

Attachment B

Tennessee Course Access Provider Application

[CHAPTER 0520-01-14](#)

The Tennessee Course Access Rule will be in effect January 1, 2020. In order for students to be enrolled in course access courses in the spring of 2021, the Department of Education will review applications from providers and submit providers for approval to the State Board of Education in early 2020.

Name of organization	Florida Virtual School (FLVS)			
Which best describes your organization?	<input type="checkbox"/>	Nonprofit entity		
	<input type="checkbox"/>	Tennessee LEA		
	<input type="checkbox"/>	Charter school or charter management organization		
	<input type="checkbox"/>	Institute of higher education		
	<input checked="" type="checkbox"/>	State agency		
	<input type="checkbox"/>	Other:		
Course type (Indicate all that apply)	<input checked="" type="checkbox"/>	Virtual	<input type="checkbox"/>	Blended (online and face to face)
	<input type="checkbox"/>	Face-to-Face	<input type="checkbox"/>	Other:
Focus Area(s)	<input checked="" type="checkbox"/>	Middle school (7-8)		
	<input checked="" type="checkbox"/>	High school credit (9-12)		
	<input checked="" type="checkbox"/>	Advanced Placement/IB		
	<input type="checkbox"/>	Dual-enrollment		
	<input type="checkbox"/>	Industry-based certification		
	<input type="checkbox"/>	Statewide Dual Credit		
	<input type="checkbox"/>	Internship/ apprenticeship		
	<input checked="" type="checkbox"/>	Other: Math, Science and Spanish		
Have you identified an LEA partner to host your courses?	<input type="checkbox"/>	Yes Which one(s)?	<input checked="" type="checkbox"/>	No. However, nine (9) School Districts in Tennessee are current FLVS Global customers and may have interest in serving as our LEA partner for the Course Access Program.
Potential enrollment	TBD	Seats available per course	113	Number of courses offered (see list)
Primary Contact Person	Name	D'Athlone Brown		
	Role	Manager of Sales and Business Development		
	Address	2145 Metrocenter Blvd, Suite 100, Orlando, FL 32835		

	Phone	813-758-8383
	Email	dbrown@flvs.net

Instructional Quality

Describe how your organization will ensure and record evidence that each teacher of a course access course is licensed and meets the qualification to teach in Tennessee, including the requirement for annual evaluations. Describe how your organization will conduct annual evaluations for all teachers of a course access course and will provide evaluation data to the Tennessee Department of Education.

FLVS Global School provides instruction directly to your students with our team of highly qualified teachers. At present, we have highly qualified Global School teachers holding valid Tennessee certification who can teach Math 6-12, Science 6-12, and Spanish 6-12. Additional Global School teachers may be available for the Course Access Program when FLVS Global applies to add Tennessee certification. All of our teachers are certified in field in at least one state and designated as highly qualified.

Currently, FLVS instructors participate in rigorous, multi-step annual performance evaluations in accordance with Florida law. Based on our review of the Tennessee State Board of Education rules, we have concluded the FLVS performance evaluation policy which implement FLDOE requirements adequately correlate to the rules of the Tennessee State Board of Education.

Instructors at FLVS are required to receive two evaluations within their first year of employment that provides feedback on their performance within the professional practice domains and on measures of student performance. Instructional Leaders conduct monthly walk-through observations for each instructor and hold monthly performance conversations to ensure teachers are adhering to communication and grading expectations. Formal mid-year and end-of-year evaluations are documented in our performance management system. We welcome conversations with staff in Tennessee to verify our understanding of what information from teacher evaluations will be required.

Describe how you will recruit, select, and retain your instructors. Describe instructor qualifications and strengths. Describe what processes will be in place for instructional professional development and coaching.

Every FLVS **Global School** course is taught by a dedicated teacher, certified in the subject he or she teaches. 70% of them hold advanced degrees, and 20% of our teachers have doctoral degrees. FLVS **Global School** teachers host collaborative live lessons, help sessions, and weekly videoconference sessions to ensure success for all FLVS Global School students.

At FLVS, our four core values – *Put people first, Take the lead, Blaze the trail, and Love what you do* – are the foundation of our culture and the guide in all of our decision-making, especially our approach to recruiting, selecting, and retaining instructors.

In order to be considered for an instructional position with FLVS, an instructor must complete an online application and upload the following documents:

- Résumé
- Performance Evaluations
- Recommendation Letters
- Copy of Teaching certificate and/or Statement of Eligibility
- DD Form 214, Certificate of Release or Discharge from Active Duty, if applicable
- Criminal Background and/or Work Performance Documentation, if applicable

After a review of the application, the instructor may be contacted to complete a 20-30 minute phone interview with one of our Talent Management associates. We expect instructors to be prepared to share examples from their teaching experience and answer questions about their qualifications.

The interview provides us with a chance to learn more about the instructor before a final decision is made by either party. The instructor has the opportunity to interview with an Instructional Leader or School Principal. The instructor should be prepared to answer questions about their experience and provide examples.

Once onboard, FLVS provides instructors with top-notch, award winning training to ensure success during their first year of employment. Our **New Employee Training** is a multi-phased training consisting of dual on-site sessions at our Orlando, Florida office and virtual online-hosted training sessions. Our new employee orientation breaks down the learning essentials including induction into the FLVS culture, an overview of FLVS programs, and technical system training. New hires are assigned a mentor for their first year and work with a Lead Teacher who assists Instructional Leaders in supporting the day-to-day needs of teachers working with students.

