

Florida Public Virtual Schools Questions and Answers 2014-15

- [General Information About Virtual \(Online\) Education](#)
- [Virtual Education Options for 2014-15](#)
- [District Virtual Instruction Program \(VIP\)](#)
- [District Virtual Course Offerings](#)
- [Florida Virtual School Part-Time](#)
- [Florida Virtual School Full-Time](#)
- [District Franchises of Florida Virtual School](#)
- [Virtual Charter Schools](#)
- [Student Eligibility, Participation & Attendance](#)
- [Assessment and Accountability](#)
- [Exceptional Student Education \(ESE\)](#)
- [English Speaking for Other Languages \(ESOL\)](#)
- [Funding and Reporting](#)
- [Role of the Department of Education \(DOE\)](#)

GENERAL INFORMATION ABOUT VIRTUAL (ONLINE) EDUCATION

1. Are online courses offered at a specific time during the school day?

By their nature, online courses do not have to be offered at a specific time of the day. Online teachers primarily interact with and instruct students on an individual basis using different methods of communication. Online teachers may also set up group sessions at specific times to cover selected topics or to provide additional help for students. Virtual courses offered by school districts to students in district school buildings may be provided during a specific time of the school day, although access to curriculum may often take place anytime.

2. Do online teachers have to meet the same certification and background screening requirements as other public school teachers in Florida?

Yes. All teachers, providing instruction for this program, including Florida college teachers, must hold valid Florida teaching certificates in the appropriate areas of instruction, including English for Speakers of Other Languages (ESOL), Exceptional Student Education (ESE) and Reading certifications/endorsements, if applicable. In addition, employees and contracted personnel must be screened as required by section 1012.32, Florida Statutes (F.S.), using state and national criminal history records.

3. If a teacher is already certified in Florida and an approved provider hires them, is the provider required to resubmit fingerprints and background check applications?

Yes, the background screening is associated with employment.

4. Does the virtual curriculum and course content in public virtual education programs have to meet state standards?

Yes. The virtual curriculum and courses are required to meet state standards.

5. *Can students take specialized courses such as Advanced Placement or gifted through virtual programs or schools?*

Yes. Most of Florida's virtual schools offer these types of courses. However, as with other schools and programs, not every course or option is available at every school. To find out the specific options available, interested parents should contact Florida Virtual School or their school districts directly. The following website includes links for Florida's various virtual education options: <http://www.fldoe.org/Schools/virtual-schools/>.

6. *How can those interested in teaching in one of Florida's virtual programs apply for a teaching position?*

Florida has both state-level and district-level virtual programs and schools. The following website includes information about employment with Florida's virtual programs and schools: <http://www.fldoe.org/schools/virtual-schools/eo.asp>.

VIRTUAL EDUCATION OPTIONS FOR 2014-15 (BACK TO TOP)

7. *Section 1002.321, F.S., related to digital learning requires districts to provide multiple opportunities for students to participate in virtual instruction. What types of opportunities are included in this requirement?*

This requirement can be fulfilled using part-time and full-time virtual options offered through the Florida Virtual School (FLVS), school districts or virtual charter schools. Specifically, these opportunities include Florida Virtual School's full-time (FLVS FT) and Florida Virtual School's part-time (FLVS PT) schools; district virtual instruction programs; district franchises of FLVS; virtual charter schools; blended learning in charter schools; virtual and blended learning courses in traditional schools; and the online courses districts can offer for any course in the Course Code Directory.

8. *How does the requirement in section 1002.321, F.S., for districts to offer multiple opportunities for virtual instruction relate to the requirement in section 1002.45, F.S., that districts offer either one or three options of their district virtual instruction programs?*

The requirement to provide multiple opportunities in section 1002.321, F.S., encompasses all virtual options offered at the district and state levels. The requirement in section 1002.45, F.S., refers only to the options for district-level virtual instruction programs listed in section 1002.45(1) (c), F.S.

9. *What virtual education options are authorized for the 2014-15 school year?*

Options include

- Florida Virtual School (full-time and part-time);
- District virtual instruction programs (VIPs);
- District franchises of FLVS;
- Virtual courses delivered to students in traditional public schools ;
- District virtual course offerings (individual online courses) outside of traditional school settings; and
- Virtual charter schools.

In addition to virtual education options, blended learning opportunities (face to face and virtual instruction) may be offered in traditional district schools and brick and mortar charter schools.

10. What online options are available statewide?

FLVS offers both part-time and full-time options for Florida students in all school districts. In addition student may take online courses offered by other school districts.

11. What options are available through school districts?

All school districts offer district Virtual Instruction Programs (VIPs) as a school choice option for their students in grades K-12. Many school districts also operate franchises of FLVS and/or offer individual online courses to students in and out of traditional school settings. Some school districts also sponsor virtual charter schools.

12. How can parents find out more about the virtual education options available for their children?

Interested parents should contact FLVS or their school districts directly to obtain more specific information about the virtual programs or courses they offer. The following website has information about and links to Florida's various virtual education options: <http://www.fldoe.org/Schools/virtual-schools/>.

District Virtual Instruction Program (VIP) ([BACK TO TOP](#))

13. What is a "virtual instruction program"?

[Section 1002.45\(1\), Florida Statutes \(F.S.\)](#), defines a "virtual instruction program" as one that takes place in an interactive learning environment created through technology in which the student and teacher are separated from each other by time or space or both.

14. How are full-time district virtual instruction programs (VIPs) provided?

District VIPs provide instruction to eligible district students using online and distance education technology in a nontraditional classroom, i.e., primarily outside of public school buildings. In practice, most students access the online instruction from their homes.

15. What types of virtual instruction are available through district VIPs?

A school district virtual instruction program shall consist of the following:

- Full-time and part-time virtual instruction for students in grades K-12; and
- Full-time or part-time virtual instruction for students enrolled in dropout prevention, academic intervention programs and Department of Juvenile Justice (DJJ) programs; core courses to meet class size requirements and grades K-12 courses offered by Florida College System institutions for this program.

16. Do all districts offer virtual instruction programs?

All school districts offer VIPs. The law requires districts with low and sparse populations to offer one option and all other districts to offer three options. The number of options required is determined by eligibility for the Sparsity Supplement in the state funding formula. The following website lists the number of options required for each district:

<http://www.fldoe.org/schools/virtual-schools/pdf/SparsitySupplement.pdf>.

17. For districts having to meet the three-option requirement, can these options include all virtual options offered by the district and FLVS or must they be provided within the district's VIP only?

Districts are to provide three options within their district VIP.

18. What options may districts use to provide district VIPs?

According to section 1002.45(1) (c), F.S., districts may use the following options to offer virtual instruction for their students:

- Provide a district-operated virtual instruction program;
- Contract with FLVS;
- Establish a franchise of FLVS;
- Contract with an approved provider; or
- Enter into an agreement with another district, Florida college or virtual charter school.

Contracts with FLVS and approved providers may include multidistrict agreements executed by a regional consortium for its member districts. Multidistrict agreements between school districts do not have to meet requirements of section 1001.42(4) (d), F.S., related to cooperation between school boards of adjoining districts and the participating districts do not have to be contiguous.

19. For the districts required to offer three options, must three options be provided for all grade levels?

Yes.

20. Are districts required to provide three options for both part-time and full-time totaling six options?

The options relate to who is providing the virtual instruction program—the school district, FLVS, franchises, approved providers, other districts, virtual charters or Florida colleges. From these, districts are required to provide three, not six, options for a virtual instruction program for students in grades K-12.

