

Florida Virtual School
Student Progression Plan
2020-21

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At the time of publication, the Florida Legislation is not fully implemented for the 2020-21 school year. FLVS has made every effort to include accurate information but this document must be considered Draft 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 2020-21 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.

Student Profile for Success

FLVS recognizes that the following commitments/skills facilitate student success in the online educational environment:

- **Communication** – Students are required to communicate with their instructors for a variety of reasons. Students will be required to talk to their teachers via telephone and/or online classroom. Students should respond to their teachers in a timely fashion.
- **Live Lessons** – Students should make efforts to attend and participate in their course Live Lessons. Attendance and participation in Live Lessons leads to student success in courses.
- **Academic Integrity** – FLVS requires the original work of all students and in so doing, prohibits plagiarism of the work of others and cheating. Students shall be expected to properly cite the origin of work that is not the student's own. If work content, other than commonly known facts, is not properly cited, attributed, or credited, the work may be determined to be plagiarized.
- **Self-Motivation** – Students should exhibit self-motivation as they must direct their own learning environment and procedures to fulfill course requirements enabling them to achieve individual academic success.
- **Independent Learning Style** – Students should be able to work independently and be able to contact their instructor for support as needed.
- **Computer Literacy** – Students should possess basic computer skills such as utilizing electronic email, maneuvering through the Internet, as well as basic keyboarding skills.
- **Time Management Skills** – Students must be capable of organizing and planning their time frame for learning. Students can access their coursework whenever it is best for them, but they must set aside an adequate and realistic amount of time to complete course requirements.
- **Pace** – Students should follow the pacing guides for course modules as well as individual assignments.

These guides can be personalized by the student's teacher to assist the student to manage time realistically and effectively to complete coursework. Students are expected to work in their courses regularly each week.

- **Effective Written Communication Skills** – Students must be able to use email, discussion boards, and essay type questions to communicate with their instructors and peers. The ability to write clearly and communicate ideas and assignments is essential. Students in earlier elementary grades may need additional parent or learning coach support when writing/typing in their courses.
- **Reading Competency** – Students must read at or near grade level to be successful in understanding the material presented as all coursework is delivered online in written format. Students in earlier elementary grades may need additional parent or learning coach support when reading through the coursework.
- **Personal Commitment** – Students must have a personal desire to learn and achieve knowledge and skills via online courses because this learning environment is unique as students are not bound to the structure of a traditional school setting.

Successful online students are those who decide for themselves that online learning is a choice they have made.

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-choice/virtual-edu/florida-virtual-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 is presented in this document to assist the student and parent with tracking and ensuring student success.

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, this term refers to 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 FLVS Full Time. 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 FLVS Full Time.

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 term 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 supports the lab and student virtually following FLVS policy. Students may also access the course from home as needed.

Blended Learning Community

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 periodically may visit 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 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 2020-21 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 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 at 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. Advanced Placement (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.

Transfer Grades and Coursework

FLVS Flex **does not** accept transfer grades or transferred coursework. Students who withdraw from a traditional school prior to earning credit will need to repeat the entire semester/segment. FLVS Flex works in semester/segment credits only. In order to receive credit from FLVS Flex, students must complete the entire segment/semester of a course.

Compulsory School Attendance

All children who have attained the age of six or who will have attained the age of six by February 1 of any year are required to attend school regularly during the entire school term. Children who will have attained the age of five years on or before September 1 of the school year are eligible for admission to public kindergartens during that school year under rules adopted by the district school board.

Any child who has attained the age of six years on or before September 1 of the school year and who has been enrolled in a public school or who has attained the age of six years on or before September 1 and has satisfactorily completed the requirements for Kindergarten shall progress according to the district’s student progression plan.

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. The school district must notify the student’s parent of receipt of the student’s declaration of intent to terminate school enrollment. [Section 1003.21, Florida Statute – School Attendance](#).

Minors between the ages of 14 and 18 years of age who do not attend school regularly will not be issued a learner’s permit or will have their driving privilege suspended by the Florida Department of Highway Safety and Motor Vehicles. [Section 322.091, Florida Statute -School Attendance](#).

Truancy

Florida law defines "habitual truant" as a student who has 15 or more unexcused absences within 90 calendar days with or without the knowledge or consent of the student's parent or guardian, and who is subject to compulsory school attendance.

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, 6-8, and 9-12 – 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 one 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.

FLVS Flex

Student placement for FLVS Flex home education students is determined by the parent, student, FLVS staff, and homeschool office. The placement for private or public schools is determined by the school administration.

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

For more information please reference [F.S.1002.37 - Florida Virtual School](#).

