. Small group and/or one-on-one instruction.
   d. Reduced teacher-student ratios.
   e. More frequent progress monitoring.
   f. Tutoring or mentoring.
   g. Transition classes containing 3rd and 4th grade students.
   h. Supplemental instruction and practice in online skill builder programs.
i. Integration of literacy strategies in live lessons for all courses.
j. Communication to guide the parent with reading support at home.

FLVS will provide written notification to the parent of a student who is retained that his/her child has not met the proficiency level required for promotion and the reasons the child is not eligible for a good cause exemption. The notification will include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency.

The retained 3rd grader will be placed with a highly effective teacher as determined by the teacher’s performance evaluation under s. 1012.34, and, beginning July 1, 2020, the teacher will also be certified or endorsed in reading.

Students promoted during the school year must, by November 1, demonstrate proficiency levels in reading equivalent to the level necessary for the beginning of grade 4. The rules adopted by the State Board of Education must include standards that provide a reasonable expectation that the student's progress is sufficient to master appropriate grade 4 level reading skills.

For more information related to students with reading deficiencies, the elimination of social promotion, mandatory retention, and progression for retained 3rd grade students, refer to the K-12 Education Code in the Florida State Statutes: F.S. 1008.25 Public school student progression; student support; reporting requirements.

Annual Report

In addition to the requirements noted above, each district school board must annually report to the parent of each student the progress of the student toward achieving state and district expectations for proficiency in English language arts, social studies, science, and mathematics. The district school board must report to the parent the student’s results on each statewide, standardized assessment. Student performance results on district-required local assessments will be reported to teachers and parents no later than 30 days after the administration of such assessments. Statewide assessment test results are sent in the postal mail to the student’s parent or guardian. The evaluation of each student’s progress must be based upon the student’s classroom work, observations, tests, district and state assessments, and other relevant information. Progress reporting must be provided to the parent in writing in a format adopted by the district school board. FLVS publishes progress reports twice a year with specific comments on progress in achieving grade-level expectations and attendance information. State-assessment scores are not included in the report card comments as we don’t typically have that data yet at the time report cards are published. Students who are performing below grade level are given Student Success Plans, which document levels of performance, assigned interventions, and progress on those interventions. Teachers also complete four Personalized Learning Plan calls to discuss academic progress and goals.

Academically Challenging Curriculum to Enhance Learning (ACCEL) Options

F.S. 1002.3105 Academically Challenging Curriculum to Enhance Learning (ACCEL) options.

ACCEL options are educational options that provide academically challenging curriculum or accelerated instruction to eligible public school students in Kindergarten through grade 12.

At a minimum, each school offers the following Academically Challenging Curriculum to Enhance Learning (ACCEL) options:

- whole-grade and midyear promotion
- subject-matter acceleration
- virtual instruction in higher grade level subjects
- Credit Acceleration Program under F.S. 1003.4295 Acceleration options

Additional ACCEL options may include, but are not limited to, the following:

- enriched science, technology, engineering, and mathematics (STEM) coursework
- enrichment programs
- flexible grouping
- advanced academic courses
- combined classes
- self-paced instruction
- rigorous industry certifications that are articulated to college credit and approved pursuant to F.S.
Special note: Curriculum compacting is a process whereby a student is given a pre-assessment giving the teacher information about what content the student has already mastered. The student would then not be required to complete mastered content, but work on alternate or enrichment activities instead. In “telescoped” curriculum, material is not necessarily “skipped” but students move more quickly through all material thereby eliminating repetition and considerably increasing the pace of instruction to meet the needs of high potential students.

**Eligibility and Procedural Requirements**

**Principal Determined Eligibility Requirements**

When the promotion or acceleration occurs within the principal’s school, each principal must establish student eligibility requirements.

**Elementary School Acceleration Eligibility**

Students who desire to accelerate in Elementary School must satisfy the following requirements:

- Students must be enrolled in FLVS Full Time for at least 60 days.
- The principal will determine which benchmark assessment tool will be administered for grade 1, grade 2, and grade 3.
- Students in grade 4 and 5 will have prior year FSA scores of Level 4 or 5.

Once the student has met the requirements, individualized plans are developed for acceleration if the Student Support Team agrees that the student meets acceleration criteria.

**Middle Grades Acceleration Eligibility**

In the Middle School, according to the Middle School Pupil Progression plan, students must take three years of Language Arts, Math, Science, and Social Studies. However, these subjects can be at advanced levels. The criterion that is looked at includes:

- FSA scores of Level 4/Level 5
- Current grades are all A’s and B’s

**High School Acceleration Eligibility**

Students requesting to participate in Honors, AP, and Dual Enrollment courses must meet the following criteria:

- Has earned a minimum high school unweighted GPA of 3.0
- Has earned passing scores on FSA English Language Arts for Honors/AP course, or passing PERT/ACT/SAT score for Dual Enrollment
- For AP courses, student has completed pre-requisite for requested course

**ACCEL Requirements**

Each principal must inform parents and students of the ACCEL options available at the school and the student eligibility requirements for the ACCEL options established pursuant to information provided above.

Each principal must establish a process by which a parent may request student participation in whole-grade promotion, midyear promotion, and subject-matter acceleration when the promotion or acceleration occurs within the principal’s school; virtual instruction in higher grade level subjects; or an alternative ACCEL option established by the principal. If the parent selects one of these ACCEL options and the student meets the eligibility requirements established by the principal pursuant to information above, the student must be provided the opportunity to participate in the ACCEL option.

Each school district must establish a process by which a parent may request student participation in whole-grade promotion, midyear promotion, or subject-matter acceleration that would result in a student attending a different
school. If the parent selects one of these ACCEL options and the student meets the eligibility and procedural requirements set forth in the district’s comprehensive student progression plan, as required above, the student must be provided the opportunity to participate in the ACCEL option.

If a student participates in an ACCEL option pursuant to the parental request per the above information, a performance contract must be executed by the student, the parent, and the principal. At a minimum, the performance contract must require compliance with:

- Minimum student attendance requirements.
- Minimum student conduct requirements.
- ACCEL option requirements established by the principal

If a principal initiates a student’s participation in an ACCEL option, the student’s parent must be notified. A performance contract, pursuant to information provided above, is not required when a principal initiates participation but may be used at the discretion of the principal.

**Award of a Standard High School Diploma**

An FLVS Full Time student who meets the applicable grade 9 cohort graduation requirements of F.S. 1003.4282 requirements for a standard high school diploma (3)(a)-(e), or (10)(a)1.-5., (b)1.-5., (c)1.-5., or (d)1.-5., earns three credits in electives, and earns a cumulative grade point average (GPA) of 2.0 on a 4.0 scale shall be awarded a standard high school diploma in a form prescribed by the State Board of Education.

If a student was enrolled in high school prior to 2013-14 and opted for one of the former 18-credit accelerated high school graduation options, the student can continue earning credits as part of the program and upon completion of the former 18-credit option, can graduate with a standard diploma.

**Exceptional Student Education (ESE) at FLVS Full Time**

If a student is a student with a disability or impairment, such must be indicated in the appropriate sections on the application and a copy of the most current individual educational plan (IEP), educational plan (EP), or 504 Plan must be submitted directly to FLVS by the student/family. FLVS Full Time is a school of choice and should be considered only if the full-time virtual educational environment is the most appropriate choice based on the unique needs of the student and the services available.

In accordance with Rule 6A-6.0334, F.A.C., if an exceptional education student who has an IEP applies to enroll in a full-time virtual program, the virtual program will determine if the student meets the profile for success in this educational delivery context. At the time of applying for enrollment at FLVS Full Time, families will be asked to submit a copy of any existing IEP or 504 Plan. If the student’s IEP or 504 Plan indicates that full-time virtual instruction is appropriate, and the student meets all other school enrollment criteria, then the student may be enrolled. All necessary ESE services and related services must be able to be delivered online in a virtual manner to students at FLVS Full Time. If comparable services are not available or not appropriate in a full-time online environment, or if FLVS Full Time has concerns that a full-time online setting may not be the Least Restrictive Environment (LRE) for the student, then other educational options will be discussed during the application process.

Once enrolled, if the IEP team determines that the full-time virtual educational environment is not appropriate for a student, the option of transferring to FLVS Flex will be reviewed first. Should the IEP team agree that neither of the online educational options at FLVS are the most appropriate setting/least restricted environment, then FLVS will work with the student’s school district of residence to convene a hybrid IEP team meeting to determine appropriate goals, supports, and services for the student to be provided by their district of residence. Students will be transferred to their resident district and no longer enrolled at FLVS once the IEP team has met and determined appropriate services for the student.

Please view Rule 6A-6.0334 of the Florida Administrative Code for details pertaining to transferring exceptional education students to and from a full-time virtual program: https://www.flrules.org/gateway/ruleNo.asp?id=6A-6.0334

**Note:** FLVS offers both a Full Time and a Flex option for students in the state of Florida. The FLVS Flex option allows for students to take a reduced course load and have access to courses 12 months per year. Please view the information on FLVS Flex in this document for more details.
Homeless Student Education Policy

The purpose of this policy is to clarify statutory rights of children and youth experiencing homelessness as provided by federal and state law. Together with other public education agencies in our community, FLVS Full Time will ensure that all homeless children and youth receive a free appropriate public education and are given meaningful opportunities to succeed in our schools. FLVS Full Time will also follow the requirements of the McKinney-Vento Act for students and families who wish to enroll in their public school of choice.

Under federal law, homeless children and youth must have access to appropriate public education and be given a full opportunity to meet state and local academic achievement standards. They must be included in statewide and district-wide assessments and accountability systems and be free from discrimination, segregation, and harassment.

Definitions

The McKinney-Vento Act defines homeless children and youth as children and youth who lack a fixed, regular, and adequate nighttime residence, including:

- Sharing the housing of other persons due to loss of housing, economic hardship, or similar reason.
- Living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations.
- Living in emergency or transitional shelters.
- Are abandoned in hospitals.
- Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.

The McKinney-Vento Act defines the term unaccompanied youth to include a youth who is not in the physical custody of a parent or guardian.

The McKinney-Vento Act defines the term school of origin to mean the school that the student attended when permanently housed or the school where the child or youth was last enrolled.

The McKinney-Vento Act defines the term enroll and enrollment to include attending classes and participating fully in school activities.

The term immediate means without delay.

The term parent means the natural or adoptive parent or legal guardian of a student.

The term liaison is the staff person designated by the school leadership as the person responsible for carrying out the duties assigned to the liaison by the McKinney-Vento Act.

Liaison

The FLVS Full Time school liaisons shall be the school principals or their designee.

School Advocate(s)

The school advocates shall be the school counselor(s).

Identification

The liaison, in collaboration with the FLVS Full Time enrollment team, school advocates and school personnel, will identify homeless children who seek enrollment in our schools. The liaison will train the school advocates and school personnel on possible indicators of homelessness, sensitivity in identifying families and youth in transition, and procedures for forwarding information indicating homelessness to the liaison. FLVS Full Time will utilize the enrollment document on Student Residency Declaration form to identify homeless students.

The liaison will maintain data on the number of homeless children and youth in school, where they are living, their academic achievement (including performance on statewide and district-wide assessments), and the reasons for any enrollment delays, interruptions in their education, or school transfers.
School Selection

Each homeless child and youth has the right to remain at his/her school of origin or to attend any school in the attendance area in which the child or youth is actually living. Feasibility of enrollment in our school shall be a child-centered determination, based on the needs and best interests of the particular student and the wishes of the parent or youth.

Potential feasibility considerations include, but are not limited to:

- Safety of the student
- Continuity of instruction
- Likely area of family or youth's future housing
- Time remaining in the academic year
- Anticipated length of stay in temporary living situation
- School placement of siblings

Services that are required to be provided, including services under federal and other programs, shall not be considered in determining feasibility of enrollment.

If enrollment of a homeless child in FLVS Full Time is determined not to be feasible, FLVS Full Time will use the attached Written Notification of Enrollment Decision form to communicate this decision to parents and other relevant parties.

Enrollment

Homeless students may not have school enrollment documents readily available. Nonetheless, FLVS Full Time, if selected for enrollment and determined feasible for a homeless child, must immediately enroll the homeless child. Enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, including:

- Proof of residency
- Transcripts/school records (The enrolling school must contact the student's previous school to obtain school records. Initial placement of students whose records are not immediately available can be made based on the student's age and information gathered from the student, parent, and previous schools or teachers.)
- Immunizations or immunization/health/medical/physical records (If necessary, the school must refer students to the Homeless Liaison to assist with obtaining immunizations and/or immunization and other medical records. Health records may often be obtained from previous schools or state registries, and school- or community-based clinics can initiate immunizations when needed.)
- Proof of guardianship
- Birth certificate
- Any other document requirements
- Any factor related to the student's living situation

The assigned school's counselor and the Enrollment team shall assist the family and contact the previously attended school system to obtain the required records. The assigned school's staff person shall assist the parent or guardian in obtaining necessary immunizations or immunization or medical records if the student needs to obtain these records.

Services

Homeless children shall be provided services comparable to services offered to other students in our school, including:

- Title I (as described below)
- Educational services for which the student meets eligibility criteria, including special education and related services and programs for English language learners

FLVS Full Time recognizes that homeless children may suffer from disabilities, but may not have been evaluated for such or may lack documentation regarding prior evaluation, including a copy of their Individual Educational
Plan (IEP). To address this problem, evaluations of homeless children suspected of having a disability shall be given priority and coordinated with a student's prior and subsequent schools as necessary to ensure timely completion of a full evaluation. If a student has an Individual Educational Plan, the school shall immediately implement it. Any necessary IEP meetings or re-evaluations shall then be conducted expeditiously. If complete records are not available, IEP teams must use good judgment in choosing the best course of action, balancing procedural requirements and the provision of services. In all cases, the goal will be to avoid any disruption in appropriate services.

Disputes
If a dispute arises over any issue covered in this policy, the homeless child shall be immediately admitted to the school in which enrollment is sought, pending final resolution of the dispute. The student shall also have the rights of a homeless student to all appropriate educational services while the dispute is pending. The FLVS Full Time Enrollment team will use a Written Notification of Enrollment Decision form to provide a written explanation of its decision and the right to appeal and shall immediately refer the parent to the liaison. The liaison shall ensure the student is enrolled in the school and receiving other services to which he/she is entitled and shall resolve the dispute as expeditiously as possible. The parent, guardian, or unaccompanied youth shall be given every opportunity to participate meaningfully in the resolution of the dispute. The liaison will report the dispute to the District FLVS Full Time team and the District Title I Administrator. The liaison shall keep records of all disputes. The parent may appeal the liaison's decision as provided in the state's dispute resolution process.

Title I
Children and youth in transition are automatically eligible for Title I services. The trauma and instability of homelessness put students at sufficient risk of academic regression to warrant additional support. If the student is not in a Title I school, the amount reserved shall be determined by a formula based upon the per-pupil Title I expenditure and developed jointly by the liaison, senior manager of Federal Programs, and the Title 1 administrator. Homeless children shall be assessed, reported on, and included in accountability systems, as required by federal law and U.S. Department of Education regulations and guidance.

Training
FLVS Full Time will conduct training and sensitivity awareness activities for school staff including the school advocates and other staff that would be in a position to identify homeless students at least once each year. The trainings and activities will be designed to increase staff awareness of homelessness, facilitate immediate enrollment, and ensure compliance with this policy.

References
- Title VII-B of the McKinney-Vento Homeless Assistance Act, as amended by the Every Student Succeeds Act; December 10, 2015.
- June 5, 1992, Policy of the Administration for Children and Families of the U.S. Department of Health and Human Services

FLVS Full Time Kindergarten-12
FLVS Full Time is available to students in grades Kindergarten–12 for the upcoming school year and does issue a diploma as specified by FLDOE policy. FLVS will be the student's school district of record and students will receive a school report card from FLVS. Students must meet all public school requirements for attendance and state-mandated standardized test participation. FLVS Full Time expects all students to be college-bound; therefore, the Scholar designation is the standard progression path for all students. For more information on this designation, see scholar designation below. Additionally, FLVS Full Time places all incoming 9th graders into the Leadership Skills class as an elective to help students develop the requisite skills and behaviors to be successful. See High School Curriculum for more information.

