



Florida Department of Education

School District 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 School District Virtual Instruction Program. The initial application cycle will be open for thirty-one (31) days.

To be approved, the application and all documentation must be received by **October 31**. Approval requires the applicant to provide all the information requested, a determination that the provider meets the compliance requirements set forth in Part 2, and demonstration of prior successful experience according to the requirements of Part 3. 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 forty-five (45) 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 Sally Roberts at (850) 245-9617 or Sally.Roberts@fldoe.org.

Applicant: _____

Primary Contact Person: _____

Address: _____

City/State/Zip Code: _____

Telephone: _____

Fax: _____

E-mail Address: _____

Signature: _____

Date Signed: _____

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 School District Virtual Instruction Program. Part 1 of this application is the basis for evaluation in Parts 2 and 3. Therefore, be sure to provide documentation in Parts 2 and 3 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>).

Learning Management System (LMS): _____

Check all that apply

- 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: _____

List third party providers, what they provide, how they interact with students, and how interactions are monitored:

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

Online Teacher qualifications:

- minimum hiring criteria (academic credentials, certifications, experience, other)
- demonstrated competencies in online instruction and learning technologies
- initial and ongoing professional development required for Florida teachers

Part 2 – Verification of Provider Compliance Requirements

For each question in Part 2 of the application, the applicant must indicate compliance or non compliance with the statutory requirement and provide any additional information requested. The applicant must provide documentation to support responses for each question. Applications without requested 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.

Please indicate whether your virtual instruction program meets this requirement.

_____ **Meets** _____ **Does Not Meet**

Documentation to Support Provider Compliance: formally adopted written policies and procedures

2. The Provider locates an administrative office or offices in Florida as specified in Section 1002.45, Florida Statutes.

Please indicate whether your virtual instruction program meets this requirement.

_____ **Meets** _____ **Does Not Meet**

Enter Office Address:

Documentation to Support Provider Compliance: dated documents showing address of Florida Office(s), e.g., copy of utility bill

3. The Provider is accredited by the K-12 section of one of the regional accrediting agencies specified in Section 1002.45, Florida Statutes.

_____ Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI)

_____ North Central Association Commission on Accreditation and School Improvement (NCA)

_____ Middle States Association of Colleges and Schools Commission on Elementary Schools and Commission on Secondary Schools

_____ New England Association of Schools and Colleges

_____ The Northwest Association of Accredited Schools

_____ Western Association of Schools and Colleges

_____ Commission on International and Trans-Regional Accreditation (CITA)

Please indicate whether your virtual instruction program meets this requirement.

_____ **Meets** _____ **Does Not Meet**

Documentation to Support Provider Compliance: Accreditation certificate confirming accreditation and dates of validity

STAFF REQUIREMENTS

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

Please indicate whether your virtual instruction program meets this requirement.

_____ **Meets** _____ **Does Not Meet**

Documentation to Support Provider Compliance: specific employment policies and practices related to anti-discrimination provisions

5. Florida administrative staff are Florida residents as specified in Section 1002.45, Florida Statutes.

Please indicate whether your virtual instruction program meets this requirement.

_____ **Meets** _____ **Does Not Meet**

Documentation to Support Provider Compliance: List of administrative staff to include employee name, title, legal address, how documented

6. All instructional staff are Florida-certified teachers under Chapter 1012, Florida Statutes.

Please indicate whether your virtual instruction program meets this requirement.

_____ **Meets** _____ **Does Not Meet**

Documentation to Support Provider Compliance: signed assurance the Provider will only hire Florida-certified teachers (use attached assurance form); if approved and upon implementation, staff records submitted to the district will include the information necessary to verify compliance for maintaining approval

7. The Provider ensures all employees and contracted personnel comply with the background screening as required by Section 1012.32, Florida Statutes.

Please indicate whether your virtual instruction program meets this requirement.

