

GCPS

2019-2020

Virtual Instructional Program(VIP)

Guidelines and Procedures

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GADSDEN COUNTY PUBLIC SCHOOLS VIRTUAL INSTRUCTION PROGRAM

*Guidelines and
Procedures*

2019-2020

Gadsden County's Virtual Education

Gadsden County's Virtual Instruction Program (GC-VIP) is open to all eligible students within the district. GC-VIP is an innovative educational experience that takes place in an interactive learning environment created through technology. The Gadsden County Public School (GCPS) district remains steadfast to a commitment of excellence. Subsequently, GCPS holds all stakeholders in all settings—traditional and/or non-conventional—to the same standards established in following vision and belief statements:

VISION STATEMENT

The Gadsden School District embraces systems of excellence to prepare ALL students to live and successfully compete in a global society.

MISSION STATEMENT

The district mission is to collaborate with and engage all stakeholders in providing safe, caring, rigorous and engaging environments in which students can learn and succeed.

BELIEF STATEMENTS

The Gadsden County School District believes that . . .

- All students can and will learn when instruction is engaging, rigorous, differentiated and individualized.
- Everyone must contribute to and be held accountable for student achievement.
- Each child is important and unique.
- Understanding and respecting diversity enriches students' lives.
- Every student has a right to a high quality education.
- Education is a shared responsibility of the student, parents, educators, and the community.
- Engaged families combined with highly effective teachers and school leaders are essential to a successful school.
- A well-trained professional teacher is the most important resource in a child-centered classroom.
- High-quality customer service is a necessary component of high-quality education.
- Everyone must be held to the highest ethical standards to achieve excellence.
- Everyone has the right to feel physically and emotionally safe at school.
- A highly effective support staff is an integral and essential component of the school district.

Gadsden County's Virtual Instruction Program

Guidelines and Procedures

Enrollment

Criteria for Eligibility (see Appendix A)

Florida Statute 1002.455 Student eligibility for K-12 virtual instruction

All students, including home education and private school students, are eligible to participate in any of the following virtual instruction options:

- School district operated part-time or full-time kindergarten through grade 12 virtual instruction programs;
- Full-time virtual charter school instruction authorized under s. 1002.33 to students within the school district or to students in other school districts throughout the state;
- Virtual courses offered in the course code directory to students within the school district or to students in other school districts throughout the state;
- Florida Virtual School instructional services.

Methods to Enroll

Students may apply to for participation in the GC-VIP through using one of the following methods:

- 1) Parents/Guardians may obtain and submit an application or request to the district's Parent and Community Involvement Office at (850) 627-9651 x 1252;
or
- 2) Applications may be submitted online via a web-based application on the district's homepage.

Three enrollment periods will be offered throughout the academic year. Though the specific dates for the periods vary based on the start dates of the school year, the enrollment will be at least 90 days in duration and conclude 30 days prior to the first day of school/term per F.S. 1002.455.

Application Process

1. Application/Letter of Intent submission by Parents/Guardians (see Appendix B).
2. Letters of eligibility or ineligibility distributed.
3. Parents/Guardians must submit registration packets and participate in an online education orientation (see Appendix C).
4. Students are enrolled.

Gadsden County's Virtual Education Team (VET)

Coordinators

The primary points of contact and overseers of GC-VIP are the Instructional Media and Technology Department and a designee from the Federal Program Office with Curriculum experience. In addition to the district level points of contact, each school offering on-line courses will be required to designate at least one site-based support person with curriculum experience. In most cases, the site level point of contact will be the Assistant Principal for Curriculum (APC). However, in cases where there is no APC, a guidance counselor(s) or other teacher leader(s) will be assigned the task by the leader of the school.

Parent & Community Notification

Parents and members of the community will be notified of both the virtual education options and dates for open enrollment through use of the multiple marketing campaigns via varied modes of communication. The following highlights the major strategies that will be implemented to distribute information regarding GC-VIP:

GC-VIP Web-based portal

The GC-VIP web-based portal serves a clearinghouse of resources and tools offering information, forms, and registration materials will be readily accessible.

Telephone Announcements

GCPS will utilize the Skylert Communication system as a means to directly contact parents and families throughout the county. Skylert enables the district to disseminate critical, timely information regarding the GC-VIP to all stakeholders and the system enables the VET to accurately verify receipt of the information. Telephone announcements will include the dates of enrollment periods.

Media (Print & Audiovisual)

The district will make direct contact with parents and families through use of mailers, flyers, direct phone calls, and/or postcards marketing the GC-VIP as well as advising potential registrants of critical enrollment dates and criteria for eligibility. In addition, all schools shall be required to display posters and flyers related to virtual education.

Attendance Requirements & Recording

Compulsory Attendance Requirements

- All student enrolled in GC-VIP are mandated to adhere to the compulsory attendance requirements mandated by the state of Florida and prescribed by the GCPS Student Code of Conduct. Florida law requires each parent/guardian of a child from age six (6) to sixteen (16) years to be responsible for the child's school attendance. Regular attendance is the actual attendance of a pupil during the school day as defined by law and regulations of the state board. A student is considered "truant" when he/she is not in attendance without approval of the principal and/or consent of the parent/guardian. School-based interventions will occur for all truant students. A student is considered a "habitual truant" when he/she has 21 unexcused absences within 90 calendar days. Minors who fail to satisfy attendance requirements are ineligible for driving privileges (s. 322.091, F.S.)

