

Florida Virtual School
Student Progression Plan
2022-23



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Introduction

Pursuant to sections 1002.37(1) and [1008.25](#) of the Florida Statutes, the Florida Virtual School (“FLVS”) Board of Trustees (“Board”) is charged with establishing a plan for student progression from one grade to another based on students’ mastery of standards in section [1003.41 of the Florida Statutes](#), specifically English Language Arts, mathematics, science, and social studies standards.

This 2022-23 FLVS Student Progression Plan (“SPP”) has been developed in satisfaction of and consistent with applicable Florida Law, including the above-referenced statutes. The SPP is a living document and will evolve with applicable new legislation and regulations as our students and FLVS continues to grow and thrive throughout the school year.

FLVS is a Statewide Florida School District

FLVS was created by the Florida Legislature more than 25 years ago (see [F.S.1002.37 - Florida Virtual School](#)), and serves 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 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 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.

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.

Physical Education; Assessment

FLVS offers 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 consists 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 are reviewed by a certified physical education instructor.

FLVS's physical education program, including the expected program outcomes, the benefits of physical education, and the availability of one-on-one counseling concerning the benefits of physical education, can be found in the [Student and Parent Handbook](#).

FLVS provides 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 Physical Education 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 Physical Education waiver, if they choose to waive this requirement.

FLVS Full Time Student Progression

For more details see [F.S.1008.25 - Public school student progression; student support; coordinated progress monitoring; reporting requirements](#).

Comprehensive Program

Per [1003.41, F.S.](#), 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.

Reporting Student Progress

FLVS believes that the cooperation of school and home is a vital ingredient to the growth and education of the whole child. It recognizes its responsibility to keep parents informed of student welfare and progress in school.

The FLVS Board of Trustees directs the establishment of a system of reporting student progress which shall include written reports, parent communication with teachers, and shall require all appropriate staff members to comply with such a system as part of their professional responsibility.

The President and Chief Executive Officer, in conjunction with appropriate staff members, shall develop procedures for reporting student progress to parents which:

- A. Ensure that both student and parent receive ample warning of a pending grade of "failure" or one that would adversely affect the student's status;
- B. Enable the scheduling of parent-teacher communication at such times and in such places as will ensure the greatest degree of participation by parents;
- C. Specify the communication of report cards (also called progress reports) at intervals of not less than once per month;
- D. Ensure a continual review and improvement of methods of reporting student progress to parents.

Annual Report

FLVS will annually provide a report to the parent of each student identifying the progress of the student toward achieving State and FLVS expectations for proficiency in English language arts, science, social studies, and mathematics. Parents will also be provided a report identifying student results on each Statewide, standardized assessment. Progress reporting will be provided to parents in an understandable format and in a language that parents can understand. Parents will also be notified of reading deficiency issues as required by F.S. 1008.25, if applicable.

This report to parents may be included with the student report cards at the end of the year if all students receive report cards.

Report Cards

Report cards issued by FLVS will contain, in addition to other information, the following:

- A. The student's academic performance in each class or course, which in grades 1 through 12 must be based upon examinations as well as written papers, class participation, and other academic performance criteria, and must include the student's performance or nonperformance at his/her grade level.
- B. The student's conduct and behavior.
- C. The student's attendance if applicable.

A student's 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 promotion or non-promotion.

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 FLVS President and Chief Executive Officer 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 standardized state assessments; 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.

Beginning in the 2021-22 school year, school districts in the State of Florida are required to provide basic training in first aid, including cardiopulmonary resuscitation, for all students in grade 9 and grade 11. Instruction in the use of cardiopulmonary resuscitation must be based on a one-hour, nationally recognized program that uses the most current evidence-based emergency cardiovascular care guidelines.

Beginning in the 2021-22 school year, school districts in the State of Florida are required to provide instruction on voting using the primary and general election ballots for all students in grades 11 and 12.

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.