Meets **Does Not Meet**

Documentation to Support Provider Compliance: signed assurance that all required employees will comply with the required screening required by Section 1012.32, Florida Statutes, and that confirmation of compliance will be provided prior to implementation (use attached assurance form)

CURRICULUM AND INSTRUCTION

8. The Provider's curriculum is aligned with Florida's Next Generation Sunshine State Standards under Section 1003.41, Florida Statutes.

Please indicate whether your virtual instruction program meets this requirement.

Meets **Does Not Meet**

Documentation to support Provider Compliance: signed assurance of alignment (use attached assurance form); a description of the methodology used to determine alignment (a word-search alignment will not meet this requirement); a side-by-side comparison of Florida's benchmarks with Provider's curriculum for two courses listed in Part 1 of this application aligned to Florida's Next Generation Sunshine State Standards; references from Florida school districts, if applicable.

9. The virtual instruction takes place in an interactive environment in which the teacher and student are separated by time, space, or both and the Florida-certified teacher provides at least 50% of the direct instruction for students in grades K-5 and at least 80% in grades 6-12 as defined in Section 1002.45, Florida Statutes.

Please indicate whether your virtual instruction program meets this requirement.

Meets **Does Not Meet**

Describe the following bulleted items in the order they appear:

- Average teacher load by subject area or grade level range
- Synchronous and asynchronous methods of student-teacher interaction
- Required type and frequency of teacher/student interaction
- Required type and frequency of teacher/parent interaction
- Teacher availability (hours of support) for students and parents with questions on academic matters
- Procedures for monitoring and tracking teacher/student interactions

- Methods for and frequency of teacher observations
- How student progress is monitored, how often, and by whom
- How teacher verifies authenticity of student work
- For one unit (must be at least one-week in length) in each of the courses selected in Question 8, outline which activities would be student-teacher interaction, student-independent, or student-parent interaction
- How the provider will document the 50% and 80% direct instruction requirements

Documentation to support Provider Compliance: signed assurance provider meets the interactive environment and direct instruction requirements (use attached assurance form); policies directing teacher availability for support to students and parents on academic matters; summary data or reports tracking student-teacher interactions; academic integrity policies and procedures, specific written policies related to requirements and roles of parents for supervision and instruction

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.

10. 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.

Please indicate whether your virtual instruction program meets this requirement.

_____ **Meets** _____ **Does Not Meet**

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

- use formative assessments to provide feedback to teachers and students, modify curriculum and monitor student progress (FCAT assessment results do not inform instruction)
- provide flexibility in scheduling and pacing to meet individual student needs
- offer curriculum activities and assessments based on Universal Design in Learning (UDL) framework, supporting flexibility in representation, expression, and engagement
- include instructional materials in accessible formats for students with disabilities
- assist students who do not meet expected levels of achievement using a problem solving approach to provide interventions, ongoing progress monitoring to measure students' response to intervention and adjusting instruction according to the level of student need (RtI).
- assist students who score at levels 1 and 2 of the FCAT, to include the requirement for intensive reading in Sections 1003.428 and 1008.4156, Florida Statutes.
- comply with requirements related to third grade retention in Section 1008.25(5), Florida Statutes
- enable middle school students to meet promotions requirements in Section 1003.4156, Florida Statutes
- enable full-time grade 9-12 students to satisfy Florida graduation requirements

- enable students to master the 21st century skills, knowledge, and expertise necessary for success in the workplace, postsecondary education, and the world
www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120

Documentation to support provider compliance: formally-adopted policies and procedures or other documentation to support the above descriptions; documentation to show assessment tools used to inform instruction are valid (measure what students are expected to know) and reliable (consistent for students at the same level of knowledge and understanding)

STUDENT ELIGIBILITY AND PARTICIPATION REQUIREMENTS

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

Please indicate whether your virtual instruction program meets this requirement.

Meets **Does Not Meet**

Documentation to Support Provider Compliance: admission and enrollment policies and procedures related to non-discrimination

12. Admission and enrollment policies and procedures comply with student eligibility requirements specified in Section 1002.45, Florida Statutes.