21. What school numbers are used for district virtual instruction programs?

Two school numbers are designated for district virtual instruction programs. School number 7001 should be used for virtual instruction programs operated by approved private providers, FLVS, or a Florida college. Providers for school 7001 are also issued a provider code which is reported on the Student Course Record. The provider code allows student performance results to be aggregated under each provider for the issuance of provider school grades.

School number 7023 has been designated for district-operated virtual instruction programs. School districts must request activation of this school number on the following website if they operate their own virtual instruction program: <http://doeweb-prd.doe.state.fl.us/EDS/MasterSchoolID/index.cfm>.

The virtual school and district are held accountable for the performance of virtual students enrolled under this school number.

22. Who are the Florida Department of Education (FDOE) approved private providers for the 2014-15 school year?

The approved private providers are

- Edgenuity (grades 6-12);
- Edmentum (grades 6-12) for specific courses;
- Florida Connections Academy, LLC (grades K-8);
- K12 Florida, LLC (grades K-12);
- Mater Virtual Academy, (grades 6-12) and
- Somerset Academy, Inc. (grades 6-12).

For more information on the approved private providers, please visit the following website: <http://www.fldoe.org/Schools/virtual-schools/DistrictVIP.asp>.

23. What options are available for districts at the elementary level?

Districts may operate their own elementary virtual program or may contract with FLVS, an approved provider, another school district, a Florida college or a virtual charter school.

24. Which courses are considered “core courses to meet class size requirements?”

Section 1003.01(14), F.S., defines core-curricula courses that are subject to maximum class size requirements as those courses defined by the department as follows:

- Courses in mathematics, language arts/reading, science and social studies in grades PK-3;
- Courses in grades 4-8 that are measured by state assessments at any grade level and courses required for middle school promotion;
- Courses in grades 9-12 that are measured by state assessments at any grade level and courses that are specifically named in statute as required for high school graduation;
- Exceptional Student Education courses; and
- English for Speakers of Other Languages courses.

“Extracurricular” courses are not included and are defined as those not listed above including, but not limited to, physical education, career education courses, fine arts, performing arts and courses that may result in college credit. Appendix S of the Automated Student Information System lists these courses: [Appendix S: Core Courses for Class Size Reduction](#). In addition, section 1003.01(14), F.S., specifically states that the following courses are not considered core courses for purposes of class size requirements: online and blended learning courses offered in traditional school settings; blended learning courses offered in brick and mortar charter schools; courses offered through FLVS, virtual instruction programs, and courses offered in virtual charter schools.

25. When may students enroll in district virtual instruction programs?

Section 1002.45, F.S., requires districts to provide at least one enrollment period of 90 days or more which ends 30 days before the first day of the school year.

26. May districts offer additional enrollment windows for district virtual instruction programs at times other than those specified in law?

Yes. Districts must offer the enrollment window specified in law but may offer longer and other enrollment windows as well. For example, many districts enroll students through the start of school and for the second semester. Some districts also have a window of opportunity at the same time as enrollment for other school choice options in the district.

27. Would placing the enrollment period in the district's student progression plan, parent resource guide and on the website meet that requirement to notify parents of the district's open enrollment period?

Districts must notify parents directly in writing about the required enrollment window. This notification may be included in other materials distributed to parents. However, placing the dates of the enrollment window on the website or including the information in documents parents would have to locate on their own would not meet this requirement.

28. What must parents do and what documentation is needed to enroll their children in their school district's VIP?

This may vary from district to district. Parents should contact their school district directly to determine how to enroll their children in the district's program and what documents are required for enrollment. The following website includes a link to a table of contact information for all Florida school districts:
<http://www.fldoe.org/Schools/virtual-schools>.

29. May students enroll directly in another district's virtual instruction program if the option provided by the other district is not available in the student's district of residence?

No. A student may only enroll in another district's virtual instruction program if his or her school district has selected it as one of the options for its students and has entered into an agreement with the other district to provide that option. Students may take individual online courses from another district whether or not the course is offered by their school district.

30. Must virtual instruction program teachers reside in the school district?

No. The law does not include residency requirements for teachers; therefore, the teachers can live anywhere.

31. Are school districts required to provide instructional materials for students in the school district VIP?

Districts are required to provide the necessary instructional materials for students to participate in this program.

32. Are school districts required to provide computers, printers and Internet access for students in the district VIP?

The district must provide each full-time student enrolled in VIP who qualifies for free or reduced priced lunches under the National School Lunch Act, or who is on the direct certification list, and who does not have a computer or Internet access in his or her home with all equipment necessary to participate in the program. This includes, but is not limited to, a computer, a computer monitor, a printer (if necessary for the program) and access to or reimbursement for Internet services.

33. If the district contracts with an approved private provider to provide a full-time virtual instruction program, who is responsible for the provision of technology, when necessary?

This would be addressed in the district contract with the provider. The district is ultimately responsible; however, the contract could specify that the provider provide the technology and the costs associated for doing so.

34. Will district VIP students be required to register as home education students in their district of residence since they will receive their virtual instruction primarily from home?

No. These students are district public school students, not home education students. The school district VIP will be the school of record for its full-time students.

35. How are decisions related to promotion, retention or grade placement made for students participating in the school district's VIP?

The district's student progression plan establishes the procedures/requirements with regard to students progressing from one grade to another. The district VIP is simply another avenue for the provision of instruction. All of the existing requirements related to student progression, including retention, promotion and grade assignment, are the same for school district VIP students as they are for other students enrolled in the district.

36. How is the district VIP held accountable for student performance?

The district VIP is held accountable in several ways

- It is a school choice program, so parents can choose this option or other educational options for their children.
- Its funding is performance-based—that is, based on “successful completions.” If a student does not pass a virtual course or successfully complete the prescribed level of content that counts toward promotion, the student will not generate funding for that course or content.
- The provider, the school district or both receive school grades based on student performance on state testing. The provider earns a single grade for the performance of all of its students statewide. If the school district operates its own program or a portion of the program, it will receive a school grade based on the performance of the students participating in its program. In addition, the FDOE will produce a report for each part-time provider of virtual instruction programs which will include a summary of Florida Standards Assessments (FSA) and AP results for their part-time students.

District Virtual Course Offerings (BACK TO TOP)

37. May school districts offer virtual courses in addition to those offered by their brick and mortar public schools, district virtual instruction programs or district franchises of FLVS?

Yes. Districts are authorized to offer such courses by section 1003.498, F.S. These courses will be reported under school number 7006. If a district plans to offer such courses, it should contact the departments Education Information and Accountability Services office to activate this school number. <http://doeweb-prd.doe.state.fl.us/EDS/MasterSchoolID/index.cfm>

38. For what courses and grade levels may districts offer virtual courses under Section 1003.498, F.S.?

Districts may offer grades K-12 virtual courses for courses included in the Course Code Directory.

39. What students are eligible to take these virtual courses?

District students taking blended courses in traditional district schools must be full-time public school students enrolled at the school. Students accessing district virtual courses in a nontraditional setting must meet the eligibility requirements listed in section 1002.455, F.S. (<http://www.flsenate.gov/Laws/Statutes/2013/1002.455>). Students eligible to enroll in kindergarten and first grade are eligible. Thus, students in grades 2-12 must meet one of the other criteria to enroll in these courses.