Attendance Recording Expectations

All providers will be required to consistently record and maintain reports regarding student attendance, potential truancy issues, and/or chronic absenteeism so that early, proactive intervention measures can be assumed to support the student.

Attendance Audits

During each 9-week period of the school year, the VIP providers shall provide attendance documents and documentation as part of an attendance audit. This audit will require that all virtual education instructors provide a list of students that have missed a substantial amount of instruction time and/or have made little progress in terms of course completion. The student and his/her family will be asked to work with district and/or site level personnel, along with the support of the virtual educator, to develop an action plan resolve the issue(s).

Student Progression

The district's student progression plan (see Appendix D) establishes the procedures/requirements with regard to students progressing from one grade to another. 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.

Accessibility for All Students

Students with disabilities are not restricted from participation in the virtual program. Current Individual Education Plans (IEP) of student applicants who meet the entrance criteria will be evaluated on an individual basis in order to determine the appropriateness of the virtual education option. Parents must be part of the IEP review process. Per Florida Department of Education guidelines, district virtual schools are choice options and are not required to fundamentally alter their instructional programs to meet the needs of every student with a disability.

Quality Control

Contractual Agreements

Only VIP providers approved by the Florida Department of Education (FDOE) will be considered for contracts with the GCPS. All contractual agreements will clearly address the following provisions: a) student/teacher ratio, b) data quality requirements, c) security controls, and d) quality of instruction. (See Appendix H)

Programs Under Consideration for Adoption (Review Process)

The district's VET will conduct an annual review of all virtual offerings and make adjustments in course offerings, vendors/providers, and district-wide implementation framework as warranted. This process will be initiated the January prior to the implementation year. Through use of the provider qualifications outlined in the Florida Education Statute 1002.45(2)(3), the district will meticulously vet each potential vendor. Following the vetting process, a vendor will be selected and the contract negotiation process will begin. The district will use the contract template provided by the FLDOE as the model for all Virtual Education contractual agreements. Contracts should be finalized by late spring/early summer prior to the year of implementation.

Program Evaluation (Quality & Services)

The currently adopted Virtual Education program and processes will be evaluated semi-annually to ensure adherence to current statutory provisions and assess how well the program is working to meet the needs of the learning community. The program evaluation process, which will be spearheaded by the Virtual Education Team (VET), will consist of acquiring and analyzing both qualitative and quantitative data and correlating the data with the goals and objectives for the program as defined by the district's VET. While program evaluation will be systematic and on-going, it is imperative to note that a meticulous analysis will be conducted at the close of the academic year. (See Appendix E)

Background Checks & Screenings

Prior to the beginning of each semester, the district will acquire and analyze all documents and/or records related to background checks, security screenings, and licensing information for any individual that will be in contact with students. Personnel will not have access to students and/or student data until he/she has been cleared by the district's Human Resources office in accordance to F.S. 1012.32.

Materials & Resources

Within the first 20 days of each school term, the district will verify receipt of instructional materials and resources. Each family enrolled in Gadsden County's Virtual Education Program will be contacted directly and required to complete and submit the district's verification (See Appendix G) form through one of the following methods:

- Email
- Postal Mail, or
- online submission

State Requirements for Virtual Education

Each virtual instruction program under this section must:

- (a) Align virtual course curriculum and course content to the Sunshine State Standards under F. S. 1003.41;
- (b) Offer instruction that is designed to enable a student to gain proficiency in each virtually delivered course of study;
- (c) Provide each student enrolled in the program with all the necessary instructional materials.
- (d) Provide each full-time student enrolled in the program who qualifies for free or reduced-price school 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:
 - a. All equipment necessary for participants in the virtual instruction program, including, but not limited to, a computer, computer monitor, and printer, if a printer is necessary to participate in the program; and
 - b. Internet services necessary for online delivery of instruction.
- (e) Not require tuition or student registration fees.

STUDENT ELIGIBILITY — A student may enroll in a virtual instruction program provided by the school district or by a virtual charter school operated in the district in which he or she resides if the student meets eligibility requirements for virtual instruction pursuant to F.S. 1002.455.

**For Additional Information Please See
The Gadsden County VIP Timeline/Action Plan
(See Appendix F)**

APPENDIX A

Virtual Instruction Program

Criteria and Eligibility Chart

CRITERIA VERIFICATION
Students who enroll in some of the virtual options must meet at least one of the criteria specified in s.1002.455, F.S. (1) School district operated part-time or full-time kindergarten through grade 12 virtual instruction programs under s. <u>1002.45(1)(b)</u>. (2) Full-time virtual charter school instruction authorized under s. <u>1002.33</u> to students within the school district or to students in other school districts throughout the state pursuant to s.<u>1002.31</u>. (3) Virtual courses offered in the course code directory to students within the school district or to students in other school districts throughout the state pursuant to s. <u>1003.498</u>. (4) Florida Virtual School instructional services authorized under s. <u>1002.37</u>.
Student eligibility is determined by either reviewing the student's previous year enrollment history with the district 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).
Siblings are eligible if their brother or sister is currently enrolled in a full-time public virtual school 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.
A review of transfer orders will satisfy the verification requirement for dependent children of members of the United States Armed Forces.
Section 1002.20 (18) (a), F.S., states students who meet specified academic and conduct requirements are eligible to participate in extracurricular activities. 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."