Please indicate whether your virtual instruction program meets this requirement.

Meets **Does Not Meet**

Documentation to Support Provider Compliance: admission and enrollment policies and procedures related to student eligibility

13. 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.

Please indicate whether your virtual instruction program meets this requirement.

Meets **Does Not Meet**

Documentation to Support Provider Compliance: policies for recording, monitoring, and reporting student attendance, participation, and performance; 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

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

Please indicate whether your virtual instruction program meets this requirement.

_____ **Meets** _____ **Does Not Meet**

Documentation to Support Provider Compliance: past student participation rates, if available; written policies and procedures related to participation in state testing; signed assurance provider will adhere to state testing requirements

15. The Provider ensures methodology is in place to determine full-time students in grades 9-12 satisfy the State of Florida graduation requirements in Sections 1003.428, 1003.429 and 1003.43, Florida Statutes.

Please indicate whether your virtual instruction program meets this requirement.

_____ **Meets** _____ **Does Not Meet**

Documentation to Support Provider Compliance: written description of methodology, written policies and procedures related to student satisfaction of Florida's high school graduation requirements

REPORTING REQUIREMENTS

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

Please indicate whether your virtual instruction program meets this requirement.

_____ **Meets** _____ **Does Not Meet**

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/default.asp

Part 3 – Evidence of Successful Experience in Providing Virtual Instruction

Section 1002.45, Florida Statutes, requires all virtual instruction providers have prior successful experience in providing virtual instruction. Applicants must respond to the following questions related to all prior experiences and complete the form and items A-N for one specific prior experience. This information will be evaluated to determine if the applicant meets the requirement for prior successful experience.

Please indicate whether you believe your virtual instruction program meets the requirement for prior successful experience.

_____ **Meets** _____ **Does Not Meet**

Questions Related to All Prior Experiences

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

Please list all states in which applicant has operated virtual instruction programs. If the applicant 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)

Provide information on any lawsuits or litigations in any prior experience to include an official summary and the results.

FOR ONE OF THE RECENT PRIOR EXPERIENCES LISTED IN THE PREVIOUS SECTION, complete the following form and questions A-N.

Virtual School or Program/Location and contact information:

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

Target population: ___ All students
 ___ Dropout Prevention/Academic Intervention
 ___ Credit recovery
 ___ Vocational/Career Education
 ___ Juvenile Justice
 ___ English Language Learner (ELL)
 ___ Gifted/advanced
 ___ Exceptional Student (ESE) – Specify _____
 ___ Academically Talented/Gifted
 ___ Other – Specify _____

Number of Students: ___ Part-time Students
 ___ Full-time Students

Dates of Operation: _____ to _____

CURRICULUM AND INSTRUCTION

- A. List 3 major *academic* goals for this particular virtual experience. For each goal, state the academic goal, whether the goal was met (Y/N, In Progress) and relevant statistics to demonstrate achievement or progress toward meeting (or exceeding) goal.

Example:

ACADEMIC GOAL: The percentage of students who successfully complete their coursework, including any required remediation, within the appropriate time frame (one grading period, one semester, one academic year) exceeds 80%.

Goal Met (Y/N, In Progress): Y

Relevant statistics related to this goal: During the 2008-09 school year, 92% of students in this program received passing grades for their courses within the appropriate time frame (summary data attached).

ACADEMIC GOAL:

Goal Met (Y/N, In Progress): _____
Relevant statistics related to this goal:

ACADEMIC GOAL:

Goal Met (Y/N, In Progress): _____
Relevant statistics related to this goal:

ACADEMIC GOAL:

Goal Met (Y/N, In Progress): _____
Relevant statistics related to this goal:

- B. Provide information documenting your curriculum's design and effectiveness. Please include:
- source or origin of course content
 - alignment to national, state content, or other standards
 - incorporation of 21st century skills and information literacy skills
 - specific research and best practice used in design
 - research related to effectiveness of curriculum
 - basis for and frequency of revisions
 - evidence that content and assessments are accurate and free of bias
 - accessibility for students with disabilities
 - availability of bilingual materials
 - other, provided by applicant