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](#)
- [FLVS Full Time Mental and Emotional Health Education Implementation Plan](#)
- [FLVS Full Time Substance Use and Abuse Education Implementation Plan](#)

FLVS believes that the cooperation of school and home is a vital ingredient to the growth and education of the whole child. It recognizes its responsibility to keep parents informed of student welfare and progress in school.

State Academic Standards

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. See [1003.41, F.S.](#) for additional information.

Allocation of Resources

FLVS allocates academic support and supplemental instruction resources for students in the following priority: first, students in Kindergarten through grade 3 who have a substantial deficiency in reading as determined in s. 1008.25(5)(a), F.S. The next priority shall be given to students who fail to meet performance levels required for promotion. s. 1008.25(3), F.S.

Promotion, Acceleration, Placement, and Retention

FLVS recognizes that the personal, social, physical, and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their needs at the various stages of their growth.

FLVS shall provide for the placement, acceleration, and progression of students through adopted student progression plans. The FLVS student progression plan includes the standards for evaluating each student's performance, including how well he/she masters the performance standards approved by the State Board of Education. A student will be promoted to the succeeding grade level when he/she has demonstrated sufficient proficiency to permit him/her to move ahead in the educational program of the next grade.

Parents may request student participation in Academically Challenging Curriculum to Enhance Learning (ACCEL) options, including whole grade promotion, midyear promotion, or subject matter acceleration. If the parent selects one of these ACCEL options and the student meets eligibility and procedural requirements in the student progression plan, the student will have the opportunity to participate in the ACCEL option.

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. (F.S. 1008.25(6)(a))

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 state standards assessment
- Grades 6-8: Successful completion of core courses including a Civics course completed at a public school in Florida
- 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

Progress Monitoring Plans and Remediation

Each student must participate in the statewide standardized assessment program that is required by F.S. 1008.22. Each student who does not achieve a Level 3 or above on Statewide standardized English language arts assessment; the Statewide standardized mathematics assessment; or the Algebra 1 end-of-course (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.

A student who is not meeting the FLVS or State requirements for satisfactory performance in English language arts and mathematics must be covered by one of the following plans:

- A. A Federally required student plan such as an individual education plan;
- B. 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/instructional leader; or
- C. An individualized progress monitoring plan.

Any student who exhibits a substantial deficiency in reading, based upon locally determined or statewide assessments conducted in Kindergarten or grade 1, grade 2, or grade 3, or through teacher observations, must be given intensive reading instruction immediately following the identification of the reading deficiency. The student's reading proficiency must be monitored, and the intensive instruction must continue until the student demonstrates grade level proficiency in a manner determined by FLVS, which may include achieving a Level 3 on

the Statewide standardized English language arts assessment.

The parent of any student who exhibits a substantial deficiency in reading, as described in the above paragraph, must be notified in writing of the following:

- A. That their 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;
- B. A description of the current services that are provided to the child;
- C. 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;
- D. 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;
- E. Strategies, including multisensory strategies, through a read-at-home plan the parent can use in helping their child succeed in reading;
- F. 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 FLVS in knowing when a child is reading at or above grade level and ready for grade promotion;
- G. The FLVS specific criteria and policies for a portfolio and the evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts. A school must immediately begin collecting evidence for a portfolio when a student in grade 3 is identified as being at risk of retention or upon the request of the parent, whichever occurs first.
- H. The FLVS specific criteria and policies 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;
- I. information about the student's eligibility for the New Worlds Reading Initiative under F.S. 1003.485 and information on parent training modules and other reading engagement resources available through the initiative.

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 F.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 F.S. 1008.22 for grade 3, the student must be retained.

A student who has been retained in third grade due to a reading deficiency shall be promoted mid-year if the student has demonstrated mastery of the State-mandated requirements in reading.

A student may be eligible for a waiver of retention criteria for acceptable good cause as outlined in the student progression plan. A student may be retained at the same grade level/course(s) when he/she has not demonstrated satisfactory mastery of the State-mandated requirements in the required subject areas. Parents must be informed in advance of the possibility of retention of a student at a grade level.

