

The Florida Senate
BILL ANALYSIS AND FISCAL IMPACT STATEMENT

(This document is based on the provisions contained in the legislation as of the latest date listed below.)

Prepared By: The Professional Staff of the Rules Committee

BILL: CS/SB 1620

INTRODUCER: Rules Committee and Senator Flores

SUBJECT: Educational Instruction

DATE: April 27, 2011 REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	deMarsh-Mathues	Matthews	ED	Favorable
2.	Hamon	Meyer, C.	BC	Fav/1 amendment
3.	deMarsh-Mathues	Phelps	RC	Fav/CS
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____
6.	_____	_____	_____	_____

Please see Section VIII. for Additional Information:

A. COMMITTEE SUBSTITUTE..... Statement of Substantial Changes

B. AMENDMENTS..... Technical amendments were recommended

Amendments were recommended

Significant amendments were recommended

I. Summary:

The bill revises the current framework and funding for virtual instruction in Florida. The bill:

- Authorizes virtual charter schools to provide full-time online instruction to eligible kindergarten through grade 12 students in the district in which the student resides;
- Authorizes charter schools to offer blended learning courses to full-time students at the physical location of the charter school;
- Requires charter school governing boards to appoint a representative to resolve disputes, work with parents and the public, and conduct two public meetings in the district at which the principal or director and representative must be present;
- Expands the options available for school district virtual instruction programs;
- Authorizes the Florida Virtual School (FLVS) to provide full-time instruction for students in kindergarten through grade 12 and part-time to students in grades four through 12; however, part-time instruction for fourth and fifth grade students is limited to public school students who are taking grade six through eight courses for acceleration;
- Requires public school students who receive full and part-time instruction from the FLVS to take all statewide assessments;
- Requires the FLVS to receive a school grade for full-time students;

- Requires the online administration of all statewide end-of-course assessments by the 2014-2015 school year;
- Requires the Department of Education (DOE) to develop an evaluation system for part-time virtual instruction providers;
- Revises the qualifications of instructional personnel;
- Revises the eligibility criteria for participation in virtual instruction programs to allow kindergarten and first grade eligibility without prior year public school enrollment;
- Authorizes students, on a limited basis, to take an online course offered by a school district other than their district of residence;
- Provides that funding for all virtual instruction options must be through the Florida Education Finance Program (FEFP), as prescribed in the General Appropriations Act, but may not include funding for class size requirements; and
- Requires students entering the ninth grade in 2011-2012 and thereafter to take at least one online course in order to meet high school graduation requirements.

This bill substantially amends sections 1000.04, 1002.20, 1002.37, 1002.45, 1003.03, 1003.428, 1008.22, 1011.61, and 1012.57, and creates sections 1002.321, 1002.455, and 1003.498 of the Florida Statutes.

II. Present Situation:

Virtual Instruction

The Florida Virtual School (FLVS) offers individual course enrollments to all Florida students in grades six through twelve, including public school, private school, and home education students.¹ School districts are required to provide students with access to enroll in courses available through the FLVS during or after the normal school day and through summer school enrollment.

Virtual education is also provided through school district virtual instruction programs (VIP).² Each school district is required to provide a full-time VIP program for students in kindergarten through grade twelve and a full-time or part-time virtual instruction program for students in grades nine through twelve enrolled in dropout prevention and academic intervention programs, Department of Juvenile Justice programs, core-curricula courses to meet class size requirements, or community colleges.³

For the 2009-2010 school year, less than one percent (21,176 full-time equivalent or FTE) of the total final FTE (2,629,327 FTE) were in virtual education. Of the 21,176 FTE in virtual education, 2,575 FTE were in the virtual instruction (VIP) program and 18,601 FTE were in the Florida Virtual School's traditional program and a safety net program (18,451 FTE and 150 FTE, respectively).⁴

Charter Schools

¹ s. 1002.37, F.S.

² s. 1002.45(1)(a), F.S.

³ s. 1002.45(1)(b)2., F.S.

⁴ E-mail, DOE, January 12, 2011, on file with the committee.