School Attendance
In order to meet the state’s requirements, families are recommended to have their student complete the following minimum hours of schooling each week: Grades Kindergarten-3: 4 hours per day, 20 hours per week, 720 hours per year; Grades 4-12: 5 hours per day, 25 hours per week, 900 hours per year. The Student Information System
(SIS) tracks attendance through student logins. This is the record of the student’s documented attendance. It is, however, only one of many sources used to determine if a student is meeting the minimum instructional hours requirement. FLVS teachers and staff will monitor and review attendance records and assignment submissions on a weekly basis. In certain cases, where it has been determined that a student has not completed enough work or that certain other school requirements have not been fulfilled, an administrator may invalidate the attendance record, resulting in sanctions up to and including withdrawal.

FLVS Full Time Grade 4-12 students must complete the required 25 hours per week (recommended 900 hours per year). FLVS teachers will monitor and review attendance records on a weekly basis. Learning Coaches document student attendance in the Learning Management System (LMS); the school verifies that the attendance records are accurate.

**Truancy**

An FLVS Full Time student is disenrolled for non-school attendance if a student has not logged into the SIS, submitted work, and has not responded to multiple contact attempts from school staff after 15 days. “Habitual truant” means a student who has 15 unexcused absences within 90 calendar days with or without the knowledge or consent of the student’s parent, is subject to compulsory school attendance under s. 1003.21(1) and (2)(a), and is not exempt under s. 1003.21(3) or s. FLVS Full Time 6-12 Public School Handbook 2017-18 14 flvs.net/fulltime 1003.24, or by meeting the criteria for any other exemption specified by law or rules of the State Board of Education. Such a student must have been the subject of the activities specified in s. 1003.26 and1003.27(3), without resultant successful remediation of the truancy problem before being dealt with as a child in need of services according to the provisions of chapter 984. Students under age 18 and defined as truant may lose their driving privileges.

**Enrollment Termination**

A student who attains the age of 16 years during the school year is not subject to compulsory school attendance beyond the date upon which he/she attains that age if the student files a formal declaration of intent to terminate school enrollment with the district school board. Public school students who have attained the age of 16 years and who have not graduated are subject to compulsory school attendance until the formal declaration of intent is filed with the district school board.

The declaration must acknowledge that terminating school enrollment is likely to reduce the student's earning potential and must be signed by the student and the student's parent. The school district must notify the student's parent of receipt of the student's declaration of intent to terminate school enrollment. The student's certified school counselor or school personnel must conduct an exit interview with the student to determine the reasons for the student's decision to terminate school enrollment and actions that could be taken to keep the student in school. The student must be informed of opportunities to continue his/her education in a different environment, including, but not limited to, adult education and GED test preparation. Additionally, the student must complete a survey in a format prescribed by the Department of Education to provide data on student reasons for terminating enrollment and actions taken by schools to keep students enrolled.

**Early Warning System**

A school that serves any students in Kindergarten through grade 8 shall implement an early warning system to identify students in such grades who need additional support to improve academic performance and stay engaged in school. The early warning system must include the following early warning indicators:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.
- One or more suspensions, whether in school or out of school.
- Course failure in English Language Arts or mathematics during any grading period.
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics or, for students in Kindergarten through grade 3, a substantial reading deficiency under F.S. 1008.25(5)(a) Public school student progression; student support; reporting requirements.
A school district may identify additional early warning indicators for use in a school’s early warning system. The system must include data on the number of students identified by the system as exhibiting two or more early warning indicators, the number of students by grade level who exhibit each early warning indicator, and a description of all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

A school-based team responsible for implementing the requirements of this paragraph shall monitor the data from the early warning system. The team may include a school psychologist. When a student exhibits two or more early warning indicators, the team, in consultation with the student’s parent, shall determine appropriate intervention strategies for the student unless the student is already being served by an intervention program at the direction of a school-based, multidisciplinary team. Data and information relating to a student’s early warning indicators must be used to inform any intervention strategies provided to the student.

Initial Enrollment Requirements

Student eligibility requirements for FLVS Full Time are determined by the State of Florida. Before enrolling, review the eligibility requirements posted at the FLDOE website.

Please review the following eligibility requirements carefully to determine if your student is eligible to participate in grades Kindergarten–12.

Kindergarten-5

Age Limitations

Kindergarten: Any student enrolling in Kindergarten must be 5 years old on or before September 1 in the school year for which they are enrolling.

First Grade: Any student enrolling in first grade must be 6 years old on or before September 1 in the school year for which they are enrolling.

First Grade Eligibility Requirements

Any child who has attained the age of 6 years on or before September 1 of the school year and who has been enrolled in a public school, or who has attained the age of 6 years on or before September 1 and has satisfactorily completed the requirements for Kindergarten in a private school from which the district school board accepts transfer of academic credit, or who otherwise meets the criteria for admission or transfer in a manner similar or applicable to other grades, shall progress according to the district student progression plan.

Kindergarten and First Grade

Out-of-State Transfers – The State Board of Education may adopt rules under which students not meeting the entrance age may be transferred from another state if their parents have been legal residents of that state.

F.A.C. Rule 6A-1.0985 Entry into Kindergarten and First Grade by Out-of-State Transfer Students:

1. Any student who transfers from an out-of-state public school and who does not meet regular age requirements for admission to Florida public schools shall be admitted upon presentation of the data required in subsection (3).
2. Any student who transfers from an out-of-state nonpublic school and who does not meet regular age requirements for admission to Florida public schools may be admitted if the student meets age requirements for public schools within the state from which he/she is transferring, and if the transfer of the student's academic credit is acceptable under rules of the school board. Prior to admission, the parent or guardian must also provide the data required in subsection (3).
3. In order to be admitted to Florida schools, such a student transferring from an out-of-state school must provide the following data:
   a. Official documentation that the parent(s) or guardian(s) was a legal resident(s) of the state in which the child was previously enrolled in school;
   b. An official letter or transcript from proper school authority which shows record of attendance, academic information, and grade placement of the student;
c. Evidence of immunization against communicable diseases as required in F.S. 1003.22 School-entry health examinations; immunization against communicable diseases; exemptions; duties of Department of Health;

d. Evidence of date of birth in accordance with F.S. 1003.21 School attendance; and

e. Evidence of a medical examination completed within the last 12 months in accordance with F.S. 1003.22 School-entry health examinations; immunization against communicable diseases.

f. Maximum Age Requirements

<table>
<thead>
<tr>
<th>Grade Student is Entering</th>
<th>Maximum Age At The Time of Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>6</td>
</tr>
<tr>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>11</td>
</tr>
</tbody>
</table>

**Enrollment Information Kindergarten-12**

The FLVS Full Time open enrollment period will be announced by FLVS Full Time and posted on our website. FLVS Full Time reserves the right to open additional enrollment periods throughout the year. FLVS Full Time is accessible to all students that meet the eligibility requirements.

**Eligibility Information**

FLVS Full Time is a school of choice that provides a fully online educational option for students in the state of Florida in grades Kindergarten-12. Students enrolled in FLVS Full Time are required to participate in state testing and adhere to all district policies with regards to attendance, participation, and completion of coursework. Students who meet district requirements and graduation requirements, as set forth by the state, are eligible to receive a Florida diploma from FLVS Full Time.

Documentation requested during the application process is subject to review and may include requests for resubmission. Documentation is due by the last day of the enrollment period. Upon review of the student’s full academic records, the FLVS Full Time Principals reserve the right to make enrollment exceptions based on individual student’s academic needs and what’s in the best interest of the individual student.

The following eligibility requirements must be met in order to be eligible for enrollment with FLVS Full Time:

1. The student must be a legal resident in the State of Florida. Military families living outside the State of Florida may enroll but must maintain their Florida residency.

2. Students must meet the age requirements as outlined by Florida statutes and FLVS Full Time policy:

   a. The student must be able to meet graduation requirements (24 credits) during the school year in which the student turns age 19 by earning six credits per academic year. In addition, the student must maintain the required grade point average (GPA).

   b. Students who will be age 18 years of age as of the first day of school, and who, by earning six credits in the upcoming academic year cannot meet graduation requirements by the end of the school year, including grade point average (GPA), are not eligible to enroll in FLVS Full Time.

   c. Students who are age 19 or older are not eligible to enroll in FLVS Full Time.

   d. The limitations regarding age requirements do not include students with disabilities. Please note that the age requirements for students with disabilities that have an active Individual Educational Plan (IEP) differ from the general school age requirements.
3. All students with disabilities are required to meet the state and school admission criteria in order to be accepted into FLVS Full Time just as their non-disabled peers. Current Individual Educational Plans (IEP) of student applicants who meet the school’s entrance criteria will be reviewed on an individual basis in order to determine the appropriateness of the full-time virtual education option. See ESE section above for more information on students with disabilities.

4. Students who need to earn less than 25 percent of their required credits to be eligible for a diploma are not eligible to enroll. AdvancED accreditation requires “the institution ensures that students graduating from the institution complete at least 25 percent of the courses for graduation at the institution.”

5. Previous year Florida homeschool students must present their most recent district homeschool evaluation indicating student is on grade level. Out-of-state homeschool students without an evaluation or standardized tests may be required to submit a current student portfolio with evidence of work samples and activity logs.

6. Students must have daily access to a computer, internet service, email, and telephone in order to maintain contact with teachers, staff, and administration.

7. Students applying for grades 6-12 are recommended to meet the below academic progress. FLVS offers both a Full Time and a Flex option for students in the state of Florida. The FLVS Flex option allows for students to take a reduced course load, or complete more than six credits per year. The FLVS Flex option allows students to have access to courses 12 months per year and is recommended for students who are in need of additional course work in a school year to get on track for graduation. The FLVS Full Time/FLVS Flex bridge program allows students a personalized path for meeting their academic needs.

### Maximum Age Requirements

<table>
<thead>
<tr>
<th>Grade Student is Entering</th>
<th>Maximum Age at The Time of Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>10</td>
<td>16</td>
</tr>
<tr>
<td>11</td>
<td>17</td>
</tr>
<tr>
<td>12</td>
<td>18</td>
</tr>
</tbody>
</table>

### Recommended Middle School Academic Progress

<table>
<thead>
<tr>
<th>Grade Student is Entering</th>
<th>Required Academic Achievement</th>
<th>Successful Course Completion</th>
<th>Minimum Unweighted Cumulative GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Proficient scores** on Grade 5 FSA ELA Reading, Writing AND Math</td>
<td>Promotion from Grade 5</td>
<td>N/A</td>
</tr>
<tr>
<td>7</td>
<td>Proficient scores** on Grade 6 FSA ELA Reading, Writing AND Math</td>
<td>Passing grades in at least 4 core courses in Grade 6</td>
<td>2.0</td>
</tr>
<tr>
<td>8</td>
<td>Proficient scores** on Grade 7 FSA ELA Reading, Writing AND Math</td>
<td>Passing grades in at least 4 core courses in Grade 7</td>
<td>2.0</td>
</tr>
</tbody>
</table>
## Recommended High School Academic Progress

<table>
<thead>
<tr>
<th>Grade Student is Entering</th>
<th>Required Academic Achievement</th>
<th>Successful Course Completion</th>
<th>Minimum Accumulated Credits</th>
<th>Minimum Unweighted Cumulative GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Proficient scores** on Grade 8 FSA ELA Reading, Writing AND Math</td>
<td>Passing grades in at least 4 core courses in Grade 8</td>
<td>N/A</td>
<td>2.0</td>
</tr>
<tr>
<td>10</td>
<td>Proficient scores** on Grade 9 FSA ELA and any applicable EOCs</td>
<td>English I AND Algebra I OR Geometry</td>
<td>5</td>
<td>2.0</td>
</tr>
<tr>
<td>11</td>
<td>Proficient scores** on Grade 10 FSA ELA and Algebra 1 EOC as applicable</td>
<td>English I, II AND Algebra I OR Geometry AND 1 Science AND 1 Social Science</td>
<td>11</td>
<td>2.0</td>
</tr>
<tr>
<td>12</td>
<td>Proficient scores** on Grade 10 FSA ELA and Algebra 1 EOC</td>
<td>English I, II, III AND Algebra I AND Geometry AND 2 Science AND 2 Social Science</td>
<td>18</td>
<td>2.0</td>
</tr>
</tbody>
</table>

**Proficient scores = At least satisfactory achievement (Level 3 or higher) on the most recent Florida standardized assessments per grade level as defined by the Florida Department of Education’s achievement levels and scale scores. For more details, please visit Florida Standards Assessments.

**Students may also demonstrate academic achievement through proficient grade level scores on an official standardized test administered by another public or private school system OR concordant scores on the SAT (430), ACT (19) and/or PERT (97).

### Grade 10 FSA ELA or Grade 10 FCAT 2.0 Reading

Available for all students who entered grade 9 in 2010-11 and beyond:

<table>
<thead>
<tr>
<th>Test</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT Evidence-Based Reading and Writing (EBRW)*</td>
<td>480</td>
</tr>
<tr>
<td>ACT English and Reading subtests**</td>
<td>18</td>
</tr>
</tbody>
</table>

Available only for students who entered grade 9 prior to 2018-19:

<table>
<thead>
<tr>
<th>Test</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT EBRW*</td>
<td>430</td>
</tr>
<tr>
<td>SAT Reading Subtest*</td>
<td>24</td>
</tr>
<tr>
<td>ACT Reading</td>
<td>19</td>
</tr>
</tbody>
</table>

### Algebra 1 EOC (FSA or NGSSS)

Available for all students who entered grade 9 in 2010-11 and beyond:

<table>
<thead>
<tr>
<th>Test</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSAT/NMSQT Math***</td>
<td>430</td>
</tr>
<tr>
<td>SAT Math****</td>
<td>420</td>
</tr>
<tr>
<td>ACT Math</td>
<td>16</td>
</tr>
</tbody>
</table>

Available only for students who entered grade 9 prior to 2018-19:

<table>
<thead>
<tr>
<th>Test</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>PERT Mathematics</td>
<td>97</td>
</tr>
</tbody>
</table>

Truth in Application – A student’s application does not guarantee enrollment to FLVS Full Time and alternative
options may be discussed. In addition, any subsequent enrollment may be terminated if it is discovered that the application provided incomplete, inaccurate, or false information, or if any information was withheld. Students applying for enrollment are required to submit all academic records prior to any consideration for admission. Parents must disclose their child’s Individual Educational Plan (IEP) or 504 Plan status as applicable at the time of applying for enrollment.

**Required Documents**

- **Proof of Age**
  - Birth certificate
- **Proof of residency (2 of the following)**
  - Gas, electric, or water bill from the last 60 days that includes your name and service address
  - Mortgage statement or lease agreement
  - Parent/Guardian’s Valid Florida Driver’s License
- **Proof of immunization**
  - Immunization form from pediatrician or family doctor
- **Academic Records**
  - Prior year final report card indicating promotion/proof of successful completion of prior grade (for students applying to grades 1-12)
  - Prior year state assessment results (for students applying to grades 4-12)
- **Additional Records that may be needed**
  - Student Number Identifier, Florida: If your child previously attended a Florida public school, we are required to use the same number for our state data reporting.
  - Custody order: If your legal guardianship is determined by a court order, please submit a copy of the order.
  - IEP or 504 Plan: If a student is a student with a disability or impairment, this must be indicated in the appropriate section on the application and a copy of the most current IEP/504 Plan must be submitted directly to FLVS.
  - Gifted Documentation/EP: If a student has been identified as gifted the EP is needed to provide gifted instruction.
  - Military orders: If you are enrolling your student under the exception for children of U.S. Armed Forces, you will need to provide copies of your orders.
  - Free/Reduced Lunch application: Even though a virtual student does not require meals at school, FLVS Full Time is required to report the number of students enrolled in our program who qualify for free/reduced lunch. Please be sure to complete the application and return it so FLVS can accurately report this number to the state.

