

# 2017 Legislative Priorities

Florida Virtual School supports legislative initiatives that align with the goals in the 2017-2021 FLVS Strategic Plan. The below priorities help the organization to further our mission to deliver a high quality, technology-based education that provides the skills and knowledge students need for long-term success while maintaining our commitment to keep the student at the center of every decision we make.

## FLVS Strategic Goal 2: Invest in and Expand Core Program Student Enrollment

### Repeal 1002.455 (Eligibility Requirements to Access Virtual Courses)

**1002.37(8)(a)** *The Florida Virtual School may provide full-time and part-time instruction for students in Kindergarten through grade 12. To receive part-time instruction in Kindergarten through grade 5, a student must meet at least one of the eligibility criteria in s. 1002.455(2)*

- A list of restrictions with the most problematic being that students wanting to supplement their education with FLVS courses in grades 2-5 cannot unless they were enrolled in a public school the year prior. This primarily affects public school students new to the Florida public school system and home education students.
- Home education students must switch back and forth between public and home education each year if they wish to remain eligible to access FLVS courses part time. In the alternate years when the student switches back to public education, they are denied access to supplemental virtual courses for 8-12 months.
- Based on FLVS data from students impacted by the restrictions during the 2016-2017 school year, the state would have saved approximately \$384,000.00 if those students had been able to remain in the program.

### Modify the 1.0 FTE sharing formula to exclude successfully completed virtual courses

**1011.61(4)(a)** *The sum of the student's full-time equivalent student membership value for the school year or the equivalent derived from paragraphs (1)(a) and (b), subparagraph (1)(c)1., sub-subparagraphs (1)(c)2.b. and c., subparagraph (1)(c)3., and subsection (2). If the sum is greater than 1.0, the full-time equivalent student membership value for each program or course shall be reduced by an equal proportion so that the student's total full-time equivalent student membership value is equal to 1.0.*

- Online courses are only funded if a student successfully completes. The additional 1.0 FTE cap requirement further separates funding levels for online learning when compared to traditional public schools.
- Additionally, funding online learning within the 1.0 FTE cap shared with traditional public schools can hinder districts from encouraging their students to take online courses through FLVS. This policy can result in unintended consequences by negatively impacting the students who need virtual learning the most. Modifying this policy will increase access to priority populations giving them additional opportunities for success.

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### **Preserve the original intent of the online course graduation requirement by removing unclear language in 1003.4282 (4)(b)2**

**1003.4282(4) ONLINE COURSE REQUIREMENT.**—*At least one course within the 24 credits required under this section must be completed through online learning.*

- In 2016, additional methods to meet this requirement were passed in legislation, with the most problematic being that students can meet this requirement by passing a district approved “online content assessment, without enrollment in or completion of the corresponding course or courses, as applicable, by which the student demonstrates skills and competency in locating information and applying technology for instructional purposes.”
- This vague language diminishes the original intent of the law that aimed at preparing students for post-secondary learning; where it is said that 40% of all undergraduate courses will be delivered online by 2025.