Charter schools are public schools formed through the creation of a new school or the conversion of an existing public school.⁵ A charter, or the written contractual agreement between the sponsor and applicant, establishes the terms and conditions of operation.⁶ Florida ranked third in the nation both in the number of charter schools and in charter school enrollment in 2009-2010, with more than 137,000 students enrolled in 410 charter schools in 43 districts.⁷

III. Effect of Proposed Changes:

Virtual Education Framework

Beginning with the 2009-2010 school year, each school district was required to establish its own virtual instruction program (VIP).⁸ Each school district is now permitted to contract with the FLVS or one or more virtual instruction providers approved by the DOE; establish an FLVS franchise; or participate in multi-district agreements to provide virtual instruction services. In addition, districts may operate their own VIP program and may contract with the providers specified in law or other entities to provide segments of their program.⁹ Multidistrict agreements may be executed by regional consortiums on behalf of their member districts.¹⁰ Finally, a charter school may enter into a joint agreement with the school district in which it is located to have its students participate in the VIP program.

Beginning with the 2011-2012 school year, the bill expands the virtual instruction program by requiring each school district to provide at least three part-time and full-time virtual instruction program options. However, smaller school districts¹¹ are only required to provide one option to participate in part-time and full-time virtual instruction. Under the bill, a school district may fulfill the requirements through agreements with more than one school district and through multidistrict contractual arrangements, as well as through a school district operated program.

The bill also expands the district virtual instruction program to include part-time virtual instruction in grades nine through 12 for courses that are measured by the DOE's evaluation system.¹²

Charter Schools

Existing charter schools are sponsored by a district school board or a state university, in which case the charter school was converted from a lab school to a charter lab school.¹³ With the exception of the charter lab schools, district school boards review and approve charter school

⁵ s. 1002.33(1), F.S.

⁶ s. 1002.33(6)(h), F.S.

⁷ DOE, August 2010. See

https://www.floridaschoolchoice.org/information/charter_schools/files/fast_facts_charter_schools.pdf.

⁸ ch. 2008-147, L.O.F.

⁹ See DOE, *School District Virtual Instruction Program (2010-2011) Questions and Answers #9*, available at:

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

¹⁰ s. 1002.45(1)(c), F.S.

¹¹ These are districts eligible for the sparsity supplement pursuant to s. 1011.62(7), F.S.

¹² Currently, part-time instruction is limited to students in grades nine through 12 who are enrolled in dropout prevention and academic intervention programs, Department of Juvenile Justice education programs, core-curricula courses to meet class size requirements, or community colleges.

¹³ s. 1002.33(5)(a), F.S. A community college may work with the school district or school districts in its designated service area to develop charter schools that offer secondary education, pursuant to s. 1002.33(5)(b) 4., F.S.

applications.¹⁴ Sponsors are responsible for monitoring the charter school, reviewing revenues and expenditures, and ensuring innovation and consistency with state education goals, including the state accountability system.¹⁵

Under the bill, a charter school would be permitted to operate a virtual charter school to provide full-time online instruction to eligible students in kindergarten through grade 12, subject to approval under s. 1002.33, F.S.. The virtual charter school would contract with the FLVS or an approved provider or enter into an agreement with a school district. Currently, approved providers may offer virtual instruction under contracts with districts. With the exception of the traditional FLVS program, current law does not permit an approved provider participating in the VIP program to independently provide virtual instruction.

Full-time virtual charter schools would be established by amending the existing charter or submitting a new application. They are subject to the same application process as are other charter schools. Virtual charter schools would be subject to all charter school requirements, with the exception of the provisions related to facilities, capital outlay, class size, administrative fees, and transportation.

The bill requires a charter school governing board to appoint a representative who resides in the same district where the charter school is located to resolve disputes and work with parents and the public. However, a single representative would be permitted to serve multiple charter schools if the board oversees multiple schools in the same district. The bill prohibits a sponsor from requiring board members to reside in the same district in which the charter school is located, if the school complies with the requirements for representation.

The bill also permits “blended-learning charter schools,” which combine traditional classroom instruction with online instruction; however, the schools may only offer this instruction to their full-time students in a classroom at the charter school.

Providers

Current providers that wish to participate in the VIP program must be approved by the DOE. The bill revises the criteria for approving providers. To be approved, all providers must have courses that meet the standards of the International Association for K-12 Online Learning (iNACOL) or the Southern Regional Education Board (SREB),¹⁶ have the requisite plan for the curriculum and student performance accountability, have a method for determining if a student has satisfied grade level promotion and high school graduation requirements, and have instructional content and services that measure student proficiency in the Next Generation Sunshine State Standards. Providers would also be required to disclose to the public information that includes certification and physical location of instructional personnel, the curriculum, student-teacher ratios, student completion and promotion rates, and performance accountability outcomes for students, instructors, and schools.

¹⁴ s. 1002.33(5)(b) and (6)(g), F.S.