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 its receipt. A 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/urlt/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/will be maintained. [SB 662 – Education and the Military provides](#) that a student whose parent is transferred or pending transfer to a military installation within the state is considered a resident of the school district in which the military is located for the purpose of enrollment. FLVS Flex will then serve that student as an eligible home education student.

Student Standards for Participation in Interscholastic and Intrascholastic 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 intrascholastic 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](#) then 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.

A student must 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

The term “eligible to participate” is defined 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 FLVS Full Time student participation can be found at [F.S.1002.31 - Controlled open enrollment; Public school parental choice](#).

The Craig Dickinson Act prohibits districts or charter schools from delaying eligibility or preventing student participation in controlled open enrollment, or a choice program, from being immediately eligible to participate in extracurricular activities.

Students may not participate in a sport if they participated in the same sport at another school during that year, unless they meet one of the following criteria:

- Dependent children of active duty military personnel whose move resulted from military orders
- Children in foster care that were relocated
- 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;
- The student meets any additional requirements as determined by the Florida Virtual School Board of Trustees;
- 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 FLVS 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 Florida High School Athletic Association (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. 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 the [FHSAA handbook](#)) 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 an FLVS 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. FLVS 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. FLVS 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

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.
- Students may have 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.

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.

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; or
 - 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.

Pursuant to Rule 6A-1.094121, F.A.C., Mental and Emotional Health Education, school districts must annually provide a minimum of five hours of instruction to students in grades 6-12 related to youth mental health awareness and assistance, including suicide prevention and the impacts of substance abuse. Using the health education standards adopted in Rule 6A-1.09401, F.A.C., Student Performance Standards, the instruction for youth mental and emotional health will advance each year through developmentally appropriate instruction and skill building and must address, at a minimum, the following topics:

- (a) Recognition of signs and symptoms of mental health disorders;
- (b) Prevention of mental health disorders;
- (c) Mental health awareness and assistance;
- (d) How to reduce the stigma around mental health disorders;
- (e) Awareness of resources, including local school and community resources;
- (f) The process for accessing treatment;

- (g) Strategies to develop healthy coping techniques;
- (h) Strategies to support a peer, friend, or family member with a mental health disorder;
- (i) Prevention of suicide; and
- (j) Prevention of the abuse of and addiction to alcohol, nicotine, and drugs.

Pursuant to Rule 6A-1.094122, F.A.C., Substance Use and Abuse Health Education, students in grades K-12 must be provided instruction related to youth substance use and abuse health education. Using the health education standards adopted in rule 6A-1.09401, F.A.C., Student Performance Standards, the instruction for substance use and abuse education will advance each year through developmentally appropriate instruction and skill building.

Pursuant to Rule 6A-1.094123, F.A.C., Child Trafficking Prevention Education, students in grades K -12 must be provided instruction related to child trafficking prevention and awareness. Using the health education standards adopted in rule 6A-1.09401, F.A.C., Student Performance Standards, the instruction for child trafficking prevention will advance each year through developmentally appropriate instruction and skill building and must address, at a minimum, the following topics:

- (a) Recognition of signs of human trafficking;
- (b) Awareness of resources, including national, state, and local resources;
- (c) Prevention of the abuse of and addiction to alcohol, nicotine, and drugs;
- (d) Information on the prevalence, nature, and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance; and
- (e) Information on how social media and mobile device applications are used for human trafficking.

To view the FLVS Full Time Implementation Plans for each of these requirements, please view the following links:

- FLVS Full Time Child Trafficking Prevention Education Implementation Plan: https://www.flvs.net/docs/default-source/full-time/resources/child-trafficking-prevention-education.pdf?sfvrsn=22a0402a_2
- FLVS Full Time Mental and Emotional Health Education Implementation Plan: https://www.flvs.net/docs/default-source/full-time/resources/mental-and-emotional-health.pdf?sfvrsn=dda7402a_2
- FLVS Full Time Substance Use and Abuse Education Implementation Plan: https://www.flvs.net/docs/default-source/full-time/resources/substance-use-and-abuse.pdf?sfvrsn=2ca0402a_2

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.
- 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 Kindergarten-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 two 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 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. 1003.492 Industry-certified career education programs](#) and [F.S. 1008.44 CAPE Industry Certification Funding List and CAPE Postsecondary Industry Certification Funding List](#)
- Work-related internships or apprenticeships

- Curriculum compacting
- Advanced-content instruction
- Telescoping curriculum

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 grades 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 has 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, EP, or 504 Plan. If the student's IEP, EP, or 504 Plan indicates that **full-time** virtual instruction is appropriate, is in fact the student's Least Restrictive Environment (LRE), 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 and must be readily available at FLVS for a student's enrollment to be accepted in FLVS Full Time as the LRE. If comparable services are not available or 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, or if the student will not be present in Florida regularly for necessary services as applicable, then other educational options will be discussed during the application process. 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>

All students are required to follow the instructional policies enforced at FLVS and must agree to such upon registration. This includes requirements such as, but not limited to, the following: course completion, discussion-based assessments, communication, proctored exams, academic integrity policies and procedures, etc. In order to have a successful experience in the online educational environment, all students should meet the Profile for Success set forth by FLVS.

