



## Florida Department of Education Virtual Instruction Program Application for Provider Approval

This application form, VSP-02, is to be completed by each Provider seeking approval to contract with school districts to participate in the Virtual Instruction Program or with virtual charter schools to provide virtual instruction services. The initial application cycle will be open for thirty (30) days.

To be approved, the application and all documentation must be received by September 30 of each year. Approval requires the Applicant to complete all the information requested in all parts of the application and a determination that the Provider meets the compliance requirements set forth in Part 2. Incomplete applications will not be reviewed. The Florida Department of Education (Department) will provide the Applicant with a written decision regarding the approval or denial of the application no later than forty-five (45) days after the deadline.

If the application is denied, the Applicant will receive written notification identifying the specific areas of deficiency. The Applicant shall have thirty (30) calendar days after receipt of the notice of denial to resolve any outstanding issues, and resubmit its application for reconsideration. The Applicant will receive a final written notice of approval or denial.

Direct your questions to: [VirtualEducation@fldoe.org](mailto:VirtualEducation@fldoe.org).

Applicant/Provider Name: \_\_\_\_\_

Primary Contact Person: \_\_\_\_\_

Title: \_\_\_\_\_

Address: \_\_\_\_\_

City/State/Zip Code: \_\_\_\_\_

Telephone: \_\_\_\_\_

Fax: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

**Part 1 – Description of Virtual Instruction Program**

Type of Program:    \_\_\_ Full-time  
                          \_\_\_ Full-time and Part-time  
                          \_\_\_ Part-time

Grades levels to be served:   \_\_\_ K                   \_\_\_ 7  
(check all that apply)       \_\_\_ 1                   \_\_\_ 8  
                                  \_\_\_ 2                   \_\_\_ 9  
                                  \_\_\_ 3                   \_\_\_ 10  
                                  \_\_\_ 4                   \_\_\_ 11  
                                  \_\_\_ 5                   \_\_\_ 12  
                                  \_\_\_ 6

Target population:           \_\_\_ All students  
(check all that apply)       \_\_\_ Dropout Prevention/Academic Intervention  
                                  \_\_\_ Credit Recovery  
                                  \_\_\_ Career and Technical Education  
                                  \_\_\_ Juvenile Justice  
                                  \_\_\_ English Language Learner (ELL)  
                                  \_\_\_ Exceptional Student (ESE) – Specify \_\_\_\_\_  
                                  \_\_\_ Academically Talented/Gifted  
                                  \_\_\_ Other – Specify: \_\_\_\_\_

Capacity of Program in terms of the number of full-time equivalent students that could be served for each year: Year 1 \_\_\_\_\_ Year 2 \_\_\_\_\_ Year 3 \_\_\_\_\_

Florida schools are required to use the Florida Course Code Directory (CCD) when determining course offerings and all official student records must list the course code numbers and titles from the CCD. The CCD is available at: <http://www.fldoe.org/policy/articulation/CCD>.

*Upload documentation to support Provider compliance: list course code numbers and titles of courses to be offered.*

**Disclosure Requirements**

Section 1002.45, Florida Statutes, requires the Provider to publish, for the general public, and as part of this application and any subsequent applications or contracts with school districts, the following information:

- Information and data about the curriculum of each full-time and part-time program. Please include, at minimum, the source or origin of curriculum and course content, specific research and best practice used in design, the basis for and frequency of revisions, research related to effectiveness of curriculum, evidence that content and assessments are accurate, free of bias, and accessible for students with disabilities and

limited English proficiency. Post a list identifying the National Collegiate Athletic Association (NCAA) approval status for each applicable high school course offered.

- All school policies and procedures. To address specific questions in this application, please provide policies and procedures related to the following topics in an easy-to-find location on this disclosure website so they can be reviewed: non-sectarian, anti-discrimination, teacher responsibilities, parental responsibilities, teacher-student interaction, teacher-parent interaction, academic integrity, student eligibility, state assessment requirements, attendance and participation requirements.
- Certification status and physical location (state of residence) of all administrative and instructional personnel, to include state certification(s), highly-qualified status, out-of-field, National Board certified, ESOL-endorsed or similar credential in other state, and reading-endorsed or similar credential in other state.
- Hours and availability of instructional personnel.
- Average student-teacher ratios and teacher loads for full-time and part-time teachers by grade-level bands K-3, 4-8 and 9-12 and for core and elective courses.
- Student completions (percent completions and percent successful completions) and promotion rates in total and by subgroup\*. Student completion calculations are to include all students who are enrolled for more than 14 days in a course.
- Student, educator, and school performance accountability outcomes of your virtual program/school. Please include, at minimum, student standardized assessment results in total and by subgroup\* (also provide name of assessment), state assessment results, if available, by total and subgroup, percent of teacher evaluations based on student performance, school grades and AYP, if applicable, other school/program ratings, dropout rates, graduation rates.