¹⁵ s. 1002.33(5)(b), F.S.

¹⁶ *National Standards of Quality for Online Courses*, iNACOL, updated August 2010, and *Standards for Quality Online Courses*, SREB, November 2006. See

<http://www.inacol.org/research/nationalstandards/NACOL%20Standards%20Quality%20Online%20Courses%202007.pdf>, and http://publications.sreb.org/2006/06T05_Standards_quality_online_courses.pdf.

Under the bill, providers that are approved for the 2011-2012 school year would have to reapply for approval if they wish to provide part-time instruction in grades nine through 12. The bill is silent as to when these providers would be required to meet the new requirements for full-time instruction. Presumably this would be at the end of the three-year contract period.

Assessments

The bill requires the online administration of all statewide end-of-course assessments, beginning in the 2014-2015 school year. According to the DOE, Florida Assessments for Instruction in Reading (FAIR) is currently in a computer-based format.¹⁷ Partnership for the Assessment of Readiness for College and Careers Consortium (PARCC) assessments will all be computer based.¹⁸ There are some grade levels of the FCAT 2.0 in reading and mathematics that will be computer based. Additionally, end-of-course assessments in Algebra I, geometry, biology I, U.S. history, and civics will be computer-based.

Current law requires students enrolled in a VIP program to take state assessments within the school district in which the student resides.¹⁹ Districts must provide the student with access to the district's testing facilities. The bill provides that this obligation includes FLVS full-time public school students in kindergarten through grade 12. Additionally, part-time FLVS public school students who take courses requiring statewide end-of-course assessments must take these assessments.²⁰ The DOE notes that these students would not be enrolled in the district, as is the case for the vast majority of students in the current virtual programs or schools.²¹

Funding

Under current law, funding is based on successful completion. In the Florida Education Finance Program (FEFP), the traditional FLVS funding is currently based on credit successfully completed. Credit completed by a student in excess of the minimum required for that student for high school graduation is not eligible for funding.²² Six credits equal one full-time equivalent (FTE) student. A student who completes less than six credits is a fraction of an FTE student. Half-credit completions are included in determining an FTE student.²³

District VIP programs are funded through the FEFP.²⁴ Students in full-time kindergarten through grade five programs are funded based on program completion and promotion to the next grade-level.²⁵ Full and part-time students in grades six through twelve are funded on a credit

¹⁷ E-mail, DOE, April 1, 2011.

¹⁸ The U.S. Department of Education awarded Race to the Top assessment funds to PARCC for the development of a K-12 assessment system aligned to the Common Core State Standards in English/language arts and mathematics. PARCC was awarded an additional grant to support the states participating in PARCC in successfully transitioning to Common Core State Standards and next generation assessments. Florida is part of the partnership. *See* http://www.fldoe.org/news/2010/2010_09_29.asp.

¹⁹ s. 1002.45(6)(b), F.S.

²⁰ Under the bill, elementary school principals would be required to notify parents of students who score level 4 or 5 on the FCAT in reading or math of the option for students to take accelerated courses through the FLVS.

²¹ DOE draft analysis of SB 1620, April 1, 2011, on file with the committee.

²² s. 1002.37(3)(a), F.S.

²³ ss. 1002.37(3)(a) and 1011.61(1)(c)1.b.(V), F.S.

²⁴ s. 1002.45(7), F.S.

²⁵ s. 1011.61(1)(c)1.b.(III), F.S.

completion basis. Funding is only received if the course is successfully completed.²⁶ Six credits equal one full-time equivalent (FTE) student. Half credit completions are included in determining an FTE student.²⁷ For the VIP program, districts may only earn one FTE per student, per regular school year and they are not eligible for summer school FTE funding.²⁸

If a district contracts with a provider, FEFP funding flows to the district and the provider is paid by the district pursuant to the terms of the contract.²⁹ The district retains FEFP funds in excess of the negotiated contract price. Districts may use FEFP funds to provide equipment or Internet access to students under appropriate circumstances.³⁰

The bill revises the manner in which virtual instruction is funded:

- All virtual instruction options (the FLVS, school district operated virtual instruction programs, and virtual charter schools) would be funded through the FEFP, as provided in the General Appropriations Act, but would not include funding for class size requirements; and
- The FLVS would serve and receive funding for students in grades kindergarten through five.

Beginning in the 2014-2015 fiscal year, the reported FTE and associated funding of students enrolled in courses requiring passage of an end-of-course assessment would be adjusted after the student completes the assessment.