FLVS is committed to providing relevant and actionable professional development opportunities that support research based strategies proven to positively impact student

outcomes. **In-Service training days** are offered annually to extend learning experiences for instructional and support staff. In-Service training allows staff to engage in educational skill building activities that foster continuous improvement. Staff receive the latest in industry best practices and are collectively informed of organizational goals and strategies. The annual offsite training event also provides remote workers the opportunity for face to face interaction with co-workers, which enhances relationships and helps to sustain high performing virtual teams.

FLVS **Learning Communities** are a critical element to impact student success therefore collaborative learning experiences are a major component of the professional learning. Collaborative learning contributes to sustained learning. Opportunities are provided to assist instructors with effectively participating in Professional Learning Communities (PLC'S). Educators who are building a professional learning community recognize that they must work together to achieve their collective purpose of learning for all. Therefore, they create structures to promote a collaborative culture. Training is provided to assist with developing effective learning communities. The training ensures that all instructors have a clear understanding of the definition of a PLC, identify their role when participating in the PLC and can identify ways to demonstrate behaviors that contribute to the success of an effective PLC.

Individualized professional development is available to all staff ranging from a Growth Mindset webinar to Leadership Skills Training or a book study, conferences and seminars. Learning Specialists provide one-on-one coaching sessions to support employee's professional growth and development. Each employee meets monthly with their manager to discuss their individual goals and professional development progress. With over 100 professional development hours offered, certified staff will not struggle to meet recertification requirements.

Employee retention is high, and our FLVS Global School instructional staff has been stable for several years. Those who choose to leave their online classrooms are often promoted into leadership positions within the organization, helping to build the culture and provide career ladders for staff with aspirational goals.

Describe differentiation and/or accommodations that will be available for various student populations (EL, students with disabilities, etc.).

Students are attracted to the high teacher touch, flexibility in pace, and opportunities for remediation, tutorial, and enrichment throughout our catalog. Students struggling in the traditional classroom find the differentiation, literacy strategies, interactives, and authentic learning experiences appealing. Students may view recordings at their own pace and benefit from a variety of graphic organizers, review sessions, and engaging applications of content.

FLVS Global School teachers work collaboratively with staff at a student's school of record to determine what accommodations are appropriate in the online environment. A variety of accommodations are built into the FLVS course design format and are accessible to all students, including non-native speakers of English or those with IEPs. A sampling of these types of accommodations is shown below. Some of these features may be LMS-dependent.

- Extended time
- Guided pacing
- Read Aloud Programs
- Multisensory instruction with audio, video, animation, and interactives
- Alternative forms of presentation
- Note-taking tutorials
- Individual feedback
- Individual and proctored testing environments
- Glossaries, some with audio functions
- Chunked content, broken into manageable reading sections that include images and interactives
- Graphic organizers
- Reading levels within range of the grade level for the course
- Discussion-based Assessments
- Reading strategies taught across subjects
- Text alternatives for videos and graphics

In the Elementary Suite for K-5 students, which will be available in Fall of 2020, the Speechstream text-to-speech tool is included with all courses (except Spanish) to support emerging readers and those acquiring English. Speechstream allows students to highlight text on the screen to read aloud and includes notetaking features, a picture dictionary, and a more typical dictionary. In Fall 2020, we anticipate including translation features for students who may need to view content in another language.

FLVS Global is committed to serving all students with our award-winning technology. Each course conformed to the 508 standards in place at the time of its release. Videos, podcasts, interactives with narration, and recordings which can be reviewed at the

student's own pace add to the support features for English Language learners. Text- only versions of all podcast scripts, interactives, and videos are also available.

All FLVS courses are compatible with assistive technologies that students may require. Screen reading software is not native in the middle and high school courses, but browser-based support can be added to student machines for full course functionality and access. FLVS is working to improve our usability with screen readers to complement our existing text versions for audio, video, and interactive features in each course.

Please note, FLVS Global School serves as a supplemental program and is not a diploma granting school of record. In that spirit, the student's home LEA should be the primary provider of ESE and ELL services. We request consultation prior to enrolling students with IEPs so that we may help determine if the online environment is an appropriate placement/least restrictive environment on a case-by-case basis.

Accountability

Describe how enrollment, performance, course completion, and grading information will be recorded and monitored for all participating students.

For FLVS Global School, our student information system, VSA, includes simple dashboards and access to self-service reports, allowing district and school staff members supporting students to monitor their progress and course performance.

We provided screenshots of this information below.

Our **Physical School User Dashboard** allows school staff to monitor the list of students enrolled in each course, their current status, percentage of the course they have completed to date, current grade in the course, the date they last submitted an assessment, and more. Having these data available in real time allows the significant adults supporting students to have a clear picture of their performance.