\*Subgroups to include students from major racial and ethnic groups, economically disadvantaged students, students with disabilities, and students with limited English proficiency.

Provide the link(s) to where this required disclosure information is prominently displayed on your website:

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### **Parent and Student Information Requirements**

Section 1002.45(2)(a)4., Florida Statutes, requires the Provider to provide the following information posted and accessible online to parents and students.

- How to contact the instructor via phone, email, or online messaging tools.
- How to contact technical support via phone, email, or online messaging tools.
- How to contact the administrative office via phone, email, or online messaging tools.
- Any requirement for regular contact with the instructor for the course and clear expectations for meeting the requirement.

- The requirement that the instructor in each course must, at a minimum, conduct one contact via phone with the parent and the student each month.

*Upload documentation to support Provider compliance: provide one document that addresses the bullets listed above.*

## **Part 2 – Verification of Provider Compliance Requirements**

### **Provider Requirements**

1. The Provider is nonsectarian and complies with anti-discrimination provisions in its programs, admissions policies, employment practices, and operations as specified in Sections 1002.45 and 1000.05, Florida Statutes, respectively.

*Documentation to support Provider compliance: provide direct link to specific nonsectarian and anti-discrimination policies for your programs, admissions, employment practices, and operations posted on your disclosure website identified in Part 1 of the application.*

2. The Provider locates an administrative office(s) in Florida as specified in Section 1002.45, Florida Statutes.

Enter Office Address:

*Upload documentation to support Provider compliance: dated documents showing address of Florida Office(s), e.g., copy of current utility bill, dated lease document.*

3. The Provider is accredited by the K-12 section of one of the federally-recognized, regional accrediting agencies, or their assigns, specified in State Board of Education Rule 6A-6.0981, Florida Administrative Code.

- \_\_\_\_\_ AdvancED
- \_\_\_\_\_ Middle States Association of Colleges and Schools Commission on Elementary Schools and Secondary Schools
- \_\_\_\_\_ New England Association of Schools and Colleges
- \_\_\_\_\_ Northwest Accreditation Commission
- \_\_\_\_\_ Western Association of Schools and Colleges

*Upload documentation to support Provider compliance: provide accreditation certificate confirming accreditation and dates of validity. No other documentation accepted.*

## Curriculum and Instruction

4. The Provider ensures courses and programs meet the iNACOL Standards for K-12 Online Learning and the Southern Regional Education Board.
  - A completed checklist indicating the virtual instruction program to be offered meets the iNACOL National Standards of Quality for Online Programs. Evidence to demonstrate the program meets iNACOL standards must be included for each section of standards included in the checklist. The checklist can be downloaded at: <https://www.inacol.org/resource/inacol-national-standards-for-quality-online-programs/>
  - A completed checklist for the iNACOL National Standards of Quality for Online Courses for one course per subject area at each grade-level band (K-5, 6-8, and 9-12). Evidence to demonstrate the course meets iNACOL standards must be included for each section of standards included in the checklist. File names for iNACOL documents must include Florida course codes and titles (e.g., iNACOL.1200310.Algebra1). The checklist can be downloaded at: <https://www.inacol.org/resource/inacol-national-standards-for-quality-online-courses-v2/>

*Upload documentation to support Provider compliance: this plan should include checklists requested above.*

5. The Provider ensures instructional content and service that align with, and measure student attainment of, student proficiency in Florida's currently adopted state standards.
  - A completed Florida online course alignment document that includes all of the standards and benchmarks listed for the course on the following websites: <http://www.cpalms.org/> and <http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/> for CTE courses which is in accordance with Rule 6A-1.09412, F.A.C and is incorporated by reference herein.
  - For each standard or benchmark listed, evidence of alignment must specify where the standard or benchmark is taught in the course, how it is taught and how mastery is assessed.
  - File names for alignment documents must include Florida course codes and course titles as specified in the most current Course Code Directory located at: <http://www.fldoe.org/articulation/CCD/> (e.g., 1200310.Algebra1) which is incorporated into Rule 6A-1.09441 and is incorporated by reference herein.
  - For Advanced Placement (AP) courses, in lieu of course alignment documents, please provide evidence the course has been approved by the College Board and is included in the most current AP Ledger.
  - **Upload all course documents by subject and within subject, by grade level.**

*Upload documentation to support Provider compliance: for each course the Provider proposes to offer.*

Provide the following information of the person verifying your course alignment to current state and iNACOL national course standards:

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Credentials (Florida certification; other certifications, licenses, endorsements; degrees, etc.): \_\_\_\_\_

Relevant Job Experience (Florida educational experience; online educational experience; other related educational experience): \_\_\_\_\_

Upon request, the Provider will provide access to the Department to provide a virtual WALK-THROUGH of a course during review phase of application process.