APPENDIX B

The School Board of Gadsden County

ROGER P. MILTON
SUPERINTENDENT OF SCHOOLS



"Putting Children First"

35 MARTIN LUTHER KING, JR. BLVD.
QUINCY, FL 32351
TEL: (850) 627-9651
FAX: (850) 627-2760
<http://www.gcps.k12.fl.us>

TO: Superintendent of Schools

RE: Notice of Intent to Establish and Maintain a Home Education or Virtual Instruction Program

This letter is to inform you of our intent to establish and maintain a home education program for our child(ren), according to Florida Statutes 1002.41.

Please Print

Child Name	Date of Birth	Current School/Grade Level (Optional)

Parent's Name *(please print)* _____

Home Address, City/Zip Code *(please print)* _____

Phone Number _____ Second Phone Number _____

Reason for Virtual Instruction or Home School Program (Optional)

Email: _____

Parent's Signature _____ Date _____

Mail, bring or fax to:

Superintendent of Schools

Gadsden County Schools

35 Martin Luther King Jr. Blvd.

Quincy, FL 32351 FAX: 850-627-7594

AUDREY LEWIS
DISTRICT NO. 1
HAVANA, FL 32333
MIDWAY, FL 32343

STEVE SCOTT
DISTRICT NO. 2
QUINCY, FL 32351
HAVANA, FL 32333

Leroy McMillan
DISTRICT NO. 3
CHATTAHOOCHEE, FL 32324
GREENSBORO, FL 32330

CHARLIE D. FROST
DISTRICT NO. 4
GRETN, FL 32332
QUINCY, FL 32352

TYRONE D. SMITH
DISTRICT NO. 5
QUINCY, FL 32353

APPENDIX C

The School Board of Gadsden County

ROGER P. MILTON
SUPERINTENDENT OF SCHOOLS



"Putting Children First"

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QUINCY, FL 32351
TEL: (850) 627-9651
FAX: (850) 627-2760
<http://www.gcps.k12.fl>

VIRTUAL INSTRUCTION REGISTRATION and ORIENTATION FORM

TO: Superintendent of Schools

RE: Registration and Parent Orientation for Home Education or Virtual Instruction Program

This letter is to inform you of our intent to provide registration materials to the district for virtual or home instruction; participate in an online orientation for the virtual instruction; and our commitment to maintain a quality virtual program for our child(ren), according to Florida Statutes 1002.41.

Parent's Name *(please print)* _____
Home Address, City/Zip Code *(please print)* _____
Phone Number _____ Second Phone Number _____
Reason for Virtual Instruction *(Optional)* _____

Parent's Signature _____ Date _____

SEX: ☐ Female ☐ Male

RACE: ☐ White/Non-Hispanic ☐ Black, Non Hispanic ☐ Asian/Pacific Islander ☐ American Indian or Alaska Native ☐ Multiracial/Other

ARE YOU HISPANIC or LATINO: ☐ Yes ☐ No

Hispanic or Latino – A person of Cuban, Mexican, South or Central American, or other Spanish culture or origin regardless of race

Please Print

Child Name	Date of Birth	Current School/Grade Level (Optional)
Email: _____		

Required Attachment: Birth Certificate / Driver License

Mail to:
Superintendent of Schools
Gadsden County Schools
35 Martin Luther King Jr. Blvd.
Quincy, FL 32351
FAX: 850-627-7594

AUDREY LEWIS
DISTRICT NO. 1
HAVANA, FL 32333
MIDWAY, FL 32343

STEVE SCOTT
DISTRICT NO. 2
QUINCY, FL 32351
HAVANA, FL 32333

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QUINCY, FL 32352

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DISTRICT NO. 5
QUINCY, FL 32353

APPENDIX D

Student Progression Plan

Available at: www.gcps.k12.fl.us

(type keywords 'student progression plan' into search box at top right of page)

Revised annually

APPENDIX E

Gadsden County's Virtual Education Review Tool

Program Name: _____ Date of Review: _____

Submitted by:	Reviewed by:
Decision Recommended:	Decision Made:
Rationale:	Rationale:

Directions:

For each standard please review the relevant information or materials in the course and determine if the standard is not in place, is developing, is developed with inconsistent implementation and fidelity, or is developed and implemented with fidelity. Place a check mark in the appropriate location. Please use the following guidelines to make these determinations:

The Virtual Learning Program Rubric includes examples that convey one component of a fully met standard. These examples are meant to serve as a model for what the scale looks like in action and to assist you in your review; however, they are not exhaustive or mandatory for each standard.

A Virtual Learning Program Standard consists of all or a combination of certain characteristics, a process for implementation, a process for assessing the fidelity of implementation, and alignment or integration with other efforts.

Scale:

Fully Met – All characteristics of the standard are developed. A process to implement is in place. Implementation is done consistently and with fidelity across the system.

Partially Met – Characteristics of the standard are developed. A process to implement is developed. Implementation is not done consistently or with fidelity across the system.

Developing – Characteristics of the standard are being developed. A process to implement is being developed.

Beginning – There is little or no development of the standard and little or no implementation of the standard.

Please use the Evidence, Notes, Comments section to indicate why a particular score was given, to provide brief suggestions for improvement (if necessary), or to include a description of why something was particularly well done. It is strongly recommended that you explain how you scored standards with multiple variables (e.g., The course content comprehensively and rigorously addresses identified course objectives).