**Other Documentation**

You may need to provide additional documentation if any of the following circumstances apply:

- **Student Number Identifier, Florida**: If your child previously attended a Florida public school, we are required to use the same number for our state data reporting.
- **Custody order**: If your legal guardianship is determined by a court order, please submit a copy of the order.
- **Official Transcripts/STS**: We require all applicants to supply official transcripts with state testing scores during the enrollment process. It is exceptionally helpful to ensure that students receive the personalized learning that our program offers.
- **Report card, state test scores or other documentation**: If a student is requesting enrollment in a course that is ahead of or behind the student's age-based grade level FLVS will contact the parent to request a report card, state test scores, and/or other necessary documentation.
- **IEP or 504 Plan**: If a student is a student with a disability or impairment, this must be indicated in the appropriate section on the application and a copy of the most current IEP must be submitted directly to FLVS.
- **Military orders**: If you are enrolling your student under the exception for children of U.S. Armed Forces, you will need to provide copies of your orders.
- **Free/Reduced Lunch application**: Even though a virtual student does not require meals at school, FLVS Full Time is required to report the number of students enrolled in our program who qualify for
free/reduced lunch. Please be sure to complete the application and return it so FLVS can accurately report this number to the state.

**Placement of In-State Transfer Students**

Students who were part of the Florida public school program last year are eligible to transfer to FLVS Full Time Public per the eligibility requirements stated above. Students may enroll after the start of the school year or semester up until the point that enrollment is closed. The actual date on which enrollment closes is determined annually at the discretion of the school. Families enrolling midyear are subject to all the same enrollment requirements as families that enroll prior to the start of the school year or semester. Students will not be accepted into the FLVS Full Time program at the start of Semester 2 if the student did not complete Semester 1 due to an early withdraw at the previous school.

Grade placement is based on the successful completion of the prior grade level. To discuss acceleration options, the parent/guardian should reach out to a school administrator. The basis for making determinations for acceleration or advanced course placement is affected by many inputs including: progress tests, daily observation, classroom assignments, standardized tests, student products and all other objective data available. The primary responsibility for determining each pupil’s level of performance and ability to function academically, socially, and emotionally at each level is that of the classroom teacher, subject to the review and approval of the Principal. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

**Placement of Out-of-State Transfer Students**

The Florida ruling around state uniform processes for transfer of Middle Grade Students states that:

1. Grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school’s accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, successful completion of courses shall be validated through performance during the first grading period as outlined in subsection (2) of this rule.

2. Validation of courses shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should be passing each required course at the end of the first grading period. Students who do not meet this requirement shall have courses validated using the Alternative Validation Procedure, as outlined in subsection (3) of this rule.

3. Alternative Validation Procedure. If validation based on performance as described above is not satisfactory, then any one of the following alternatives identified in the district student progression plan shall be used for validation purposes as determined by the teacher, principal, and parent:
   a. Portfolio evaluation by the superintendent or designee;
   b. Demonstrated performance in courses taken at other public or private accredited schools;
   c. Demonstrated proficiencies on nationally-normed standardized subject area assessments;
   d. Demonstrated proficiencies on the FSA; or
   e. Written review of the criteria utilized for a given subject provided by the former school.

Students who are transferring into grades 6-8 and have taken high school courses that have a required End-of-Course Assessment will be required to meet the transfer requirements for those courses. See the FLVS Full Time High School section for further details.

Students must be provided at least 90 days from date of transfer to prepare for assessments outlined in paragraphs (3)(c) and (d) of this rule if required.

**FLVS Full Time Assessment**

**Reading Assessment Kindergarten-3**

**F.S. 1002.20 K-12 student and parent rights**

Section 11 - Students with Reading Deficiencies: The parent of any Kindergarten-3 student who exhibits a reading
deficiency shall be immediately notified of the student’s deficiency with a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in reading; shall be consulted in the development of a plan, as described in F.S.1008.25(4)(b) Public school student progression; student support; reporting requirements; and shall be informed that the student will be given reading instruction until the deficiency is corrected. This is an additional requirement to the remediation support and notification provisions contained in F.S.1008.25 Public school student progression; student support; reporting requirements, and in no way reduces the rights of a parent or the responsibilities of a school district under that section.

Kindergarten Readiness Screening
F.S. 1002.69 Statewide kindergarten screening; kindergarten readiness rates; state-approved prekindergarten enrollment screening; good cause exemption

The statewide Florida Kindergarten Readiness Screener-Work Sampling System (FLKRS-WSS) is required to be administered to each Kindergartener in the district within the first 30 days of instruction. The statewide Kindergarten screening assesses the readiness of each student for Kindergarten based upon the performance standards adopted by the DOE. FLVS Full Time staff will contact affected parents to schedule this assessment once all enrollment requirements are met.

Statewide Assessment Program – Kindergarten-5
F.S. 1008.22 Student assessment program for public schools

The statewide, standardized English language arts and Math assessments are given in grades 3-5. In addition, students in grade 5 will also take the state science assessment.

All FLVS Full Time students are required to take the state assessments. For a complete schedule of assessments and testing dates, visit Florida Standards Assessments. Other tests may be required based on special programs that the student attends. The testing schedule details what those other tests would be and when they are administered. Each student who does not meet specific levels of performance on the required assessments as determined by the district school board or who scores below Level 3 on the statewide, standardized English Language Arts assessment or on the statewide, standardized Mathematics assessments in grades 3 through 8, must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction. If a student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring Level 2 or higher on the statewide, standardized assessment required under s. 1008.22 for grade 3, the student must be retained.

Statewide Assessment Program – Middle School
F.S. 1008.22 Student assessment program for public schools

The statewide, standardized English language arts, Mathematics, and Science assessments are given in grades 6-8. All FLVS Full Time students are required to take these assessments. For a complete schedule of assessments and testing dates, visit Florida Standards Assessments. Other tests may be required based on special programs that the student attends.

Statewide Assessment Program – High School
F.S. 1008.22 Student assessment program for public schools

The primary purpose of the student assessment program is to provide student academic achievement and learning gains data to students, parents, teachers, school administrators, and school district staff. This data is to be used by districts to improve instruction; by students, parents, and teachers to guide learning objectives; by education researchers to assess national and international education comparison data; and by the public to assess the cost benefit of the expenditure of taxpayer dollars.

Several statewide, standardized assessments are given in grades 9-12. All FLVS Full Time students are required to take these assessments. For a complete schedule of assessments and testing dates, visit Florida Standards Assessments. Other tests may be required based on special programs that the student attends. The testing schedule details what those other tests would be and when they are administered. Each student who does not
meet specific levels of performance on the required assessments as determined by the district school board or who scores below Level 3 on the statewide, standardized Reading assessment or, the English Language Arts assessment must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and the areas of academic need, to provide the strategies and support needed for the appropriate intervention and instruction.

The Florida English Language Arts (ELA) assessments measures a student's content knowledge and skills in reading and writing at the high school level. Florida is assessing content knowledge and skills for math, science, and social studies via the End-of-Course assessments currently required for Algebra I, Geometry, Biology, and U.S. History. The content knowledge and skills assessed by all statewide assessments must be aligned to the core curricular content established in the Next Generation Sunshine State Standards or the Florida Standards. Other content areas may be included as directed by the Commissioner. It is a requirement of enrollment in FLVS Full Time, and our expectation, that students complete all required state testing, including FSA/EOC Testing, for those grade levels which require them. Tests must be administered (by law) at the student’s zoned school. Every FLVS Full Time public school student is responsible for determining when FSA, and/or End-of-Course assessments will be administered in their district of residence and completing those tests. Transportation to the testing location is the responsibility of the student/guardian. FLVS will notify each district of students requiring testing to ensure that adequate resources are available. Student scores on the statewide, standardized assessments are reported back to FLVS Full Time and represent a significant portion of the FLVS Full Time school grade.

A student who has not earned a passing score on the grade 10 ELA Assessment must participate in each retake of the assessment until the student earns a passing score to comply with Florida graduation requirements.

F.S. 1008.22 Student assessment program for public schools states that testing is mandatory for all students in attendance at a Florida public school at the time of testing. Florida graduation requirements include passing specific state assessments. If a student does not test, it may affect the ability to graduate from high school. Any student that misses or fails to complete state testing will be required to participate in make-ups to properly award final credit, 30 percent for EOCs, and/or to meet graduation requirements.

**End-of-Course Assessments (EOC) 6-12**

EOC assessments must be rigorous, statewide, standardized, and developed or approved by the Florida Department of Education. The content knowledge and skills assessed by EOC assessments must be aligned to the core curricular content established in the Next Generation Sunshine State Standards or Florida Standards, as applicable. Students enrolled in a Civics, Algebra I, Geometry, U.S. History, or Biology 1 course or an equivalent high school course with a statewide, standardized EOC assessment are required to take the corresponding End-of-Course Assessment. Note these are high school level courses. Students taking a high school course in grades 6-8 may “bank” the credit towards high school graduation requirements and use that course in lieu of a middle grade math course.

Students in the FLVS Full Time Public school must take all statewide standardized assessments. They must be administered (by law) at the student’s zoned school of residence or at a location mutually agreed upon by the zoned district and FLVS. Every FLVS Full Time public school student is responsible for determining when FSA and EOC assessment tests will be administered in their district of residence and completing those tests. FLVS will notify each district of students requiring testing to ensure that adequate resources are available. Student scores on the statewide standardized assessments are reported back to FLVS Full Time and represent a significant portion of the FLVS Full Time school grade. They are also used to determine student progression options.

F.S. 1008.22 Student assessment program for public schools states that testing is mandatory for all students in attendance at a Florida public school, therefore the only way a student would not participate is if the student is absent during the entire testing window.

Students who score a level 4 or level 5 on FSA Math Grade 7 will be strongly encouraged to take Algebra 1 in 8th grade. Algebra 1 does have an EOC assessment that a student must pass to earn a standard diploma. Middle School students who take and pass the Algebra 1 EOC are allowed to bank the credit for high school and the passing score is used to meet the graduation requirement.
Civics End-of-Course Assessment

Civics is a required course offered to middle grade students. Each student’s performance on the statewide, standardized EOC assessment in civics education constitutes 30 percent of the student’s final course grade.

End-of-Course Assessments (EOC)

EOC assessments must be statewide, standardized, and developed or approved by the Department of Education as follows:

Math EOCs

Algebra 1

All students enrolled in Algebra I must take the Algebra I EOC assessment.

A student who is enrolled in Algebra I must earn a passing score on the Algebra I EOC assessment or attain a comparative score as authorized in order to earn a standard high school diploma. A student who has not earned a passing score on the Algebra I EOC assessment must participate in each retake of the assessment until the student earns a passing score.

Geometry

Beginning with the 2011-12 school year, all students enrolled in geometry must take the Geometry EOC assessment. Beginning with the 2014-15 school year the Geometry EOC assessment must count for 30 percent of the student’s final course grade.

Science EOC

Beginning with the 2011-12 school year, all students enrolled in Biology I must take the Biology I EOC assessment and it must count 30 percent of the student’s final course grade.

Note: Students who take AP Biology or other accelerated courses that earn college credit and pass the associated test will not be required to take the Biology 1 EOC assessment.

Except as otherwise provided in this section, middle grade students enrolled in Algebra I or Geometry must take the statewide, standardized EOC assessment for those courses and may not take the corresponding grade-level FCAT.

U.S. History EOC

Beginning with the 2013-14 school year, all students enrolled in U.S. History must take the U.S. History EOC assessment and it must count 30 percent of the student’s final course grade.

Note: Students who take AP U.S. History or other accelerated courses that earn college credit and pass the associated test will not be required to take the U.S. History EOC assessment.

For the complete statute regarding assessment, please visit F.S. 1008.22 Student assessment program for public schools.

Statewide EOC Assessments and Final Grades

For each cohort of students, or middle school students taking EOC courses, with the requirement for an EOC assessment to count as 30 percent of students’ final course grade, Florida Virtual School will use the following method for determining the percent grade to be used for the 30 percent grade calculation.

For each cohort of students entering 9th grade taking statewide assessments in 2014-15 and later will have the requirement for an EOC assessment to count as 30 percent of students’ final course grade. The guidelines to determine the final grade calculation are outlined below.
The EOC assessment results must constitute 30 percent of the final grade for the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>1200310</th>
<th>1200320</th>
<th>1200380</th>
<th>1200390</th>
<th>1209810</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geometry</td>
<td>1206310</td>
<td>1206320</td>
<td>1206810</td>
<td>1209820</td>
<td></td>
</tr>
<tr>
<td>Civics</td>
<td>2106010</td>
<td>2106015</td>
<td>2106016</td>
<td>2106020</td>
<td>2106025</td>
</tr>
<tr>
<td>Biology</td>
<td>2000310</td>
<td>2000320</td>
<td>2000322</td>
<td>1000430</td>
<td>2000800</td>
</tr>
<tr>
<td>US History</td>
<td>2100310</td>
<td>2100320</td>
<td>2100390</td>
<td>2100480</td>
<td></td>
</tr>
</tbody>
</table>

The below charts describe the translation between statewide assessment scores, letter grades, and grade values. These charts may be provided to teachers and other school personnel to assist in understanding the 30 percent process.

### Algebra I: Scale Score to Grade Value

<table>
<thead>
<tr>
<th>EOC Scale Score</th>
<th>Letter Grade</th>
<th>Grade Value</th>
<th>EOC Scale Score</th>
<th>Letter Grade</th>
<th>Grade Value</th>
<th>EOC Scale Score</th>
<th>Letter Grade</th>
<th>Grade Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>425 to 429</td>
<td>F</td>
<td>59</td>
<td>490</td>
<td>C</td>
<td>73</td>
<td>518 to 520</td>
<td>B</td>
<td>87</td>
</tr>
<tr>
<td>430 to 435</td>
<td>D</td>
<td>60</td>
<td>491</td>
<td>C</td>
<td>74</td>
<td>521 to 522</td>
<td>B</td>
<td>88</td>
</tr>
<tr>
<td>436 to 440</td>
<td>D</td>
<td>61</td>
<td>492</td>
<td>C</td>
<td>75</td>
<td>523 to 525</td>
<td>B</td>
<td>89</td>
</tr>
<tr>
<td>441 to 445</td>
<td>D</td>
<td>62</td>
<td>493</td>
<td>C</td>
<td>76</td>
<td>526 to 527</td>
<td>A</td>
<td>90</td>
</tr>
<tr>
<td>446 to 451</td>
<td>D</td>
<td>63</td>
<td>494</td>
<td>C</td>
<td>77</td>
<td>528 to 529</td>
<td>A</td>
<td>91</td>
</tr>
<tr>
<td>452 to 456</td>
<td>D</td>
<td>64</td>
<td>495</td>
<td>C</td>
<td>78</td>
<td>530 to 531</td>
<td>A</td>
<td>92</td>
</tr>
<tr>
<td>457 to 463</td>
<td>D</td>
<td>65</td>
<td>496</td>
<td>C</td>
<td>79</td>
<td>532 to 536</td>
<td>A</td>
<td>93</td>
</tr>
<tr>
<td>464 to 468</td>
<td>D</td>
<td>66</td>
<td>497 to 499</td>
<td>B</td>
<td>80</td>
<td>537 to 542</td>
<td>A</td>
<td>94</td>
</tr>
<tr>
<td>469 to 474</td>
<td>D</td>
<td>67</td>
<td>500 to 502</td>
<td>B</td>
<td>81</td>
<td>543 to 547</td>
<td>A</td>
<td>95</td>
</tr>
<tr>
<td>475 to 480</td>
<td>D</td>
<td>68</td>
<td>503 to 505</td>
<td>B</td>
<td>82</td>
<td>548 to 553</td>
<td>A</td>
<td>96</td>
</tr>
<tr>
<td>481 to 486</td>
<td>D</td>
<td>69</td>
<td>506 to 508</td>
<td>B</td>
<td>83</td>
<td>554 to 558</td>
<td>A</td>
<td>97</td>
</tr>
<tr>
<td>487</td>
<td>C</td>
<td>70</td>
<td>509 to 511</td>
<td>B</td>
<td>84</td>
<td>559 to 564</td>
<td>A</td>
<td>98</td>
</tr>
<tr>
<td>488</td>
<td>C</td>
<td>71</td>
<td>512 to 514</td>
<td>B</td>
<td>85</td>
<td>565 to 569</td>
<td>A</td>
<td>99</td>
</tr>
<tr>
<td>489</td>
<td>C</td>
<td>72</td>
<td>515 to 517</td>
<td>B</td>
<td>86</td>
<td>570 to 575</td>
<td>A</td>
<td>100</td>
</tr>
</tbody>
</table>