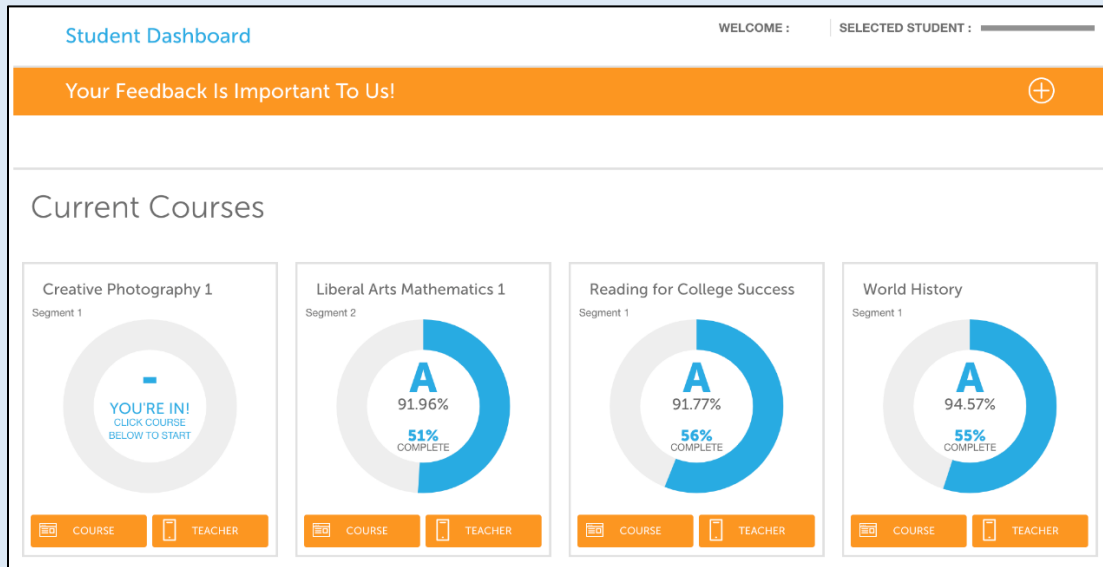
Student	Course	Segment	Status	Teacher Name	%Complete	Current Grade	Last Assignment On	Approved By	Student Grade Level	Student Email	Physical School GC	State	# of Assignments in Last 7 Days	Last Login Date	Activation Date	Completed Assignments	Total Assignments
[Redacted]	GS - College and Career Readiness	1	Δ	[Redacted]	70.83%	95.03	03/04/2020 02:37:30 pm	[Redacted]	11	[Redacted]	[Redacted]	Colorado	5	03/06/2020 12:01:00 pm	01/24/2020 02:26:00 pm	17	17
[Redacted]	United States History	1	Δ	[Redacted]	54.34%	85.11	03/06/2020 02:24:38 am	N/A	11	[Redacted]	N/A	Colorado	7	03/06/2020 12:01:00 pm	11/14/2019 02:06:00 pm	25	25
[Redacted]	Reading for College Success	1	Δ	[Redacted]	91.89%	88.98	03/05/2020 11:58:27 am	N/A	11	[Redacted]	N/A	Colorado	3	03/06/2020 12:01:00 pm	10/28/2019 03:30:00 pm	34	34
[Redacted]	Advanced Placement Calculus BC	2	Δ	[Redacted]	37.93%	95.72	03/08/2020 10:32:07 pm	[Redacted]	11	[Redacted]	[Redacted]	Colorado	2	03/08/2020 10:24:00 pm	01/24/2020 02:26:00 pm	22	22
[Redacted]	World History	1	Δ	[Redacted]	55.55%	94.57	02/28/2020 06:04:27 pm	N/A	10	[Redacted]	N/A	Colorado	0	02/28/2020 10:20:00 am	10/23/2019 10:14:00 am	25	25

Completed Course Transcripts allows local staff to view completions at a glance.

Completed Course Transcripts										
COURSE NAME	SEGMENT	VIRTUAL SCHOOL NAME	COURSE CODE	COURSE TYPE	STATUS	REQUESTED	PREFERRED START	ACTIVE DATE	TEACHER	FINAL GRADE
Geometry	1	FLVS Global	1206310	Regular	C	8/30/2019	September 2019	8/30/2019	[Redacted]	73.00 (C)
Liberal Arts Mathematics 1	1	FLVS Global	1207300	Regular	C	10/28/2019	October 2019	10/28/2019	[Redacted]	78.00 (C)
Parenting Skills	1	FLVS Global	85003001	Regular	C	10/10/2019	November 2019	10/10/2019	[Redacted]	94.00 (A)
Physical Science	1	FLVS Global	2003320	Honors	C	9/24/2019	October 2019	9/24/2019	[Redacted]	92.00 (A)
Psychology 1	1	FLVS Global	2107300	Regular	C	8/13/2019	August 2019	8/13/2019	[Redacted]	94.00 (A)

[Print Unofficial Transcript](#)

Student Dashboard views give students the power to self-monitor their work, assisting them in prioritizing which course needs their attention as well as their grade and percentage complete to date.



Self-Service Reports available to administrators and counselors, allows you to access the data you need when you need it.