Provide a link or information on how to access your virtual course walk-through:

\_\_\_\_\_

6. The Provider has mechanisms in place that determine and ensure that a student has satisfied requirements for grade level promotion and high school graduation with a standard diploma.
- Use of formative and interim assessments to provide feedback to students and teachers, to modify curriculum and monitor student progress. Include documentation to show assessment tools used to inform and guide instruction are valid (measure what students are expected to know) and reliable (consistent for students at the same level of knowledge and understanding)
  - A multi-tiered system of student supports to assist students who do not meet expected levels of achievement
  - Assistance for students scoring at levels 1 and 2 on the FSA (including the requirement for remedial course in s. 1008.25, Florida Statutes)
  - Compliance with third grade retention requirements (s. 1008.25, Florida Statutes)
  - Ways to ensure middle school students have the opportunity to meet middle school promotion requirements (s. 1003.4156, Florida Statutes)
  - Methods to ensure high school students have the opportunity to satisfy Florida graduation requirements (s. 1003.4282, Florida Statutes)
  - Curriculum development to include activities and assessments based on principles that gives all individuals equal opportunities to learn, supporting flexibility in representation, expression, and engagement
  - Use of electronic and information technology accessible for students with disabilities
  - Use of strategies to ensure comprehensible instruction for students with limited English proficiency

Upload documentation to support Provider compliance: provide one document that addresses the bullets listed above.

7. The Provider offers virtual instruction designed to enable students to gain proficiency in each virtually delivered course of study as specified in Section 1002.45, Florida Statutes.

- Has clearly stated and attainable educational goals
- Allows teacher to adapt instruction to meet learner needs
- Provides multiple learning paths to master the content based on student needs and in demonstrating mastery
- Allows students to take responsibility for their own learning and progress

*Upload documentation to support Provider compliance: provide one document that addresses the bullets listed above.*

8. The virtual instruction takes place in an interactive environment in which the teacher and student are separated by time, space, or both.

- Synchronous and asynchronous methods of student-teacher interaction
- Procedures for monitoring and tracking teacher/student interactions
- Opportunities for student/student interaction
- Methods for and frequency of teacher observations
- How student progress is monitored, how often, and by whom
- How teacher verifies authenticity of student work

*Upload documentation to support Provider compliance: provide one document that addresses the bullets listed above.*

### **Student Performance and Program Accountability**

9. The Provider possesses prior successful experience as demonstrated by quantified student learning gains in every subject area and grade level included in their virtual instruction program.

*Documentation to support Provider compliance: Quantified learning gains for every subject area and grade level included in Provider’s virtual instruction program, as follows:*

1. At least two years of cohort data from a state-administered summative assessment approved to meet federal (e.g., ESSA) accountability requirements;

For course subjects not addressed by state assessments:

2. At least two years of cohort data from a nationally standardized summative achievement test

At a minimum, Provider must provide data from category 1 or 2 in language arts/reading and mathematics. The following evidence of learning gains must be submitted for all other subject areas and grade levels included in the Provider’s virtual instruction program:

3. At least two years of cohort data from teacher developed End-of-Course assessments or semester examinations; or

4. At least two years of cohort data from pre- and post-assessments delivered for a course or program, which assessment is not covered under another category.

Cohort data shall include: The number of students enrolled, the number of students tested, the percentage of students tested, and performance results over the cohort period specified in the categories above. Student performance data are to be aggregated by subject area and grade level. The cohort period shall comprise the most recent data available. The cohort shall include all students in the subject area and grade level under review. Any definitions or materials needed to comprehend the assessment results must be provided.

### **Reporting Requirements**

10. The Provider has the capacity to meet all reporting requirements to comply with state funding, information and accountability requirements in Florida Statutes.
  - description of expertise and resources to meet the reporting requirements to include information on technical training or experience in managing and reporting large volumes of information and the allocation of staff and other resources for comprehensive data reporting activities;
  - ability to comply with Florida’s database reporting requirements – specifically address requirements delineated at <http://www.fldoe.org/accountability/data-sys/database-manuals-updates/2019-20-student-info-system/index.shtml> – pursuant to State Board of Education Rule 6A-1.0014, F.A.C.

*Upload documentation to support Provider compliance: provide one document that addresses the bullets listed above.*

11. The Provider’s data management systems ensure all student information remains confidential, as required by the Family Educational Rights and Privacy Act (FERPA) [Section 1002.22, Florida Statutes].