### Geometry: Scale Score to Grade Value

<table>
<thead>
<tr>
<th>EOC Scale Score</th>
<th>Letter Grade</th>
<th>Grade Value</th>
<th>EOC Scale Score</th>
<th>Letter Grade</th>
<th>Grade Value</th>
<th>EOC Scale Score</th>
<th>Letter Grade</th>
<th>Grade Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>425 to 430</td>
<td>F</td>
<td>59</td>
<td>490</td>
<td>C</td>
<td>73</td>
<td>521 to 522</td>
<td>B</td>
<td>87</td>
</tr>
<tr>
<td>431 to 435</td>
<td>D</td>
<td>60</td>
<td>491 to 492</td>
<td>C</td>
<td>74</td>
<td>523 to 524</td>
<td>B</td>
<td>88</td>
</tr>
<tr>
<td>436 to 440</td>
<td>D</td>
<td>61</td>
<td>493</td>
<td>C</td>
<td>75</td>
<td>525 to 526</td>
<td>B</td>
<td>89</td>
</tr>
<tr>
<td>441 to 445</td>
<td>D</td>
<td>62</td>
<td>494</td>
<td>C</td>
<td>76</td>
<td>527 to 528</td>
<td>A</td>
<td>90</td>
</tr>
<tr>
<td>446 to 450</td>
<td>D</td>
<td>63</td>
<td>495</td>
<td>C</td>
<td>77</td>
<td>529 to 530</td>
<td>A</td>
<td>91</td>
</tr>
<tr>
<td>451 to 456</td>
<td>D</td>
<td>64</td>
<td>496</td>
<td>C</td>
<td>78</td>
<td>531 to 532</td>
<td>A</td>
<td>92</td>
</tr>
<tr>
<td>457 to 462</td>
<td>D</td>
<td>65</td>
<td>497 to 498</td>
<td>C</td>
<td>79</td>
<td>533 to 538</td>
<td>A</td>
<td>93</td>
</tr>
<tr>
<td>463 to 467</td>
<td>D</td>
<td>66</td>
<td>499 to 502</td>
<td>B</td>
<td>80</td>
<td>539 to 544</td>
<td>A</td>
<td>94</td>
</tr>
<tr>
<td>468 to 473</td>
<td>D</td>
<td>67</td>
<td>503 to 505</td>
<td>B</td>
<td>81</td>
<td>545 to 549</td>
<td>A</td>
<td>95</td>
</tr>
<tr>
<td>474 to 479</td>
<td>D</td>
<td>68</td>
<td>506 to 508</td>
<td>B</td>
<td>82</td>
<td>550 to 555</td>
<td>A</td>
<td>96</td>
</tr>
<tr>
<td>480 to 485</td>
<td>D</td>
<td>69</td>
<td>509 to 511</td>
<td>B</td>
<td>83</td>
<td>556 to 560</td>
<td>A</td>
<td>97</td>
</tr>
<tr>
<td>EOC Scale Score</td>
<td>Letter Grade</td>
<td>Grade Value</td>
<td>EOC Scale Score</td>
<td>Letter Grade</td>
<td>Grade Value</td>
<td>EOC Scale Score</td>
<td>Letter Grade</td>
<td>Grade Value</td>
</tr>
<tr>
<td>----------------</td>
<td>--------------</td>
<td>-------------</td>
<td>----------------</td>
<td>--------------</td>
<td>-------------</td>
<td>----------------</td>
<td>--------------</td>
<td>-------------</td>
</tr>
<tr>
<td>325 to 328</td>
<td>F</td>
<td>59</td>
<td>377 to 379</td>
<td>C</td>
<td>73</td>
<td>421 to 422</td>
<td>B</td>
<td>87</td>
</tr>
<tr>
<td>329 to 332</td>
<td>D</td>
<td>60</td>
<td>380 to 381</td>
<td>C</td>
<td>74</td>
<td>423</td>
<td>B</td>
<td>88</td>
</tr>
<tr>
<td>333 to 336</td>
<td>D</td>
<td>61</td>
<td>382 to 384</td>
<td>C</td>
<td>75</td>
<td>424 to 425</td>
<td>B</td>
<td>89</td>
</tr>
<tr>
<td>337 to 340</td>
<td>D</td>
<td>62</td>
<td>385 to 386</td>
<td>C</td>
<td>76</td>
<td>426 to 427</td>
<td>A</td>
<td>90</td>
</tr>
<tr>
<td>341 to 344</td>
<td>D</td>
<td>63</td>
<td>387 to 389</td>
<td>C</td>
<td>77</td>
<td>428 to 429</td>
<td>A</td>
<td>91</td>
</tr>
<tr>
<td>345 to 348</td>
<td>D</td>
<td>64</td>
<td>390 to 392</td>
<td>C</td>
<td>78</td>
<td>430</td>
<td>A</td>
<td>92</td>
</tr>
<tr>
<td>349 to 352</td>
<td>D</td>
<td>65</td>
<td>393 to 394</td>
<td>C</td>
<td>79</td>
<td>431 to 435</td>
<td>A</td>
<td>93</td>
</tr>
<tr>
<td>353 to 356</td>
<td>D</td>
<td>66</td>
<td>395 to 398</td>
<td>B</td>
<td>80</td>
<td>436 to 441</td>
<td>A</td>
<td>94</td>
</tr>
<tr>
<td>357 to 360</td>
<td>D</td>
<td>67</td>
<td>399 to 401</td>
<td>B</td>
<td>81</td>
<td>442 to 447</td>
<td>A</td>
<td>95</td>
</tr>
<tr>
<td>361 to 364</td>
<td>D</td>
<td>68</td>
<td>402 to 405</td>
<td>B</td>
<td>82</td>
<td>448 to 453</td>
<td>A</td>
<td>96</td>
</tr>
<tr>
<td>365 to 368</td>
<td>D</td>
<td>69</td>
<td>406 to 409</td>
<td>B</td>
<td>83</td>
<td>454 to 460</td>
<td>A</td>
<td>97</td>
</tr>
<tr>
<td>369 to 371</td>
<td>C</td>
<td>70</td>
<td>410 to 413</td>
<td>B</td>
<td>84</td>
<td>461 to 465</td>
<td>A</td>
<td>98</td>
</tr>
<tr>
<td>372 to 373</td>
<td>C</td>
<td>71</td>
<td>414 to 417</td>
<td>B</td>
<td>85</td>
<td>466 to 470</td>
<td>A</td>
<td>99</td>
</tr>
<tr>
<td>374 to 376</td>
<td>C</td>
<td>72</td>
<td>418 to 420</td>
<td>B</td>
<td>86</td>
<td>471 to 475</td>
<td>A</td>
<td>100</td>
</tr>
</tbody>
</table>

**Biology: Scale Score to Grade Value**

<table>
<thead>
<tr>
<th>EOC Scale Score</th>
<th>Letter Grade</th>
<th>Grade Value</th>
<th>EOC Scale Score</th>
<th>Letter Grade</th>
<th>Grade Value</th>
<th>EOC Scale Score</th>
<th>Letter Grade</th>
<th>Grade Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>325 to 328</td>
<td>F</td>
<td>59</td>
<td>384 to 385</td>
<td>C</td>
<td>73</td>
<td>417 to 418</td>
<td>B</td>
<td>87</td>
</tr>
<tr>
<td>329 to 332</td>
<td>D</td>
<td>60</td>
<td>386 to 387</td>
<td>C</td>
<td>74</td>
<td>419 to 421</td>
<td>B</td>
<td>88</td>
</tr>
<tr>
<td>334 to 338</td>
<td>D</td>
<td>61</td>
<td>388 to 389</td>
<td>C</td>
<td>75</td>
<td>422 to 423</td>
<td>B</td>
<td>89</td>
</tr>
<tr>
<td>339 to 342</td>
<td>D</td>
<td>62</td>
<td>390 to 391</td>
<td>C</td>
<td>76</td>
<td>424 to 426</td>
<td>A</td>
<td>90</td>
</tr>
<tr>
<td>343 to 347</td>
<td>D</td>
<td>63</td>
<td>392 to 393</td>
<td>C</td>
<td>77</td>
<td>427 to 428</td>
<td>A</td>
<td>91</td>
</tr>
<tr>
<td>348 to 352</td>
<td>D</td>
<td>64</td>
<td>394 to 395</td>
<td>C</td>
<td>78</td>
<td>429 to 431</td>
<td>A</td>
<td>92</td>
</tr>
<tr>
<td>353 to 357</td>
<td>D</td>
<td>65</td>
<td>396 to 397</td>
<td>C</td>
<td>79</td>
<td>432 to 437</td>
<td>A</td>
<td>93</td>
</tr>
<tr>
<td>358 to 361</td>
<td>D</td>
<td>66</td>
<td>397 to 398</td>
<td>B</td>
<td>80</td>
<td>438 to 443</td>
<td>A</td>
<td>94</td>
</tr>
<tr>
<td>362 to 366</td>
<td>D</td>
<td>67</td>
<td>399 to 401</td>
<td>B</td>
<td>81</td>
<td>444 to 448</td>
<td>A</td>
<td>95</td>
</tr>
<tr>
<td>367 to 372</td>
<td>D</td>
<td>68</td>
<td>402 to 404</td>
<td>B</td>
<td>82</td>
<td>449 to 453</td>
<td>A</td>
<td>96</td>
</tr>
<tr>
<td>373 to 377</td>
<td>D</td>
<td>69</td>
<td>405 to 407</td>
<td>B</td>
<td>83</td>
<td>454 to 458</td>
<td>A</td>
<td>97</td>
</tr>
<tr>
<td>378 to 379</td>
<td>C</td>
<td>70</td>
<td>408 to 410</td>
<td>B</td>
<td>84</td>
<td>459 to 463</td>
<td>A</td>
<td>98</td>
</tr>
<tr>
<td>380 to 381</td>
<td>C</td>
<td>71</td>
<td>411 to 413</td>
<td>B</td>
<td>85</td>
<td>464 to 469</td>
<td>A</td>
<td>99</td>
</tr>
<tr>
<td>382 to 383</td>
<td>C</td>
<td>72</td>
<td>414 to 416</td>
<td>B</td>
<td>86</td>
<td>470 to 475</td>
<td>A</td>
<td>100</td>
</tr>
</tbody>
</table>

**U.S. History: Scale Score to Grade Value**

<table>
<thead>
<tr>
<th>EOC Scale Score</th>
<th>Letter Grade</th>
<th>Grade Value</th>
<th>EOC Scale Score</th>
<th>Letter Grade</th>
<th>Grade Value</th>
<th>EOC Scale Score</th>
<th>Letter Grade</th>
<th>Grade Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>325 to 328</td>
<td>F</td>
<td>59</td>
<td>384 to 385</td>
<td>C</td>
<td>73</td>
<td>417 to 418</td>
<td>B</td>
<td>87</td>
</tr>
<tr>
<td>329 to 333</td>
<td>D</td>
<td>60</td>
<td>386 to 387</td>
<td>C</td>
<td>74</td>
<td>419 to 421</td>
<td>B</td>
<td>88</td>
</tr>
<tr>
<td>334 to 338</td>
<td>D</td>
<td>61</td>
<td>388 to 389</td>
<td>C</td>
<td>75</td>
<td>422 to 423</td>
<td>B</td>
<td>89</td>
</tr>
<tr>
<td>339 to 342</td>
<td>D</td>
<td>62</td>
<td>390 to 391</td>
<td>C</td>
<td>76</td>
<td>424 to 426</td>
<td>A</td>
<td>90</td>
</tr>
<tr>
<td>343 to 347</td>
<td>D</td>
<td>63</td>
<td>392 to 393</td>
<td>C</td>
<td>77</td>
<td>427 to 428</td>
<td>A</td>
<td>91</td>
</tr>
<tr>
<td>348 to 352</td>
<td>D</td>
<td>64</td>
<td>394 to 395</td>
<td>C</td>
<td>78</td>
<td>429 to 431</td>
<td>A</td>
<td>92</td>
</tr>
<tr>
<td>353 to 357</td>
<td>D</td>
<td>65</td>
<td>396 to 397</td>
<td>C</td>
<td>79</td>
<td>432 to 437</td>
<td>A</td>
<td>93</td>
</tr>
<tr>
<td>358 to 361</td>
<td>D</td>
<td>66</td>
<td>397 to 398</td>
<td>B</td>
<td>80</td>
<td>438 to 443</td>
<td>A</td>
<td>94</td>
</tr>
<tr>
<td>362 to 366</td>
<td>D</td>
<td>67</td>
<td>399 to 401</td>
<td>B</td>
<td>81</td>
<td>444 to 448</td>
<td>A</td>
<td>95</td>
</tr>
<tr>
<td>367 to 372</td>
<td>D</td>
<td>68</td>
<td>402 to 404</td>
<td>B</td>
<td>82</td>
<td>449 to 453</td>
<td>A</td>
<td>96</td>
</tr>
<tr>
<td>373 to 377</td>
<td>D</td>
<td>69</td>
<td>405 to 407</td>
<td>B</td>
<td>83</td>
<td>454 to 458</td>
<td>A</td>
<td>97</td>
</tr>
<tr>
<td>378 to 379</td>
<td>C</td>
<td>70</td>
<td>408 to 410</td>
<td>B</td>
<td>84</td>
<td>459 to 463</td>
<td>A</td>
<td>98</td>
</tr>
<tr>
<td>380 to 381</td>
<td>C</td>
<td>71</td>
<td>411 to 413</td>
<td>B</td>
<td>85</td>
<td>464 to 469</td>
<td>A</td>
<td>99</td>
</tr>
<tr>
<td>382 to 383</td>
<td>C</td>
<td>72</td>
<td>414 to 416</td>
<td>B</td>
<td>86</td>
<td>470 to 475</td>
<td>A</td>
<td>100</td>
</tr>
</tbody>
</table>
Civics: Scale Score to Grade Value