Please note that FLVS does not provide any Access Points of the Florida State Standards or any type of modified curriculum and assessment options for students with intellectual disabilities or significant cognitive disabilities.

Please view the school's handbook section on Exceptional Student Education (ESE) and Section 504 for more information on students with disabilities.

Note: FLVS offers both a Full Time and a Flex option for students in the state of Florida. FLVS Flex 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.

English for Speakers of Other Languages (ESOL) at FLVS Full Time

The English for Speakers of Other Languages (ESOL) program provides services to English Language Learners (ELLs). ELLs are students who come from homes and backgrounds where languages other than English are spoken and who require specialized or modified instruction in both the English language and in their academic courses.

The mission of the ESOL Department is to ensure that ELLs are initially identified based on their responses to the Home Language Survey and that subsequently their English language proficiency is properly assessed to determine qualification for the ESOL program. ELLs are provided with equal access to all categorical programs and warrant comprehensible instruction to be able to meet their language and academic needs. FLVS certifies that ELLs have access to academic content that is equal in scope, sequence, extensiveness, and complexity to the curricular offerings available to all FLVS Full Time students. For additional details about FLVS ESOL, please see <https://www.flvs.net/about/programs/english-for-speakers-of-other-languages-esol>.

English Language Learners are placed with ESOL endorsed/certified teachers. For more details on ESOL instruction requirements, visit [F.S. 1003.56 English language instruction for limited English proficient students](#).

For additional information on ELLs and academic progression and state testing requirements, visit: [Rule 6A-6.090, F.A.C. Exemptions Provided to English Language Learners](#).

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. FLVS Full Time places all incoming 9th graders into one of two elective courses from which students may choose. Digital Information Technology or Leadership Skills are elective courses which 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.

Truancy

Florida law defines "habitual truant" as a student who has 15 or more unexcused absences within 90 calendar days with or without the knowledge or consent of the student's parent or guardian, and who is subject to compulsory school attendance under s. 1003.21(1) and (2)(a), and is not exempt under s. 1003.21(3) or s. 1003.26, 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 and 1003.27(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.

Due to the unique environment of FLVS Full Time, the truancy support process will begin after five or more consecutive days of no communication or participation from a student or family. In a virtual setting, 15 unexcused

absences may be equivalent to 15 or more days of not signing into the SIS, submitting any work, and not responding to inquiries made by Designated Teacher, designated Assistant Principal and/ or School Social Worker. 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.

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

First Grade: Students 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 admission to Florida 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](#).

Maximum Age Requirements

Grade Student is Entering	Maximum Age at The Time of Enrollment
K	6
1	7
2	8
3	9
4	10
5	11

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 who 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 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:
 - 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).
 - 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.
 - Students who are age 19 or older are not eligible to enroll in FLVS Full Time.
 - 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 whether or not full-time online education is the Least Restrictive Environment (LRE) and therefore an appropriate option for school choice. All necessary Exceptional Student Education (ESE) services and related services noted on a student's IEP (or 504 Plan) must be able to be delivered in an online manner and must be readily available at FLVS for a student's enrollment to be accepted in FLVS Full Time as the LRE. While FLVS Full Time allows for flexibility in the location that students may access their curriculum and coursework, all students that have an IEP/EP/504 Plan that indicates the need for any type of therapy **must** be present in Florida to receive the necessary teletherapy services by a certified provider online. If comparable services are not available or appropriate in a full-time online environment, or if FLVS Full Time has concerns that a full-time online setting may not be the LRE for the student, or if the student will not be present in Florida regularly for necessary services, then other educational options will be discussed during the application process. Please view the school's handbook section on Exceptional Student Education (ESE) and Section 504 for more information on students with disabilities. View ESE section above and in school handbook for more information on students with disabilities.