*Upload documentation to support Provider compliance: description of measures taken to ensure the confidentiality and security of all student data to include collecting, storing and transmitting data.*

### **Other Program Requirements**

12. The Provider performs annual financial audits conducted by an independent certified public accountant.

*Upload documentation to support Provider compliance: three recent annual financial audits(including notes) of Provider’s accounts and records conducted by an independent certified public accountant which is in accordance with rules adopted by the Auditor General, including Chapter 10.850, Audits of Charter Schools and Similar Entities, Florida Virtual*



*School, and Virtual Instruction Program Providers, which chapter is incorporated in Rule 61H1-20.0093, F.A.C.*

13. Technology infrastructure and capacity that provides sufficient technical support to ensure a safe, stable and high-quality online learning environment.

Learning Management System (LMS) \_\_\_\_\_

Student Information System (SIS) \_\_\_\_\_

- System availability and reliability—hours and days when system is available, percent down time, fault tolerance and redundant capabilities to ensure system availability; off-site backup for student data and other critical information; protection from viruses, hackers
- Student and Internet Safety—protection from predators and other system resources to promote student and Internet safety

*Upload documentation to support Provider compliance: provide one document that addresses the bullets listed above.*

### **Supporting Documentation**

1. List all states and/or national programs in which Provider has operated elementary or secondary virtual instruction programs. For each program:
  - list the state/district/private programs within the state (include primary state, district, and program contact)
  - designate whether each program was full or part-time; public or private
  - list dates of operation (if the program is no longer operating, please list specific reasons why the program ended)
2. Have you been involved in any lawsuits or litigations related to providing virtual instruction programs? If so, include a summary and the results.
3. Provide at least three references with contact information from those knowledgeable about the pedagogical and technical strengths of your virtual instruction program or courses.
4. Provide a summary of stakeholder satisfaction survey results (parents, students, and teachers) with links or addresses (required) to obtain copies of the complete survey results.
5. List and summarize any external evaluations, reviews and/or reports related to the Applicant's virtual instruction program. Provide links and/or addresses (required) to obtain the complete documents.

**Florida Department of Education  
Virtual Instruction Program  
Application for Provider Approval**

**Assurances**

1. The applicant will administer each program covered by the application in accordance with all applicable federal and state laws, rules, statutes and regulations.
2. The applicant will only hire Florida-certified instructional personnel under Chapter 1012, Florida Statutes.
3. The applicant will ensure all employees and contracted personnel will undergo background screening as required by Section 1002.45(2)(a)3., Florida Statutes, using state and national criminal history records and the applicant will provide a list of employees to each school district contracting with the applicant for verification of compliance.
4. All curriculum and course content is aligned with Florida's currently adopted state standards under Section 1003.41, Florida Statutes.
5. All of the applicant's Advanced Placement courses have been approved by the College Board's AP Course Audit and are included in the current AP Ledger and Florida's Course Code Directory (State Board of Education Rule 6A-1.09441, F.A.C.). All of the applicant's other accelerated course offerings have been validated by the appropriate program organization.
6. The applicant retains responsibility for the quality and content of courses it offers, including courses added or revised after time of application whether developed by applicant or acquired via third-party contractual agreements, partnerships or other agreements related to the content or delivery of online courses.
7. The applicant's web systems meet conformance level A of the [World Wide Web Consortium's Web Accessibility Initiative \(WAI\) Web Content Accessibility Guidelines \(WCAG\) 2.0](#), pursuant to the requirements of iNACOL's National Standards for Quality Online Courses.
8. The applicant will adhere to requirements for student participation in state assessment tests as specified in Section 1002.45(6)(b), Florida Statutes.
9. The applicant will provide attendance, participation, and performance information to districts as required by the district policies to enable districts to monitor student progress toward successful completion of the virtual course or program and to meet student participation requirements specified in Section 1002.45, Florida Statutes.

10. The applicant will provide student, staff and program data to school districts for timely submission of the required record formats to the Department. The applicant will provide accurate accountability data to school districts and the Department to ensure accuracy of Provider school grades. This includes, but is not limited to, correct student IDs, course titles, course numbers, and provider codes, as defined in the Data Elements (<http://www.fldoe.org/accountability/data-sys/database-manuals-updates/>), pursuant to State Board of Education Rule 6A-1.0014, F.A.C.
11. The applicant agrees to inform the Department’s Virtual Education Office in writing of any substantial changes to its virtual instruction program. For purposes of this paragraph, a change is substantial if the content of the application by which the program was approved has become obsolete due to the proposed change.

I certify that the applicant will adhere to each of the assurances contained in this application for approval as a provider in the Virtual Instruction Program. I further certify all responses to this application are a true and accurate representation of the applicant’s compliance with Section 1002.45, Florida Statutes.

<i>Signature</i>	____/____/____ <i>Date Signed</i>	<i>Telephone Number</i>
<i>Printed name</i>		
<i>Title</i>		