<table>
<thead>
<tr>
<th>EOC Scale Score</th>
<th>Letter Grade</th>
<th>Grade Value</th>
<th>EOC Scale Score</th>
<th>Letter Grade</th>
<th>Grade Value</th>
<th>EOC Scale Score</th>
<th>Letter Grade</th>
<th>Grade Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>325 to 329</td>
<td>F</td>
<td>59</td>
<td>382 to 383</td>
<td>C</td>
<td>73</td>
<td>413 to 415</td>
<td>B</td>
<td>87</td>
</tr>
<tr>
<td>330 to 334</td>
<td>D</td>
<td>60</td>
<td>384</td>
<td>C</td>
<td>74</td>
<td>416 to 417</td>
<td>B</td>
<td>88</td>
</tr>
<tr>
<td>335 to 338</td>
<td>D</td>
<td>61</td>
<td>385 to 386</td>
<td>C</td>
<td>75</td>
<td>418 to 420</td>
<td>B</td>
<td>89</td>
</tr>
<tr>
<td>339 to 342</td>
<td>D</td>
<td>62</td>
<td>387 to 388</td>
<td>C</td>
<td>76</td>
<td>421 to 422</td>
<td>A</td>
<td>90</td>
</tr>
<tr>
<td>343 to 347</td>
<td>D</td>
<td>63</td>
<td>389</td>
<td>C</td>
<td>77</td>
<td>423 to 425</td>
<td>A</td>
<td>91</td>
</tr>
<tr>
<td>348 to 352</td>
<td>D</td>
<td>64</td>
<td>390 to 391</td>
<td>C</td>
<td>78</td>
<td>426 to 427</td>
<td>A</td>
<td>92</td>
</tr>
<tr>
<td>353 to 356</td>
<td>D</td>
<td>65</td>
<td>392 to 393</td>
<td>C</td>
<td>79</td>
<td>428 to 433</td>
<td>A</td>
<td>93</td>
</tr>
<tr>
<td>357 to 359</td>
<td>D</td>
<td>66</td>
<td>394 to 396</td>
<td>B</td>
<td>80</td>
<td>434 to 439</td>
<td>A</td>
<td>94</td>
</tr>
<tr>
<td>360 to 365</td>
<td>D</td>
<td>67</td>
<td>397 to 398</td>
<td>B</td>
<td>81</td>
<td>440 to 445</td>
<td>A</td>
<td>95</td>
</tr>
<tr>
<td>366 to 370</td>
<td>D</td>
<td>68</td>
<td>399 to 400</td>
<td>B</td>
<td>82</td>
<td>446 to 451</td>
<td>A</td>
<td>96</td>
</tr>
<tr>
<td>371 to 375</td>
<td>D</td>
<td>69</td>
<td>401 to 403</td>
<td>B</td>
<td>83</td>
<td>452 to 456</td>
<td>A</td>
<td>97</td>
</tr>
<tr>
<td>376 to 377</td>
<td>C</td>
<td>70</td>
<td>404 to 405</td>
<td>B</td>
<td>84</td>
<td>457 to 462</td>
<td>A</td>
<td>98</td>
</tr>
<tr>
<td>378 to 379</td>
<td>C</td>
<td>71</td>
<td>406 to 408</td>
<td>B</td>
<td>85</td>
<td>463 to 468</td>
<td>A</td>
<td>99</td>
</tr>
<tr>
<td>380 to 381</td>
<td>C</td>
<td>72</td>
<td>409 to 412</td>
<td>B</td>
<td>86</td>
<td>469 to 475</td>
<td>A</td>
<td>100</td>
</tr>
</tbody>
</table>

Public School Student Progression; Remedial Instruction; Reporting Requirements

F.S. 1008.25 Public school student progression; student support; reporting requirements

It is the intent of the Legislature that each student’s progression from one grade to another be determined, in part, upon satisfactory performance in English language arts, social studies, science, and mathematics; that district school board policies facilitate student achievement; that each student and his/her parent be informed of that student’s academic progress; and that students have access to educational options that provide academically challenging coursework or accelerated instruction pursuant to F.S. 1002.3105 Academically Challenging Curriculum to Enhance Learning (ACCEL) options, excerpts provided below.

Successful Progression for Retained Readers

Students retained under the provisions of information provided above must be provided individualized interventions and support in reading to ameliorate the student’s specific reading deficiency, as identified by a valid and reliable diagnostic assessment. This intervention must include effective instructional strategies, participation in the school district’s summer reading camp, and appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level, and ready for promotion to the next grade.

Each school district shall:

- Provide third grade students who are retained under the provisions of paragraph (5)(b) with academic support and instructional services to remediate the identified areas of reading deficiency, including participation in the school district’s summer reading camp as required under paragraph (a) and a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction which includes phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the school district, which may include, but are not limited to:
  - Integration of science and social studies content within the 90-minute block.
  - Small group instruction.
  - Reduced teacher-student ratios.

FLORIDA VIRTUAL SCHOOL
d. More frequent progress monitoring.

- Tutoring or mentoring.
- Transition classes containing 3rd and 4th grade students.
- Extended school day, week, or year.

- Provide written notification to the parent of a student who is retained under the provisions of paragraph (5)(b) that his/her child has not met the proficiency level required for promotion and the reasons the child is not eligible for a good cause exemption as provided in paragraph (6)(b). The notification must comply with the provisions of F.S. 1002.20(15) K-12 student and parent rights and must include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency.

- Implement a policy for the midyear promotion of a student retained under the provisions of paragraph (5)(b) who can demonstrate that he/she is a successful and independent reader and performing at or above grade level in reading or, upon implementation of English Language Arts assessments, performing at or above grade level in English Language Arts. Tools that school districts may use in reevaluating a student retained may include subsequent assessments, alternative assessments, and portfolio reviews, in accordance with rules of the State Board of Education.

- Provide students who are retained under the provisions of paragraph (5)(b) with a highly effective teacher as determined by the teacher’s performance evaluation under F.S. 1012.34 Personnel evaluation procedures and criteria.

- Establish at each school, when applicable, an Intensive Acceleration Class for retained grade 3 students who subsequently score Level 1 on the required statewide, standardized assessment identified in F.S. 1008.22 Student assessment program for public schools. The focus of the Intensive Acceleration Class shall be to increase a child’s reading and English Language Arts skill level at least two grade levels in 1 school year. The Intensive Acceleration Class shall:
  - Be provided to a student in grade 3 who scores Level 1 on the statewide, standardized Reading assessment or the English Language Arts assessment and who was retained in grade 3 the prior year because of scoring Level 1.
  - Have a reduced teacher-student ratio.
  - Provide uninterrupted reading instruction for the majority of student contact time each day and incorporate opportunities to master the grade 4 Next Generation Sunshine State Standards or Florida Standards in other core subject areas.
  - Use a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year.
  - Provide intensive language and vocabulary instruction using a scientifically research-based program, including use of a speech-language therapist.

Kindergarten-3 READ Initiative

The FLVS Full Time Program has established a Reading Enhancement and Acceleration Development (READ) Initiative. The focus of the READ Initiative is to prevent the retention of grade 3 students and to offer intensive accelerated reading instruction to grade 3 students who failed to meet standards for promotion to grade 4 and to each kindergarten-3 student who is assessed as exhibiting a reading deficiency.

For the full statute language, visit F.S. 1008.25 Public school student progression; student support; reporting requirements.

Please also see the Florida Virtual School Comprehensive Reading Plan for specific details. Plans are available on the FLDOE website: K-12 Comprehensive Research Based Reading Plans.

Intensive Acceleration Class for Retained Third Graders

Each school, where applicable, will provide an intensive acceleration class for retained grade 3 students who subsequently score at a Level 1 on the statewide, standardized English Language Arts assessment and who was retained in grade 3 the prior year because of scoring Level 1.

The focus of the intensive acceleration class shall be to increase a child’s reading level at least two grade levels in one school year.

Note: This class is for a student who would be spending his/her third year in grade 3 (has been retained two times...
already.) Applicable schools are those with retained grade 3 students who subsequently score at Level 1 on FSA ELA. Through this class, a retained third grader could be promoted from grade 3 to grade 5.

**Promotion of FLVS Full Time Elementary Students**

The student must successfully complete English Language Arts, Social Studies, Science, and Mathematics courses, achieving a 60% or higher overall grade. Students must successfully complete all assigned lessons and assessments in active courses.

**Elementary School Curriculum**

Florida Public Kindergarten through Grade 12 educational instruction in Florida is based on the Next Generation Sunshine State Standards and, in some content areas, the Florida Standards. For complete information on what standards are implemented in what grade, visit Student Performance Standards.

To access the FLVS Full Time Elementary School curriculum, please visit www.flvs.net/fulltime.

**FLVS Full Time Middle School Program**

**Powers and Duties of District School Board**

**F.S. 1001.42 Powers and duties of district school board**

A school that includes any of grades 6, 7, or 8 shall include annually in its school improvement plan information and data on the school’s early warning system required under paragraph (b), including a list of the early warning indicators used in the system, the number of students identified by the system as exhibiting two or more early warning indicators, the number of students by grade level that exhibit each early warning indicator, and a description of all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system. In addition, a school that includes any of grades 6, 7, or 8 shall describe in its school improvement plan the strategies used by the school to implement the instructional practices for middle grades emphasized by the district’s professional development system pursuant to F.S. 1012.98 (4)(b)9 School Community Professional Development Act what those other tests would be and when they are administered. Each student who does not meet specific levels of performance on the required assessments as determined by the district school board or who scores below Level 3 on the statewide, standardized English Language Arts assessment or on the statewide, standardized Mathematics assessments in grades 3 through 8, must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and the areas of academic need, to provide the strategies and support needed for the appropriate intervention and instruction. For the full statute language, visit F.S. 1008.22 Student assessment program for public schools and F.S. 1008.25 Public school student progression; student support; reporting requirements.

Middle grades students enrolled in Algebra I or Geometry must take the statewide, standardized EOC assessment for those courses and may not take the corresponding grade-level FSA.

**General Requirements for Middle Grades Promotion**

**F.S. 1003.4156 General requirements for middle grades promotion**

In order for a student to be promoted to high school from a school that includes middle grades 6, 7, and 8, the student must successfully complete the following academic courses:

**Academic Courses**

The following represents the required courses to progress from middle school to high school.

- **English Language Arts** (ELA). Three middle grades or higher courses.
- **Math.** Three middle grades or higher courses. Each school that includes middle grades must offer at least one high school-level mathematics course for which students may earn high school credit. To earn high school credit for Algebra I, a middle grades student must take the statewide, standardized Algebra I EOC assessment and pass the course, and in addition, beginning with the 2013-14 school year and thereafter, a student's performance on the Algebra I EOC assessment constitutes 30 percent of the student's final course grade. To earn high school credit for a Geometry course, a middle grades student must take the
statewide, standardized Geometry EOC assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course.

- **Social Studies.** Three middle grades or higher courses. Beginning with students entering grade 6 in the 2012-13 school year, one of these courses must be at least a one-semester civics education course that includes the roles and responsibilities of federal, state, and local governments; the structures and functions of the legislative, executive, and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States. Beginning with the 2013-14 school year, each student's performance on the statewide, standardized EOC assessment in civics education required under F.S. 1008.22 Student assessment program for public schools constitutes 30 percent of the student's final course grade. A middle grades student who transfers into the state's public school system from out of country, out of state, a private school, or a home education program after the beginning of the second term of grade 8 is not required to meet the civics education requirement for promotion from the middle grades if the student's transcript documents passage of three courses in social studies or two year-long courses in social studies that include coverage of civics education.

- **Science.** Three middle grades or higher courses. Beginning with the 2012-13 school year, to earn high school credit for a Biology I course, a middle grades student must take the statewide, standardized Biology I EOC assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course.*

*If a middle school student desires to earn a Scholar Designation in High School, the student must take and pass and the Biology EOC Assessment.

When middle school students take high school courses, this starts their high school transcript and their Grade Point Averages (GPAs). GPAs are used to determine eligibility for graduation, scholarships (including Bright Futures), class ranking, and admission to college.

Middle school students who make a “C” (2.0 on a 4.0 scale) or below in a high school course in middle school are encouraged to confer with their parents and high school personnel before going on to the next level course. Middle school students taking high school courses for high school credit who get a grade of C or D may replace that grade with a grade of C or higher by retaking the course. Students earning a grade of F must retake the course.

**Reading and Math Intervention**

FLVS Full Time students who are assigned to one-on-one or small group Reading and/or Math Interventions Sessions are required to attend weekly sessions to receive remedial direct instruction, guided practice, and take part in mastery checks. They are also required to work in a skill builder program, where they will take Diagnostic assessments 3 times per year to determine growth and identify instructional gaps. The skill builder program will also provide practice and targeted instruction appropriate to their level that prioritizes the highest areas of need.

Note: State Board F.A.C. Rule 6A-6.054 K-12 Student Reading Intervention Requirements (Repealed) establishes guidelines for placement in reading intervention and for progress monitoring. Progress monitoring must occur three times per year.

**Middle and High School Grading System**

F.S. 1003.437 Middle and high school grading system

**Middle School Grading System**

The grading system and interpretation of letter grades used to measure student success for students in public schools shall be as follows:
Course teachers are responsible for submitting final semester grades by the required school deadline. For courses with which an EOC score is required to be a part of the final grade calculation, district staff will recalculate the semester grade and finalize.

**Weighted Grading System**

Middle school courses factor into the student’s Grade Point Average using the same standards as HS courses. There are no weighted courses in middle school.

Students accelerating and taking a high school honors course while in middle school will receive honors credit (1.5 weighting) on their high school GPA calculation when they enter high school.

Note: A high school transcript is initiated upon the first completion of a high school course regardless of the student’s “official” grade.

**Middle School Curriculum**

To see the curriculum available through FLVS Full Time, please visit [www.flvs.net/fulltime](http://www.flvs.net/fulltime).

**FLVS Full Time Program**

**Supporting Documentation**

Your eligibility will be verified through state data. You do not need to submit verification of your eligibility unless you dispute the state or district determination of your eligibility, or you are claiming the exception for children of U.S. Armed Forces. If you dispute a finding that you are not eligible, we will provide you with information as to how to appeal that finding if you have other proof of enrollment.

**Other Documentation**

You may need to provide additional documentation if any of the following circumstances apply:

- **Student Number Identifier, Florida**: If your child previously attended a Florida public school, we are required to use the same number for our state data reporting.
- **Custody order**: If your legal guardianship is determined by a court order, please submit a copy of the order.
- **Official Transcripts/STS**: We require all applicants to supply official transcripts with state testing score during the enrollment process. It is exceptionally helpful to ensure that students receive the personalized learning that our program offers.
- **Report card, state test scores, or other documentation**: If a student is requesting enrollment in a course that is ahead of or behind the student’s age-based grade level FLVS will contact the parent to request a report card, state test scores, and/or other necessary documentation.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A</td>
<td>Outstanding Progress</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
<td>Above Average Progress</td>
</tr>
<tr>
<td>70-79</td>
<td>C</td>
<td>Average Progress</td>
</tr>
<tr>
<td>60-69</td>
<td>D</td>
<td>Lowest Acceptable Progress</td>
</tr>
<tr>
<td>0-59</td>
<td>F</td>
<td>Failure</td>
</tr>
</tbody>
</table>
IEP or 504 Plan: If a student is a student with a disability or impairment, this must be indicated in the appropriate section on the application and a copy of the most current IEP must be submitted directly to FLVS.

Military orders: If you are enrolling your student under the exception for children of U.S. Armed Forces, you will need to provide copies of your orders.

Free/Reduced Lunch application: Even though a virtual student does not require meals at school, FLVS Full Time is responsible for reporting to the state DOE the number of enrolled students who qualify for free/reduced lunch. Please be sure to complete the application and return it so FLVS can accurately report this number to the state.

**FLVS Full Time High School Instructional Policies**

For information related to FLVS Full Time instructional procedures, students and parents are invited to reference the FLVS Full Time Student/Parent Handbook.

**Academic Integrity**

Student academic integrity is a core value and universal expectation at FLVS Full Time. Detailed information regarding the criminal nature of academic brokering, the policies pertaining to reporting, and the proctored exam process can be found in the FLVS Full Time Student/Parent Handbook.

**Mandatory Final Exam Policy – Grades 6-12**

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 FLVS Full Time courses in order to be eligible for course credit.

The FLVS Full Time Academic Integrity Department may, at its discretion, require a proctored segment exam for any student on a situational basis. Academic Integrity proctored exams must be successfully passed (grade of 60% or higher) in order for a student to be eligible for course credit.

**Discussion-based Assessments**

As a means of ensuring comprehension and integrity, each course contains built-in assignments that are designated to be completed between the teacher and student. A student who does not complete and pass the discussion-based assessments in his/her course is ineligible for course credit.