Please note that FLVS does not provide any Access Points of the Florida State Standards or any type of modified curriculum and assessment options for students with intellectual disabilities or significant cognitive 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. FLVS Flex allows for students to take a reduced course load, or complete more than six credits per year. 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

Grade Student is Entering	Maximum Age at The Time of Enrollment
6	12
7	13
8	14
9	15
10	16
11	17
12	18

Recommended Middle School Academic Progress

Grade Student is Entering	Required Academic Achievement	Successful Course Completion	Minimum Unweighted Cumulative GPA
6	Proficient scores** on Grade 5 FSA ELA Reading, Writing, AND Math	Promotion from Grade 5	N/A
7	Proficient scores** on Grade 6 FSA ELA Reading, Writing, AND Math	Passing grades in at least 4 core courses in Grade 6	2.0
8	Proficient scores** on Grade 7 FSA ELA Reading, Writing, AND Math	Passing grades in at least 4 core courses in Grade 7	2.0

Recommended High School Academic Progress

Grade Student is Entering	Required Academic Achievement	Successful Course Completion	Minimum Accumulated Credits	Minimum Unweighted Cumulative GPA
9	Proficient scores** on Grade 8 FSA ELA Reading, Writing, AND Math	Passing grades in at least 4 core courses in Grade 8	N/A	2.0
10	Proficient scores** on Grade 9 FSA ELA and any applicable EOCs	English 1 AND Algebra 1 OR Geometry	6	2.0
11	Proficient scores** on Grade 10 FSA ELA and Algebra 1 EOC as applicable	English 1, 2 AND Algebra 1 OR Geometry AND 1 Science AND 1 Social Science	12	2.0
12	Proficient scores** on Grade 10 FSA ELA and Algebra 1 EOC	English 1, 2, 3 AND Algebra 1 AND Geometry AND 2 Science AND 2 Social Science	18	2.0

**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:	
SAT Evidence-Based Reading and Writing (EBRW)*	480
ACT English and Reading subtests**	18
Available only for students who entered grade 9 prior to 2018-19:	
SAT EBRW*	430
SAT Reading Subtest*	24
ACT Reading	19
Algebra 1 EOC (FSA or NGSSS)	
Available for all students who entered grade 9 in 2010-11 and beyond:	
PSAT/NMSQT Math***	430
SAT Math****	420
ACT Math	16
Available only for students who entered grade 9 prior to 2018-19:	
PERT Mathematics	97

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
 - a. Birth certificate
- Proof of residency (2 of the following)
 - a. Gas, electric, or water bill from the last 60 days that includes your name and service address
 - b. Mortgage statement or lease agreement
 - c. Parent/Guardian’s Valid Florida Driver’s License
- Proof of immunization
 - a. Immunization form from pediatrician or family doctor
- Academic Records
 - a. Prior year final report card indicating promotion/proof of successful completion of prior grade (for students applying to grades 1-12)
 - b. Prior year state assessment results (for students applying to grades 4-12)
- Additional Records that may be needed
 - a. 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.
 - b. Custody order: If your legal guardianship is determined by a court order, please submit a copy of the order.
 - c. 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.
 - d. Gifted Documentation/EP: If a student has been identified as Gifted/Talented this must be

- indicated in the appropriate section on the application and a copy of the most current EP must be submitted directly to FLVS.
- e. 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.
 - f. 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.
 - g. 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.
 - h. 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.
 - i. Information concerning previous school expulsions, arrests resulting in a charge, juvenile justice actions, and any corresponding referral to mental health services. FLVS is required to honor the final order of expulsion or dismissal of a student by any in-state or out-of-state public district school board or private school, or lab school, for an act which would have been grounds for expulsion according to the receiving district school board's code of student conduct, in accordance with the following procedures:
 - 1. A final order of expulsion shall be recorded in the records of the receiving school district.
 - 2. The expelled student applying for admission to the receiving school district shall be advised of the final order of expulsion.

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:

- Portfolio evaluation by the superintendent or designee;
- Demonstrated performance in courses taken at other public or private accredited schools;
- Demonstrated proficiencies on nationally-normed standardized subject area assessments;
- Demonstrated proficiencies on the FSA; or
- 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 an 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 FLDOE. 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 Standard 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 1, 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 1, 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 has 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.

Math EOCs

Algebra 1

All students enrolled in Algebra 1 must take the Algebra 1 EOC assessment.