An eligible student from another school district may take one of these virtual courses whether or not the course is offered in his or her home district. **School districts cannot require that these courses be taken beyond the school day.**

40. Can a student enroll directly in a course offered by another school district?

The student must notify his or her school of the intention to enroll in an online course in another school district so that the necessary information can be collected, verified and confirmed by both districts at the point of enrollment. This will help to ensure the correct funding, reporting and accountability for this student. The school cannot deny access to the other district's course as long as the student meets the eligibility requirements, and the course is appropriate based on the student's academic history and academic goals.

.Florida Virtual School PartTime (FLVS PT) (BACK TO TOP)

41. What type of part-time program does FLVS PT offer?

FLVS PT operates three schools to offer a part-time program (individual online courses) for Florida students. FLVS PT Grades 6-8 (school number 0500) and FLVS PT Grades 9-12 (school number 0600) offer more than 125 individual online courses for middle and high school students. These courses include core and elective courses and range from credit recovery and general to advanced, honors and AP courses. FLVS provides course tours and a course catalog from its main website at www.flvs.net.

FLVS PT is also providing kindergarten and first grade part-time programs in reading, mathematics, science, social studies, art, music and physical education. Contact elementaryhome@flvs.net with questions or registration information.

42. Which students are eligible to enroll in FLVS courses on a part-time basis?

Florida students (public, private and home education) in grades 6-12 are eligible to enroll in FLVS middle and high school courses. Students enrolling in the elementary courses must meet one of the eligibility criteria specified in section 1002.455, F.S. Students in kindergarten or first grade are eligible to enroll. Students in grades 2-5 will be required to meet one of the other criteria. This statute is located at: <http://www.flsenate.gov/Laws/Statutes/2013/1002.455>.

43. Will students in grades K-5 and grades 6-12 be able to take online courses from FLVS beyond the school day and year and generate funding for those courses in addition to the funding earned in the school district?

Students in grades K-5 and grades 6-12 in district public schools will be able to take courses beyond the school day and year and generate funding for both the school district and FLVS. However, the total funding used in the FEFP funding formula for a student who is a full-time student in a school district and who also successfully completes a course through the FLVS may not exceed 1.0 FTE. The FTE funding will be distributed in proportionate shares to the school district and FLVS. For example, if a student took six courses from the school district and one class from FLVS, the district will report 6/6 FTE and FLVS will report 1/6 FTE for a total of 7/6 FTE. The FDOE will recalibrate the FTE to 6/7 FTE for the district and 1/7 FTE for the FLVS, for a total of 1.0 FTE.

44. Will home education students who take six or more classes from FLVS PT still be required to be registered as home education students in their district of residence?

Yes. FLVS PT is a supplemental program offering individual online courses to public, private and home education students. If a student enrolls in online courses offered by FLVS PT and is not enrolled in a district public school or a Florida private school, the student must register as a home education student in his or her school district to meet compulsory attendance requirements.

45. Will home education and private school students enrolled in virtual courses with EOC exams be allowed to take the EOC assessments?

Home education students may take the EOC assessment in their district if they are using the assessment as part of their annual evaluation. Districts may allow private school students to take the EOC assessment if the student is planning to return to public school the following year.

46. Are registered home school elementary students allowed to participate in the part-time elementary virtual program?

Home education students at the elementary level will be able to enroll in an online course if they are eligible to enter grades K or 1, were enrolled in a Florida public school full-time the previous year, or if they meet one of the other eligibility criteria in section 1002.455, F.S. (<http://www.flsenate.gov/Laws/Statutes/2013/1002.455>) Note: Participating solely in FLVS PT in grades

kindergarten or first grade as a home education student does not meet the requirement that the student was a public school student the previous year and the student will not meet the eligibility requirement to take FLVS PT in 2nd grade.

Florida Virtual School Full Time (FLVS FT) ([BACK TO TOP](#))

47. What type of virtual program is offered by FLVS FT?

FLVS FT is comprised of two full-time schools in District 71 — one for students in grades K-8 (school number 0300) and the other for students in grades 9-12 (school number 0400). To provide this option, FLVS FT partners with Connections Academy, a national provider of full-time virtual education. FLVS FT combines the learning resources and expertise of both partners and offers a comprehensive educational program designed to enable students to meet Florida's student progression, promotion and graduation requirements. For more information about this school, please visit www.flvsft.com.

48. What students are eligible to enroll in FLVS FT?

All Florida students regardless of prior school experience (public, private and home education) are eligible to enroll in the FLVS FT public school.

49. Do students enroll directly in FLVS FT?

Yes. Students register directly and FLVS FT is their school and district of record (enrollment). FLVS FT is responsible and held accountable for their education.

50. Are students enrolled in FLVS FT required to register as home education students in their district of residence?

No. Students in this full-time school are public school students and therefore, do not need to register as home education students in their districts of residence.

51. Who is responsible for collecting and maintaining all required public school student information, including immunization records, for FLVS FT students?

FLVS FT is the school and district of enrollment for their students and is responsible for collecting and maintaining all of the required public school information for their students.

52. Are students able to earn a high school diploma from FLVS FT?

Yes.

53. Are FLVS FT students required to take all state assessments?

Yes. FLVS FT students are public school students and are required to meet all public school requirements, including participation in state assessments.

54. How do FLVS FT students take state assessments when they access their virtual instruction from home and they are scattered all over the state?

Florida school districts are required to administer state assessments for FLVS FT students residing in their districts. Legislation requires districts to administer these tests in the schools to which FLVS FT students would attend if they were district students unless FLVS and districts agree on an alternative site. State assessments include all state assessments these students are required to take, including kindergarten screening, Florida Standards Assessments (FSA), End-of-Course (EOC) assessments and Postsecondary education readiness assessments, e.g. Postsecondary Education Readiness Test.

55. Does FLVS FT receive a school grade?

Yes. FLVS FT does receive a school grade for each of the two full-time schools based on the performance of their full-time public school students.

District Franchises of Florida Virtual School ([BACK TO TOP](#))

56. What are district franchises of Florida Virtual School (FLVS)?

Florida school districts may choose to enter an agreement with FLVS to operate a district franchise. These franchises are district virtual schools with district administrators and district teachers who provide virtual instruction for district students. This school uses FLVS curriculum, other educational resources and the FLVS Learning Management System (LMS) and Student Information System (SIS). FLVS also provides training and mentoring for district teachers and administrators.

57. How many school districts will operate district franchises in 2014-15?

More than fifty school districts and two university lab schools will operate franchises in 2014-15.

58. What students are eligible to enroll in district franchises?

All grades 6-12 students (public, private and home education) who reside in a district that operates a franchise are eligible to enroll in the franchise as full-time or part-time students. Elementary franchise courses will be offered for the first time in 2014-15. Elementary students are required to meet one of the eligibility criteria outlined in s.1002.455, F.S.

59. Where may parents obtain additional information about district franchises and find out if their district operates a franchise?

Parents may find additional information about district franchises of FLVS from their school district and at the following websites.

FDOE website: <http://www.fdoe.org/schools/virtual-schools/district-franchises.asp>

FLVS website: <http://www.flvs.net/educators/Pages/FranchiseInformation.aspx>

60. *If a school district uses its franchise of FLVS to meet one of the required options for its virtual instruction program, can the franchise continue to operate as it has in the past and offer courses to other students as well?*

Yes. A school district may use its franchise as one of its options to provide a district virtual instruction program and continue to serve other students as well.

61. *If a district uses a franchise of FLVS to meet requirements to offer its district VIP, will students be reported under school number 7001, 7023 or the franchise school number of 7004?*

Students who enroll in district franchises, no matter what the reason, should be reported under school number 7004.