**Requirements for a Standard High School Diploma**

**F.S. 1003.4282 Requirements for a standard high school diploma**

Note: AdvancEd Accreditation requires that any student graduating from FLVS Full Time High School complete at a minimum, 25 percent of the courses required for graduation in the State of Florida in order to be eligible to graduate per SACS Accreditation Assurances.

*A student needing less than the required 25 percent of courses to meet Florida graduation requirements who has an academic record from another regionally accredited institution, meets the FLVS Full Tim eligibility requirements for enrollment, is on track to graduate, and has already met state assessment graduation requirements, may be eligible to enroll and/or earn a diploma based on a review and approval by the Principal. Courses completed with FLVS Full Time will include an assessment component supporting required academic benchmarking for the courses.

Graduation requires the successful completion of a minimum of 24 credits, an International Baccalaureate curriculum, or an Advanced International Certificate of Education curriculum. Students must be advised of eligibility requirements for state scholarship programs and postsecondary admissions. Students who desire to take more credits per year must demonstrate academic appropriateness as determined by the FLVS Full Time counselor. Students seeking an accelerated path to graduate earlier than four years should work with their school counselor.

The required credits may be earned through equivalent, applied, or integrated courses or career education courses as defined in [F.S. 1003.01(4) Definitions](#), including work-related internships approved by the State Board of Education and identified in the course code directory. However, any must-pass assessment requirements must
be met. An equivalent course is one or more courses identified by content-area experts as being a match to the core curricular content of another course, based upon review of the Next Generation Sunshine State Standards or Florida Standards for that subject. An applied course aligns with Next Generation Sunshine State Standards and includes real-world applications of a career and technical education standard used in business or industry. An integrated course includes content from several courses within a content area or across content areas. To see full graduation requirements for each cohort year, please visit FLDOE Graduation Requirements.

**Notification Requirements**

The school district must notify students and parents, in writing, of the requirements for a standard high school diploma, available designations, and the eligibility requirements for state scholarship programs and postsecondary admissions. The Department of Education shall directly and through the school districts notify registered private schools of public high school course credit and assessment requirements. Each private school must make this information available to students and their parents so they are aware of public high school graduation requirements.

**Intervention for High School Students**

FLVS Full Time students engaged in enrichment activities for Reading and/or Math are required to attend weekly Live Lesson sessions and complete skills assignments and assessments.

**Grade Forgiveness Policies**

A student must achieve a cumulative grade point average (GPA) of 2.0 on a 4.0 scale, or its equivalent, in the courses required in this section (F.S. 1003.42 Required instruction) to be eligible to graduate with a standard diploma.

Each district school board shall adopt policies designed to assist students in meeting the requirements of this subsection. These policies may include, but are not limited to: forgiveness policies, summer school or before or after school attendance, special counseling, volunteers or peer tutors, school-sponsored help sessions, homework hotlines, and study skills classes.

- Forgiveness policies for required courses shall be limited to replacing a grade of D or F, or the equivalent of a grade of D or F, with a grade of C or higher, or the equivalent of a grade of C or higher, earned subsequently in the same or comparable course.
- Forgiveness policies for elective courses shall be limited to replacing a grade of D or F, or the equivalent of a grade of D or F, with a grade of C or higher, or the equivalent of a grade of C or higher, earned subsequently in another course.

The only exception to these forgiveness policies shall be made for a student in the middle grades who takes any high school course for high school credit and earns a grade of C, D, or F, or the equivalent of a grade of C, D, or F. In such case, the district forgiveness policy must allow the replacement of the grade with a grade of C or higher, or the equivalent of a grade of C or higher, earned subsequently in the same or comparable course.

Middle school students who make a C (2.0 on a 4.0 scale) or below in a high school course in middle school are encouraged to confer with their parents and high school personnel before going on to the next level course. Middle school students taking high school courses for high school credit who get a grade of C or D may replace that grade with a grade of C or higher by retaking the course. Students earning a grade of F must retake the course.

In terms of EOC courses, if the student’s final average with the EOC assessment included as 30 percent results in a course grade of D or F, the options for the student include one of the following:

- Retaking a semester of the course,
- Retaking the entire course,
- Retaking the EOC assessment for that course or
- Retaking both the course and the EOC assessment to improve the student’s final course grade.

If retaking the course, including the EOC assessment as 30 percent, or retaking the EOC assessment results in a final course average of C or above, then this grade replaces the D or F. If it does not result in a C or above, then the original course average stands and is not replaced. Only one credit is allowed per course, so only one grade
Per course should be included as part of the student’s GPA (F.S. 1003.4282(6) Requirements for a standard high school diploma): "In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student’s GPA. Any course not replaced according to a district school board forgiveness policy shall be included in the calculation of the cumulative GPA required for graduation.”

In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student's GPA. Any course grade not replaced according to a district school board forgiveness policy shall be included in the calculation of the cumulative GPA required for graduation.

Per Rule 6A-1.0955(3), FAC FLVS is required to keep a record of courses taken and a record of achievement, such as grades, unit, or certification of competence. Student records cannot be altered at any time unless it has been determined that the information is inaccurate or in violation of the privacy or other rights of the student. All courses and grades must be included on the student’s transcript.

**Strategies for Exceptional Students to Meet Standard Diploma Requirements**

The district school board may require specific courses and programs of study within the minimum credit requirements for high school graduation and shall provide necessary accommodations and supports according to a student's IEP that are available and appropriate in the full-time virtual environment, to assure exceptional students the opportunity to meet the graduation requirements for a standard diploma.

The IEP team shall determine which of these strategies to employ based upon assessment of the student's needs and shall reflect this decision in the student's individual education plan.

**Students with Disabilities**

The district school board must provide instruction to prepare students with disabilities to demonstrate proficiency in the core content knowledge and skills necessary for successful grade-to-grade progression and high school graduation.

Beginning not later than the first IEP to be in effect when the student attains the age of 16, or younger if determined appropriate by the parent and the IEP team, the IEP must include the following statements that must be updated annually:

- A statement of intent to pursue a standard high school diploma and a Scholar or Merit designation, pursuant to F.S. 1003.4282 Requirements for a standard high school diploma, as determined by the parent.
- A statement of intent to receive a standard high school diploma before the student attains the age of 22 and a description of how the student will fully meet the requirements in F.S. 1003.4282 Requirements for a standard high school diploma, including, but not limited to, a portfolio pursuant to 1(11)(b) which meets the criteria specified in State Board of Education rule. The IEP must also specify the outcomes and additional benefits expected by the parent and the IEP team at the time of the student's graduation.
- A statement of appropriate measurable long-term postsecondary education and career goals based upon age-appropriate transition assessments related to training, education, employment, and, if appropriate, independent living skills and the transition services, including courses of study needed to assist the student in reaching those goals.

A student with a disability who meets the standard high school diploma requirements in this section may defer the receipt of a standard high school diploma if the student:

- Has an individual educational plan that prescribes special education, transition planning, transition services, or related services through age 21; AND
- Is enrolled in accelerated college credit instruction pursuant to F.S. 1007.27 Articulated acceleration mechanisms, industry certification courses that lead to college credit, a collegiate high school program, courses necessary to satisfy the Scholar designation requirements, or a structured work-study, internship, or pre-apprenticeship program.

A student with a disability who receives a certificate of completion and has an individual educational plan that prescribes special education, transition planning, transition services, or related services through 21 years of age may continue to receive the specified instruction and services.
Any waiver of the statewide, standardized assessment requirements by the individual educational plan team, pursuant to F.S. 1008.22(3)(c) Student assessment program for public schools, must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent as provided for in F.S. 1003.572 Collaboration of public and private instructional personnel.

**Award of a Standard High School Diploma**

A student who earns a cumulative grade point average (GPA) of 2.0 on a 4.0 scale and meets the requirements of the cohort year shall be awarded a standard high school diploma in a form prescribed by the State Board of Education. A student who fails to earn the required credits or achieve a 2.0 GPA shall be awarded a certificate of completion in a form prescribed by the State Board of Education.

**Uniform Transfer of High School Credits**

Beginning with the 2012-13 school year, if a student transfers to a Florida public high school from out of country, out of state, a private school, or a home education program and the student’s transcript shows a mathematics credit in Algebra I the student must pass the statewide, standardized Algebra I EOC assessment in order to earn a standard high school diploma unless the student earned a comparative score, passed a statewide assessment in Algebra I administered by the transferring entity, or passed the statewide mathematics assessment the transferring entity uses to satisfy the requirements of the Elementary and Secondary Education Act, 20 U.S.C. s. 6301.

If a student’s transcript shows a credit in high school reading or English Language Arts II or III, in order to earn a standard high school diploma, the student must take and pass the statewide, standardized grade 10 Reading assessment, grade 10 ELA, or earn a concordant score.

If a transfer student's transcript shows a final course grade and course credit in Algebra I, Algebra II, Geometry, Biology I, or United States History, the transferring course final grade and credit shall be honored without the student taking the requisite statewide, standardized EOC assessment and without the assessment results constituting 30 percent of the student's final course grade.

**Career Education Courses That Satisfy High School Credit Requirements**

Participation in career education courses engages students in their high school education, increases academic achievement, enhances employability, and increases postsecondary success. By July 1, 2014, the department shall develop, for approval by the State Board of Education, multiple, additional career education courses or a series of courses that meet the requirements set forth in F.S. 1003.493 Career and professional academies and career-themed courses(2), (4), and (5) and this subsection and allow students to earn credit in both the career education course and courses required for high school graduation under this section and F.S. 1003.42 Required instruction and F.S. 1003.4281 Early high school graduation.

- The state board must determine if sufficient academic standards are covered to warrant the award of academic credit.
- Career education courses must include workforce and digital literacy skills and the integration of required course content with practical applications and designated rigorous coursework that results in one or more industry certifications or clearly articulated credit or advanced standing in a two-year or four-year certificate or degree program, which may include high school junior and senior year work-related internships or apprenticeships. The department shall negotiate state licenses for material and testing for industry certifications. The instructional methodology used in these courses must be comprised of authentic projects, problems, and activities for contextually learning the academics.
- A student who earns credit upon completion of an apprenticeship or pre-apprenticeship program registered with the Department of Education under chapter 446 may use such credit to satisfy the high school graduation credit requirements in paragraph (3)(e) or paragraph (3)(g). The state board shall approve and identify in the Course Code Directory the apprenticeship and pre-apprenticeship programs from which earned credit may be used pursuant to this subparagraph.

Each school district should take the initiative to work with local workforce boards, local business and industry leaders, and postsecondary institutions to establish partnerships for the purpose of creating career education courses or a series of courses that meet the requirements set forth in F.S. 1003.493 Career and professional academies and career-themed courses(2), (4), and (5) that students can take to earn required high school course
credits. Emphasis should be placed on online coursework and digital literacy. School districts must submit their recommended career education courses to the department for state board approval. School district-recommended career education courses must meet the same rigorous standards as department-developed career education courses in order to be approved by the state board. School districts participating in the development of rigorous career education courses will be able to better address local workforce needs and allow students the opportunity to acquire the knowledge and skills that are needed not only for academic advancement but also for employability purposes.

Regional consortium service organizations established pursuant to F.S. 1001.451 Regional consortium service organizations shall work with school districts, local workforce boards, postsecondary institutions, and local business and industry leaders to create career education courses that meet the requirements set forth in F.S. 1003.493 Career and professional academies and career-themed courses (2), (4), and (5) and this subsection that students can take to earn required high school course credits. The regional consortium shall submit course recommendations to the department, on behalf of the consortium member districts, for state board approval. A strong emphasis should be placed on online coursework, digital literacy, and workforce literacy as defined in F.S. 1004.02(27) Definitions. For purposes of providing students the opportunity to earn industry certifications, consortiums must secure the necessary site licenses and testing contracts for use by member districts.

**Certificate of Completion**

A certificate of completion will be awarded to a student who completes the minimum number of credits and other requirements in F.S. 1003.4282 Requirements for a standard high school diploma (1), (2), and (3), but who is unable to earn passing scores on the statewide, standardized Reading/ELA assessment or earn a concordant score, or complete all requirements in student progression and remedial instruction, or achieve a cumulative GPA of a 2.0 on a 4.0 scale, or its equivalent. Any student who is entitled to a certificate of completion may elect to remain in the secondary school either as a full-time student or a part-time student for up to one additional year and receive special instruction designed to remedy his/her identified deficiencies.

*Note: A student who has received a certificate of completion and who subsequently meets the requirements for a standard high school diploma shall be awarded a standard diploma whenever the requirements are completed. Additionally, the awarding of a certificate of completion is limited to those students choosing the 24-credit general high school graduation program and is not applicable to the three-year graduation programs.*

**Establishment of Graduation Standards**

To earn a Standard Diploma from FLVS Full Time, the following criteria must be met:

- Successful completion of the academic credit or curriculum requirements of F.S. 1003.4282 Requirements for a standard high school diploma for courses that require statewide EOC assessments a minimum of 30 percent of a student's course grade shall be comprised of performance on the statewide, standardized EOC assessment.
- Assessment Requirements Earning passing scores on the statewide, standardized assessments, or scores on a standardized test that are concordant with passing scores, as defined in F.S. 1008.22 Student assessment program for public schools.

**Concordant and Comparative Scores by Year Students Entered Grade 9**

<table>
<thead>
<tr>
<th>Score Type</th>
<th>Grade 10 FSA ELA or Grade 10 FCAT 2.0 Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT Evidence-Based Reading and Writing (EBRW)*</td>
<td>480</td>
</tr>
<tr>
<td>ACT English and Reading subtests**</td>
<td>18</td>
</tr>
<tr>
<td>SAT EBRW*</td>
<td>430</td>
</tr>
<tr>
<td>SAT Reading Subtest*</td>
<td>24</td>
</tr>
<tr>
<td>ACT Reading</td>
<td>19</td>
</tr>
</tbody>
</table>
### Algebra 1 EOC (FSA or NGSSS)

<table>
<thead>
<tr>
<th>Available for all students who entered grade 9 in 2010-11 and beyond:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PSAT/NMSQT Math***</td>
<td>430</td>
</tr>
<tr>
<td>SAT Math****</td>
<td>420</td>
</tr>
<tr>
<td>ACT Math</td>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Available only for students who entered grade 9 prior to 2018-19:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PERT Mathematics</td>
<td>97</td>
</tr>
</tbody>
</table>

*Administered in March 2016 or beyond. Students who entered grade 9 prior to 2018–19 may also use a concordant score of 430 on SAT Critical Reading if it was earned prior to March 2016.

**The average of the English and Reading subtests. If the average of the two subject test scores results in a decimal (0.5), the score shall be rounded up to the next whole number. The scores for the English and Reading subject tests are not required to come from the same test administration.

***Administered in 2015 or beyond. Students who entered grade 9 in 2010-11 and beyond may also use a comparative score of 39 on PSAT/NMSQT Math if it was earned prior to 2015.

****Administered in March 2016 or beyond. Students who entered grade 9 in 2010-11 and beyond may also use a comparative score of 380 on SAT Math if it was earned prior to March 2016.

### Standard High School Diploma Designations

**F.S 1003.4285 Standard high school diploma designations**

Each standard high school diploma shall include, as applicable, the following designations if the student meets the criteria set forth for the designation:

**Scholar designation**—In addition to the requirements of **F.S 1003.4285 Standard high school diploma designations**, in order to earn the Scholar designation, a student must satisfy the following requirements:

- Mathematics—Earn one credit in Algebra 2 and one credit in statistics or an equally rigorous course. Beginning with students entering grade 9 in the 2014-15 school year students must pass the Geometry statewide, standardized assessment.
- Science—Pass the statewide, standardized Biology I EOC assessment and earn one credit in chemistry or physics and one credit in a course equally rigorous to chemistry or physics. However, a student enrolled in an Advanced Placement (AP), International Baccalaureate (IB), or Advanced International Certificate of Education (AICE) Biology course who takes the respective AP, IB, or AICE Biology assessment and earns the minimum score necessary to earn college credit as identified pursuant to **F.S. 1007.27 Articulated acceleration mechanisms** (2) meets the requirement of this subparagraph without having to take the statewide, 1710 standardized Biology I EOC assessment.
- Social studies—Pass the statewide, standardized United States History EOC assessment. However, a student enrolled in an AP, IB, or AICE course that includes United States History topics who takes the respective AP, IB, or AICE assessment and earns the minimum score necessary to earn college credit as identified pursuant to **F.S. 1007.27 Articulated acceleration mechanisms** (2) meets the requirement of this subparagraph without having to take the statewide, standardized United States History EOC assessment.
- Foreign language—Earn two credits in the same foreign language.
- Other—Earn at least one credit in an Advanced Placement, an International Baccalaureate, an Advanced International Certificate of Education, or a dual enrollment course.
- Merit designation—In addition to the requirements of **F.S. 1003.4282 Requirements for a standard high school diploma**, in order to earn the Merit designation, a student must attain one or more industry certifications from the list established under **F.S. 1003.492 Industry-certified career education programs**.