A student who is enrolled in Algebra 1 must earn a passing score on the Algebra 1 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 1 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 1 must take the Biology 1 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 1 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:

Course							
Algebra 1	1200310	1200320	1200380	1200390	1209810		
Geometry	1206310	1206320	1206810	1209820			
Civics	2106010	2106015	2106016	2106020	2106025	2106026	2106029
Biology	2000310	2000320	2000322	1000430	2000800	2002440	2002450
US History	2100310	2100320	2100390	2100480			

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

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

Geometry: Scale Score to Grade Value

EOC Scale Score	Letter Grade	Grade Value	EOC Scale Score	Letter Grade	Grade Value	EOC Scale Score	Letter Grade	Grade Value
425 to 430	F	59	490	C	73	521 to 522	B	87
431 to 435	D	60	491 to 492	C	74	523 to 524	B	88

436 to 440	D	61	493	C	75	525 to 526	B	89
441 to 445	D	62	494	C	76	527 to 528	A	90
446 to 450	D	63	495	C	77	529 to 530	A	91
451 to 456	D	64	496	C	78	531 to 532	A	92
457 to 462	D	65	497 to 498	C	79	533 to 538	A	93
463 to 467	D	66	499 to 502	B	80	539 to 544	A	94
468 to 473	D	67	503 to 505	B	81	545 to 549	A	95
474 to 479	D	68	506 to 508	B	82	550 to 555	A	96
480 to 485	D	69	509 to 511	B	83	556 to 560	A	97
486	C	70	512 to 514	B	84	561 to 565	A	98
487 to 488	C	71	515 to 517	B	85	566 to 570	A	99
489	C	72	518 to 520	B	86	571 to 575	A	100

Biology: Scale Score to Grade Value

EOC Scale Score	Letter Grade	Grade Value	EOC Scale Score	Letter Grade	Grade Value	EOC Scale Score	Letter Grade	Grade Value
325 to 328	F	59	377 to 379	C	73	421 to 422	B	87
329 to 332	D	60	380 to 381	C	74	423	B	88
333 to 336	D	61	382 to 384	C	75	424 to 425	B	89
337 to 340	D	62	385 to 386	C	76	426 to 427	A	90
341 to 344	D	63	387 to 389	C	77	428 to 429	A	91
345 to 348	D	64	390 to 392	C	78	430	A	92
349 to 352	D	65	393 to 394	C	79	431 to 435	A	93
353 to 356	D	66	395 to 398	B	80	436 to 441	A	94
357 to 360	D	67	399 to 401	B	81	442 to 447	A	95
361 to 364	D	68	402 to 405	B	82	448 to 453	A	96
365 to 368	D	69	406 to 409	B	83	454 to 460	A	97
369 to 371	C	70	410 to 413	B	84	461 to 465	A	98
372 to 373	C	71	414 to 417	B	85	466 to 470	A	99
374 to 376	C	72	418 to 420	B	86	471 to 475	A	100

U.S. History: Scale Score to Grade Value

EOC Scale Score	Letter Grade	Grade Value	EOC Scale Score	Letter Grade	Grade Value	EOC Scale Score	Letter Grade	Grade Value
325 to 328	F	59	384 to 385	C	73	417 to 418	B	87
329 to 333	D	60	386 to 387	C	74	419 to 421	B	88
334 to 338	D	61	388 to 389	C	75	422 to 423	B	89
339 to 342	D	62	390 to 391	C	76	424 to 426	A	90
343 to 347	D	63	392 to 393	C	77	427 to 428	A	91
348 to 352	D	64	394 to 395	C	78	429 to 431	A	92
353 to 357	D	65	396	C	79	432 to 437	A	93
358 to 361	D	66	397 to 398	B	80	438 to 443	A	94

362 to 366	D	67		399 to 401	B	81		444 to 448	A	95
367 to 372	D	68		402 to 404	B	82		449 to 453	A	96
373 to 377	D	69		405 to 407	B	83		454 to 458	A	97
378 to 379	C	70		408 to 410	B	84		459 to 463	A	98
380 to 381	C	71		411 to 413	B	85		464 to 469	A	99
382 to 383	C	72		414 to 416	B	86		470 to 475	A	100

Civics: Scale Score to Grade Value

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

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.
 - 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 one school year. The Intensive Acceleration Class shall:
 - a. 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.
 - b. Have a reduced teacher-student ratio.
 - c. 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.
 - d. Use a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year.
 - e. Provide intensive language and vocabulary instruction using a scientifically research-based program, including use of a speech-language therapist.

Kindergarten-3 READ Initiative

FLVS Full Time 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 1 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 and must successfully complete one course

in career and education planning:

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 1, a middle grades student must take the statewide, standardized Algebra 1 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 1 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 1 course, a middle grades student must take the statewide, standardized Biology 1 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 the Biology EOC Assessment.