62. *May district franchises offer courses beyond the 180-day school year?*

District virtual instruction programs, including district franchises, may offer courses beyond 180 days only for the purpose of course completion and credit recovery. Course completions apply only to a student who does not complete a virtual education course by the end of the school year. These courses must be completed and reported by the deadline for amending the final enrollment survey for the year (Survey 4) to receive funding. Credit recovery courses are allowed for students who did not pass a traditional or virtual education course during the regular school year and must retake the course to graduate on time.

63. *Do districts require immunization records to be filed for home education students attending a franchise of FLVS?*

Districts are required to collect and report immunization information for home education students enrolled in their franchise only if they participate in activities at a brick and mortar school in the district (e.g., those who participate in classes, extra-curricular activities or state testing).

Virtual Charter Schools (BACK TO TOP)

64. *Is there a model charter school application for virtual charter schools?*

Yes. A Model Virtual Charter School Application (Form IEPC-VI) and a Model Virtual Charter School Application Evaluation Instrument (Form IEPC-V2) were developed and approved by the State Board of Education. Copies of these forms can be obtained at the following website:
<https://www.flrules.org/gateway/reference.asp?No=Ref-01257>.

65. *How can a current charter school become a virtual charter school?*

A charter school must submit an application for approval to its sponsor to open a new charter school (virtual) or amend its existing contract. If a charter school submits a new application to its sponsor, the application must include documentation that the applicant has contracted with FLVS or an approved provider of virtual instruction programs. The list of approved providers is located on the following website:
<http://www.fldoe.org/Schools/virtual-schools/DistrictVIP.asp>. A charter school may apply to become an approved provider of virtual instruction programs.

66. What steps are required to become a virtual charter school in Florida?

To become a virtual charter school, the applicant must contract with FLVS or a FDOE-approved virtual instruction program provider to provide the charter school's virtual instruction program. The interested party must submit a virtual charter application using the Model Virtual Charter School application to the school district in which it would like to operate. Documentation of the contract with an approved provider must be included with the application. Virtual charter applicants follow the same timelines for approval as applicants for regular charter schools. Charter applications are due on August 1 of the year prior to the planned opening. The model Virtual Charter School Application is located at the following website:
http://www.floridaschoolchoice.org/Information/Charter_Schools/Forms_Charter.asp.

67. Can virtual charter schools provide part-time virtual instruction?

No. Virtual charter schools are authorized to provide full-time virtual instruction.

68. What grade levels may virtual charter schools serve?

Virtual charter schools may serve eligible district students in grades K-12.

69. How are virtual charter schools funded?

Funding for virtual charter schools will be the same as that specified for district virtual instruction programs in section 1002.45(7), F.S., and section 1011.61(1) (c) 1.b. (III), F.S. This means virtual charter schools are funded through the Florida Education Finance Program (FEFP) and that the funding is based on 'successful completions' rather than on seat time (attendance and enrollment). Virtual charter schools may report Full-Time Equivalent for all FEFP funding programs (Basic, ESE, Career Education and ESOL). Like other virtual programs and schools, virtual charter schools may not receive any funding for the purpose of fulfilling class size requirements.

70. May virtual charter schools offer courses during the summer?

Yes. For a student who is enrolled in a virtual charter school and who does not complete a virtual education course by the end of the regular school year. The course may be completed no later than the amendment deadline for the final enrollment survey for that year (Survey 4).

A student who has unsuccessfully completed a virtual course during the regular school year at the virtual charter school and who must re-take the course in order to be eligible to graduate with the student's class may enroll in a virtual course during the summer for credit recovery.

71. May students who did not pass traditional or virtual education courses during the school year be able to take credit recovery courses from virtual charter schools as well as district virtual instruction programs?

Virtual charter schools are authorized to offer full-time programs. Therefore, they may offer credit recovery courses for their full-time virtual charter school students. However, students needing credit recovery from courses not passed in another school may not take courses from virtual charter schools on a part-time basis.

72. How are virtual charter schools held accountable for student learning?

Virtual charter schools will receive school grades based on the performance of their full-time students like other public schools in the district and state; are funded based on successful completions; are school choice options for parents; and must meet performance criteria outlined in their charters with their sponsor.

73. Will full-time virtual charter school students be able to take state-required and district-required student assessments at a district school?

Yes, the cost of state-required or district-required student assessments, including the cost of virtual charter school students' access to and use of district testing facilities, are contained with the fee, of up to 5 percent, retained by the school district.

74. What students are eligible to enroll in virtual charter schools?

Students enrolling in virtual charter schools must meet the eligibility requirements of section 1002.455, F.S.

- The student has spent the prior school year in attendance at a public school in this state and was enrolled and reported by a public school district for funding during the preceding October and February for purposes of the FEFP surveys.
- The student is a dependent child of a member of the United States Armed Forces who was transferred within the last 12 months to this state from another state or from a foreign country pursuant to the parent's permanent change of station orders.
- The student was enrolled during the prior school year in a school district virtual instruction program under this section.
- The student has a sibling who is currently enrolled in the school district virtual instruction program and that sibling was enrolled in such program at the end of the prior school year.
- The student is eligible to enter kindergarten or first grade.
- The student is eligible to enter grades 2 through 5 and is enrolled full-time in a school district virtual instruction program, virtual charter school or FLVS.

Virtual charter schools cannot enroll students from other districts, unless there is an interdistrict agreement or good cause as outlined in section 1002.33(10) (a), F.S.

75. Can a brick and mortar charter school provide blended-learning?

Yes. A charter school may implement blended-learning courses which combine traditional classroom instruction and virtual instruction. Students in blended-learning courses must be full-time students of the charter school and receive the online instruction in a classroom setting at the charter school.

76. What are the requirements for instructional personnel who provide virtual instruction for blended courses?

Instructional personnel may be employees of the charter school or may be under contract to provide instructional services to charter school students. At a minimum, the instructional personnel must hold a state certificate as required in section 1012.55, F.S., or a school district adjunct certification under section

1012.57, F.S., for the subject area of the blended-learning course. Charter school employees must undergo background screening as provided in section 1012.32, F.S.

77. What are the funding and performance accountability requirements for blended-learning courses?

These are the same as those for traditional courses in traditional public schools. The funding is based on seat time (attendance and enrollment), and the student's charter school will receive a school grade based on the performance of students enrolled in the charter school.

Student Eligibility, Participation and Attendance ([BACK TO TOP](#))

78. What are the student eligibility requirements to enroll in district virtual instruction programs, district virtual course offerings and virtual charter schools?

Students who enroll in one of these options must meet at least one of the following criteria specified in section 1002.455, F.S.

- The student has spent the prior school year in attendance at a public school in this state and was enrolled and reported by a public school district for funding during the preceding October and February for purposes of the FEFP surveys.
- The student is a dependent child of a member of the United States Armed Forces who was transferred within the last 12 months to this state from another state or from a foreign country pursuant to the parent's permanent change of station orders.
- The student was enrolled during the prior school year in a school district virtual instruction program under this section or a full-time FLVS program.
- The student has a sibling who is currently enrolled in the school district virtual instruction program and that sibling was enrolled in such program at the end of the prior school year.
- The student is eligible to enter kindergarten or first grade.
- The student is eligible to enter grades 2 through 5 and is enrolled full-time in a school district virtual instruction program, virtual charter school or FLVS.

79. Based on the eligibility criteria for students in grades 2-5; in which virtual education options may they enroll without meeting one of the other eligibility criteria?