Available Columns

<input type="checkbox"/> Student	<input type="checkbox"/> Course
<input type="checkbox"/> Segment	<input type="checkbox"/> Status
<input type="checkbox"/> Virtual School	<input type="checkbox"/> Teacher Name
<input type="checkbox"/> % Complete	<input type="checkbox"/> Current Grade
<input type="checkbox"/> Last Assignment On	<input type="checkbox"/> Approved On
<input type="checkbox"/> Approved By	<input type="checkbox"/> Student Grade Level
<input type="checkbox"/> Student Email	<input type="checkbox"/> Physical School GC
<input type="checkbox"/> State	<input type="checkbox"/> # of Assignments in Last 7 Days
<input type="checkbox"/> Last Login Date	<input type="checkbox"/> Status Date
<input type="checkbox"/> Activation Date	<input type="checkbox"/> Completed Assignments
<input type="checkbox"/> Total Assignments	<input type="checkbox"/> Final Letter Grade
<input type="checkbox"/> Weeks Active Adjusted	<input type="checkbox"/> Grace Period Expiration Date
<input type="checkbox"/> # Weeks Behind	<input type="checkbox"/> Program Type
<input type="checkbox"/> Complete Date	

Districts/Schools participating with FLVS Global School are subject to our FLVS Global Terms and Conditions attached with this submission.

Describe the data you will collect and how you will comply with requirements to report enrollment, performance, course completion, and course grading to the Tennessee Department of Education and to the home LEA for all participating students.

Student registration, enrollment, and performance information is housed within our proprietary student information system, VSA. Personal Identifiable Information (PII) is required for registration, and our servers include the highest levels of security and encryption to ensure these data are protected. Parents and students access the system by logging in to VSA using secure credentials created during registration.

At the time of contracting, FLVS Global School's enrollment team will collaborate with local staff to set up VSA accounts, providing secure access to all student data by authorized employees at school or district sites. This prevents the need to pass PII data via email and meets all the reporting requirements for participating students.

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Financial Structures

Describe your organization's financial structure.

Additionally, provide documentation of your organization's financial viability by means of one or more of the following: Recent financial statements, corporate tax returns for two years, cash on hand, and or proposed model to maintain financial stability.


*Tennessee Local Education Agencies are exempt from this question as we already collect financial documentation through reporting.

A nationally recognized e-Learning model and recipient of numerous awards, FLVS was founded in 1997 and was the country's first, state-wide Internet-based public high school. FLVS is the only online public school where funding is tied directly to student performance. Currently, FLVS functions as a public school district with several schools within the state of Florida in addition to FLVS Global School who serves out of state students on a tuition basis. All funds generated by Global are returned to the organization to support research and development efforts, expanding the catalog of offerings for students everywhere. FLVS has been stable and operational since 1997.

As a public entity, FLVS financial reports are publicly posted on our main website. We have provided full copies of our audited financial statements (income statements and balance sheets) for the past two (2) accounting years, but you may also view them online at <https://flvs.net/about/financial-information>. The 2019 audit is currently in progress.

Potential Courses

What courses are you considering to offer for the Tennessee Course Access Program? Identify the delivery method for each course (virtual, blended, face-to-face).

For the Tennessee Course Access Program, FLVS Global School offers 113 High School and Middle School courses. Please see the attached Course List. Global School offerings are indicated by the  icon. Global School courses can be used in fully virtual or blended environments with our highly qualified teachers.

FLVS Global School provides instruction directly to your students with our team of highly qualified teachers. At present, we have highly qualified Global School teachers with valid Tennessee Certification for Math 6-12, Science 6-12, and Spanish 6-12. Additional Global School teachers may be available for the Course Access Program if we have the opportunity to add Tennessee certifications. Several of our teachers have already taken the Praxis, making reciprocal certification just a matter of applying.

Beyond Global School, FLVS Global offers a variety of licensing options to enable schools to leverage our award-winning courses **with their own teachers**. We offer **FLVS Hosted Models** and **Client Hosted Models** as delivery methods for your consideration:

FLVS Hosted Models (Our courses, Our LMS, Your Teachers) — Using the Buzz Learning Management Systems (LMS), clients can access our full catalog of courses and provide their own teachers for customized instruction and delivery. This model is geared for customers who do not have LMS infrastructure in place and is a good companion to Global School.

This delivery methods allows schools to serve students in courses where there are enough enrollments to support a section or where you have particular instructional or curriculum requirements. Administrative Access is standard in Hosted Models and allows users to leverage numerous reports and customization options including Teacher Supervision, Student Performance Monitoring, Enrollment Management, Teacher Collaboration, Broadcast Announcements, and MORE!

Client Hosted Models (Our courses, Your LMS, Your Teachers) — We offer a variety of licensing options for delivering FLVS Global courses on the client's LMS. We design Client Hosted Models to be flexible enough to serve a variety of needs. These models serve customers with existing infrastructure who are interested in expanding their course catalog.

FLVS Global certifies the leading learning management systems to work with our course content. We will deliver our content to your FLVS-certified LMS through Learning Tools Interoperability (LTI) links; we will load assessments, assignments, and discussion

prompts directly into the system. Client Hosted Models provide our partners with a high degree of flexibility with the course content, allowing revision for use with your students.

Note: *All models can be used in fully online or blended delivery scenarios.*

The attached Master Course List identifies the courses which we can deliver through either FLVS Hosted and Client Hosted Models.

Districts/Schools participating with FLVS Global are subject to our FLVS Global Terms and Conditions attached with this submission.

What is your process for determining which courses will be offered?

We offer the FLVS Global School delivery method for your consideration, based on how well the FLVS Global School model aligns with the Course Access program requirements, and the attached Master Course List identifies the courses which we can deliver through FLVS Global School. We have highlighted within our responses subject areas where we already hold Tennessee certification, and we welcome the opportunity to expand our offerings to other areas.

Districts/Schools participating with FLVS Global School are subject to our FLVS Global Terms and Conditions attached with this submission.