Career and Education Planning:

Requires a middle school student to successfully complete one course in career and education planning to be promoted to high school:

- Course must be internet based, customizable to each student, and include researched-based assessments to assist students in determining educational and career options and goals.
- The course must:
 - Result in a completed personalized academic and career plan for the student that may be revised as the student progresses through middle school and high school.
 - Emphasize the importance of entrepreneurship and employability skills.
 - Include information from the Department of Economic Opportunity's economic report.
- The required personalized academic and career plan must inform students of:
 - Requirements for high school graduation, including a detailed explanation of the requirements for earning a high school diploma.
 - Requirements for each scholarship in the Florida Bright Futures Scholarship Program.
 - Admission requirements of state university and Florida College System.
 - Available opportunities to earn college credit in high school, including AP courses, IB and AICE, dual enrollment, including career dual enrollment, and career education courses, including career-themed courses, pre-apprenticeship and apprenticeship programs, and course sequences that lead to industry certification.

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 three 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: Percentage	Grade	Definition
90-100	A	Outstanding Progress
80-89	B	Above Average Progress
70-79	C	Average Progress
60-69	D	Lowest Acceptable Progress
0-59	F	Failure

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.

FLVS Full Time High School 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.
- IEP or 504 Plan: If a student has 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 Time 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.

- Algebra can be taken as Algebra 1A and 1B and a student can earn two credits.
- Requires a certified school counselor or principal's designee to advise the student that state universities may require for admission three additional math courses at least as rigorous as Algebra 1.
- Allows student to substitute a credit in computer science, if identified as equivalent in rigor by the commissioner, for one math requirement except for Algebra 1 and Geometry. A computer science credit may only be used to substitute one course (either math or science).
- A student who earns credit in a computer science course may substitute the credit for one science credit, except for Biology 1, if identified as equivalent in rigor by the commissioner. A computer science credit may only be used to substitute one course (either math or science).
- Allows a student that earns an industry certification in 3D rapid prototype printing may substitute up to two credits of the math requirement, with the exception of Algebra 1, if the commissioner identifies the certification as being equivalent in rigor.
- Allows student to meet the math requirement for the scholar designation if they earn one credit in Algebra 2 or an equally rigorous course and one credit in statistics or an equally rigorous course, and pass the statewide, standardized assessment in Geometry.
- Equally Rigorous to Algebra 2
 - Algebra 2 Honors

- Advanced Topics in Mathematics
- IB Middle Years Programs Algebra 2
- Pre-AICE Mathematics 3 IGCSE Level
- Combination of Mathematical Analysis Honors and Analysis of Functions Honors or Trigonometry Honors.
- Any college, credit-bearing math course, including AP and dual-enrollment.
- Equally Rigorous to Statistics
 - IB Statistics & Probability
 - AICE Mathematics & Probability & Statistics 1 AS Level
 - AICE Mathematics & Probability & Statistics 2 A Level
 - IB Statistics & Introductory Differential Calculus
 - Combination of Mathematical Analysis Honors and Analysis of Functions Honors or Trigonometry Honors
 - Pre-calculus Honors
 - Calculus Honors
 - Any college, credit-bearing mathematics course, including AP and dual-enrollment

For additional information, please visit: <http://www.fldoe.org/academics/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 Florida 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 educational 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. 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 1 the student must pass the statewide, standardized Algebra 1 EOC assessment in order to earn a standard high school diploma unless the student earned a comparative score, passed a statewide assessment in Algebra 1 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 2 or 3, 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 1, Algebra 2, Geometry, Biology 1, 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](#).

Detailed information related to graduation requirements and diploma options can be found here:

<http://www.fldoe.org/core/fileparse.php/7764/urlt/1415forwardflyer.pdf>

<http://www.fldoe.org/academics/graduation-requirements/>

Concordant and Comparative Scores by Year Students Entered Grade 9

Grade 10 FSA ELA	
Available for all students who entered grade 9 in 2010-11 and beyond:	
SAT Evidence-Based Reading and Writing (EBRW)*	480
ACT English and Reading subtests**	18
Available only for students who entered grade 9 prior to 2018-19:	
SAT EBRW*	430
SAT Reading Subtest*	24
ACT Reading	19
Algebra 1 EOC (FSA or NGSSS)	
Available for all students who entered grade 9 in 2010-11 and beyond:	
PSAT/NMSQT Math***	430
SAT Math****	420
ACT Math	16
Available only for students who entered grade 9 prior to 2018-19:	
PERT Mathematics	97

* 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 1 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 1

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](#).

Career and Technical Education Graduation Pathway (CTE)

Beginning with the 2020-21 school year, a student is eligible to complete an alternative pathway to earn a standard high school diploma through this new option by:

- Successful completion of at least 18 credits.
- Earning a cumulative GPA of a 2.0 on a 4.0 scale.
- Same requirements for ELA, math, science and social studies.
- Completing two credits in career and technical education. The courses must result in a program completion and an industry certification.
- Completing two credits in work-based learning programs. A student may substitute up to two credits of electives, including one-half credit of financial literacy, for work-based learning program courses to fulfill this requirement.
- Each district school board is required to incorporate the CTE pathway option to graduation in the student progression plan.
- Adjunct educators certified may teach courses in the CTE pathway option.