Students in grades 2-5 may enroll in full-time options offered by FLVS, school districts and virtual charter schools. Grades 2-5 students who wish to enroll in part-time options (individual online courses) must still meet one of the other eligibility criteria.

80. Do students enrolled in FLVS have to meet one of the student eligibility criteria delineated in section 1002.455, F.S.?

Grades K-12 students enrolled in FLVS FT and grades K-1 and grades 6-12 students enrolled in FLVS PT do not have to meet one of the criteria. Grades 2-5 students enrolled in FLVS PT schools must meet one of the student eligibility criteria as specified in section 1002.455(2), F.S.

81. *Are current first grade part-time home school students enrolled in FLVS PT or a district part-time virtual program eligible to continue in second grade under section 1002.455, F.S.?*

No. If they remained classified as home education students as first graders and only enrolled part-time in FLVS PT, they are not eligible.

82. *Will students enrolled in online or blended courses offered by their district brick and mortar school be required to meet one of the eligibility criteria specified in section 1002.455, F.S., to enroll in the course?*

No. These students will not be required to meet one of these eligibility criteria. However, the student must be a full-time public school student enrolled at the school.

83. *In which currently available K-12 virtual education options are home education and private school students eligible to enroll without meeting one of the eligibility criteria in section 1002.455, F.S.?*

Home education and private school students are eligible to enroll in:

- FLVS FT public schools (grades K-12);
- FLVS PT schools (grades K-1 and 6-12);
- District full-time virtual programs (grades K-5);
- District franchises of FLVS (grades K-1 and 6-12); and
- Virtual charter schools (Grades K-5).

Home education students enrolling in full-time public virtual schools offered by FLVS, school districts and virtual charter schools become public school students upon enrollment.

84. *For virtual options requiring prior-year public school attendance, how will this eligibility be verified?*

Student eligibility is determined by either reviewing a district's previous year student history or, for those students who have transferred from another district, using the Student Locator function available from the department. Specific instructions for using the Student Locator function are available by either contacting a district's management information system staff or the department's Office of Education Information and Accountability Services (ASKEIAS@fldoe.org).

85. *Do students who were enrolled in a lab school or charter school the previous year meet the prior-year public school eligibility requirements?*

Yes. Lab schools and charter schools are Florida public schools, and their students would meet the prior-year public school requirement as long as they were reported for funding in Surveys 2 and 3.

86. *Do home education or private school students who enroll part-time in a public school meet the prior-year public school requirement?*

No. Students in grades K-12 attend school full-time and have to meet compulsory attendance requirements. To meet compulsory attendance requirements students are classified in one of three categories—as public, private or home education students. Students who were registered as home education students in their school districts the previous year are classified as home education students,

even if they return to the school district to take a class. Likewise, students who attended a private school the previous year are classified as private school students.

87. Do students attending a private school the previous year with a McKay scholarship meet the prior-year public school enrollment criterion for virtual instruction programs or virtual charters?

No. Students who use McKay scholarships to attend private schools do not meet the prior-year criterion.

88. How will eligibility of siblings be verified?

Siblings are eligible if their brother or sister is currently enrolled in the school district VIP and was also enrolled at the end of the previous year. Districts may use paperwork normally gathered at registration/enrollment, such as a birth certificate or adoption papers, to determine sibling eligibility.

89. What verification will be requested for students who are dependent children of a member of the United States Armed Forces?

A review of transfer orders will satisfy the verification requirement for dependent children of members of the United States Armed Forces.

90. May students enrolled in a full-time virtual program or school participate in extracurricular activities in the school district?

Yes. Section 1002.20(18)(a), F.S., states students who meet specified academic and conduct requirements are eligible to participate in extracurricular activities. Section 1002.20(18)(d), F.S., states that FLVS FT students who meet specified academic and conduct requirements are eligible to participate in extracurricular activities at the district public school to which they would be assigned or could choose to attend according to district school board policies. Section 1006.15(3), F.S., specifies the conditions for full-time students at FLVS to participate in interscholastic or extracurricular activities in their districts of residence. In addition, section 1006.15(5) (b), F.S., states “any organization or entity that regulates or governs extracurricular activities of public schools... shall not discriminate against any eligible student based on an educational choice of public, private, or home education.”

91. Must students in virtual programs/schools meet compulsory attendance requirements?

Yes. Section 1002.45, F.S., specifies that students meet compulsory attendance requirements. Section 1003.27, F.S., requires that the parent be responsible for regular attendance in school. This means attendance must be taken for students in this program and these students have the same guidelines related to truancy as students in brick and mortar schools.

92. How is attendance taken in a full-time virtual instruction program for students who access their instruction and curriculum from home?

Taking attendance is mandatory and must be recorded on a regular and ongoing basis. Although the parent or learning coach may log attendance on a daily or hourly basis using their individual accounts, the online teachers and virtual school administrators are responsible for student attendance records and for monitoring and reporting attendance. They do this by examining participation metrics such as student login

data; lessons, assignments, projects and assessments completed; email and phone logs; and student participation in discussion boards, blogs and live lessons, etc. Virtual schools must maintain auditable attendance records and provide attendance information to school districts for state-required reporting to the FDOE Automated Student Information System during Survey 5.

93. Does Florida have a school attendance requirement related to driver license?

Yes. According to section 322.091, F.S., minors who fail to satisfy attendance requirements are ineligible for driving privileges.

Assessment and Accountability ([BACK TO TOP](#))

94. *Are students enrolled in virtual programs and courses required to take state assessments?*

All public school students are required to take state assessments, including virtual public school students.

95. *How will students enrolled in full-time district virtual programs take state assessments when their virtual school does not have a physical location and they primarily access their virtual instruction from home?*

These students are required by law to take state assessments and it is the responsibility of their school district to provide a location for them to take state assessments. The district may choose to have them report to the school in their attendance zone, to another school in the district or to another location established by the district.

96. *How will district public school students who take an online course requiring an End-of-Course (EOC) assessment from FLVS be tested?*

These students will be tested at their district school of enrollment.

97. *Are students enrolled in FLVS FT required to take state assessments and if so, where will they take them?*

Yes. Although these students are not enrolled in district public schools, they are public school students and are required to take all state assessments. Currently only school districts administer statewide assessments, and the law specifies that these students are to take these tests in their districts of residence at the school to which they would be assigned according to district school board attendance areas unless FLVS and the school district agree to an alternate site.

98. *Will FLVS FT students need to have immunization records on file in their school district of residence in order to be able to take state assessments?*

No. FLVS FT is the district of enrollment for FLVS FT students and immunization records are collected and stored at FLVS FT.

99. *How will students be assessed who enroll full-time in another district's virtual instruction program (VIP)?*

Section 1002.45(6) (b), F.S., requires students to take state assessments in their districts of residence.

100. Which district receives the accountability for students enrolling in virtual programs and courses offered by another school district or FLVS?

If students are enrolled in a full-time virtual program in another school district or through FLVS, that full-time school is the student's school of enrollment and that school receives the accountability. For students taking online courses on a part-time basis from another school district or from FLVS, the accountability is applied to their schools of enrollment in their district of residence.

Exceptional Student Education (ESE) ([BACK TO TOP](#))

101. Can exceptional student education (ESE) students participate in the school district virtual instruction program (VIP) or the Florida Virtual School's full-time school (FLVS FT)?

Yes. As described in section 1002.20, F.S., *K-12 student and parent rights*, "parents of public school students may seek whatever public school choice options that are applicable and available to students in their districts." The options listed include virtual instruction programs and the Florida Virtual School.