Required Documentation Checklist

Please ensure that you have provided documentation for compliance with the following

- Provider data privacy policy that complies with all applicable state and federal student data privacy provisions, including, but not limited to, the Data Accessibility Transparency and Accountability Act; [TCA 10-7-504](#); and the [Family Educational Rights and Privacy Act \(FERPA\) \(20. USC g. 1232g\)](#).

The FLVS Global privacy policy is available on our public-facing website at <https://www.flvsglobal.net/refund-and-privacy-policy/>. The details as of March 12, 2020, have been excerpted here for your convenience.

FLVS Global Privacy Policy

FLVS Global will abide by the student privacy guidelines set forth by the Family Educational Rights and Privacy Act (FERPA). The following persons have access to student records:

- FLVS Board of Trustees members if they are required to review such records in order to perform their lawful duties
- President and CEO, administrative team, and professional staff of the school (teachers, guidance counselor, General Counsel)
- Appropriate administrative support staff members and other professionals who have a legitimate educational or legal interest in student records as designated by the President and CEO
- FLVS Global may provide an academic transcript to the student's primary school, district, or state department of education upon completion of the online course(s), or upon any request of such school, district or state department of education and/or student's legal guardian

In accordance with state and federal privacy laws, students who attain the age of 18 may transfer certain rights related to their academic records. To learn more about this, please contact your guidance counselor.

Some schools assign a lab facilitator to help students who use school labs to access FLVS Global courses. Facilitators will have access to students' online work. Facilitators will not have access to students' demographics.

No member of the FLVS Global staff is authorized to release student information without the written permission of the student's legal guardian or without approval of the FLVS President and CEO if such release is authorized under FERPA. Names, images, and/or coursework of FLVS students will not be published in print, video/film, or on our website without written consent from student and guardian.

Attach a copy of organization's official policy

All FLVS Global students are provided a unique password to access online courses. It is the student's responsibility to keep his/her password in confidence.

Statistical Information: We use web statistic software to track visitors to our site, but this data does not include any personally identifying information such as name or email address. Individual identifying information is not provided to any other party without your consent, or as otherwise required by law. However, aggregated and anonymous data about groups of members may be collected and shared with participating agencies and/or companies. An example of such information might include, "X% of visitors come to our site between the hours of 7:00 and 9:00 p.m."

Security Information: All the data you provide to us is protected to ensure both the privacy and security of your data. We use state-of-the art technology to keep your personal information as secure as possible to ensure that no one will be able to tamper with, intercept or access your data. Remember to keep your account information private and secure; do not share your password with anyone!

Cookies: We may, from time to time, use cookies when you log in to your account. These cookies allow us to remember you when you visit our site. Although one cookie would reside on your computer so that we can recognize you each time you visit our site, any session-specific cookies will expire once you shut down your browser.

We also provided the FLVS Student Parent Handbook for 2019-2020 as an attachment. The FLVS policies related to privacy, including the Privacy Policy excerpted above, appear on pages 17 through 19 of the Handbook.

- Provider accessibility online learning policy

The FLVS Global accessibility policy is available on our public-facing website at <https://www.flvsglobal.net/accessibility/>.

FLVS has created a Section 508/WCAG2.0 Approach Document which outlines our approach to standards that apply to web-based Internet information and applications in order to maintain compliance with Section 508 of the U.S. Rehabilitation Act. Within the document, FLVS outlines the priority checkpoints, the approach, the specific rationale, and the overall rationale of how it complies with the law. One example follows:

Paragraph	Approach	Specific Rationale	Overall Rationale
(a) A text	Every image has	Avoids	When users read web

Attach a copy of organization's official policy

<p>equivalent for every non-text element shall be provided (e.g., via "alt", "longdesc", or in element content)</p>	<p>an alt tag that clearly conveys the content of the image without repetitive information (picture of, image of, etc.)</p>	<p>redundancy because screen readers and text-only browsers already identify images when they are encountered</p>	<p>pages using a screen reader, text-only browser, or a browser with images not loaded, images are problematic. Unless some additional alternative" markup is used to describe the image, the only information conveyed by an image is the word "image." By using image markup attributes such as "alt", "longdesc" (long description) or Dlink (descriptive link), users of adaptive tech can access more detailed information about images.</p>	
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All FLVS courses are compatible with assistive technologies that students may require. Screen reading software is not native in the middle and high school courses, but browser-based support can be added to student machines for full course functionality and access. FLVS is working to improve our usability with screen readers to complement our existing text versions for audio, video, and interactive features in each course.

FLVS Global School serves as a supplemental program and is not a diploma granting school of record. In that spirit, the student's home LEA should be the primary provider of ESE and ELL services. All students at FLVS Global School have access to many accommodations that naturally occur in the virtual setting as described above. In addition, FLVS Global School may be able to provide additional accommodations per a student's IEP or Section 504 Plan if the accommodation(s) is/are applicable to the online educational environment. We request consultation prior to enrolling students with IEPs so that we may help determine if the online environment is an appropriate placement/least restrictive environment on a case-by-case basis.

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Regarding ELL, these students receive all primary ELL services from their district of record, because FLVS Global School, a supplemental school versus school of record, does not provide translation services for students to complete discussion-based assessments (DBAs) or other exams.