School districts would be required to expend the difference between the amount funded for students participating in the program and the price paid for contractual services on the district's local instructional improvement system³¹ or other technological tools that are required to access electronic and digital instructional materials. Districts would also be required to report to the DOE the amount paid for contractual services and an itemized list of the purchases.

Additionally, students in full-time programs could not be reported for more than 1.0 FTE. Each successfully completed credit earned through an online course from a district other than the district in which the student resides would be calculated as 1/6 FTE.

Accountability

Current full-time private providers that participate in the VIP program receive a school grade or school improvement rating based upon the aggregated assessment scores of all students served

²⁶ A "successful completion" for students in grades K-5 is completion of a basic education program and promotion to a higher grade level. "Successful completion" for students in grades 6-12 is based on course credits earned for high school students or course completions with a passing grade for middle school students. See DOE, *School District Virtual Instruction Program (2010-2011) Questions and Answers #37 and #38*, available at: <http://www.fldoe.org/schools/virtual-schools/pdf/DistrictVIP-FAQ.pdf>.

²⁷ s. 1011.61(1)(c)1.b.(IV), F.S.

²⁸ DOE, Office of Funding and Financial Reporting, *FTE General Instructions (2010-2011)*, available at: <http://www.fldoe.org/fefp/pdf/1011FTEInstructions.pdf>.

²⁹ DOE, *School District Virtual Instruction Program (2010-2011) Questions and Answers #51 and 52*, available at: <http://www.fldoe.org/schools/virtual-schools/pdf/DistrictVIP-FAQ.pdf>. Pursuant to s. 1002.45(7)(c), F.S., community colleges may not count the student enrollment for Community College Program Funding.

³⁰ s. 1002.45(3)(d), F.S.

³¹ Learning management systems pursuant to s. 1006.281, F.S.

by the provider statewide.³² The performance of part-time students in grades nine through twelve are not included for purposes of school grades or school improvement ratings. Instead, their performance is included for school grading or school improvement rating purposes by the nonvirtual school providing the student's primary instruction.³³

Under the bill, the FLVS would receive a school grade for students receiving full-time instruction. Additionally, the bill requires the DOE to develop an evaluation system for part-time providers of virtual instruction, which must include the percentage of students making learning gains, successfully passing end-of-course assessments, and taking and scoring a three or higher on Advanced Placement course exams. It is unclear as to the reason for not including other exams, such as industry certification exams.

The grounds for terminating a full-time provider's contract are revised. Under current law, a provider's contract is terminated if the provider receives a school grade of "D" or "F" or a school improvement rating of "Declining" for two years in a four-year period. The bill adds that the contract is also terminated if the provider fails to meet the requirements for approval.

Instructional Personnel

School districts may currently issue adjunct certificates for part-time teaching positions, pursuant to district school board rules, to an applicant who meets specific requirements for state-certified instructional personnel and who has expertise in the subject area to be taught.³⁴ Adjunct certificates are valid for five years and are renewable.³⁵

Under the bill, adjunct certificates would be used to enhance the diversity of course offerings rather than to reduce teacher shortages. The bill specifically permits a school district to issue adjunct certificates to qualified individuals. The validity period for the adjunct certificate would be the term of the contract between the district and the educator rather than five years. A district may subsequently renew an adjunct certificate and award another annual contract only if the individual is rated as effective or highly effective pursuant to s. 1012.34, F.S.³⁶

Instructional personnel in a blended learning charter school must hold an active adjunct certificate or a state certificate for the subject area of the course.

³² s. 1002.45(8), F.S. This is the first year for school grades under the VIP program and not all of the FLVS franchises and approved providers received a school grade. Ten districts identified themselves as franchises that had full-time VIP students. For 2009-2010, only one franchise (Broward Virtual Education) received a school grade. According to the DOE, the other districts did not report enough full-year-enrolled eligible students with FCAT scores to meet the sample size criteria for a school grade. Four of the eight private providers received a school grade. See *Virtual Instruction Programs*, Senate Interim Report 2011-215, October 2010.

³³ *Id.*

³⁴ s. 1012.57(1), F.S. Applicants must meet the requirements in s. 1012.56(2)(a)-(f) and (10), F.S., and demonstrate sufficient subject area mastery through passage of a subject area test.

³⁵ *Id.*

³⁶ Ch. 2011-1, L.O.F., revised the evaluation system for instructional personnel and school administrators to differentiate among four levels: highly effective; effective; needs improvement or, for instructional personnel in the first three years of employment who need improvement, developing; and unsatisfactory.