Gadsden County's Virtual Education Review Tool

1. Program Design: This domain reflects the Virtual Learning Program's mission and goals and addresses the accessibility and understanding of these to relevant stakeholders, including students, parents, and community members.				
Standard	Fully Met (4)	Partially Met (3)	Developing (2)	Beginning (1)
Standard 1.1: The Virtual Learning Program mission statement reflects the importance of virtual learning and is informed by K12 research and best practices	A mission statement has been developed that reflects the importance of virtual learning and the desired program impacts. It is informed by K12 virtual learning research and/or practices.	A mission statement has been developed that reflects the importance of virtual learning and the desired program impacts. It is not informed by K12 virtual learning research and/or practices.	A mission statement is being developed that reflects the importance of virtual learning. It is not informed by K12 virtual learning research and/or practices.	No mission statement has been developed.
<i>Evidence, Notes, Comments</i>				
Standard 1.2: The Virtual Learning Program goals and objectives are clearly defined, specific, measurable, achievable, results focused, and time bound.	Virtual learning goals and objectives have been developed that reflect the program's mission. Goals and objectives are specific, measurable, achievable, results focused, and time bound.	Virtual learning goals and objectives have been developed that reflect the program's mission. Goals and objectives are not specific, measurable, achievable, results focused, or time bound.	Virtual learning goals and objectives are being developed that reflect the program's mission.	Virtual learning goals and objectives have not been developed.
<i>Evidence, Notes, Comments</i>				
Standard 1.3: Consistent efforts are made to communicate the program mission, goals, and objectives to all stakeholders.	Information about the program mission, goals, and objectives is consistently communicated through the use of multiple methods. A plan exists and is being implemented to measure stakeholder understanding and to continuously improve communication efforts.	Information about the program mission, goals, and objectives has been communicated through the use of multiple methods. A plan has been developed for measuring stakeholder understanding.	Information about the program mission, goals, and objectives has been communicated through some other methods. No plan has been developed for measuring stakeholder understanding.	The Virtual Learning Program mission, goals, and objectives have not been communicated to stakeholders.
<i>Evidence, Notes, Comments</i>				
Standard 1.4: The Virtual Learning Program goals encourage the development of strong working relationships with the broader community to support students' academic progress and social and emotional well-being.	The Virtual Learning Program has goals to engage the broader community in support of students' academic progress and social and emotional well-being. Partnerships have been developed, are active, and are continually assessed to ensure desired outcomes are achieved.	The Virtual Learning Program has goals that reflect the need to develop working relationships with the broader community to support students' academic progress and social and emotional well-being. These goals have been communicated to a variety of stakeholders.	The Virtual Learning Program is developing goals that reflect the need to develop working relationships with the broader community to support students' academic progress and social and emotional well-being.	The Virtual Learning Program goals do not reflect the need to develop working relationships with the broader community to support students' academic progress and emotional well-being.
<i>Evidence, Notes, Comments</i>				
Standard 1.5: The Virtual Learning Program goals include developing strong working relationships with	The Virtual Learning Program includes goals to work with the broader community to continually increase access for all	The Virtual Learning Program includes goals to work with the broader	The Virtual Learning Program is developing goals to include the	The Virtual learning Program goals do not include working with the

1. Program Design: This domain reflects the Virtual Learning Program's mission and goals and addresses the accessibility and understanding of these to relevant stakeholders, including students, parents, and community members.				
Standard	Fully Met (4)	Partially Met (3)	Developing (2)	Beginning (1)
the broader community to support access for all students.	students. It frequently measures access to ensure all students have equitable opportunities.	community to continually increase access for all students.	broader community to increase access for some students.	broader community to increase access for students.
Evidence, Notes, Comments				
				Score

2. Curriculum/Instruction: This domain reflects the design and rigor of the Virtual Learning Program curriculum as well as the fidelity of its implementation.				
Standard	Fully Met (4)	Partially Met (3)	Developing (2)	Beginning (1)
Standard 2.1: Virtual Learning Program curriculum is aligned to state/district standards and performance goals.	The Virtual Learning Program curriculum has been aligned to the state/district standards and contains clearly stated performance goals. There is a process to continually assess alignment across all standards and grades.	The Virtual Learning Program curriculum has been aligned to the state/district standards and contains clearly stated performance goals. There is no process to continually assess alignment across all standards and grades.	A plan is being developed to align the Virtual Learning Program curriculum to the state/district standards and performance goals.	Virtual learning Program curriculum is not aligned to state/district standards and is not mapped to performance goals.
<i>Evidence, Notes, Comments</i>				
Standard 2.2: The implementation of the Virtual Learning Program curriculum is monitored for quality and fidelity.	A plan has been developed to oversee or provide ongoing monitoring of curriculum implementation in terms of quality and fidelity. The monitoring process is implemented with consistency and fidelity. There is a process for reflecting on and using feedback from monitoring for ongoing curriculum and instructional enhancement.	A plan has been developed to oversee or provide ongoing monitoring of curriculum implementation in terms of quality and fidelity. The monitoring process is being implemented but not consistently or with fidelity.	A plan is being developed to oversee or provide ongoing monitoring of curriculum implementation in terms of quality and fidelity.	There is no plan developed to oversee or provide ongoing monitoring of curriculum implementation in terms of quality and fidelity.
<i>Evidence, Notes, Comments</i>				
Standard 2.3: Virtual Learning Program curriculum is organized (i.e., clear, coherent, and aligned vertically between grades and horizontally across subjects on the same grade level) and rigorous (i.e., embeds critical thinking, problem solving, analysis, integration, creativity, and collaboration and provides guidance for differentiation according to student abilities).	The Virtual Learning Program curriculum has a detailed plan, has clear conceptual organization, and adheres to standards, which provide for deeper learning opportunities that challenge and engage students.	The Virtual Learning Program curriculum shows evidence of planning and has clear conceptual organization. However, it does not adhere to standards and/or lacks in deeper learning opportunities.	A plan is in place to strengthen both the organization and rigor of the Virtual Learning Program curriculum.	The Virtual learning Program curriculum is neither organized nor rigorous.
<i>Evidence, Notes, Comments</i>				
Standard 2.4: Virtual Learning Program curriculum and assessments are competency based (i.e., students progress as they demonstrate mastery).	Virtual learning Program curriculum is aligned to a competency-based learning approach and includes competency-based assessments that allow students to demonstrate mastery.	Virtual Learning Program curriculum is aligned to a competency-based learning approach but does not include competency-based assessments that allow students to demonstrate mastery.	There is a process in place to ensure the Virtual Learning Program curriculum and assessments are aligned to a competency-based learning approach.	Virtual learning Program curriculum and assessments are not aligned to a competency-based learning approach.
<i>Evidence, Notes, Comments</i>				
Score				