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 courses:

- A. Three middle grades or higher courses in English Language Arts (ELA).
- B. Three middle grades or higher courses in mathematics.
 1. Each school that includes middle grades must offer at least one high school level mathematics course for which students may earn high school credit. Successful completion of a high school level Algebra 1 or Geometry course is not contingent upon the student's performance on the Statewide standardized end-of-course (EOC) assessment.
 2. 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, a student's performance on the Algebra 1 EOC assessment constitutes 30 percent of the student's final

- course grade.
3. 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.
- C. Three middle grades or higher courses in social studies.
1. 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.
 2. Each student's performance on the Statewide standardized EOC assessment in civics education required under F.S. 1008.22 constitutes 30 percent of the student's final course grade.
- D. Three middle grades or higher courses in science. Successful completion of a high school level Biology 1 course is not contingent upon the student's performance on the statewide, standardized EOC assessment required under F.S. 1008.22. To earn high school credit for a Biology 1 course, however, a middle grade 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.
- E. One course in career and education planning to be completed in grades 6, 7, or 8, which may be taught by any member of the Instructional staff. The course must be internet-based, customizable to each student, and include research-based assessments to assist students in determining educational and career options and goals. In addition, 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; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report under F.S. 445.07 and other State career planning resources. The required personalized academic and career plan must inform students of:
1. High school graduation requirements, including a detailed explanation of the requirements for earning a high school diploma designation under F.S. 1003.4285;
 2. The requirements for each scholarship in the Florida Bright Futures Scholarship Program;
 3. State university and Florida College System institution admission requirements;
 4. Available opportunities to earn college credit in high school, including Advanced Placement courses, the International Baccalaureate Program, and the Advanced International Certificate of Education Program;
 5. Dual enrollment, including career dual enrollment; and
 6. Career education courses, including career-themed courses, pre-apprenticeship and apprenticeship programs, and course sequences that lead to industry certification pursuant to F.S. 1003.492 or 1008.44.

The course may be implemented as a stand-alone course or integrated into another course or courses.

Retention of Students with Disabilities

Retention and assignment of a student with disability will be determined by the student's Individual Education Plan (IEP) Team and follow the requirements of Florida law. The assignment of and services to be provided to a student with a disability will be documented on the student's IEP. Extended school year services may be provided for any student who would severely regress in his/her skills and overall functioning as demonstrated by supporting documentation and determined necessary by the student's IEP team.

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 for retained students
- 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 150 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 State standardized assessment 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:

- State assessment scores of Level 4/Level 5
- Current grades are all A’s and B’s
- Other criteria include:
 - Reading/math screeners
 - Performance in prior year’s courses
 - Teacher recommendation

High School Acceleration Eligibility

Students requesting to participate in Honors, AP, AICE, 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
- For AICE courses students must meet the AICE prerequisites

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.

FLVS established 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 this 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.

Early Warning System

FLVS implements 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](#).

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 policies with regards to participation and completion of coursework. Students who meet the 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 is in the best interest of the individual student.

Credits from Other Schools

Recognizing its responsibility to uphold the minimum educational standards of the State of Florida, the following shall be the FLVS policy regarding the transfer of credits from other schools.

If a student transfers from out of state, out of country, private school or homeschool, the student's transcript will be reviewed to determine if the student is required to take the Florida End-of-Course Assessment for Algebra 1 in accordance with the State Uniform Transfer of High School Credit policy.

Acceptance of transfer grades or credits for students in grades 9-12 shall be in accordance with State Board rule and shall be based in all cases on official transcripts. Transfer grades and/or credits from schools by another state or by one of the five regional accrediting agencies shall be accepted at face value. FLVS shall also accept high school grades and credits from postsecondary dual enrollment programs.

Credits from out of country or out-of-state schools, non-accredited schools, a private school, or homeschool shall be validated according to the transfer credit procedures outlined in State Board rule.