Under current law, all instructional staff must be Florida-certified teachers to provide virtual instruction.³⁷ The bill specifies that personnel providing direct instruction to students through a virtual environment or through a blended virtual and physical environment must meet the certification requirements in s. 1012.55, F.S.³⁸

The DOE notes that if other than a Florida-certified teacher is assigned as the teacher of record for a core academic subject, he or she will not meet federal Highly-Qualified Teacher requirements, which mandate that the teacher hold a Florida state-issued certificate.³⁹

High School Graduation

Students entering the ninth grade in 2011-2012 and thereafter would be required to take at least one online course in order to meet high school graduation requirements. The requirement could be met if the student has taken an online course in grades six through eight or participates as a dually enrolled student in an online course offered by a postsecondary institution.⁴⁰ The requirement may also be met by a course offered through the FLVS, a high school, or enrollment in a full-time or part-time virtual instruction program offered by the school district.

Student Eligibility and Access

The FLVS currently offers virtual education for students in grades six through twelve.⁴¹ Current law requires that enrollment priority be given to students who need expanded access to courses in order to meet their educational goals, such as home education students, students in inner-city and rural high schools that do not have access to advanced courses, and students seeking accelerated access to a high school diploma.⁴²

The bill authorizes the FLVS to directly offer virtual education in kindergarten through grade five and part-time education to students in grades four through 12. However, part-time instruction for fourth and fifth grade students is limited to public school students taking grade 6-8 courses for acceleration purposes. The FTE generated by the FLVS for fourth and fifth grade students must be part of the total FTE of 1.0 reported for the student for the fiscal year. To receive full-time instruction, a student in grades two through five must meet at least one of the statutory eligibility requirements.

Currently, enrollment in a school district VIP program is open to any student residing in the district who meets at least one of the following criteria: attendance at a Florida public school during the prior year and was reported for funding during the October and February Florida Education Finance Program (FEFP) surveys; is the dependent child of a member of the military who transfers into Florida with his or her parent from another state or country within 12 months of seeking enrollment in a district virtual instruction program; was enrolled in a district VIP

³⁷ Section 1012.55, F.S., provides that employees who serve in an instructional capacity in any public school in any district must hold the certificate required by law and rule of the State Board of Education.

³⁸ This section provides that employees who serve in an instructional capacity in any public school in any district must hold the certificate required by law and by rules of the State Board of Education.

³⁹ DOE draft analysis of SB 1620, April 1, 2011, on file with the committee. See 20 U.S.C. § 7801(23)(A).

⁴⁰ The bill limits the dual enrollment option to state colleges, as opposed to community colleges.

⁴¹ ss. 1002.37 and 1011.61(1)(c)1.b.(V), F.S. FLVS refers to the grades 6–12 traditional supplemental model as its “classic” offering. See <http://www.flvs.net/areas/aboutus/Documents/16%20page%20Legislative.pdf>.

⁴² s. 1002.37(1)(b), F.S.

program during the prior school year; or has a sibling who is currently enrolled in the VIP program and that sibling was enrolled in the VIP program at the end of the prior school year.⁴³

The bill revises the eligibility requirements for students. Under the bill, students who were enrolled full-time in an FLVS program during the prior school year would be eligible for virtual instruction. Students entering kindergarten or first grade would be eligible without having to meet the requirement for prior year enrollment in a public school.

The student eligibility criteria would apply to the following:

- Full-time or part-time school district operated kindergarten through grade 12 programs;
- Full-time virtual charter schools;
- Blended courses or online courses provided in a traditional setting; and
- Virtual courses in the course code directory for students within a district or in another district.

The bill also provides for school district virtual course offerings available to students, including the circumstances under which a student may enroll in a virtual course in another district (i.e., if the school in which the student is enrolled offers the course, but the course schedule conflicts with the student's schedule). Additionally, a uniform enrollment period would be required for all school districts.

Other

The bill codifies elements of high quality digital learning (e.g., student access, customized learning, and high quality instruction), which were recommended by the Digital Learning Council.⁴⁴

The bill directs the DOE to report on strategies to increase student access to digital learning and to assist school districts with the prudent acquisition of digital learning materials.

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

⁴³ s. 1002.45(5), F.S.

⁴⁴ *Digital Learning Now!*, Foundation for Excellence in Education, December 1, 2010.

V. Fiscal Impact Statement:

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

None.