2. Curriculum/Instruction: This domain reflects the design and rigor of the Virtual Learning Program curriculum as well as the fidelity of its implementation.				
Standard	Fully Met (4)	Partially Met (3)	Developing (2)	Beginning (1)
Standard 2.5: Virtual Learning Program instruction reflects pedagogical preparation (i.e., coursework and/or training/practice designed to prepare instructors) toward college and career readiness.	The design of the Virtual Learning Program instruction incorporates and models current college and career readiness standards, and the instruction is being implemented with consistency and fidelity.	The design of the Virtual Learning Program instruction incorporates and models current college and career readiness standards. The instruction is not being implemented with consistency or fidelity.	There is a plan to ensure the design and implementation of the Virtual Learning Program instruction incorporates and models current college and career readiness standards.	The design and implementation of the Virtual Learning Program instruction does not incorporate or model current college and career readiness standards.
<i>Evidence, Notes, Comments</i>				
Standard 2.6: Virtual Learning Program curriculum includes objectives that require interactive collaboration between students to students and students to teachers.	The curriculum includes objectives that require high levels of interactive collaboration between students to students and students to teachers and is being implemented consistently with fidelity.	The curriculum includes objectives that require high levels of interactive collaboration between students to students and students to teachers. It is not being implemented consistently or with fidelity.	A plan is being developed to ensure the curriculum consistently reflects objectives that require high levels of interactive collaboration between students to students and students to teachers.	The curriculum does not include objectives that require high levels of interactive collaboration between students to students and students to teachers.
<i>Evidence, Notes, Comments</i>				
Standard 2.7: The Virtual Learning Program reflects instructional methods that support personalized learning (i.e., learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, and cultural backgrounds of individual students).	Virtual Learning Program instructional methods support personalized learning for all students and are being implemented with fidelity.	Virtual learning Program instructional methods support personalized learning for all students but are not being implemented with fidelity.	Virtual Learning Program instructional methods are being developed to support personalized learning for all students.	The Virtual Learning Program does not reflect instructional methods that support personalized learning for all students.
<i>Evidence, Notes, Comments</i>				

3. Capacity: This domain reflects both individual capacities (e.g., knowledge and skill sets) and systemic capacities (e.g., governing systems, financial resources, policies, materials, and infrastructure) that support those individuals as they ensure optimal program implementation.				
Standard	Fully Met (4)	Partially Met (3)	Developing (2)	Beginning (1)
Standard 3.1: The Virtual Learning Program has all the educational materials needed to be successful in a virtual learning environment.	Program has all the materials needed to be successful in a virtual environment, including hardware, software, internet, manipulatives, textbooks, etc. These materials are accessible to all essential stakeholders.	Program has all the materials needed to be successful in a virtual environment, including hardware, software, internet, manipulatives, textbooks, etc. These materials are accessible to most, but not all, essential stakeholders. Plans are developed to reach full accessibility for all essential stakeholders.	All materials needed to be successful in a virtual environment are in the process of being acquired. Plans to make these materials available to all essential stakeholders are being developed.	Materials needed to be successful in a virtual environment are being identified and acquired. No plan has been developed to make these materials available to all essential stakeholders.
<i>Evidence, Notes, Comments</i>				
Standard 3.2: The Virtual Learning Program provides opportunities for training regarding program methodologies and the proper use of the learning management system.	Administrators, teachers, staff, students, parents, and other stakeholders have access to training regarding Virtual Learning Program proper use of the learning management system. All essential stakeholders are using the training consistently.	Administrators, teachers, staff, students, parents, and other stakeholders have access to training regarding Virtual Learning Program methodologies and the proper use of the learning management system. All essential stakeholders are using the training, but not consistently.	A plan is being developed to train stakeholders regarding Virtual Learning Program methodologies and the proper use of the learning management system.	The Virtual Learning Program has little to no evidence of access to training for stakeholders regarding program methodologies and the proper use of the learning management system.
<i>Evidence, Notes, Comments</i>				
Standard 3.3: Staff and students have reliable access to resources and support for learning.	Staff and students have access with 90 percent or better reliability to support hardware, software, and human resources for the Virtual Learning Program.	Staff and students have access with 80 percent or better reliability to support hardware, software, and human resources for the Virtual Learning Program.	Staff and students have access with 50 percent or better reliability to support hardware, software, and human resources for the Virtual Learning Program.	Staff and students have access with less than 50 percent reliability to support hardware, software, and human resources for the Virtual Learning Program.
<i>Evidence, Notes, Comments</i>				
Standard 3.4: The governance system (i.e., the distribution of power among levels of government and roles of various officials, administrators, teachers, parents, and students) provides stewardship and oversight of the Virtual Learning Program.	There is a governance system to ensure the success and sustainability of the Virtual Learning Program. The goals, objectives, and processes for this team have been developed. The governance system is enacted with consistency and fidelity.	There is a governance system to ensure the success and sustainability of the Virtual Learning Program. The goals, objectives, and processes for this team have been developed. The governance system is enacted but without consistency and fidelity.	There is a governance system being developed to ensure the success and sustainability of the Virtual Learning Program. The goals, objectives, and processes for this team are being developed.	There is no governance system to ensure the success and sustainability of the Virtual Learning Program.
<i>Evidence, Notes, Comments</i>				