For additional information please visit: <http://www.fldoe.org/academics/graduation-requirements/>

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 2006-07 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.](#)

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:

- The requirements that the student is not currently meeting.
- The specific performance necessary in grade 11 for the student to meet the accelerated graduation requirements.
- 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](#) as 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.](#)

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 Academically Challenging Curriculum to Enhance Learning \(ACCEL\) 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) is created for the purpose of allowing a student to earn high school credit in courses required for high school graduation through passage of an end-of-course assessment administered under s. [1008.22](#), an Advanced Placement Examination, or a College Level Examination Program (CLEP). Notwithstanding s. [1003.436](#), 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 end-of-course assessment, Advanced Placement Examination, or CLEP. The school district shall permit a public school or home education student who is not enrolled in the course, or who has not completed the course, to take the assessment or examination during the regular administration of the assessment or examination.

History.—s. 5, ch. 2010-22; s. 10, ch. 2012-191; s. 21, ch. 2013-27; s. 20, ch. 2016-237. 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 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 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. The Superintendent may exempt students in grade 3 from mandatory retention for good cause if ELLs have received less than two years of instruction (based on DEUSS) in an ESOL program. Decisions must be made by an ELL committee recommendation, including input from parents, teachers and support staff. Good Cause Exemptions for ELLs are communicated to the parents in their native language.

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:

Percentage	Grade	Value	Definition	Regular Weight	Honors Credit Weight	AP/Dual Enrollment Weight
90-100	A	4	Outstanding Progress	1	1.5	2

80-89	B	3	Above Average Progress	1	1.5	2
70-79	C	2	Average Progress	1	1.5	2
60-69	D	1	Lowest Acceptable Progress	1	1.5	2
0-59	F	0	Failure	1	1.5	2

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, AICE, 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 may be awarded to students who score a minimum of 3 on a 5-point scale on the corresponding AP Exam according to the postsecondary institution's requirements. 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 Certificate of Education Programs

FLVS Full Time now offers AICE courses as of the 2020-21 school year.

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. 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.

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 articulation agreements with Polk State College (PSU) in Lakeland, FL, Seminole State College in Sanford, FL, and University of Florida in Gainesville, 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) (See [CS/HB 7067 – K-12 Scholarship Programs](#) for additional information on dual enrollment). 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. FLVS partners with multiple institutions to provide dual enrollment. Dual enrollment requirements vary by postsecondary institution. 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 discriminates 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 provide a complete and accurate Florida Bright Futures Scholarship Evaluation Report and Key to each 11th and 12th grade student once per year. 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.

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 FLVS serves all students in the state, funding is provided by public tax dollars and FLVS is required to comply with the Florida Department of Education policies. Regardless of whether a student is attending FLVS Flex or FLVS Full Time, 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](#).

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 FLVS Flex 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 F.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. FLVS Full Time 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 FLVS Flex Exceptional Student Education (ESE) Manager for specific questions/concerns.

Exceptional Student Education (ESE) at FLVS Flex

The goal of FLVS 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 student's Least Restrictive Environment (LRE), and therefore the most appropriate choice based on the unique needs of the student. All students are required to follow the instructional policies enforced at FLVS and must agree to such upon registration. This includes requirements such as, but not limited to, the following: course completion, discussion-based assessments (DBAs), communication, proctored exams, academic integrity policies and procedures, etc. In order to have a successful experience in the online educational environment, all students should meet the Profile for Success set forth by FLVS.

Please note that FLVS is a fully online educational environment. All materials for curriculum, assignments, and assessments are presented online. Printed materials and books are not provided. Students/parents may print certain materials from their courses on their own or work with their district of record to request support in printing course materials as allowable per FLVS policy. Students should work with their district of record for any additional support needed to access FLVS courses and online materials.

Please note that FLVS does not provide any Access Points of the Florida State Standards or any type of modified curriculum and assessment options for students with intellectual disabilities or significant cognitive disabilities.

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 online setting. FLVS may also 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** to receive any necessary ESE services, related services, evaluations, annual reviews, re-evaluations, and initial eligibility determinations. FLVS Flex does NOT provide any of these services or evaluations.