Students who enter FLVS Full Time high school at the 11th or 12th grade from out-of-state or out-of-country shall not be required to spend additional time in a Florida public school in order to meet the high school course requirements if the student has met all 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 grade point average and pass the required assessments under F.S. 1008.22.

FLVS Full Time Assessment

GRADING

FLVS requires that its grading scale be consistent with State Statute. Furthermore, FLVS believes that each student's grades should accurately reflect his/her degree of accomplishment of those expected learning outcomes which are stated for each program at every grade level, Kindergarten through 12th.

The President and Chief Executive Officer shall develop and update administrative procedures necessary to implement this policy.

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 FLVS under that section.

Statewide Assessment Program – Kindergarten-5

[F.S. 1008.22 Student assessment program for public schools.](#)

For a complete schedule of assessments and testing dates, visit the Florida Statewide Assessments Portal: <https://flfast.org/index.html>.

The statewide Florida Assessment of Student Thinking (FAST) assessments in Reading and Mathematics are administered in grades K-5. The FAST assessments are computer-based, progress monitoring assessments that will provide real-time data to inform teachers of student progress throughout the school year. In addition, students in grade 5 will take the Statewide Science Assessment.

It is a requirement of enrollment in FLVS Full Time, and our expectation, that students complete all required state testing. Other tests may be required based on special programs which the student is enrolled; the statewide assessment schedule details what those other tests would be and when they are administered. Students who do not perform on grade level, as determined by the Department of Education, 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. A grade 3 student may be promoted to grade 4 for the 2023-24 school year if the student demonstrates an acceptable level of performance through means reasonably calculated by FLVS to provide reliable evidence of the student's performance.

The FAST progress monitoring assessments are administered three separate times per year: once in the fall (August-September), again in the winter (December-January), and lastly during the spring (May). Full Time students take the fall and winter FAST progress monitoring assessments from home; there will be no requirement to go out to schools for these specific administrations.

Although fall and winter FAST administrations are conducted in a remote session, Full Time students must return to their assigned test site for the spring administration. Further, FLVS Full Time students take the Grade 5 Statewide Science Assessment at their local zoned school or other location designated by the local school district. Transportation to the testing location is the responsibility of the student/guardian.

Statewide Assessment Program – Middle School

[F.S. 1008.22 Student assessment program for public schools.](#)

For a complete schedule of assessments and testing dates, visit the Florida Statewide Assessments Portal: <https://flfast.org/index.html>.

The statewide, Florida Assessment of Student Thinking (FAST) assessments in Reading and Mathematics, are given in grades 6-8. In addition, students in grade 8 will also take the Statewide Science Assessment. The FAST assessments are computer-based, progress monitoring assessments that will provide real-time data to inform teachers of student progress throughout the school year. It is a requirement of enrollment in FLVS Full Time, and our expectation, that students complete all required state testing. Other tests may be required based on special programs which the student is enrolled; the statewide assessment schedule details what those other tests would be and when they are administered. Students who do not perform on grade level, as determined by the Department of Education, 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.

Although fall and winter FAST administrations are conducted in a remote session, Full Time students must return to their assigned test site for the spring administration. Further, FLVS Full Time students take the Grade 8 Statewide Science Assessment and EOCs at their local zoned school or other location designated by the local school district. Transportation to the testing location is the responsibility of the student/guardian.

Florida is assessing content knowledge and skills for social studies via the End-of-Course (EOC) assessment currently required for middle school Civics. The content knowledge and skills assessed by the Civics EOC are aligned to the core curricular content established in the Next Generation Sunshine State Standards. Per s. 1008.22, Florida Statutes, students enrolled in a Civics course must take the Civics EOC Assessment and the results of the assessment will constitute 30 percent of the student's final course grade.

Students in grades 6-8 may enroll in a high school EOC course (Algebra 1, Geometry, Biology, U.S. History) and may use the credit towards high school graduation requirements. Students in grades 6-8 who participate in an Algebra 1 or Geometry EOC are not required to take the grade-level FAST Mathematics assessment. Students who take a Biology EOC are not required to take the Grade 8 Statewide Science Assessment.