3. Capacity: This domain reflects both individual capacities (e.g., knowledge and skill sets) and systemic capacities (e.g., governing systems, financial resources, policies, materials, and infrastructure) that support those individuals as they ensure optimal program implementation.				
Standard	Fully Met (4)	Partially Met (3)	Developing (2)	Beginning (1)
Standard 3.5: The governance system for the Virtual Learning Program has established an effective process for decision making and communication.	The governance system has clear and well-understood processes for decision making and communication. The processes are implemented with consistency.	The governance system has clear and well-understood processes for decision making and communication. The processes are implemented but without consistency.	The governance system is developing or clarifying processes for decision making and/or communication.	The governance system has no clear processes for decision making and/or communication.
<i>Evidence, Notes, Comments</i>				
Standard 3.6: The governance system for the Virtual Learning Program includes a process to approve and update policies related to virtual learning.	A plan has been developed for the governance system to approve or update policies to ensure compliance with applicable laws, regulations, and requirements that facilitate efficient and effective operations. The implementation of this plan is consistent, and revisions are made as needed.	A plan has been developed for the governance system to approve or update policies to ensure compliance with applicable laws, regulations, and requirements that facilitate efficient and effective operations. The implementation of this plan is inconsistent.	A plan is being developed for the governance system to approve or update policies to ensure compliance with applicable laws, regulations, and requirements that facilitate efficient and effective operations.	There is no plan developed for the governance system to approve or update policies to ensure compliance with applicable laws, regulations, and requirements that facilitate efficient and effective operations.
<i>Evidence, Notes, Comments</i>				
Standard 3.7: The governance system for the Virtual Learning Program addresses evaluation of instructional quality and program delivery using clear policies, measures, and procedures.	The governance system has developed an evaluation plan to ensure instructional quality and program delivery using clear policies, measures, and procedures. The evaluation plan is being implemented with consistency and fidelity. Feedback is used to guide program and instructional enhancements.	The governance system has developed an evaluation plan to ensure instructional quality and program delivery using clear policies, measures, and procedures. The evaluation plan is being implemented but without consistency and fidelity.	The governance system is developing an evaluation plan to ensure instructional quality and program delivery using clear policies, measures, and procedures.	The governance system has no evaluation plan to ensure instructional quality and program delivery using clear policies, measures, and procedures.
<i>Evidence, Notes, Comments</i>				
Standard 3.8: The Virtual Learning Program provides opportunities for educators to reflect on the implementation of the program, curriculum, instructional practices, and student results.	A mechanism has been developed to enable educators to reflect on the implementation of the Virtual learning Program, curriculum, instructional practices, and student results. The reflection process is effective and informs changes as needed.	A mechanism has been developed to enable educators to reflect on the implementation of the Virtual learning Program, curriculum, instructional practices, and student results. The reflection process requires enhancement (e.g., more frequency, more substance, greater participation).	A mechanism is being developed to enable educators to reflect on the implementation of the Virtual learning Program, curriculum, instructional practices, and student results.	A mechanism has not been developed to enable educators to reflect on the implementation of the Virtual learning Program, curriculum, instructional practices, and student results.
<i>Evidence, Notes, Comments</i>				
Standard 3.9: The Virtual Learning Program has staffing and supervision plans that define and	A plan has been developed to address staffing and supervision of the Virtual Learning Program. Staffing and supervision	A plan has been developed to address staffing and supervision of the Virtual Learning Program. There is no	A plan is being developed to address staffing and supervision of the Virtual Learning Program.	A plan has not been developed to address staffing and supervision of the Virtual Learning Program.

3. Capacity: This domain reflects both individual capacities (e.g., knowledge and skill sets) and systemic capacities (e.g., governing systems, financial resources, policies, materials, and infrastructure) that support those individuals as they ensure optimal program implementation.				
Standard	Fully Met (4)	Partially Met (3)	Developing (2)	Beginning (1)
define roles and responsibilities among leaders, faculty, staff, and other stakeholders. <i>Evidence, Notes, Comments</i>	are consistently reviewed, and inefficiencies are mitigated as needed.	process for reviewing inefficiencies in staffing/supervision and/or mitigating these on an ongoing basis.		
Standard 3.10: The Virtual Learning Program has monitoring and evaluation plans in place to ensure that all essential stakeholders have the knowledge and skills to participate in and implement the program with fidelity. <i>Evidence, Notes, Comments</i>	A plan has been developed to assess and build the knowledge and skills of essential stakeholders in relation to their ability to participate in and implement the Virtual Learning Program as designed. The plan is being implemented with consistency and fidelity.	A plan has been developed to assess and build the knowledge and skills of essential stakeholders in relation to their ability to participate in and implement the Virtual Learning Program as designed. The plan is being implemented but not with consistency and fidelity.	A plan is being developed to assess and build the knowledge and skills of essential stakeholders in relation to their ability to participate in and implement the Virtual Learning Program as designed.	A plan has not been developed to assess and build the knowledge and skills of essential stakeholders in relation to their ability to participate in and implement the Virtual Learning Program as designed.
Standard 3.11: The governing system for the Virtual Learning Program includes essential stakeholders. <i>Evidence, Notes, Comments</i>	A plan has been developed to form a governing system for the Virtual Learning Program that includes essential stakeholders. All essential stakeholders are represented.	A plan has been developed to form a governing system for the Virtual Learning Program that includes essential stakeholders. Outreach and recruitment is ongoing to form this governing system. Not all essential stakeholders are yet represented.	A plan is being developed to form a governing system for the Virtual Learning Program that includes essential stakeholders.	There is no governing system for the Virtual Learning Program that includes essential stakeholders.