Any student who meets the requirements in section 1002.455, F.S., *Student eligibility for K-12 virtual instruction*, is eligible to participate in the school district VIP. Since the school district VIP is a public K-12 school (section 1000.04(1), F.S.), the district cannot restrict participation to only those students who do not have specialized educational plans, i.e., individual educational plan (IEP) or Section 504 plan for students with disabilities; or an educational plan (EP) for gifted students.

Additionally, any student who meets the requirements of section 1002.37, F.S., is eligible to participate in the FLVS FT program, including students who receive exceptional student education services.

102. What are the obligations of full time virtual schools related to services to exceptional education students?

Section 1003.57, F.S., *Exceptional Student Instruction*, requires full-time virtual instruction programs authorized by section 1002.37 or section 1002.45 F.S., to fulfill "the obligation of a school district for public school exceptional students who are enrolled in full-time virtual programs."

For the FLVS FT program, this has significant implications for the implementation of responsibilities related to the identification, location, and evaluation of students with disabilities who are in need of special education and related services, including the development and implementation of IEPs. Additionally this conveys responsibilities related to the evaluation of students who are gifted and the development and implementation of EPs for students who are gifted.

For school districts, since the VIP is a school district program, even when a contractor operates the program, these obligations remain with the district. Ultimately, the district is responsible for the development and implementation of IEPs and EPs and responsibilities related to child find and identification of ESE students. However, the contractual agreement between the school district and the virtual provider may establish specific requirements with regard to the role and responsibilities of the virtual provider for some or all of these activities.

103. Who makes the determination that full-time virtual instruction is appropriate for a student with a disability who has an IEP?

For the FLVS FT program, upon receipt of information indicating that a student who is enrolling is a student with an IEP, the FLVS FT program must convene a meeting of the FLVS IEP team. The team must be composed of individuals in accordance with the requirements of Rule 6A-6.03028 (3) (c), Florida Administrative Code (F.A.C.), *Provision of Free Appropriate Public Education (FAPE) and Development of Individual Educational Plans for Students with Disabilities*. The text of the rule may be found at <https://www.flrules.org/gateway/ruleNo.asp?id=6A-6.03028>.

There is specific content in rule that must be included in the written notice inviting the parents to the IEP team meeting. The IEP team must review, and revise, as needed, the student's IEP in order to meet the student's needs in the virtual environment. FLVS will be responsible for implementing the student's IEP as written. If during the process of the review of the IEP, FLVS has concerns about being able to meet the needs of the student; FLVS is advised to convene a "hybrid" IEP team meeting that includes representatives from the school district in which the parent and student reside. The Individuals with Disabilities Education Act and corresponding state regulations, make provisions for parent participation in meetings via phone and video conferencing.

For school district VIP programs, the IEP team for the VIP would have the responsibility for reviewing and revising the IEP to meet the student's needs in the virtual environment.

Since FLVS and district virtual schools are choice options and consequently are not required to alter their programs fundamentally in order to meet the needs of every student with a disability, if it is determined that the virtual school is unable to meet the needs of the student, the school district in which the student and parent reside must make a free appropriate public education available (FAPE) to the student.

104. Before determining that a student's IEP should include an exception to the requirement for participation in an online course in accordance with section 1003.428 (2) (c), F.S., what information should the IEP team consider?

IEP teams should follow the same guidelines for developing a quality IEP for online learning environments as they do for face-to-face learning environments. Regarding an online course, the team should consider the following questions.

- What supports, services, accessible instructional materials (AIMs), assistive technologies and accommodations will the student need to be able to participate and progress in an online learning environment?
- Are there AIMs, assistive technologies or accommodations that the student will need time become proficient in using in order to be able to participate and progress in an online course?

If the IEP team decides that a student does not have sufficient time to become proficient in these tools to participate and progress in an online course for the coming school year, the IEP team should include goals, supports, services, and AIMs in the IEP for the purpose of assisting the student to become proficient in the use of the technologies needed for future participation in an online course. The IEP team will reconsider the student's ability to participate in an online course at the next IEP review.

105. For what grade levels should IEP teams start to consider the services and supports needed for participation in online learning environments?

For all middle and high school grade levels. This can be part of the consideration of what a student will need to complete online End-of-Course (EOC) assessments and other online tests successfully.

106. What skills should teachers of students with disabilities develop in order to support all students in the use of online learning environments?

Teachers should start to blend distance learning tools and services into their regular class routine. The following should be considered.

- Phone/video conferencing
- Online tutoring
- Digital instructional materials
- Availability of course materials online
- Submission of course assignments online
- Wikis, blogs, and other online collaboration tools
- Online feedback and reporting to students and parents
- Mobile learning devices
- Social media

107. Who has the responsibility to evaluate FLVS FT students if it is suspected that a student may be a student with a disability?

The FLVS FT school has the responsibility to implement procedures and processes to identify and evaluate students if the FLVS FT school has reason to suspect that an enrolled student may be a student with a disability in need of special education and related services. Consistent with the evaluation process for any student suspected of having a disability, FLVS must review all existing data for the student which would include data regarding the student's response to instruction and interventions provided by FLVS and information from any assessments administered by FLVS. If it is determined that additional formal assessment data are needed to determine the student's eligibility as a student with a disability, obtaining such an assessment(s) is the responsibility of the FLVS FT program.

108. What is the school district VIP responsibility to students with disabilities?

The school district may operate one or more schools to provide virtual instruction programs for their students. However, as with any other public school in the district, the school day for a student with a disability may include more than the basic courses provided to all students. Some accommodations and supplemental services can be provided in conjunction with the school district's VIP. For some exceptional students, the IEP or EP team may determine the need for additional services beyond those provided in the district VIP. Depending on the nature and extent of those additional services, these exceptional students may be able to participate in the school district's VIP and also receive ESE services (e.g., speech therapy) from the district or from the virtual provider contracted by the district.

109. For which FEFP funding programs may districts and FLVS report FTE for their virtual ESE students and what other funding is available for virtual ESE students?

Districts and FLVS may report FTE for full-time virtual ESE students in all FEFP programs (Basic, ESE, Career Education and ESOL). This includes FEFP Programs 111-113 (Basic with ESE services), 254 and 255 (ESE). Funding for part-time virtual ESE students is limited to Basic Education and Career Education. Services for students with disabilities may also be funded through Individuals with Disabilities Education Act (IDEA) dollars, ESE Allocation, and other funding sources.

110. How are districts to handle alternate assessment for students in the school district VIP who are eligible students with disabilities?

If a student who is receiving instruction in the Next Generation Sunshine State Standards/Florida Standards access points and participating in the Florida Alternate Assessment (a decision made by the IEP team) is enrolled in the school district VIP, then the district's assessment director or alternate assessment coordinator can provide information on the assessment window and assessment procedures. Note: the Florida Alternate Assessment must be administered individually by a certified teacher who has received training in the administration of the assessment.

111. Would the district be obligated to provide transportation to and from the student's home for the purpose of receiving ESE services at the school site?

No. Since the student is participating in the school district VIP as a choice option, there would not be an obligation to provide transportation.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) ([BACK TO TOP](#))

112. Can students identified as English Language Learners (ELLs) enroll in virtual programs or courses?

Yes. Students identified as ELL who meets the requirements in section 1002.455, F.S., are eligible to enroll. Students must be identified as ELL through district qualifying criteria and documentation maintained in the student ELL plan.

