



## 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. 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 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.

Please submit completed online applications to <http://www.fldoe.org/Schools/virtual-schools/DistrictVIP.asp>.

Please 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 to be Provided**

Please describe the type of virtual instruction program you are applying to provide in Florida for the Virtual Instruction Program. Part 1 of this application provides a basis for evaluation in Part 2. Therefore, be sure to provide documentation in Parts 2 of the application to support your ability to offer the type of program described in Part 1.

Type of Program:    \_\_\_ Full-time  
                          \_\_\_ Part-time  
                          \_\_\_ Other – Specify: \_\_\_\_\_

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  
                                  \_\_\_ Vocational/Career 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 \_\_\_\_\_

Mission Statement: \_\_\_\_\_

List of Florida courses to be offered or URL to course directory (include course code numbers and titles from the Florida Course Code Directory at <http://www.fldoe.org/articulation/CCD>).

Section 1006.281, Florida Statutes, requires that each school district Learning Management System (LMS), or Local Instructional Improvement System (LIIS), meet minimum standards for features and functionality to meet Florida's vision of a student-centered environment (<http://www.fldoe.org/arra/LIISMS.asp>).

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

Check all that apply

- Interoperability with school district LIIS minimum standards \_\_\_\_\_
- Proprietary to program \_\_\_\_\_
- Sharable Content Object Reference Model (SCORM) Compliant \_\_\_\_\_
- Requires an LMS \_\_\_\_\_

Does the LMS allow districts to monitor student progress? Yes \_\_\_\_ No \_\_\_\_

Student Information System used: \_\_\_\_\_

Type of technology and Internet access to be provided, when appropriate, to each full-time student:

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Online Teacher Requirements:

- minimum hiring criteria (academic credentials, certifications, teaching experience, other)
- demonstrated competencies in online instruction and learning technologies (please list competencies assessed)
- initial and ongoing professional development (please list required and optional professional development activities, both education-related and skills-based)
- type and frequency of teacher evaluations and percent of evaluation based on student performance

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, and 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, percent of teachers in previous years with satisfactory evaluations, teacher/staff turnover rates (new hires divided by total), 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. Please describe specifically how you will make this information available to your 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.

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

For each question in Part 2 of the application, the Applicant must provide the information requested and documentation to support compliance for each requirement. Applications without requested information and documentation will not be considered for approval.

### **PROVIDER REQUIREMENTS**

1. The Provider is nonsectarian in its programs, admissions policies, employment practices, and operations as specified in Section 1002.45, Florida Statutes.

*Upload documentation to Support Provider Compliance: formally adopted written policies and procedures (provide guidance to specific nonsectarian 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 or offices 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 Commission on Secondary Schools

- \_\_\_\_\_ New England Association of Schools and Colleges
- \_\_\_\_\_ Northwest Accreditation Commission
- \_\_\_\_\_ Western Association of Schools and Colleges

*Upload documentation to Support Provider Compliance: Accreditation certificate confirming accreditation and dates of validity.*

### **STAFF REQUIREMENTS**

4. All instructional staff are Florida-certified teachers under Chapter 1012, Florida Statutes, administrative personnel are state residents, and all employees and contracted personnel undergo background screenings as required by Section 1002.45(2)(a)3., Florida Statutes, using state and national criminal history records.

*Upload documentation to Support Provider Compliance: signed assurance the Provider will only hire Florida-certified teachers and ensure all employees undergo background screening (use Assurance Form at the end of the application). If already providing Virtual Instruction Programs in Florida, please include a list of instructional staff teaching in Florida, to include full name, area of certification, and certification number; and a list of administrative staff to include employee name, title, Florida county of residence and how documented. If approved and upon implementation, teacher course records submitted to the DOE database will include the information necessary to verify compliance for maintaining approval.*

5. The Provider has disclosed the required information related to certification status and location of all administrative and instructional personnel and educator performance accountability outcomes as specified in Section 1002.45, Florida Statutes.

*Upload documentation to Support Provider Compliance: Provide guidance to specific location of the required administrative and instructional personnel information on the Provider's disclosure website identified in Part 1 of the application. .*

6. The Provider's employment practices comply with anti-discrimination provisions of Section 1000.05, Florida Statutes.

*Upload documentation to Support Provider Compliance: specific employment policies and practices related to anti-discrimination provisions (provide guidance on where this information is located on the required disclosure website specified in Part 1 of the application).*

### **CURRICULUM AND INSTRUCTION**

7. The Provider ensures instructional and curricular quality through a detailed curriculum and student performance accountability plan that addresses every subject and grade level it intends to provide.

- Courses and programs that meet the iNACOL Standards for K-12 Online Learning and the Southern Regional Education Board.
- Instructional content and services that align with, and measure student attainment of, student proficiency in Florida's currently adopted state standards.
- Mechanisms that determine and ensure that a student has satisfied requirements for grade level promotion and high school graduation with a standard diploma.