APPENDIX F

Gadsden County's Virtual Instruction Procedural Plan

Task	Timeframe	Evidence, Artifacts, and/or Documentation	Persons Responsible
Development of the Gadsden County School's Virtual Education Team (VET).	Late Summer/Early Fall (prior to implementation)	- Team rosters - Sign in Sheets - Agenda, notes, and minutes from meetings	The district's Virtual Education Team (VET), which will be comprised of all critical stakeholders with a vested interest in on-line education (finance, lead counselors, site level administrators, etc.) The Director for Media & Technology along with a designee from the Deputy Superintendent's Office will serve as co-chairs of the committee and be accountable for the implementation of the review process.
Decision making regarding the option and/or framework to be used for Virtual Education for the upcoming school year. And, develop, collaboratively, a draft calendar for virtual instruction.	Late Summer/Early Fall (prior to implementation)	- Sign in sheets - Agendas, notes, and minutes from meetings - Calendar outlining enrollment dates as well as critical points within the year such as completion dates and deadlines for submitting grades to the district office	The district's Virtual Education Team (VET), which will be comprised of all critical stakeholders with a vested interest in on-line education (Finance, lead counselors, site level administrators, etc.) The Director for Media & Technology along with a designee from the Deputy Superintendent's Office will serve as co-chairs of the committee and be accountable for the implementation of the review process.
Launch the content review/vetting process for prospective Virtual Instruction Providers for the next school. Potential vendors will be selected from the FLDOE's list of approved providers.	January-March proceeding the academic year of implementation Contracts must include: student-teacher ratios; data quality requirements; minimum required security controls, and provider compliance with contract terms or quality of instruction.	- Team rosters - Agendas, notes, and minutes from meetings - Rubrics and other paperwork associated with analyzing the curricula and quality of service	The district's Virtual Education Team (VET), which will be comprised of all critical stakeholders with a vested interest in on-line education (Finance, lead counselors, site level administrators, etc.) The Director for Media & Technology along with a designee from the Deputy Superintendent's Office will serve as co-chairs of the committee and be accountable for the implementation of the review process.
Selection of program(s), acquisition of quotes and/or cost analyses, and drafting of contract(s).	March-May	- Cost Analyses - Budgets - Quotes - Contracts	The Director of Media and a designee from the Deputy Superintendent's Office.
Submission of contract to the School Board for approval.	June of the summer prior to the year of implementation	- School Board approval (notes/minutes)	Designee from the Deputy Superintendent's Office.
Development of advertisement in various formats and/or mediums to notify parents, families, and the community of the option of virtual education and open enrollment periods for Virtual Education.		- Gadsden County's Virtual Education Portal (web-based) - Post cards distributed to all students registered in GCPS (preK-12) - Flyers and postings to be displayed in every school's office and guidance department	Media and Technology
Distribution of media both digital and print notifying parents, families, and community members of the Virtual School options and advising them of the open enrollment periods.	No later than March 1st for Summer Open Enrollment No later than May 1st for Fall Open Enrollment No later than October 1st for Spring Open Enrollment	- Gadsden County's Virtual Education Portal (web-based) - Instant messages (via Lan, mobile, and email) through use of the district's home-to-school communication tool - Postal Receipts - Mailing Lists	Media and Technology; site-based administrators and guidance counselors; designee from Deputy Superintendent's Office NOTE: SkyAlert notification must be 90 days before the open enrollment date and must include the enrollment dates.

Task	Timeframe	Evidence, Artifacts, and/or Documentation	Persons Responsible
Initiate the enrollment process.	(per F.S. 1004.25(1)(b) – 90 days before open enrollment dates) Varies based on enrollment period(s) – but it will be 90+ days ending 30 days prior to the first day of the school year (per Section 1002.45 F.S.)	- Flyers and postings to be displayed in every school's office and guidance department - Enrollment documents - Course schedule	Site-based guidance counselors and administrators for curriculum
Verify students' receipt of instructional materials, tools and equipment, including internet access.	Varies based on enrollment period. However, all verifications will be completed prior to the commencement of the first day of the course(s).	- Verification records from the VIP	Designee from Deputy Superintendent's Office
Attendance Audits	Every 9 weeks	- Attendance records - Early Warning Systems (EWS) data	Designee from Deputy Superintendent's Office Curriculum and Instruction
Program Evaluation	Ongoing A comprehensive summative analysis will take place at the close of each academic year.	- Sign in sheets - Agendas, minutes, notes, etc. - Evaluation analyses paperwork (See Appendix D)	The district's Virtual Education Team (VET), which will be comprised of all critical stakeholders with a vested interest in on-line education (Finance, lead counselors, site level administrators, etc.) The Director for Media & Technology along with a designee from the Deputy Superintendent's Office will serve as co-chairs of the committee and be accountable for the implementation of the review process.