113. What are the requirements for online teachers related to teaching students identified as ELL?

Online teachers must meet the same requirements for instructing students identified as ELL as traditional teachers. Teachers responsible for the Language Arts or intensive reading instruction for ELLs must complete the ESOL K-12 certification or ESOL endorsement within the appropriate timelines. Until all training requirements have been met, these teachers must be reported out-of-field. Math, science, social studies and computer literacy teachers must complete 60 hours of ESOL training. All other personnel responsible for ELL instruction require 18 hours of ESOL training.

114. Are ELLs required to take an online course for graduation?

ELLs seeking the 24-credit standard high school diploma they are required to take an online course.

FUNDING AND REPORTING [\(Back to Top\)](#)

115. How are students enrolled in virtual programs or courses offered by district virtual schools, virtual charters and FLVS funded?

Students enrolled in programs and courses offered by these virtual education options are funded through the FEFP. Funding is based on successful completions rather than enrollment and attendance (seat time).

116. How are “successful completions” defined for Florida’s virtual education schools and programs?

- Kindergarten through grade 5: completing the course with a passing grade or completing the prescribed level of content that counts toward promotion to a higher grade.
- Grades 6 through 8: course completions with passing grades or credits earned.
- Grades 9 through 12: credits earned

117. For which FEFP funding programs may districts and FLVS report FTE for their virtual students?

Districts and FLVS may report FTE for full-time virtual students in all FEFP programs (Basic, ESE, Career Education and ESOL). This includes FEFP Programs 101-103 (Basic), 111-113 (Basic with ESE services), 254 and 255 (ESE), 130 (ESOL), and 300 (Career Education). Funding for part-time virtual students is limited to Basic and Career Education (FEFP Programs 101-103, 111-113 and 300).

118. Do school districts, virtual charter schools and FLVS have to wait a year for funding as suggested by the definition of a Full-time Equivalent (FTE) student based on successful completions?

No. During the school year, the FTE is estimated thereby allowing funds to flow throughout the year. The FTE is trued-up or adjusted following the reporting of performance for their students at the end of the year.

119. In what FTE Surveys are virtual students reported for funding?

Students who participated more than 14 days in district virtual instruction programs and virtual courses, virtual charter schools, district franchises of FLVS and FLVS FT are reported in the State Student Information Database in Surveys 2, 3 and 4. In Surveys 2 and 3, students are reported with 0 FTE; however, the FTE is estimated based on this reporting. The FTE generated by these students, based on successful completions, is reported in survey 4. Students in FLVS PT are reported in the survey (1, 2, 3 or 4) during which the student successfully completed the course or withdrew from the course.

120. Are virtual students who have not yet completed or who have withdrawn from a virtual course reported to the DOE student information database?

Yes. Students who are enrolled for more than 14 days through date certain of the appropriate survey should be reported in that survey. If a student enrolls in a virtual course after date certain, he/she should be reported in the next survey.

121. How are students reported if they have not yet completed or withdrew from a virtual course?

Students who are still enrolled in a virtual course, but have not yet completed should be reported with a course grade as In Progress (IP). Students who were enrolled for more than 14 days, but withdrew from the course without completing should be reported with a course grade as Withdrawn Passing (WP) or Withdrawn Failing (WF). These codes are used to indicate course status. Section 1003.437, F.S., defines grades of A-F and I only. Therefore, these course status codes should not be converted as such. The value of FTE is reported as 0.

122. For which students may districts report FTE beyond the regular school year (180-day membership)?

For a student who is enrolled in a virtual instruction program or a virtual charter school, if the student does not complete a virtual education course by the end of the regular school year, the course may be completed and reported no later than the amendment deadline for the final enrollment survey of the year (Survey 4).

A student who has unsuccessfully completed a traditional or virtual instruction course during the regular school year and who must re-take the course in order to be eligible to graduate with the student's class may enroll in a virtual course offered by district-provided virtual schools during the summer for credit recovery. Virtual charter schools may report FTE for their students who need to recover credits to graduate on time.

123. For which district virtual schools may FTE be reported beyond the regular school year?

FTE may be reported beyond the regular school year for courses offered through virtual schools 7001, 7023, 7004, and 7006 and through virtual charter schools.

124. May districts report FTE beyond the regular school year for students taking virtual courses for other purposes than for credit recovery to graduate on time or to complete a virtual course taken during the school year?

No. Districts may only report FTE beyond the 180-day school year for courses meeting these two purposes.

125. May students in DJJ and FLVS PT programs still be reported for FTE beyond the 180-day school year?

Yes. Students enrolled in DJJ and FLVS PT programs may still be reported beyond the 180-day school year.

126. Is funding for DJJ and FLVS PT students limited to credit recovery courses and courses not completed during the school year?

No. Funding is not limited to courses provided to fulfill these two purposes.

127. What is the maximum value for funding a student per year?

A student may be reported for greater than 1.0 FTE; however, the FTE will be recalibrated to 1.0 for use in the calculation of FEFP funding.

128. Does this 1.0 FTE cap apply to DJJ students and students taking additional courses from FLVS or from another school district beyond the school day and the school year?

The 1.0 FTE cap does apply to students taking courses from FLVS PT and from other school districts. The cap applies to DJJ students for FTE reported during Surveys 2 and 3. It does **not** apply to FTE reported for Surveys 1 and 4 for DJJ students.

129. If a virtual education student successfully completes more than six courses or the prescribed level of content that counts toward promotion, are the excess courses and content reported with 0 FTE in Survey 4?

No. All FTE generated by a student should be reported. For a student in which the reported FTE exceeds the 1.0, the department will recalibrate the FTE to 1.0. For example, if a student successfully completes seven courses, each course would be reported for 1/6 FTE for a total of 7/6 FTE. The department will recalibrate the FTE to 1/7 FTE per course for 7/7 or 1.0 FTE.

130. If a student in grades K-5 is enrolled in a school district VIP the first semester and enrolls in a district brick and mortar school the second semester, can the district receive the full 1.0 FTE?

Yes. The district can receive FTE for the successful completions of courses or the prescribed level of content that counts toward promotion the first semester and seat time funding for the second semester. The student may not generate more than 1.0 FTE for the school year.

131. May a student complete a virtual course prior to the end of the school year and still generate funding for that course?

Yes. The FTE for the virtual course is reported in Survey 4 for funding through the FEFP.

132. If a student in a district's VIP moves to another district before successfully completing the virtual courses or prescribed level of content, will the first district receive any funding for that student?

If there is an agreement between the two districts, the student may remain enrolled in the first district's VIP, and the first district will receive funding if the student successfully completes the prescribed level of content or courses.

133. Do districts and FLVS FT also need to report district virtual students in Surveys other than 2, 3 and 4?

Yes. Students in district virtual programs and schools are district students, and all applicable student information database formats should be reported in all survey periods as other district students.

134. If a student begins a virtual course after FTE Week, can they still be counted for that survey, as long as they receive at least 14 days of instruction for that survey?

If they enroll after date certain in Survey 2, they would be reported in Survey 3. If they enroll after date certain for Survey 3, they would report the completers and those who have withdrawn in Survey 4.

135. How do schools report individual courses that students take from different districts?

The district of instruction reports the FTE and each applicable database format required for funding.

136. How are students reported who take an online course from a computer lab or classroom at their school as part of their school-day schedule?

The district will report the applicable student database format records for students taking online courses from computer labs under contract by the school for that purpose during a designated period of the school day.

137. How are students reported who take individual courses directly from district virtual schools or FLVS?

Students taking courses directly from district virtual instruction programs, other districts or FLVS on an individual basis are reported by the virtual school of instruction.