<ul style="list-style-type: none"> • ADA Section 504 Coordinators Contact information: Name: n/a Role: Email: globalinfo@flvs.net or esolutions@flvs.net Phone #: Address: <p>FLVS Global School serves as a supplemental program and is not a diploma granting school of record. In that spirit, the student’s home LEA should be the primary provider of ESE and ELL services. To initiate conversations to determine if online course placement is an appropriate placement for a student, please email one of the addresses above to have your inquiry routed.</p>	<p>Provide contact person information on this form.</p>
<ul style="list-style-type: none"> • Website accessibility requirements <p>As long as students have Internet access, they can take courses with FLVS. Our technology and courses make use of a wide variety of features and technologies, such as Java, Flash, HTML5, CSS2/3, and depending on the course, other specialized components. FLVS provides specific System Requirements for each course on the Material List page in the Course Information tab within the course. For overall technical requirements, including supported Operating Systems, browsers, browser pug-ins and settings, and mobile device requirements, we refer our students to our public-facing website at https://www.flvsglobal.net/technical-requirements/.</p>	<p>Attach a copy of organization’s official policy</p>
<ul style="list-style-type: none"> • All federal and state anti-discrimination laws <p>We provide the FLVS Student Parent Handbook for 2019-2020 as an attachment. The FLVS Non-Discrimination policy appears on pages 15 and 16.</p> <p>FLVS is committed to a policy of educational and workplace equality. FLVS shall admit students to district schoolhouses and programs without regard to race, color, religion, age, sex, national origin, marital status, disability, sexual orientation, genetic information, gender identity or expression, language spoken, homelessness, or any other reason prohibited by law.</p>	<p>Attach a copy of organization’s official policy/law</p>
<ul style="list-style-type: none"> • Participation policy that does not require any examination or test beyond completion of prerequisite coursework or demonstrated mastery of prerequisite material. <p>No specific policy exists limiting participation in these terms. With that said, only examinations included within the course are required for mastery and successful completion of an FLVS Global School course. Students who take Advanced Placement courses are encouraged to register for and to sit the exit</p>	<p>Attach a copy of organization’s official policy</p>

<p>examination in May each year, but that test is not required for course completion.</p>	
<ul style="list-style-type: none"> • Financial viability documentation <ul style="list-style-type: none"> ◦ Required for: charter management organizations, charter schools, out of state agency, nonprofit entity <p>TN LEAs are exempt from this requirement.</p> <p>As a public entity, FLVS financial reports are publicly posted on our main website. We have attached full copies of our audited financial statements (income statements and balance sheets) for the past two (2) accounting years, but you may also view them online at https://flvs.net/about/financial-information. The 2019 audit is currently in progress.</p>	<p>Attach official document(s) with submission of application</p>
<ul style="list-style-type: none"> • Applicable virtual learning requirements established in T.C.A. Title 49, Chapter 16, if offering virtual courses <p>We believe all T.C.A. 49-16 requirements are in line with our FLVS Global Terms and Conditions, which we provided as an attachment to this application with one exception, noted below.</p>	<p>Attach a copy of organization's official policy</p>
<ul style="list-style-type: none"> • Class size requirements established in T.C.A. 49-1-104 and instructional planning time requirements established by the Tennessee State Board of Education <p>Florida Virtual School class sizes fall within the parameters set by the Tennessee State Board of Education. Our teachers do not carry distinct sections, but assuming each teacher would teach six sections of students to comprise a total load, the total loads meet these requirements.</p>	<p>Attach a copy of organization's official policy</p>
<ul style="list-style-type: none"> • Each teacher of a course is licensed to teach in this state and meets the qualifications to teach, including the requirement for annual evaluations, in compliance with the rules of the State Board <p>At present, we have highly qualified Global School teachers holding valid Tennessee certification who can teach Math 6-12, Science 6-12, and Spanish 6-12. Additional Global School teachers may be available for the Course Access Program when FLVS Global applies to add Tennessee certification. All FLVS teachers are certified in field in at least one state and designated as highly qualified. All teachers participate in annual performance evaluations.</p>	<p>Attach a copy of organization's official policy</p>
<ul style="list-style-type: none"> • An assurance that the provider applicant has read the relevant statute and State Board rule for the Course Access Course program <p>FLVS Global has read the relevant statutes in the Tennessee Code Annotated (T.C.A.) and the State Board Rule for the Course Access Course Program.</p> <p>Regarding T.C.A. Title 49, Chapter 1, Part 1 – General Provisions,</p>	

FLVS respectfully submits a comment to the following citation within:

- *Reference:* T.C.A. § 49-1-104. Maximum class size, paragraph (h).
- *Citation:* Any LEA operating a virtual school or virtual education program shall not exceed the teacher/pupil ratio for virtual schools set by the state board of education.

Florida Virtual School class sizes fall within the parameters set by the state board of education. Our teachers do not carry distinct sections, but assuming each teacher teaches six sections of students to comprise a total load, the total loads meet these requirements.

Regarding T.C.A. Title 49, Chapter 16, Part 2 – Virtual Public Schools Act, FLVS respectfully requests an exception to the following citation within:

- *Reference:* T.C.A. § 49-16-210. Administrative office as principal place of business. [Effective until June 30, 2023.]
- *Citation:* A virtual school shall maintain an administrative office within the state. This office shall be considered its principal place of business.

Florida Virtual School maintains its headquarters and sole physical office location in Orlando, Florida.