APPENDIX G
Gadsden County Public Schools Virtual Instruction Program
Acknowledgement/Verification of Materials Received

Parent/Guardian's Name	
Street Address	
City, State, and Zip Code	
Telephone Number	
Email Address	

I _____ (Print Name-Parent/Guardian), hereby acknowledge that I received all of the materials listed on the attached page and further acknowledge that the merchandise has been inspected and is without defect.

Virtual Providers Name (Print) _____

Parent/Guardian's Signature: _____

Student Name: _____

Date: _____

Important Note: Please submit this document and copies of the packing slips to the Gadsden County School Board within ten (10) business days of delivery of the materials and resources. Thank you in advance for your cooperation and assistance.

Ensure you have included the following documents:

- Packing Documents
- Acknowledgement/Verification Form Fully Completed

Please send the above documents via:

Postal Mail:

Gadsden County School Board
Attention: Cheryl Ellison
35 Martin Luther King Jr. Blvd.
Quincy, FL 32351

Fax:

(850) 627-3530

Or, email:

ellisonc@gcpsmail.com

APPENDIX H

AVERAGE STUDENT TEACHER RATIOS AND TEACHER LOADS

FUEL/K12 takes into account the needs of the individual students, families, schools, and teachers in assigning teacher loads. An average teacher load for elementary grades K-3 full-time core courses is 65; grades K-3 part-time core courses (0.5 teacher) is 35; average teacher load for K-3 full time electives is 250, and K-3 part time (.5) electives is 125. For the grade level band of 4-8 the average teacher load is calculated taking into consideration the 4-5th grade average teacher load and the 6-8th grade average teacher load. The grades 4-5 average teacher load mirrors the grades K-3 average teacher load, and the grades 6-8 average teacher load mirrors the grades 9-12 average teacher load. As such, the average teacher load for grades 4-8 full-time core courses is 132; grades 4-8 part-time core courses (0.5 teacher) is 67; average teacher load for grades 4-8 full time electives load is 250, and grades 4-8 part time (.5) electives is 125. An average teacher load for grades 9-12 full time core courses is 200; grades 9-12 part-time core courses (0.5 teacher) is 100; average grades 9-12 full time electives load is 250, and grades 9-12 part time (.5) electives is 125.

Students in the online environment are not divided up into class periods, and as such student-teacher ratios in this environment are complex to calculate. Teachers most often work with students in a 1:1 ratio to review course content, provide individualized feedback or deliver instructional support. Teachers *may* also work in small groups with students in a 5:1 or 10:1 or 25:1 setting for support or direct instruction. Other interactions or class meetings can be up to 200:1 if the full class is invited to a synchronous session. The student teacher ratio is fluid based on the nature of the student-teacher interaction. Using the average teacher loads, and considering a typical brick and mortar school day of 6 periods for grades 6-12 and electives (with grades K-3 not divided into class periods), the average student-teacher ratios can be calculated as follows: grades K-3 full time core courses 65:1; grades K-3 part time core courses 35:1; grades K-3 full time electives 42:1; grades K-3 part time electives 21:1; grades 4-8 full time core 22:1; grades 4-8 part time core 11:1; grades 4-8 full time electives 42:1; grades 4-8 part time electives 21:1; grades 9-12 full time core 33:1; grades 9-12 part time core 17:1; grades 9-12 full time electives 42:1; and grades 9-12 part time electives 21:1.

Edgenuity commits to a student-teacher ratio consistent with the Florida Virtual School program, which is one teacher per 30 students for grades K-5, one teacher per 65 students for grades 6 – 8 and one teacher per 200 students for grades 9 – 12.

PAEC maintains the student teacher ratio average of all instructors for K-12 at 30:1 with no single teacher classroom exceeding 150 active students at any one time.

Data Quality Requirements/Reporting:

The Gadsden school district will monitor compliance with data requirements at the end of each semester. The dates are as follows:

First Semester Ends: December 20, 2019

Second Semester Ends: May 29, 2020

Minimum Required Security Controls:

Virtual Instructional Provider will implement, maintain, and use appropriate administrative, technical, or physical security measures to the full extent required by Title 20, Section 1232g, United State Code, The Family Educational Right and Privacy Act (FERPA), in order to maintain the confidentiality of student/education records. All providers has secured clearinghouses that is password protected and allows the VIP district Liaison to retrieve confidential information anytime needed.

Provider compliance with contract terms or quality of instruction:

A VIP district Liaison acts for the district in all matters pertaining to their contract, including but not limited to monitoring compliance with contract terms and quality of virtual instruction pursuant to State and Client policy, and to accept and approve all deliverables and invoices.

Accepts standard publications of the Virtual Instructional Provider for all compliance and documentation purposes (i.e., **program guide for information and data about the curriculum, student handbook for school policies and procedures and hours of personnel availability, state reporting for certification status and physical location of personnel, monthly school report for student-teacher ratios, teacher load limits, state data submissions and state report cards for completion, promotion, and other accountability outcomes**). *The following are links to VIP Provider's Disclosure Website:*

Florida Virtual School (<https://www.flvs.net/>)

K-12 Fuel Education (<http://www.k12.com/>)

PAEC FLVS Franchise (<http://my.paec.org/>)

Edgenuity (www.edgenuity.com)