STUDENT ASSESSMENT AND PROGRAM ACCOUNTABILITY

- C. Student participation rates in state assessment testing or other types of standardized assessments (please provide name and type of assessment, grade levels, and participation rate).
- D. Student, subgroup* and school/program performance results (e.g., state assessment results, nationally-recognized standardized test results, results from end-of-course exams, promotion and graduation rates, successful completion rates, student mobility rates, drop-out rates, school grades or ratings, AYP designation, other student or school performance results provided by applicant). The applicant must provide results specific to this experience.

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

- E. Summary data on non-completers or drop-outs related to the timing (at which point in the program or course did they withdraw) and primary reasons for withdrawing.

STAFF QUALITY

- F. Teacher Quality
- _____ Total number of teachers
 - _____ Number and % of teachers with advanced degrees
 - _____ Average years of teaching experience
 - _____ Average years of online teaching experience
 - _____ % Highly-Qualified
 - _____ % out-of-field
 - _____ % National Board Certified
 - _____ % ESOL-endorsed or similar credential in other state
 - _____ % reading-endorsed or similar credential in other state
 - _____ % instructional staff with satisfactory evaluations
 - _____ % of teacher evaluation based on student performance results
 - _____ Teacher/staff turnover rates (new hires divided by total staff)

Please provide number and percent of teachers by major racial/ethnic categories:

Online teachers were proficient in:

- _____ Verbal and written communication
- _____ Providing timely, targeted, and appropriate feedback
- _____ Standard word-processing, spreadsheet, and presentation software
- _____ Internet browsers
- _____ E-mail applications and use of appropriate online etiquette
- _____ Learning Management System software applications
- _____ Multimedia applications and tools
- _____ Synchronous/asynchronous tools (discussion boards, chat tools, whiteboards)
- _____ Subject-specific and developmentally appropriate software
- _____ Assessment creation tools
- _____ Staying current with emerging technologies
- _____ Troubleshooting typical software and hardware problems
- _____ Incorporating 21st century skills into the curriculum

Professional Development

- _____ Hours of Professional Development offered annually

Please list types of professional development offered (education-related and skills-based).

Documentation must be provided to support answers above (e.g., list of staff with advanced degrees with associated institutions and dates, teacher evaluation format and/or policies; teacher training schedule, number and % participating, professional development agendas; schedule of teacher whiteboard sessions with students)

SYSTEM PERFORMANCE AND TECHNICAL SUPPORT

- G. System performance (system availability and reliability) – hours/days when system was available, % down time, fault tolerance and redundant capabilities to ensure system availability; off-site backup for student data and other critical information; protections from viruses, hackers, predators, and other system resources to promote student and Internet safety.
- H. Technical Support for students, parents, and staff – training provided for LMS and use of technology, types of technical assistance provided, methods for obtaining technical assistance, hours/days technical support was available, staffing levels for technical support, most frequent requests, and average response time.

FINANCIAL SOLVENCY

- I. Financial Solvency – independent audit findings and/or other summary financial information to document financial stability.

REPORTING REQUIREMENTS

- J. Describe the data reporting requirements and provide documentation that requirements were met and all data were reported accurately and in a timely manner. Describe measures taken to ensure the confidentiality and security of all student data (to include collecting, storing, and transmitting data).

OTHER INDICATORS OF PROGRAM SUCCESS

- K. References of this program, those knowledgeable about pedagogical and technical strengths of the virtual instruction program or courses.
- L. A summary of stakeholder satisfaction survey results (parents, students, and teachers) with links or addresses to obtain copies of the complete survey results. (links or addresses required)
- M. List and summary of external evaluations, reviews and/or reports with links, and/or addresses to obtain the complete documents (links or addresses required).

N. Other as determined by the Provider [e.g., awards or recognitions received (name, description, and dates), testimonials.