Statewide Assessment Program – High School

[F.S. 1008.22 Student assessment program for public schools.](https://ffast.org/index.html)

For a complete schedule of assessments and testing dates, visit the Florida Statewide Assessments Portal: <https://ffast.org/index.html>.

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 FLVS school 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. Other tests may be required based on special programs for which the student is enrolled; the statewide assessment schedule details what those other tests would be and when they are administered. Students who do not perform on grade level, as determined by the Department of Education, 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.

The Florida Assessment of Student Thinking (FAST) assessments measure a student's content knowledge and skills in Reading at grade 9 and grade 10. The FAST assessments are computer-based, progress monitoring assessments that will provide real-time data to inform teachers of student progress throughout the school year. The FAST progress monitoring assessments are administered three separate times per year: once in the fall (August-September), again in the winter (December-January), and lastly during the spring (May). Full Time students take the fall and winter FAST progress monitoring assessments from home; there will be no requirement to go out to schools for these specific administrations. Although fall and winter FAST administrations are conducted in a remote session, Full Time students must return to their assigned test site for the spring administration. Further, FLVS Full Time students take the EOC, FCLE, PSAT/NMSQT, and SAT/ACT assessments at their local zoned school or other location designated by the local school district. Transportation to the testing location is the responsibility of the student/guardian.

EOC assessments are rigorous, statewide, standardized assessments developed by the Florida Department of Education. Per s. 1008.22, Florida Statutes, students enrolled in Algebra 1, Geometry, Biology, U.S. History, or Civics must take the corresponding EOC assessment and the results of the assessment will constitute 30 percent

of the student’s final course grade. The content knowledge and skills assessed by EOC assessments are aligned to the core curricular content established in the Next Generation Sunshine State Standards (Biology and U.S. History) or the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards (Algebra 1 and Geometry).

Students enrolled in Algebra 1 must take the Algebra 1 EOC and earn a passing score for the purpose of meeting Florida’s graduation requirements for 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; or the student may earn a comparative score on the Geometry EOC, PSAT/NMSQT, SAT, or ACT to meet his/her graduation requirement. If a student does not test, it may affect his/her ability to graduate from high school.

For the Biology 1 EOC, students who take AP Biology and earn the minimum score necessary to earn college credit will not be required to take the Biology 1 EOC Assessment.

For the U.S. History EOC, students who take AP U.S. History or AICE U.S. History and earn the minimum score necessary to earn college credit will not be required to take the U.S. History EOC Assessment.

The Florida Civic Literacy Exam (FCLE) is administered to students who are currently enrolled in the United States Government course. Per s. 1003.4282(3)(d), Florida Statutes, public school students in grades 6-12 are required to participate in the FCLE. This is not a graduation requirement, but instead an opportunity to meet the postsecondary civic literacy requirement.

Students in grade 10 may have the opportunity to participate in the PSAT/NMSQT administration. Students in grade 11 may have the opportunity to participate in a state-funded SAT or ACT administration, depending on the exam selection of the district of residence.

A student who took the Grade 10 ELA Assessment in previous school years and did not earn a passing score must participate in a Grade 10 ELA Retake or earn a concordant score on the SAT or ACT for the purpose of meeting Florida’s graduation requirements for a standard high school diploma. If a student does not test, it may affect his/her ability to graduate from high school.

Statewide EOC Assessments and Final Grades

[Per s. 1008.22, Florida Statutes](#), the results of the EOC assessment will constitute 30 percent of the student’s final grade for the courses listed in the following table. Florida Virtual School uses the method below to determine the final grade calculation for the 30 percent statutory rule.