*Upload documentation to Support Provider Compliance: Please upload the curriculum and student performance accountability plan required in Section 1002.45(2)(a)7., Florida Statutes. This plan should include the following items in the order presented below.*

- *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 standards can be downloaded at:*
- *<http://www.inacol.org/resources/publications/national-quality-standards/> A completed checklist indicating the virtual Provider's online teaching and instruction meets the iNACOL National Standards of Quality for Online Teaching. Evidence to demonstrate the course meets iNACOL standards must be included for each section of standards included in the checklist. The standards can be downloaded at:*  
*<http://www.inacol.org/resources/publications/national-quality-standards/>*
- *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 standards can be downloaded at:*  
*<http://www.inacol.org/resources/publications/national-quality-standards/>*
- *A description of the methodology used to align the virtual Provider's curriculum with Florida's current state standards and benchmarks (a word search alignment is not acceptable—maximum one-half page).*
- *For each course the Provider proposes to offer, a completed Florida online course alignment document that includes all of the standards/benchmarks listed for the course on the following website: <http://www.floridastandards.org> which is in accordance with Rule 6A-1.09412, F.A.C and is incorporated by reference herein For each standard/benchmark listed, evidence of alignment must specify where the standard/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-1.0941 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. Please upload all course documents by subject and within subject, by grade level.*

- *A description of the various methods used to measure student attainment of Florida's current state standards/benchmarks and to ensure progression/promotion and graduation requirements are met. At minimum, please address each of the following (one paragraph per bulleted item):*
  - *Use of formative and interim assessments to provide feedback to students and teachers, to modify curriculum and monitor student progress. Please 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 FCAT (including the requirement for remedial course in ss. 1003.428 and 1003.4156, 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. 1003.428, 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*
- *Please provide the name, title/position, company or organization, and relevant job experience and credentials of the person verifying your course alignment to current state and iNACOL national course standards.*

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

*Title/Position:* \_\_\_\_\_

*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 Applicant will provide access to the Department of Education to provide a virtual WALK-THROUGH of a course during review phase of application process.*

*Please provide a link or information on how to access your virtual course walk-through:*

\_\_\_\_\_

8. 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.

Provide a narrative (one paragraph per bullet) describing how instruction:

- Has clearly stated and attainable educational goals
- Allows teacher to adapt instruction to meet learner needs

- Accommodates different learning styles
- Provides flexible scheduling and pacing to meet individual student needs
- Provides multiple learning paths to master the content based on student needs and in demonstrating mastery
- Ensures targeted and timely feedback to students and parents
- Allows students to take responsibility for their own learning and progress
- Incorporates 21<sup>st</sup> century, transliteracy, and critical thinking skills

*Upload documentation to support Provider compliance: provide guidance to indicate where policies and procedures related to above topics are located on the required disclosure website specified in Part 1 of the application; other documentation to support the above descriptions.*

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

Describe the following bulleted items in the order they appear:

- Synchronous and asynchronous methods of student-teacher interaction
- Required type and frequency of teacher/student interaction
- Procedures for monitoring and tracking teacher/student interactions
- Required type and frequency of teacher/parent interaction
- 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: policies directing teacher-student, teacher-parent and student-student interaction (provide guidance on where this information is located on the required disclosure website specified in Part 1 of the application); summary data or reports tracking teacher-student and teacher-parent interactions; academic integrity policies and procedures, policies related to requirements and roles of parents for supervision and instruction.*

## **STUDENT ELIGIBILITY, ATTENDANCE AND PARTICIPATION REQUIREMENTS**

10. Admission and enrollment policies and procedures comply with anti-discrimination provisions of Section 1000.05, Florida Statutes.

*Upload documentation to Support Provider Compliance: provide guidance to admission and enrollment policies and procedures related to non-discrimination on required disclosure website specified in Part 1 of the application.*

11. Admission and enrollment policies and procedures comply with student eligibility requirements specified in Section 1002.455, Florida Statutes.



*Upload documentation to Support Provider Compliance: provide guidance on location of admission and enrollment policies and procedures related to student eligibility on required disclosure website specified in Part 1 of the application.*

12. The Provider monitors student attendance, participation, and performance to ensure students meet compulsory attendance requirements and are making progress toward successful completion of the course or program as specified in Section 1002.45, Florida Statutes.

*Documentation to Support Provider Compliance: provide guidance to location of policies for recording, monitoring, and reporting student attendance, participation, and performance on required disclosure website specified in Part 1 of the application; sample summary reports or templates documenting attendance, participation, and performance; signed assurance Provider will provide this information to districts as required by the district to meet state reporting requirements.*

### **STUDENT PERFORMANCE AND PROGRAM ACCOUNTABILITY**

13. The Provider ensures full-time student participation in statewide assessment program as required by Section 1002.45, Florida Statutes.

*Documentation to Support Provider Compliance: past student participation rates on state or other standardized assessments; provide guidance to location of written policies and procedures related to participation in state testing on required disclosure website specified in Part 1 of the application; parental notification of testing requirements (how and when); signed assurance that Provider will adhere to state testing requirements.*

14. 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. If the Provider does not possess sufficient prior successful experience offering online courses, the Department shall grant conditional approval to offer courses measured by statewide assessments and AP examinations if the Provider meets all other requirements of the application. A provider who has prior experience as documented below, but whose experience does not demonstrate success in offering online courses does not qualify for conditional approval.