### Early High School Graduation

**F.S. 1003.4281 Early high school graduation**

The purpose of this section is to provide a student the option of early graduation and receipt of a standard high school diploma if the student earns 24 credits and meets the graduation requirements in **F.S. 1003.4282 Requirements for a standard high school diploma**. "Early graduation" means graduation from high school in less
than eight semesters or the equivalent.

Each school district shall notify the parent of a student who is eligible to graduate early. A school district may not prohibit a student who meets the requirements of this section from graduating early.

A student who graduates early may continue to participate in school activities and social events and attend and participate in graduation events with the student’s cohort, as if the student were still enrolled in high school. A student who graduates early will be included in class ranking, honors, and award determinations for the student’s cohort. A student who graduates early must comply with district school board rules and policies regarding access to the school facilities and grounds during normal operating hours.

If eligible for a Florida Bright Futures Scholarship Program award under F.S. 1009.53 Florida Bright Futures Scholarship Program – 1009.538, a student who graduates from high school midyear may receive an initial award in the spring term following the student’s graduation.

**Note:** A student who graduates from high school midyear must apply no later than August 31 of the student’s graduation year in order to be evaluated for and, if eligible, receive an award for the current academic year as specified in F.S. 1009.531 Florida Bright Futures Scholarship Program; student eligibility requirements for initial awards. In addition, a student who receives an initial award during the spring term shall be evaluated for scholarship renewal after the completion of a full academic year, which begins with the fall term as outlined in F.S. 1009.532 Florida Bright Futures Scholarship Program; student eligibility requirements for renewal awards.

### Parental Notification of Acceleration Mechanisms

**F.S. 1003.02 District school board operation and control of public K-12 education within the school district**

At the beginning of each school year, parents of students in or entering high school must be notified of the opportunity and benefits of Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, dual enrollment, and Florida Virtual School courses and options for early graduation as outlined in F.S. 1003.4281 Early high school graduation.

Dependent children of active duty military personnel who otherwise meet the eligibility criteria for special academic programs offered through public schools shall be given first preference for admission to such programs even if the program is being offered through a public school other than the school to which the student would generally be assigned. If such a program is offered through a public school other than the school to which the student would generally be assigned, the parent or guardian of the student must assume responsibility for transporting the student to that school. For purposes of this subsection, special academic programs include magnet schools, advanced studies programs, Advanced Placement, dual enrollment, Advanced International Certificate of Education, and International Baccalaureate.

Districts must notify the parent of a student who earns an industry certification that articulates for postsecondary credit of the estimated cost savings to the parent before the student’s high school graduation versus the cost of acquiring such certification after high school graduation, which would include the tuition and fees associated with available postsecondary credits. Also, the student and the parent must be informed of any additional industry certifications available to the student.

### Accelerated High School Graduation Options

**F.S. 1003.429 Accelerated high school graduation options**

Students who entered their first year of high school in the 2006-2007 school year and thereafter and who choose the 24 credits option are required to satisfy graduation requirements as specified in F.S. 1003.4282 Requirements for a standard high school diploma.

### Three-Year Standard College Preparatory Program

Completion of a three-year college preparatory program requires successful completion of a minimum of 18 academic credits in grades 9 through 12. The 18 primary credits required for completion of this program shall be distributed as follows:

- Four credits in English, with major concentration in composition and literature;
Three credits, and beginning with students entering grade 9 in the 2010-11 school year, four credits, one of which must be Algebra 1. Beginning with the following school years, additional mathematics graduation requirements for students entering grade 9 include the following:

- **2010-11**
  - One of the four credits in mathematics must be in Geometry or a series of courses equivalent to Geometry as approved by the State Board of Education (SBOE)
  - Algebra 1 EOC Assessment performance will constitute 30 percent of the student's final course grade, if enrolled F.S. 1008.22 Student assessment program for public schools (3)(c)2.a.(I).

- **2011-12**
  - Earn passing score on the Algebra 1 EOC Assessment in order to earn course credit
  - Geometry EOC assessment performance will constitute 30 percent of the student's final course grade, if enrolled F.S. 1008.22 Student assessment program for public schools (3)(c)2.a.(I).

- **2012-13**
  - Earn a passing score on the Geometry EOC assessment in order to earn course credit
  - One of the four credits in mathematics must be Algebra 2 or a series of courses equivalent to Algebra 2 as approved by the SBOE.
  - Courses identified as equivalent courses for Algebra 1, Geometry, and Algebra 2 are listed in the "Equivalent Mathematics and Science Courses" (PDF).

Three credits in science, two of which must have a laboratory component. Beginning with the following school years, additional science graduation requirements for students entering grade 9 include the following:

- **2011-12**
  - One of the three credits in science must be Biology 1 or a series of courses equivalent to Biology 1 as approved by the SBOE
  - Biology 1 EOC assessment performance will constitute 30 percent of the student's final course grade, if enrolled F.S. 1008.22 Student assessment program for public schools (3)(c)2.a.(I).

- **2012-13**
  - Earn a passing score on the Biology 1 EOC Assessment in order to earn course credit

- **2013-2014**
  - Three credits must include one credit of
    - Biology 1 or a series of courses equivalent to Biology 1 as approved by the SBOE
    - Chemistry or Physics or a series of courses equivalent to Chemistry or Physics as approved by the SBOE
    - A course in an equally rigorous course as determined by the SBOE
    - Courses identified as equivalent courses for Biology 1, Chemistry, and Physics are listed in the "Equivalent Mathematics and Science Courses" (PDF).
    - Courses identified as "equally rigorous" science courses are listed in the "Equally Rigorous Science Courses" (PDF).
Selection Requirements

In 2006-07 and thereafter for students who choose a three-year accelerated program, prior to selecting an accelerated graduation program described in F.S. 1003.429 Accelerated high school graduation options (1)(b) or (1)(c), a student and the student's parent should meet with designated school personnel to receive an explanation of the relative requirements, advantages, and disadvantages of each program option, and the school must also receive written consent from the student's parent. If an effort to meet with the student’s parent fails and that effort has been documented by designated school personnel, the student may select a program described in section F.S. 1003.429 Accelerated high school graduation options (1)(b) or section (1)(c) with the written consent of the student’s parent. A student may select a program described in section F.S. 1003.429 Accelerated high school graduation options (1)(b) or (1)(c) without the written consent of the student’s parent if the student is 18 years of age or older.

Parent Notification of Graduation Options

Beginning with the 2011-12 school year, each district school board shall provide each student in grades 6-12 and their parents with information concerning the three-year and four-year high school graduation options listed in F.S. 1003.429 Accelerated high school graduation options, including the respective curriculum requirements for those options, so that the students and their parents may select the program that best fits their needs. The information shall include a timeframe for achieving each graduation option.

Graduation Option Selection Parent and Student Responsibility

Selection of one of the graduation options listed in F.S. 1003.429 Accelerated high school graduation options (1), may be completed by the student at any time during grades 9 through 12, subject to the requirements in F.S. 1003.429 Accelerated high school graduation options (2). If the student and parent fail to select one of the accelerated high school graduation options, the student shall be considered to have selected the 24 general requirements for high school graduation specified in F.S. 1003.429 Accelerated high school graduation options (1)(a).

Note: Students who entered their first year of high school in the 2009-10 school year and thereafter and who choose the 24-credits option are required to satisfy graduation requirements as specified in F.S. 1003.42 Required instruction.

Requirements in Excess of Minimum Eighteen Credits

District school boards may not establish requirements for accelerated three-year high school graduation options in excess of the requirements in F.S. 1003.429 Accelerated high school graduation options (1)(b) and (c). For courses that require statewide, standardized EOC assessments under F.S. 1008.22 Student assessment program for public schools (3)(c)2.c., a minimum of 30 percent of a student's course grade shall be comprised of performance on the statewide EOC assessment.

Assessment and GPA Requirements

Students pursuing accelerated three-year high school graduation options, college, or career preparatory programs specified in F.S. 1003.429 Accelerated high school graduation options (1)(b) or (1)(c), are required to:

- Earn passing scores on the ELA as defined in F.S. 1008.22 Student assessment program for public schools (3)(a), F.S., or scores on a standardized test that are concordant with passing scores.
- Achieve a cumulative weighted GPA of 3.5 on a 4.0 scale or its equivalent in the courses required for the
college preparatory accelerated three-year high school graduation option specified in F.S. 1003.429 Accelerated high school graduation options (1)(b); or
  o Achieve a cumulative weighted GPA of 3.0 on a 4.0 scale or its equivalent in the courses required for the career preparatory accelerated three-year high school graduation option stated in F.S. 1003.429 Accelerated high school graduation options (1)(c),
    • Note: The GPA for a three-year graduation plan is calculated on the specific 18 credits required to graduate.
  o Receive a weighted or unweighted grade that earns at least 3.0 points or its equivalent to earn course credit toward the 18 credits required for the college preparatory accelerated three-year program stated in F.S. 1003.429 Accelerated high school graduation options (1)(b)
  o Receive a weighted or unweighted grade that earns at least 2.0 points, or its equivalent, to earn course credit toward the 18 credits required for the career preparatory accelerated three-year high school graduation option stated in F.S. 1003.429 Accelerated high school graduation options (1)(c), Weighted grades referred to in (6)(b)-(d), shall be applied to those courses specifically listed or identified by the Department as rigorous pursuant to F.S. 1009.531 Florida Bright Futures Scholarship Program; student eligibility requirements for initial awards, or weighted by the district school board for class ranking purposes.

Notification Requirements for Students Not on Track
If, at the end of each grade, a student is not on track to meet the credit, assessment, or GPA requirements of the accelerated graduation option selected, the school shall notify the parent of the following:
  o The requirements that the student is not currently meeting.
  o The specific performance necessary in grade 11 for the student to meet the accelerated graduation requirements.
  o The right of the student to change to the four-year program set forth in F.S.1003.4282 - Requirements for a standard high school diploma or F.S. 1003.43 General requirements for high school graduation, if applicable.

Note: Students who entered their first year of high school in the 2007-08 school year and thereafter and who choose the 24-credits option are required to satisfy graduation requirements as specified in F.S.1003.4282 - Requirements for a standard high school diploma.

Automatic Change to Four-Year Graduation Program
A student who selected one of the accelerated three-year graduation options shall automatically move to the four-year program stated in F.S. 1003.4281 Early high school graduation or F.S. 1003.43 General requirements for high school graduation, if applicable, if the student:
  o Fails to earn five credits by the end of grade 9 or fails to earn 11 credits by the end of grade 10.
  o Does not achieve a score of 3 or higher on the Grade 10 FSA ELA assessment.

Note: A student who has not completed all requirements for the three-year graduation program, including earning passing scores on the FCAT and achieving the required GPA, must be required to meet the minimum 24-credit program pursuant to F.S. 1003.43 General requirements for high school graduation. Students who entered their first year of high school in the 2007-08 school year and thereafter and who choose the 24-credits option are required to satisfy graduation requirements as specified in F.S.1003.4282 - Requirements for a standard high school diploma.

Standard Diploma Awarding Three-Year Graduation Options
A student who meets all requirements prescribed in F.S. 1003.429 Accelerated high school graduation options (1) and (6), shall be awarded a standard diploma in a form prescribed by the State Board of Education.

Note: Students selecting one of the three-year programs must be treated equally with students graduating via the minimum 24-credit general high school graduation program in all ways, including eligibility for valedictorian, salutatorian, Talented 20, and Bright Futures. A school district may, however, choose to recognize a valedictorian and a salutatorian from each graduation program. Students graduating in three years cannot be excluded from activities traditionally provided for graduating students during their
anticipated graduation year.

Acceleration Options

F.S. 1003.4295 Acceleration options

Each high school shall advise each student of programs through which a high school student can earn college credit, Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), dual enrollment, and early admission courses, career academy courses, and courses that lead to national industry certification, as well as the availability of course offerings through virtual instruction. Students shall also be advised of the early and accelerated graduation options under F.S. 1003.4281 Early high school graduation and F.S. 1003.429 Accelerated high school graduation options.

Beginning with the 2011-12 school year, each high school shall offer an IB Program, an AICE Program, or a combination of at least four courses in dual enrollment or AP, including one course in each English, mathematics, science, and social studies. To meet this requirement, school districts may provide courses through virtual instruction, if the virtual course significantly integrates postsecondary level content for which a student may earn college credit, as determined by the FLDOE, and for which a standardized EOC assessment, as approved by the FLDOE, is administered.

The Credit Acceleration Program (CAP) purpose is to allow a secondary student to earn high school credit in a course that requires a statewide, standardized EOC assessment if the student attains a specified score on the assessment. Notwithstanding F.S. 1003.43 General requirements for high school graduation, Definition of "credit," a school district shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a passing score on the corresponding statewide, standardized EOC assessment. The school district shall permit a student who is not enrolled in the course, or who has not completed the course, to take the standardized EOC assessment during the regular administration of the assessment. Note that any course that is issued credit through the CAP process will not count in GPA calculations. No weighting or letter grade is issued.

Students entering high school grades 9-12 have access to Advanced Placement courses that may result in earning college credit for high school coursework. These courses are used to calculate overall Grade Point Average (GPA) and typically count extra in the calculation. These courses are also available at no charge to Florida public school students, whereas they may have a tuition cost if taken in college. (F.S. 1003.02 District school board operation and control of public K-12 education within the school district)

Learning Opportunities for Out-of-Country Transfer Students Needing Additional Instruction to Meet High School Graduation Requirements

F.S. 1003.433 Learning opportunities for out-of-state and out-of-country transfer students and students needing additional instruction to meet high school graduation requirements

Students who enter a Florida public school at the 11th or 12th grade from out of state or from a foreign country shall not be required to spend additional time in a Florida public school in order to meet the high school course requirements of the school district, state, or country from which he/she is transferring. Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition. However, to receive a standard high school diploma, a transfer student must earn a 2.0 GPA and pass the Grade 10 FCAT 2.0, required in F.S. 1008.22 Student assessment program for public schools (3), or an alternate assessment as described in (10).

Students who have met all requirements for the standard high school diploma except for passage of the Grade 10 FCAT 2.0 Reading, or Grade 10 FSA ELA, or an alternate assessment by the end of grade 12 must be provided the following learning opportunities:

- Participation in an accelerated high school equivalency diploma preparation program during the summer.
- Upon receipt of a certificate of completion, be allowed to take the Common Placement Test (CPT) and be admitted to remedial or credit courses at a state community college, as appropriate.

Note: The certificate of completion they may receive is a CPT-Eligible Certificate of Completion. It must be reported by districts in Survey 5 using Withdrawal Code W8A. In addition, to assist community colleges in identifying these students during the
admissions process, the certificate itself must bear the designation of "CPT eligible."

- Participation in an adult general education program as provided in F.S. 1004.93 Adult general education, for such time as the student requires to master English, reading, mathematics, or any other subject required for high school graduation. Students attending adult basic, adult secondary, or vocational-preparatory instruction are exempt from any requirement for the payment of tuition and fees, including lab fees. A student attending an adult general education program shall have the opportunity to take the grade 10 FCAT 2.0 or grade 10 FSA ELA, as appropriate to year entering high school, an unlimited number of times in order to receive a standard high school diploma.