Tennessee Course Access Provider Application

[CHAPTER 0520-01-14](#)

The Tennessee Course Access Rule will be in effect January 1, 2020. In order for students to be enrolled in course access courses in the spring of 2021, the Department of Education will review applications from providers and submit providers for approval to the State Board of Education in early 2020.

Name of organization	Polk Innovative Learning Academy			
Which best describes your organization?	<input type="checkbox"/>	Nonprofit entity		
	<input checked="" type="checkbox"/>	Tennessee LEA		
	<input type="checkbox"/>	Charter school or charter management organization		
	<input type="checkbox"/>	Institute of higher education		
	<input type="checkbox"/>	State agency		
	<input type="checkbox"/>	Other:		
Course type (Indicate all that apply)	<input type="checkbox"/>	Virtual	<input checked="" type="checkbox"/>	Blended (online and face to face)
	<input type="checkbox"/>	Face-to-Face	<input type="checkbox"/>	Other:
Focus Area(s)	<input checked="" type="checkbox"/>	Middle school (7-8)		
	<input checked="" type="checkbox"/>	High school credit (9-12)		
	<input type="checkbox"/>	Advanced Placement/IB		
	<input type="checkbox"/>	Dual-enrollment		
	<input type="checkbox"/>	Industry-based certification		
	<input type="checkbox"/>	Statewide Dual Credit		
	<input type="checkbox"/>	Internship/ apprenticeship		
	<input type="checkbox"/>	Other:		
Have you identified an LEA partner to host your courses?	<input checked="" type="checkbox"/>	Yes Which one(s)? We will be our own LEA	<input type="checkbox"/>	No
Potential enrollment	TBA	Seats available per course	6	Number of courses offered
Primary Contact Person	Name	Tamra Lanning		
	Role	Principal		
	Address	131 Stephens St Benton, TN 37307		
	Phone	423-299-0474		
	Email	tlanning@polkcountyschools.com		

Instructional Quality

Describe how your organization will ensure and record evidence that each teacher of a course access course is licensed and meets the qualification to teach in Tennessee, including the requirement for annual evaluations. Describe how your organization will conduct annual evaluations for all teachers of a course access course and will provide evaluation data to the Tennessee Department of Education.

When job openings are advertised, license requirements for each course is shared. Teachers must meet the licensure requirements prior to being offered a contract for adjunct duties with Polk

Innovative Learning Academy. Teachers will be evaluated twice per year for yearlong courses; once per year for semester/9-week courses using an appropriate version of the TEAM rubric. Evaluation data will be scanned and shared with the TDOE per the direction of the department.

Describe how you will recruit, select, and retain your instructors. Describe instructor qualifications and strengths. Describe what processes will be in place for instructional professional development and coaching.

Instructors are recruited statewide, with priority given to in-county instructors. Instructors' beliefs should align with the mission and vision of PILA. Upon contract, instructors are given access to professional development already in Canvas. This PD is specific to their duties as an instructor at PILA. Throughout the school year, Zoom meetings are held on a monthly basis to share information as well as best practices for meeting the needs of virtual students.

Describe differentiation and/or accommodations that will be available for various student populations (EL, students with disabilities, etc.).

All instructors are given access to student IEPs and are expected to follow accommodations accordingly. Students with read aloud may be instructed to download a chrome extension that allows for that accommodation for online content. Extended time and re-dos are automatically built into the structure of the curriculum.

Accountability

Describe how enrollment, performance, course completion, and grading information will be recorded and monitored for all participating students.

Students are enrolled through our local SIS. Verification will be sought from the home LEA guidance counselor. Students are expected to follow due dates that are paced throughout to ensure completion of the course. Students are graded and monitored on a weekly basis.

Describe the data you will collect and how you will comply with requirements to report enrollment, performance, course completion, and course grading to the Tennessee Department of Education and to the home LEA for all participating students.

Students are graded within the course and attendance is collected weekly based on work completion. Quarterly/final grades will be reported to the home LEA and to the TDOE as requested.

Financial Structures

Describe your organization's financial structure.

Additionally, provide documentation of your organization's financial viability by means of one or more of the following: Recent financial statements, corporate tax returns for two years, cash on hand, and or proposed model to maintain financial stability.

*Tennessee Local Education Agencies are exempt from this question as we already collect financial documentation through reporting.

We are a TN LEA

Potential Courses

What courses are you considering to offer for the Tennessee Course Access Program? Identify the delivery method for each course (virtual, blended, face-to-face).

All (potential) courses to be delivered via a fully virtual model:

American Sign Language 1 (full credit)

American Sign Language 2 (full credit)

Psychology (9 weeks/.5 credit)

Art History & Criticism (full credit)

Journalism I (full credit)

Social Media (9 weeks/.5 credit)

What is your process for determining which courses will be offered?

These courses are already available to our full-time virtual students. Other options will be explored based on feedback from students.