138. How are students reported who take online or blended courses from outside providers offered by their traditional school, for example, for credit recovery labs?

The traditional school will report the FTE for these students.

139. Are students taking online or blended courses in computer labs at their traditional school required to meet the eligibility requirements under section 1002.455, F.S.?

If they are taking online or blended courses offered and reported by the traditional school as part of the student's schedule at that school, they are not required to meet those eligibility criteria. However, they must be full-time public school students enrolled at that school.

140. How will the location of students taking an online course from a computer lab or classroom in a district school be reported?

A student location data element was added to the Student Course Schedule Record Format to indicate if a student is taking an online course from a virtual school using district school facilities during the regular school day. This description of this data element is located at the following website:

http://www.fldoe.org/eias/dataweb/database_1314/197241.pdf.

141. What reporting formats must districts submit to provide information on teachers who are hired by contracted virtual providers rather than the school district?

Districts will submit the Teacher Course reporting format in the student information system for all courses taught by these teachers. In addition, if virtual students participate in the FAIR reading assessment, the

district must report selected elements in the Staff Demographic reporting format in the Staff Information System for the responsible reading instructor in Survey 8.

142. If the district contracts with an approved provider to operate its virtual instruction program will the school district or the provider receive the FEFP funding?

The FEFP funding will flow to the school district. The school district and provider will determine in their contract how much of the funding per student completion the provider will receive.

143. How much funding will be generated by a student who successfully completes a full-year program or six or more online courses?

Although funding for virtual education programs is through the FEFP, the Virtual Education Contribution (one component of the FEFP) provides virtual programs and schools a specified amount of funding if their calculated funding is less than that amount. This amount is \$5,230 for the 2014-15 school year.

144. How is funding determined for a student who is taking a full schedule of courses in his or her district school and is also taking a course from another district?

Section 1003.498, F.S., specifies that if a student takes a virtual course from another district, the district of instruction is to report the completion of the course for funding. The student's home district reports the FTE for the instruction provided by the home district and the district that provides the virtual course will report the FTE for the virtual course. Since the student can only generate 1.0 FTE, each district would receive a proportionate share of the funding.

145. Can FLVS still report additional FTE for courses taken outside of the school day?

The FLVS will report FTE for students who are not taking FLVS courses under contract with the school district to be offered on the public school campus. The FTE that is used in the FEFP funding formula for one student who is a full-time student in a school district and who also receives instruction from FLVS may not exceed 1.0 FTE. Therefore, the FTE that is reported for funding will be recalibrated to 1.0 for the student and the funding will be distributed in proportionate shares to the school district and FLVS. For example, if a student took six courses from the school district and successfully completes one course from FLVS, the district will report 6/6 FTE and FLVS will report 1/6 FTE for a total of 7/6 FTE. For FEFP funding, the department will recalibrate the FTE to 6/7 FTE for the district and 1/7 for FLVS for a total of 1.0 FTE.

146. What student information must be verified by school districts and FLVS when a student takes one or more online courses from another school district or from FLVS?

To ensure accurate reporting and funding for all courses taken by a student, school districts and FLVS must verify the necessary information to track the student across districts and schools. At minimum, all parties must verify the student's legal name, birth date, grade level and ensure the use of a common student identifier.

147. If districts contract with approved providers for full-time virtual instruction services, will districts be able to use funding earned above the contract price to meet other costs associated with offering this program to district students?

Section 1002.45, F.S., requires funding over the contract price to be spent on the implementation of the school district's digital classrooms plan pursuant to section 1011.62, F.S.

148. Will district-operated virtual instruction programs (district provides instruction) use school number 7001?

No. School 7001 is reserved for provider-operated virtual instruction programs (VIPs). District-operated VIPs are to use school number 7023. Please contact the Education Information and Accountability office in the department if your district is operating a VIP to activate this number: <http://doeweb-prd.doe.state.fl.us/EDS/MasterSchoolID/index.cfm>.

149. Will blended learning courses offered to students in district brick and mortar schools be based on seat-time funding like those offered in brick and mortar charter schools?

The funding, performance and accountability requirements for blended-learning courses are the same as those for traditional courses. Students in blended-learning courses are now required to be full-time students enrolled at the school and receive instruction in a classroom setting at the school. A blended learning course is defined as one in which the student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path and/or pace, and at least in part at a supervised brick-and-mortar location away from home.

150. How and when will the funding adjustment related to passing an EOC be made?

Funding will be adjusted for students not passing an EOC exam beginning in the 2016-17 school year.

Role of the Department of Education (DOE) (BACK TO TOP)

151. What role does the department play related to Florida's public virtual programs and schools?

The department:

- Approves the private program providers school districts may use to provide full-time and part-time virtual instruction programs for their students. Virtual charter schools must contract with these same providers.
- Provides information about all of Florida's public virtual education programs/schools to parents, students, citizens, researchers and others interested parties.
- Provides technical assistance to school districts, virtual schools and providers related to virtual program requirements, student eligibility, reporting and funding requirements.
- Provide guidance and technical assistance and respond to all inquiries regarding virtual school and course choice options.
- Reports information related to virtual programs, schools and students and analyzes proposed legislation and policies related to virtual education.

- Coordinates and offers guidance on operational audits conducted by the auditor general's on district virtual programs and approved providers.
- Collects copies of district contracts with FLVS FT and department-approved providers every October to analyze costs for specific services.
- Collects district surveys on the use of virtual program funding for the district's digital classroom plan.
- Administers, monitors and maintains the Florida Online Course Catalog.
- Calculates school grades for full-time virtual programs and produces an annual report for part-time virtual providers related to specified evaluation metrics.
- Collects school improvement plans and works with providers who earn a school grade of a "D" or "F" to correct deficiencies.

This year, the department will:

- Create a new State Board of Education rule, approval process and application to approve providers and individuals offering online courses including Massive Open Online Courses (MOOCs);
- Conduct first approval process for providers and individuals offering Florida Approved (FACT) online courses and MOOCs;
- Provide additional guidance to districts and FLVS for the enrollment, reporting and funding for students who cross district lines to take virtual courses or enroll in virtual programs;
- Develop Phase 2 of the Florida Online Course Catalog;
- Provide technical assistance to districts, providers and FLVS on entering their courses included in the catalog;
- Provide guidance to the general public on the use of the Florida Online Course Catalog and respond to all inquiries related to its use;
- Participate as members of a multi-state research alliance studying how to better serve rural students through virtual education;
- Participate on two International Association for K-12 Online Learning (iNACOL) committees for state leaders in virtual education and the Southeast Regional Committee;
- Coordinate the use of findings from Division Blind Services (DBS) staff to provide guidance on improving accessibility to online courses for students with disabilities; and
- Collaborate with the Student Achievement through Language Acquisition (SALA) office, school districts and FLVS to ensure comprehensible courses are available to ELLs to meet the online graduation requirement.

152. Do district virtual instruction programs (VIPs) have to be approved by the department?

No. These are district programs provided to district students. The district is responsible for ensuring students choosing this program have the resources they need to be successful just as they do for students in other district schools and programs.

153. Can a district contract with virtual curriculum providers that are not on the departments approved provider list?

If a district operates its own VIP, it can contract with other providers for curriculum, digital content and other online resources. In addition, districts may contract with other providers for digital content, curriculum and

other online resources used to supplement the instruction of students who are not participating in their district VIP. Section 1002.45(9), F.S., specifically states the latter.