



Florida Department of Education
Virtual Instruction Program
Application for Provider Approval

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

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

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

Direct your questions to: VirtualEducation@fldoe.org.

Applicant/Provider Name: _____

Primary Contact Person: _____

Title: _____

Address: _____

City/State/Zip Code: _____

Phone: _____

Fax: _____

Email Address: _____

From VSP-02
Incorporated in Rule 6A-6.0981
Effective: August 2023

Part 1 – Description of Virtual Instruction Program

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

Grade levels to be served (check all that apply):

- K 1 2 3 4 5 6 7 8 9 10 11 12

Target population (check all that apply):

- All Students
 Dropout Prevention/Academic Intervention
 Credit Recovery
 Career and Technical Education
 Juvenile Justice
 English Language Learner (ELL)
 Exceptional Student (ESE) – Specify _____
 Academically Talented/Gifted
 Other – Specify _____

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

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

Provide a list of course code numbers and titles of courses to be offered.

Disclosure Requirements

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

- Information and data about the curriculum of each full-time and part-time program. Please include, at minimum, the source or origin of curriculum and course content, specific research and best practice used in design, the basis for and frequency of revisions, research related to effectiveness of curriculum, evidence that content and assessments are accurate, free of bias, and accessible for students with disabilities and limited English proficiency. Post a list identifying the National Collegiate Athletic Association (NCAA) approval status for each applicable high school course offered.
- All school policies and procedures. To address specific questions in this application, please provide policies and procedures related to the following topics in an easy-to-find location on this disclosure website so they can be reviewed: non-sectarian, anti-discrimination, teacher responsibilities, parental responsibilities, teacher-student interaction, teacher-parent interaction, academic integrity, student eligibility, state assessment requirements, attendance and participation requirements.
- Certification status and physical location (state of residence) of all administrative and instructional personnel, to include state certification(s), highly-qualified status, out-of-field, National Board certified, ESOL-endorsed or similar credential in other state, and reading-endorsed or similar credential in other state.
- Hours and availability of instructional personnel.
- Average student-teacher ratios and teacher loads for full-time and part-time teachers by grade-level bands K-3, 4-8 and 9-12 and for core and elective courses.
- Student completions (percent completions and percent successful completions) and promotion rates in total and by subgroup*. Student completion calculations are to include all students who are enrolled for more than 14 days in a course.
- Student, teacher and school performance accountability outcomes of your virtual program/school. Please include, at minimum, student standardized assessment results in total and by subgroup* (also provide name of assessment), state assessment results, if available, by total and subgroup, percent of teacher evaluations based on student performance, school grades and Adequate Yearly Progress (AYP), if applicable, other school/program ratings, dropout rates, graduation rates.

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

Provide the link to where this required disclosure information is prominently displayed on your website: (i.e., the footer of your organization's main webpage).

Parent and Student Information Requirements

S. 1002.45(2)(a)4., F.S., requires the Applicant to provide the following information electronically to parents and students.

- How to contact the instructor via phone, email or online messaging tools.
- How to contact technical support via phone, email or online messaging tools.
- How to contact the administrative office via phone, email or online messaging tools.
- Any requirement for regular contact with the instructor for the course and clear expectations for meeting the requirement.
- The requirement that the instructor in each course must, at a minimum, conduct one contact via phone with the parent and the student each month.

Provide one document that addresses the bullets listed above.

Part 2 – Verification of Compliance Requirements

Nonsectarian/Anti-Discrimination

1. The Applicant is nonsectarian and complies with anti-discrimination provisions in its programs, admissions policies, employment practices, and operations as specified in ss. 1002.45 and 1000.05, F.S., respectively.

Provide direct link to specific nonsectarian and anti-discrimination policies for your programs, admissions, employment practices, and operations posted on your disclosure website identified in Part 1 of the application.

2. The Applicant locates an administrative office(s) in Florida as specified in s. 1002.45, F.S.
Enter Office Address:

Provide dated documents showing address of Florida Office(s), e.g., copy of current utility bill, dated lease document.