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

*The following learning gains data must be submitted for all subject areas and grade levels included in Provider's virtual program:*

1. *At least two years of cohort data from a state-administered summative assessment approved to meet No Child Left Behind (NCLB) accountability requirements;*

*If learning gains data under category 1 are not available for every subject area and grade level, the following evidence of learning gains must be submitted for all subject areas and grade levels available:*

- 2. At least two years of cohort data from a nationally standardized summative achievement test; or*
- 3. At least one year of cohort data from a nationally standardized interim assessment with multiple administrations within the year designed to measure student learning gains.*

*At a minimum, Provider must provide data from category 1, 2, or 3 in language arts/reading and mathematics. If comprehensive learning gains data are not available for Reading/Language Arts, mathematics, and other applicable subjects included in statewide assessments, the following evidence of learning gains must be submitted for all other subject areas and grade levels included in Provider's virtual instruction program:*

- 4. At least one year of cohort data from teacher developed End-of-Course assessments or semester examinations; or*
- 5. At least one year of cohort data from Pre- and Post-assessments delivered for a course or program, which assessment is not covered under another category.*

*At a minimum, 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 Provider may also submit data at a finer level of aggregation, such as by course level or subgroups within each subject area or grade. In addition, the Provider shall, upon the Department's request, provide individual student performance data in the categories described above, as needed to determine if the Provider's student learning gains are sufficient to meet the requirements of Section 1002.45, Florida Statutes, and Rule 6A-6.0981, Florida Administrative Code. 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**

15. The Provider has the capacity to meet all reporting requirements to comply with state funding, information and accountability requirements in Florida Statutes.

*Provide documentation to Support Provider Compliance: 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 [www.fldoe.org/eias/dataweb/download.asp](http://www.fldoe.org/eias/dataweb/download.asp) – pursuant to State Board of Education Rule 6A-1.0014, F.A.C.*

16. The Provider's data management systems ensure all student information remains confidential, as required by the Family Educational Rights and Privacy Act (FERPA) [Section 1002.221, 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**

Section 1002.45(2), Florida Statutes, requires the Provider's virtual program to meet the iNACOL Standards for Quality Online Programs.

17. A quality online program has adequate financial and material resources to accomplish the mission of the organization and to provide a quality online program for students. These resources are appropriately planned for and expended using sound business practices. The Provider performs an annual financial audit conducted by an independent certified public accountant.

*Upload documentation to Support Provider Compliance: A recent annual financial audit 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.*

18. A quality online program has adequate technology infrastructure and capacity and provides sufficient technical support to ensure a safe, stable and high-quality online learning environment.

Provide a one-paragraph narrative for each bulleted item below to demonstrate adequate infrastructure/capacity, safety and technical support:

- System availability and reliability—hours/days when system is available, % 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
- Technical support for students, teachers, school staff and parents—training provided for LMS and use of technology, types of technical assistance provided, methods of obtaining technical assistance, hours/days technical support is available; staffing levels for technical support; most frequent requests for assistance; average response time

*Upload documentation to Support Provider Compliance: provide guidance to policies and procedures related to the above items included on the required disclosure website specified in Part 1 of the application.*

## **Supporting Documentation of Experience in Providing Virtual Instruction**

This part of the application requests additional information related to your experience in providing virtual instruction programs to support responses given in Part 2 of the application. The responses in this part of the application may provide support for multiple items in Part 2.

1. Overall, how many years of experience does the Provider have in providing virtual instruction or online learning to students in grades K-12?

\_\_\_\_\_ Less than one year  
\_\_\_\_\_ 1-3 years  
\_\_\_\_\_ 4-6 years  
\_\_\_\_\_ 7 or more years

Virtual instruction experience at other levels of education:

\_\_\_\_\_ years at \_\_\_\_\_ level

2. Please list all states in which Provider has operated elementary or secondary virtual instruction programs. If the Provider has a national virtual school in which students enroll independently (not through a state or district program), please include this on your list and address last three bullets below. For each state:
  - list the state/district/private programs within the state (include primary state, district, or private program contact)
  - designate whether each program was full or part-time
  - designate whether each program was public or private
  - list dates of operation (if the program is no longer operating, please list specific reasons why the program ended)
3. Have you been involved in any lawsuits or litigations related to providing virtual instruction programs? If so, include a summary and the results.
4. Please provide at least three references with contact information from those knowledgeable about the pedagogical and technical strengths of your virtual instruction program or courses.
5. Please 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.
6. List and summarize any external evaluations, reviews and/or reports related to the Applicant's virtual instruction program. Please provide links and/or addresses (required) to obtain the complete documents.
7. The Provider may provide other documentation to support responses to application questions, such as, awards or recognitions received (name, description, and dates), and testimonials.

**Florida Department of Education  
District 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 of Education. The applicant will provide accurate accountability data to school districts and the Department of Education (DOE) 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 DOE Data Elements (<http://www.fldoe.org/eias/dataweb/download.asp>), pursuant to State Board of Education Rule 6A-1.0014, F.A.C.
11. The applicant agrees to inform the Florida Department of Education's Office of Virtual Education 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>		