C. Government Sector Impact:

The bill expands the current student eligibility for the VIP program and the options for students to participate in virtual instruction. The bill will increase enrollment for the FLVS as well as for school district operated virtual instruction programs. Additionally the bill authorizes virtual charter schools. All of the expanded enrollment options for virtual instruction will add enrollment to the FEFP for funding in the General Appropriations Act. A Public School Enrollment Estimating conference was held on April 12, 2011, and adopted estimates for full-time equivalent enrollment impacts for several provisions of the bill.⁴⁵

Although the estimating conference did not adopt estimates for all of the provisions of this bill, the following estimates apply:⁴⁶

FTE Enrollment Expansion Issue	FY 2011-2012	FY 2012-2013	FY 2013-2014
Authorization for students to cross districts to take online courses	FTE – no change in total FTE Funding - \$1.13 M cost to state if 1% of students in 90% districts take courses in another district	FTE – no change in total FTE Funding - \$1.13 M cost to state if 1% of students in 90% districts take courses in another district	FTE – no change in total FTE Funding - \$1.13 M cost to state if 1% of students in 90% districts take courses in another district
Florida Virtual School Expansion	FTE = 400 Funding = \$2.0M	FTE = 452 Funding = \$2.2M	FTE = 497 Funding = \$2.4M
Virtual Instruction Program Eligibility Expansion and Authorization for Virtual Charter schools	FTE = 600 Funding = \$3.1M	FTE = 678 Funding = \$3.5M	FTE = 746 Funding = \$3.9M
Total FTE and Estimated Funding Impact	FTE = 1,000 Funding = \$6.2M	FTE = 1,130 Funding = \$6.8M	FTE = 1,243 Funding = \$7.4M

⁴⁵ House of Representatives staff analysis of CS/CS/SB 7197, April 22, 2011.

⁴⁶ *Id.*

Beginning with students entering grade nine in the 2011-2012 school year, the bill requires at least one course to be taken online. Under the bill, part-time enrollment in VIP programs would continue to be funded based on course completions. The DOE notes the impact on funding is not known,⁴⁷ but would probably be minimal.

The bill prohibits school district virtual programs from continuing to receive class size funding. According to the DOE, this would make funding more consistent across virtual programs, but would decrease funding substantially for the district virtual programs.

Charter school sponsors could withhold an administrative fee of up to five percent to cover the cost of services to virtual charter schools and for the school district's local instructional improvement system or other technological tools required to access electronic and digital instructional materials.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Additional Information:

A. Committee Substitute – Statement of Substantial Changes:

(Summarizing differences between the Committee Substitute and the prior version of the bill.)

CS by Rules on April 26, 2011:

The committee substitute:

- Deletes provisions allowing statewide virtual providers to provide instruction;
- Revises the elements of high quality digital learning;
- Revises the requirements to establish virtual charter schools and blended learning charter schools;
- Requires charter school governing boards to appoint a representative to resolve disputes, work with parents and the public, and conduct two public meetings in the district at which the principal or director and representative must be present;
- Increases from two to five percent the amount of the administrative fee that a charter school sponsor may withhold and revises the purposes for which the funds may be used;
- Deletes the provision permitting instructional personnel who hold a teaching certificate from another state, National Board Certification, or American Board Certification to provide instruction;
- Retains current law which prohibits funding for credit completed by a student in excess of the minimum requirements for high school graduation;

⁴⁷ *Id.*

- Deletes the provision allowing home education students to enroll in courses offered by the FLVS, a franchise, or the school district in which the student resides;
- Revises the requirement for a student to take an online course;
- Deletes the provision that equates successful completion of one semester of course content with one-twelfth of an FTE;
- Revises the grounds for terminating a provider's participation in virtual instruction;
- Revises the requirements for approving providers;
- Retains current law that requires a provider's offices to be located in Florida and the administrative staff to reside in the state;
- Authorizes the FLVS to provide full-time instruction for students in kindergarten through grade 12 and part-time to students in grades four through 12; however, part-time instruction for fourth and fifth grade students is limited to public school students taking grade six through eight courses;
- Revises the study to require the DOE to report on strategies to increase student access to digital learning and assist school districts with the prudent acquisition of digital learning materials;
- Deletes the requirement for the DOE to develop a performance standard for providers;
- Deletes the requirement for the State Board of Education to review and approve the content of part-time virtual courses;
- Revises the rulemaking requirements for the State Board of Education;
- Deletes the severability clause; and
- Revises the effective date of the bill.

B. Amendments:

None.