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

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

Provide accreditation certificate confirming accreditation and dates of validity. No other documentation accepted.

Curriculum and Instruction

4. The Applicant ensures courses and programs meet the National Standards for Quality (NSQ), formerly provided by the International Standards of Quality for Online Courses (iNACOL).
 - Submit a completed review indicating the virtual instruction program to be offered meets the National Standards for Quality (NSQ) Online Programs. Evidence to demonstrate the program meets NSQ standards must be included for each section of state academic standards and benchmarks included in the review. The booklet can be downloaded at [Quality Online Programs | National Standards for Quality Online Learning \(nsqol.org\)](http://Quality Online Programs | National Standards for Quality Online Learning (nsqol.org)).
 - Submit a completed review for the National Standards of Quality for Online Courses for one course per subject area at each grade-level band (K-5, 6-8 and 9-12). Evidence to demonstrate the course meets NSQ must be included for each section of state academic standards and benchmarks in the review. File names for NSQ documents must include Florida course codes and titles (e.g., NSQ.1200310.Algebra1). The booklet can be downloaded at [Quality Online Courses | National Standards for Quality Online Learning \(nsqol.org\)](http://Quality Online Courses | National Standards for Quality Online Learning (nsqol.org)).

Provide the reviews requested above.

5. The Applicant ensures instructional content and service that align with, and measure student attainment of, student mastery of Florida's currently adopted state academic standards. Courses must address bullets below where applicable.
 - Provide evidence that all academic standards and benchmarks within each course are included in course submissions. Current course descriptions can be found at www.CPALMS.org.

- The ELA Expectations (EE) standards must be embedded throughout the instruction of all K-12 general education courses.
- The Mathematical Thinking and Reasoning Standards (MTRs) must be embedded throughout instruction of all K-12 general education courses, excluding only the ELA K-12 courses.
- All submissions must include a spreadsheet (document) that shows when and how the academic standards and benchmarks are taught within the course. Additionally, the spreadsheet must include how students will show evidence of understanding (formative and summative assessments) for the academic standards and benchmarks.

Example:

| Unit of Instruction/ Lesson | State Academic Standards and benchmarks taught/addressed/embedded | How the unit or lesson will be taught (Link to materials, including activities) | How the unit or lesson will be assessed (Link to materials, including activities) |
|--------------------------------|---|---|---|
| Unit 1 | Benchmark 1 Benchmark 2 Include appropriate MTRs and EEs | | |

- All submissions must include links to lessons, labs, assessments and activities for review by content experts.
- All submissions must be aligned to s. 1003.42, F.S. and [Rule 6A-1.094124, F.A.C.](#), Required Instruction Planning and Reporting.
- For the course for which the program is submitted, the program must include evidence of alignment to the Every Student Succeeds Act (ESSA) Level 1 (strong), 2 (moderate) or 3 (promising).
- For the course for which the program is submitted, the program must include evidence of the inclusion of tiered instruction through a Multi-Tiered System of Supports (MTSS), providing access for all students including English Language Learners (ELLs) and Students with Disabilities (SWD).
- For Career and Technical Education courses, frameworks can be found here: <https://www.fldoe.org/academics/career-adult-edu/career-tech-edu/>.
- File names for alignment documents must include the Florida course code and title as specified in the most current Course Code Directory located at <https://www.fldoe.org/policy/articulation/ccd/>.
- For Advanced Placement (AP) courses, in lieu of course alignment documents, please provide evidence the course has been approved by the College Board and is included in the most current AP Ledger. For all other non-AP advanced courses (e.g., IB, AICE) follow the guidelines of the accrediting organization.

- Additional Resources for curriculum alignment can be found at <https://www.fldoe.org/schools/school-choice/virtual-edu/provider-resources/>.
- **Upload all course documents by subject and within subject, by grade level.**

Provide documentation to support compliance for each course the Applicant proposes to offer.