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
U.S. History	2100310	2100320	2100390	2100480			

EOC Score	Grade Assigned for 30% calculation
5 or 4	A
3	B
2	C
1	D

The final grade will be calculated using the following formula, with traditional point values used for the letter grade:

$$(\text{Final Grade assigned by teacher} \times .70) + (\text{Grade assigned by EOC score} \times .30)$$

For example: A final grade in Biology is a B and the student earns a Level 3 on the Biology EOC. The grade is the following:

$$\begin{aligned} & (B \times .70) + (B \times .30) \\ & (3.0 \times .70) + (3.0 \times .30) \\ & (2.1) + (.9) \\ & 3.0 = B \end{aligned}$$

The 30 percent computation will be applied to annual, semester 1 and semester 2 courses.

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 the ELA State standardized assessment. 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.

FLVS Full Time Middle School Program

General Requirements for Middle Grades Promotion

[F.S. 1003.4156 General requirements for middle grades promotion.](#)

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 if applicable, 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 multiple sessions each week 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, FLVS 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 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.

FLVS Full Time High School Program

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, the integration of required course content with practical applications, digital resume creation, exploration of career pathways using state career planning resources. Career education courses must include 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. This 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.

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.

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/FAST 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.
- FLVS incorporates the CTE pathway option to graduation in this 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.

FLVS shall notify the parent of a student who is eligible to graduate early. FLVS 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 (if any provided by FLVS), honors, and award determinations for the student’s cohort. A student who graduates early must comply with FLVS’s rules and policies regarding access to the FLVS 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

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.

FVLS notifies 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](#).

For information on Accelerated High School Graduation Options, reference [FLVS policy 5464 – Accelerated Graduation Options](#).

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.

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.

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 to meet the high school course requirements of the school district, state, or country from which the student 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 State Standards Assessments, 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 State Standards Assessments 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."

Students receiving such instruction are eligible to take the state standards assessment, or alternate assessment, and receive a standard high school diploma upon passage of the grade 10 assessment, or the alternate assessment. This section will be implemented to the extent funding is provided in the General Appropriations Act.

FLVS must notify all students of the consequences of failure to receive a standard diploma, including the potential ineligibility for financial assistance at postsecondary educational institutions. ESOL students in grade K-12 may be exempted 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.

Credits

FLVS 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 requirements, homework, participation, and other performance indicators.

[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

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, AICE, Dual Enrollment, 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.

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 the student achieves a passing score on the examination.

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 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 High School is an approved Cambridge International School and offers the Cambridge Advanced International Certificate of Education (AICE) program. Students earning passing grades in the AICE courses and on the corresponding AICE exams will earn credit toward their Cambridge AICE Diploma. Students in the Cambridge AICE program will take the examinations corresponding to their courses during the designated testing windows. FLVS Full Time will register students for exams at a designated testing site and communicate with families all information to ensure testing protocol as well as diploma requirements are met. Initial eligibility requirements for incoming 9th and 10th graders include an overall 3.0 weighted GPA or higher, good academic standing and conduct for previous year and commitment to community service (105 hours must be met during the 3-year duration of the program). FLVS will accept eligible transfers from existing Cambridge AICE programs. Continued program participation is subject to annual review to ensure students are successfully tracking to meet diploma requirements. Students in this program are subject to a different pupil progression plan that will allow them to meet the requirements for a 24-credit standard high school diploma and earn the Cambridge AICE diploma. To learn more about Cambridge AICE at FLVS Full Time [click here](#).

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. See [FLVS Full Time Dual Enrollment](#) for more information.

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 student may only be reported 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.

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 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

FLVS informs 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. FLVS annually assesses 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.

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 - State academic standards](#).

Digital Materials

FLVS makes available digital materials, CAPE Digital Tool certificates, and CAPE industry certifications for students in prekindergarten through grade 12 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

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](#). Students may enroll in as few as one course, or more depending upon their mode of schooling and educational needs. FLVS 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. FLVS Flex reports the student's semester grade to

the district of record. FLVS Flex is not the district of record, therefore all students taking Flex courses should refer to their locally zoned district's Student Progression Plan with questions about grading, student progression, etc. For more information about FLVS Flex, please visit our website www.flvs.net and our [Flex Student / Parent Handbook](#).