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 for Speakers of Other Languages (ESOL) at FLVS Flex

FLVS Flex is a supplementary program for most students that seek FLVS educational services. English Language Learners (ELLs) should receive all primary ESOL services from their district of record. FLVS Flex does not provide translation services for students to complete DBAs or other exams. However, the FLVS Flex instructional model incorporates ESOL strategies, such as additional time, native language to English dictionary for coursework and exams, online translation tools, rubrics, small group/one-to-one, verbal information with visual presentation, peer tutoring, 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 an ESOL class or English language learning program.

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 follows 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 offers core courses as well as electives and is open to all eligible students for enrollment. Flex Elementary courses are not supplemental, as the courses are assigned the same course codes as all public-school courses.

Acceleration

Public school students may enroll in FLVS elementary course(s) if they have been approved by the school of record for acceleration. The school of record verifies the course(s) to acknowledge the course is both academically appropriate and FTE will be received by FLVS. FLVS may serve as an acceleration option for students.

Enrichment

Public school students may enroll in FLVS Elementary Computer Science or Elementary Spanish as an enrichment option. Students may enroll in course(s) throughout the year.

Public school students who successfully complete a grade level and were promoted may not enroll in FLVS courses(s) in the summer, if the student will be enrolled in same courses in the school of record when they return in Fall.

Remediation

Public school students who did not pass a subject or grade level and the school of record requests the student retake course(s) with Flex Elementary during summer for promotion consideration may enroll. If the student successfully completes the course(s), the promotion or retention decision falls on the school of record.

FLVS cannot provide remediation in same grade level courses if the student has successfully completed those courses in a public school and was promoted to next grade level. Upon promotion, a student may not enroll back in the previous grade level.

Kindergarten Admission

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

Flex Elementary First Grade Admission

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.

Flex Elementary – Withdrawal of Non-Working Students

Any student who is inactive (failure to submit daily assignments) for more than 14 days, the teacher will notify the parent that the student will need to submit work or he/she will be recommended for withdrawal from the program. If the student continues to be inactive, the Lead Teacher will contact the parent and discuss a learning plan specific to the student's needs. If the student continues to be inactive after the learning plan is discussed the Instructional Leader will request withdrawal from FLVS Flex Elementary. For parent initiated withdraws - only the parent/guardian who enrolls the student may withdraw the student from FLVS Flex Elementary.

Flex Elementary – Attendance and Absences

Parents should email a teacher if the student is going to be absent from course work and not submitting work during the week. It is important that students submit work daily for timely and specific feedback from the teacher.

Flex Elementary – Course Completion

Students who successfully complete a course with a 60% or higher are provided documentation (transcript) for completion. For homeschool students, maintaining the educational portfolio is the responsibility of the parent and the district homeschool office. FLVS Flex Elementary does not promote, retain, or allow students to skip a grade. Those decisions are made by the parent and local school district.

Flex Elementary - 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. Very important - See your local homeschool district and school certified counselor for more information.

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.

Any student enrolled in FLVS **Flex** who has an IEP (Individual Educational Plan) and has not yet earned a standard diploma will need to work with their district of record to determine the policy outlined in their district's ESE SP&P (Special Policies and Procedures Manual) that has been approved by the Florida Department of Education for providing services through age 22. FLVS will work with the student's district of record to honor the policy in place.

Any student enrolled in FLVS **Full Time** who has an IEP (Individual Educational Plan) and has not yet earned a standard diploma will be provided services through the last instructional day of the school year which the student turns 22, provided that the student was 21 years old on the first instructional day of school. Please refer to the FLVS Full Time school calendar for specific dates.

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.
- **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.
- **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 FLVS 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, U.S. History, 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:

Percentage	Grade	Definition
90-100	A	Outstanding Progress
80-89	B	Above Average Progress
70-79	C	Average Progress
60-69	D	Lowest Acceptable Progress
0-59	F	Failure

Elementary Special Areas:

Percentage	Grade	Definition
60-100	S	Satisfactory
59 and below	U	Unsatisfactory

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:

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

*NOTE – Weights may be different depending on student’s district of enrollment.

Weighted Grading System

Middle school courses factor into the student’s Grade Point Average (GPA) 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 – FLVS Flex

To see the curriculum available through FLVS Flex, please visit [FLVS Flex Courses](#).

FLVS Flex Instructional Policies

Student/Parent/Teacher Communication

It is FLVS policy that FLVS Flex teachers **complete** a Welcome Call with each student and **attempt** to contact the parent of each student in the first several days of enrollment to establish a partnership leading to student success.

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 does not complete a course Welcome Call with the instructor.

Instructors will also contact students and attempt to contact parents as often as necessary to provide an update on student course progress and grade.

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 Advanced Placement 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.

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.1003.02, F.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. There is a separate 14-day time period for each segment and these time periods cannot overlap. Twenty-eight days of work is required, at minimum, for a two-semester 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.