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

Provide one document that addresses the bullets listed above.

7. The Applicant offers virtual instruction designed to enable students to gain proficiency in each virtually delivered course of study as specified in s. 1002.45, F.S.
 - Has clearly stated and attainable educational goals

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

Provide one document that addresses the bullets listed above.

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

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

Provide one document that addresses the bullets listed above.

Student Performance and Program Accountability

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

Provide quantified learning gains for every subject area and grade level included in Applicant's virtual instruction program, as follows:

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

For course subjects not addressed by state assessments:

- At least two years of cohort data from a nationally standardized summative achievement test; or

At a minimum, Applicant must provide data from either bullet above in language arts/reading and mathematics. The following evidence of learning gains must be submitted for all other subject areas and grade levels included in the Applicant's virtual instruction program:

- At least two years of cohort data from teacher developed End-of-Course assessments or semester examinations; or
- At least two years of cohort data from pre- and post-assessments delivered for a course or program, which assessment is not covered under another category.

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

Reporting Requirements

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

- Description of expertise and resources to meet the reporting requirements to include information on technical training or experience in managing and reporting large volumes of information and the allocation of staff and other resources for comprehensive data reporting activities;
- Ability to comply with Florida's database reporting requirements - specifically address requirements delineated at <https://www.fldoe.org/accountability/data-sys/database-manuals-updates/> - pursuant to State Board of Education Rule 6A-1.0014, F.A.C.

Provide one document that addresses the bullets listed above.

11. The Applicant's data management systems ensure all student information remains confidential, as required by the Family Educational Rights and Privacy Act (FERPA) and s. 1002.22, F.S.

Provide a description of measures taken to ensure the confidentiality and security of all student data to include collecting, storing and transmitting data.

Other Program Requirements

12. The Applicant performs annual financial audits conducted by an independent certified public accountant licensed under chapter 473.

Provide three recent annual financial audits (including notes) of Applicant's accounts and records conducted by an independent certified public accountant which is in accordance with rules adopted by the Auditor General, including Chapter 10.850, Audits of Charter Schools and Similar Entities, Florida Virtual School, and Virtual Instruction Program Providers, which chapter is incorporated in Rule 61H1-20.0093, F.A.C.

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

Learning Management System (LMS) _____

Student Information System (SIS) _____

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

Provide one document that addresses the bullets listed above.

Supporting Documentation

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

Provide documentation to support compliance.

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Assurances

1. The Applicant will administer each program covered by the application in accordance with all applicable federal and state laws, rules, statutes and regulations, in Sections 1001.42(8)(c)3. and 1003.42(3), Florida Statutes.
2. The Applicant will only hire Florida-certified instructional personnel under Chapter 1012, F.S.
3. The Applicant will ensure all employees and contracted personnel will undergo background screening as required by s. 1002.45(2)(a)3., F.S., using state and national criminal history records and the Applicant will provide a list of employees to each school district contracting with the Applicant for verification of compliance.
4. All curriculum and course content is aligned with Florida's currently adopted state academic standards under s. 1003.41, F.S.
5. All of the Applicant's Advanced Placement courses have been approved by the College Board's AP Course Audit and are included in the current AP Ledger and Florida's Course Code Directory (State Board of Education Rule 6A-1.09441, F.A.C.). All of the Applicant's other accelerated course offerings have been validated by the appropriate program organization.
6. The Applicant retains responsibility for the quality and content of courses it offers, including courses added or revised after time of application whether developed by Applicant or acquired via third-party contractual agreements, partnerships or other agreements related to the content or delivery of online courses.
7. The Applicant's web systems meet conformance level "A" of the [World Wide Web Consortium's Web Accessibility Initiative \(WAI\) Web Content Accessibility Guidelines \(WCAG\) 2.0](#), pursuant to the requirements of NSQ.
8. The Applicant will adhere to requirements for student participation in state assessment tests as specified in s. 1002.45(5)(b), F.S.