**Note:** FLVS Full Time does not offer an Adult Ed program. Students requiring this would not be good candidates for FLVS Full Time.

Students who have been enrolled in an ESOL program for less than two school years and have met all requirements for the standard high school diploma except for passage of the grade 10 FCAT 2.0, FSA, or alternate assessment may receive immersion English language instruction during the summer following their senior year. Students receiving such instruction are eligible to take the FCAT 2.0, FSA, or alternate assessment and receive a standard high school diploma upon passage of the grade 10 FCAT 2.0, FSA, or the alternate assessment. This section will be implemented to the extent funding is provided in the General Appropriations Act.

The district superintendent shall be responsible for notifying all students of the consequences of failure to receive a standard diploma, including the potential ineligibility for financial assistance at postsecondary educational institutions.

**Definition of "Credit"**

F.S. 1003.436 Definition of “credit.”

One full credit equals a minimum of 135 hours of instruction in a course that contains student performance standards. One full credit means a minimum of 120 hours of bona fide instruction in a designated course of study that contains student performance standards for purposes of meeting high school graduation requirements in a district school that has been authorized to implement block scheduling by the district school board.

**Note:** A student may be awarded credit for less than 135 hours of instruction if he/she has demonstrated mastery of the course requirements and Next Generation Sunshine State Standards or Florida Standards as provided by the school district student progression plan. This clarification includes awarding credit for courses taken in summer school, through performance-based instruction, block scheduling, or course modifications that combine courses. The district school board must establish policies for these nontraditional programs and must verify student achievement of the course requirements in accordance with the state high school grading system. If a school combines two courses for multiple credit during a single instructional period, it is recommended that the combination be approved by the school board after analysis of the course modifications and assurance that the course requirements and appropriate Next Generation Sunshine State Standards or Florida Standards for each of the courses integrated are included in the combination and that the combined course is taught by instructors with appropriate certification.

The hourly requirements for one-half credit are one-half of the requirements specified above.

The school district maintains a one-half credit earned system that includes courses provided on a full- year basis; and one-half credit shall be awarded if the student successfully completes either the first or the second half of a full year course but fails to successfully complete the other half. If the student successfully completes either the first or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades in each half would result in a passing grade, the student must successfully meet additional school board requirements, such as class attendance, homework, participation, and other indicators of performance. (F.S. 1003.436 Definition of “credit.”)

**High School Grading System**

F.S. 1003.437 Middle and high school grading system

The grading system and interpretation of letter grades used to measure student success for students in public schools shall be as follows:
<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
<th>Value</th>
<th>Definition</th>
<th>Regular Weight</th>
<th>Honors Credit Weight</th>
<th>AP/Dual Enrollment Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A</td>
<td>4</td>
<td>Outstanding Progress</td>
<td>1</td>
<td>1.5</td>
<td>2</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
<td>3</td>
<td>Above Average Progress</td>
<td>1</td>
<td>1.5</td>
<td>2</td>
</tr>
<tr>
<td>70-79</td>
<td>C</td>
<td>2</td>
<td>Average Progress</td>
<td>1</td>
<td>1.5</td>
<td>2</td>
</tr>
<tr>
<td>60-69</td>
<td>D</td>
<td>1</td>
<td>Lowest Acceptable Progress</td>
<td>1</td>
<td>1.5</td>
<td>2</td>
</tr>
<tr>
<td>0-59</td>
<td>F</td>
<td>0</td>
<td>Failure</td>
<td>1</td>
<td>1.5</td>
<td>2</td>
</tr>
</tbody>
</table>

**Weighted Grading System**

*Note: This section applies only to students enrolling in the FLVS Full Time program.*

FLVS Full Time public program will calculate the class rank for each public high school student two times per year, shortly after the conclusion of each semester. Students who have not yet successfully completed any high school courses for credit directly from FLVS Full Time will be excluded from the class rank calculation.

For the purposes of calculating the class rank, the student’s cumulative Grade Point Average (GPA) will be used, which may include weighted grades for Honors or Advanced Placement courses. Courses transferred in from other accredited institutions will also be included in the class rank as long as there is a grade assigned for that course. EOC exam scores are not computed into class rank.

The cumulative GPA is calculated to the thousandth of a point. Students whose class rank rounds off to the same thousandth of a point will be considered tied and will receive the same class rank. The ranking will compare students within the same grade level at the same school. The class rank is not included on the student’s official high school transcript but is available for release upon written request.

**Transition to Postsecondary Education and Career Opportunities**

F.S. 1003.5716 Transition to postsecondary education and career opportunities

To ensure quality planning for successful transition to postsecondary education and career opportunities for students with disabilities the Individual Education Plan (IEP) team shall begin the process of and develop an IEP for identifying the need for transition services prior to age 14 to identify the student’s postsecondary goals to be put into place by the time they turn 16 years of age.

**Articulated Acceleration Mechanisms**

F.S. 1007.27 Articulated acceleration mechanisms

Articulated acceleration shall be available and will serve to shorten the time necessary for a student to complete the requirements associated with a high school diploma and a postsecondary degree, broaden the scope of curricular options available to students, or increase the depth of study available for a particular subject. This shall include, but not be limited to, dual enrollment, early admission, Advanced Placement (AP), credit by examination, the International Baccalaureate (IB) Program, and the Advanced International Certificate of Education Program (AICE). Credit earned through FLVS shall provide additional opportunities for early graduation and acceleration. FLVS Full Time currently offers dual enrollment, AP, and credit by examination.
Home Education

Home education students may participate in dual enrollment, career dual enrollment, early admission, and credit by examination. Credit earned by home education students through dual enrollment shall apply toward the completion of a home education program that meets the requirements of F.S. 1002.41 Home education programs.

Early Admission

Early admission shall be in the form of dual enrollment through which eligible secondary students enroll in a postsecondary institution on a full-time basis in courses that are creditable toward the high school diploma and the associate or baccalaureate degree. Students enrolled are exempt from the payment of registration, matriculation, and lab fees.

Advanced Placement

AP is the enrollment of an eligible secondary student in a course offered by the Advanced Placement Program administered by the College Board. Postsecondary credit for an AP course shall be awarded to students who score a minimum of 3 on a 5-point scale on the corresponding AP Exam. Students shall be exempt from the payment of any fees for administration of the examination regardless of whether or not the student achieves a passing score on the examination.

Credit by Examination

Credit by examination shall be the program through which postsecondary credit is earned based on the receipt of a specified minimum score on nationally standardized general or subject area examinations. The State Board of Education states minimum scores required for an award of credit in the statewide articulation agreement.

International Baccalaureate

FLVS Full Time does not offer IB courses.

Advanced International Certificated of Education Programs

FLVS Full Time does not offer AICE programs.

Any student who earns nine or more credits from one or more of the acceleration mechanisms provided for in this section is exempt from any requirement of a public postsecondary educational institution mandating enrollment during a summer term.

Dual Enrollment Programs

F.S. 1007.271 Dual enrollment programs

FLVS Full Time has executed one or more articulation agreement to offer dual enrollment courses for FLVS Full Time public students through contracted Florida post-secondary colleges. Interested students and parents should contact their FLVS Full Time certified school counselor for more information on what schools are participating with FLVS Full Time. Eligibility requirements are provided below.

Homeschool students can apply to and attend any college while taking secondary school courses with FLVS Full Time or FLVS Flex. The student and family are responsible for all enrollment and tuition/fees expenses.

Definition of “Dual Enrollment Program”

The dual enrollment program is defined as the enrollment of an eligible secondary student in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree. A student who is enrolled in postsecondary instruction that is not creditable toward a high school diploma may not be classified as a dual enrollment student. FLVS Full Time currently has an articulation agreement with Polk State College (PSU) in Lakeland, FL and Seminole State College in Sanford, FL.

Eligibility

An eligible secondary student is a student who is enrolled in any of grades 6 through 12 in a Florida public school or in a Florida private school, that is in compliance with s.1002.42(2) and provides a secondary curriculum.
pursuant to F.S.1003.4282 - Requirements for a standard high school diploma. Students who are eligible for dual enrollment pursuant to this section may enroll in dual enrollment courses conducted during school hours, after school hours, and during the summer term. However, if the student is projected to graduate from high school before the scheduled completion date of a postsecondary course, the student may not register for that course through dual enrollment. The student may apply to the postsecondary institution and pay the required registration, tuition, and fees if the student meets the postsecondary institution’s admissions requirements under F.S. 1007.263 Florida College System institutions: admissions of students. Instructional time for dual enrollment may vary from 900 hours; however, the school district may only report the student for a maximum of 1.0 full-time equivalency (FTE). Any student enrolled as a dual enrollment student is exempt from the payment of registration, tuition, and laboratory fees. Vocational-preparatory instruction, college-preparatory instruction, and other forms of precollegiate instruction, as well as physical education courses that focus on the physical execution of a skill rather than the intellectual attributes of the activity, are ineligible for inclusion in the dual enrollment program. Recreation and leisure studies courses shall be evaluated individually in the same manner as physical education courses for potential inclusion in the program.

**Teacher and Student Qualifications**

Student eligibility requirements for initial enrollment in college credit dual enrollment courses must include a 3.0 unweighted high school GPA, and the minimum score on a common placement test adopted by the State Board of Education which indicates that the student is ready for college-level coursework. Student eligibility requirements for continued enrollment in college credit dual enrollment courses must include the maintenance of a 3.0 unweighted high school GPA and the minimum postsecondary grade point average established by the postsecondary institution. Regardless of meeting student eligibility requirements for continued enrollment, a student may lose the opportunity to participate in a dual enrollment course if the student is disruptive to the learning process such that the progress of other students or the efficient administration of the course is hindered. Student eligibility requirements for initial and continued enrollment in career certificate dual enrollment courses must include a 2.0 unweighted high school GPA. Exceptions to the required GPAs may be granted on an individual student basis if the educational entities agree and the terms of the agreement are contained within the dual enrollment articulation agreement established pursuant to F.S. 1007.271 Dual enrollment programs.

**Note:** Community college boards of trustees may establish additional initial student eligibility requirements, which shall be included in the dual enrollment articulation agreement to ensure student readiness for postsecondary instruction. Additional requirements included in the agreement may not arbitrarily prohibit students who have demonstrated the ability to master advanced courses from participating in dual enrollment courses. District school boards may not refuse to enter into an agreement with a local community college if that community college has the capacity to offer dual enrollment courses.

**College Credit Dual Enrollment Curriculum Standards**

The following curriculum standards apply to college credit dual enrollment:

- Dual enrollment courses taught on the high school campus must meet the same competencies required for courses taught on the postsecondary institution campus. To ensure equivalent rigor with courses taught on the postsecondary institution campus, the postsecondary institution offering the course is responsible for providing in a timely manner a comprehensive, cumulative end-of-course assessment or a series of assessments of all expected learning outcomes to the faculty member teaching the course. Completed, scored assessments must be returned to the postsecondary institution and held for one year.
- Instructional materials used in dual enrollment courses must be the same as or comparable to those used in courses offered by the postsecondary institution with the same course prefix and number. The postsecondary institution must advise the school district of instructional materials requirements as soon as that information becomes available but no later than one term before a course is offered.
- Course requirements, such as tests, papers, or other assignments, for dual enrollment students must be at the same level of rigor or depth as those for all non-dual enrollment postsecondary students. All faculty members teaching dual enrollment courses must observe the procedures and deadlines of the postsecondary institution for the submission of grades. A postsecondary institution must advise each faculty member teaching a dual enrollment course of the institution’s grading guidelines before the faculty member begins teaching the course.
Dual enrollment courses taught on a high school campus may not be combined with any non-college credit high school course.

**Career and Technical Dual Enrollment**

Career dual enrollment shall be provided as a curricular option for secondary students to pursue in order to earn a series of elective credits toward the high school diploma. Career dual enrollment shall be available for secondary students seeking a degree or certificate from a complete career-preparatory program and may not be used to enroll students in isolated career courses.

**Informing Students**

Each district school board shall inform all secondary school students and their parents of dual enrollment as an educational option and mechanism for acceleration. Students and their parents shall be informed of student eligibility requirements, the option for taking dual enrollment courses beyond the regular school year, and the minimum academic credits required for graduation. District school boards must annually assess the demand for dual enrollment and provide that information to each partnering postsecondary institution. Alternative grade calculation, weighting systems, and information regarding student education options that discriminate against dual enrollment courses, are prohibited.

**College Credit Early Admission**

Specify that early admission is a form of dual enrollment through which eligible secondary students enroll in a postsecondary institution on a full-time basis in courses that are creditable toward the high school diploma and the associate or baccalaureate degree. A student must enroll in a minimum of 12 college credit hours per semester or the equivalent to participate in the early admission program; however, a student may not be required to enroll in more than 15 college credit hours per semester or the equivalent. Students enrolled are exempt from the payment of registration, tuition, and laboratory fees.

**Career Early Admission**

Specify that career early admission is a form of career dual enrollment through which eligible secondary students enroll full time in a career center or a Florida College System institution in courses that are creditable toward the high school diploma and the certificate or associate degree. Participation in the career early admission program is limited to students who have completed a minimum of six semesters of full-time secondary enrollment, including studies undertaken in grade 9. Students enrolled are exempt from the payment of registration, tuition, and laboratory fees.

**Fee Examination**

Students who meet the eligibility requirements of F.S. 1007.271 Dual enrollment programs, and who choose to participate in dual enrollment programs are exempt from the payment of registration, tuition, and laboratory fees.

**Course Weighting**

School districts and community colleges must weigh dual enrollment courses the same as advanced placement, International Baccalaureate, and Advanced International Certificate of Education courses when GPAs are calculated. Alternative grade calculation or weighting systems that discriminate against dual enrollment courses are prohibited.

**Florida Bright Futures Scholarship Program**

F.S. 1009.531 Florida Bright Futures Scholarship Program; student eligibility requirements for initial awards

**Student Eligibility Requirements for Initial Awards**

FLVS Full Time will annually provide to each high school student a complete and accurate Florida Bright Futures Scholarship Evaluation Report and Key. The report shall be disseminated at the beginning of each school year. The report will include all high school coursework attempted, the number of credits earned toward each type of award, and the calculation of the grade point average for each award. The report will also identify all requirements not met per award, including the grade point average requirement, as well as identify the awards for which the student has met the academic requirements. The student report cards must contain a disclosure that the grade
point average calculated for purposes of the Florida Bright Futures Scholarship Program may differ from the grade point average on the report card.

The State Board of Education shall publicize the examination score required for a student to be eligible for a Florida Academic Scholars award, pursuant to F.S. 1009.534 Florida Academic Scholars award (1)(a) or (b), as follows:

For high school students graduating in the 2013-14 academic year and thereafter, the student must earn an SAT score of 1290 which corresponds to the 89th SAT percentile rank or a concordant ACT score of 29.

The State Board of Education shall publicize the examination score required for a student to be eligible for a Florida Medallion Scholars award, pursuant to F.S. 1009.535 Florida Medallion Scholars award (1)(a) or (b), as follows:

For high school students graduating in the 2013-14 academic year and thereafter, the student must earn an SAT score of 1170 which corresponds to the 75th SAT percentile rank or a concordant ACT score of 26 or the student in a home education program whose parent cannot document a college-preparatory curriculum must earn an SAT score of 1220 or a concordant ACT score of 27. The SAT percentile ranks and corresponding SAT scores specified in paragraphs (a) and (b) are based on the SAT percentile ranks for 2010 college-bound seniors in critical reading and mathematics as reported by the College Board. The next highest SAT score is used when the percentile ranks do not directly correspond.

High School Curriculum – Full Time Program

To see the curriculum available through FLVS Full Time, please visit www.flvs.net/fulltime.