Required Documentation Checklist

Please ensure that you have provided documentation for compliance with the following

<ul style="list-style-type: none"> Provider data privacy policy that complies with all applicable state and federal student data privacy provisions, including, but not limited to, the Data Accessibility Transparency and Accountability Act; TCA 10-7-504; and the Family Educational Rights and Privacy Act (FERPA) (20. USC g 1232g). 	Attached
<ul style="list-style-type: none"> Provider accessibility online learning policy 	In process
<ul style="list-style-type: none"> ADA Section 504 Coordinator Contact information: Name: Dr. Tracy McAbee Role: Special Education Director Email: tmcabee@polkcountyschools.com Phone #: 423-299-0471 Address: 	
<ul style="list-style-type: none"> Website accessibility requirements 	Attached
<ul style="list-style-type: none"> All federal and state anti-discrimination laws 	Attached
<ul style="list-style-type: none"> Participation policy that does not require any examination or test beyond completion of prerequisite coursework or demonstrated mastery of prerequisite material 	PILA Handbook
<ul style="list-style-type: none"> Financial viability documentation <ul style="list-style-type: none"> Required for: charter management organizations, charter schools, out of state agency, nonprofit entity TN LEAs are exempt from this requirement. 	Exempt
<ul style="list-style-type: none"> Applicable virtual learning requirements established in T.C.A. Title 49, Chapter 16, if offering virtual courses 	PILA Handbook
<ul style="list-style-type: none"> Class size requirements established in T.C.A. 49-1-104 and instructional planning time requirements established by the Tennessee State Board of Education 	Adjunct Contract
<ul style="list-style-type: none"> Each teacher of a course is licensed to teach in this state and meets the qualifications to teach, including the requirement for annual evaluations, in compliance with the rules of the State Board 	Adjunct Contract
<ul style="list-style-type: none"> An assurance that the provider applicant has read the relevant statute and State Board rule for the Course Access Course program 	Below

Statement: We have read and understand the relevant statute and the State Board rule for the Course access Course program. T.Lanning

Tennessee Course Access Provider Application

[CHAPTER 0520-01-14](#)

The Tennessee Course Access Rule will be in effect January 1, 2020. In order for students to be enrolled in course access courses in the spring of 2021, the Department of Education will review applications from providers and submit providers for approval to the State Board of Education in early 2020.

Name of organization	Shelby County Schools, Memphis Virtual School			
Which best describes your organization?	X	Nonprofit entity		
	X	Tennessee LEA		
		Charter school or charter management organization		
		Institute of higher education		
		State agency		
		Other:		
Course type (Indicate all that apply)	X	Virtual		Blended (online and face to face)
		Face-to-Face		Other:
Focus Area(s)		Middle school (6-8)		
	X	High school credit (9-12)		
	X	Advanced Placement/IB		
	X	Dual-enrollment		
		Industry-based certification		
		Statewide Dual Credit		
		Internship/ apprenticeship		
		Other:		
Have you identified an LEA partner to host your courses?	X	Yes Which one(s)? <i>Memphis Virtual School</i>		No
Potential enrollment	75	Seats available per course	80	Number of courses offered
Primary Contact Person	Name	Dr. Vinson Thompson		
	Role	Principal		
	Address	2601 Ketchum Rd. Memphis, TN 38114		
	Phone	90-409-8021		
	Email	thompsonvf@scsk12.org		

Instructional Quality

Describe how your organization will ensure and record evidence that each teacher of a course access course is licensed and meets the qualification to teach in Tennessee, including the requirement for annual evaluations. Describe how your organization will conduct annual evaluations for all teachers of a course access course and will provide evaluation data to the Tennessee Department of Education.

a. Teacher Licensing

All courses are taught by teachers who are certified and highly qualified in their respective subject areas. Online teachers' licenses are verified by MVS administration with SCS district verification and Tennessee Department of Education

A teacher must meet the criteria below to be considered for tenure with SCS: (1) Has a degree from an approved four-year college or any career and technical teacher who has the equivalent amount of training established and licensed by the state board of education; (2) Holds a valid teacher license, issued by the state board of education based on training covering the subjects or grades taught; (3) Has completed a probationary period of five (5) school years or not less than forty-five (45) months within the last seven-year period, the last two (2) years being employed in a regular teaching position rather than an interim teaching position; (4) Has received evaluations demonstrating an overall performance effectiveness level of "above expectations" or "significantly above expectations" as provided in the evaluation guidelines adopted by the state board of education pursuant to TCA 49-1-302, during the last two (2) years of the probationary period; and (5) Is reemployed by the Superintendent for service after the probationary period.

- All online teachers are certified by the state of TN in the content area of their assigned course, and have vast instructional strengths while teaching the same course in the traditional setting, of which is verified by a Teacher Effectiveness Measurement score of 3 or better.

Describe how you will recruit, select, and retain your instructors. Describe instructor qualifications and strengths. Describe what processes will be in place for instructional professional development and coaching.

b. Teacher Annual Evaluations

MVS uses an internal review process (TEM 5.0) verifying teacher effectiveness of online instruction. It is the policy of the Shelby County Schools to regularly review and evaluate the performance of each employee. Performance reviews are conducted by the immediate supervisor or individual having supervisory authority, and shall consist of a written performance evaluation and discussion of the evaluation, including feedback for improvement, with the employee. All performance evaluations shall be conducted in accordance with procedures developed by the Superintendent (or designee) and shall be in accordance with any administrative rules and regulations accompanying this policy. Employees will be evaluated on an annual basis.

- School administrators are responsible for adhering to the evaluation process and providing timely feedback to improve the performance of evaluated employees.

- Online school instructors' scores and scoring processes are stored in the district's teacher evaluation management system and reported/documented in the personnel verification system for the Tennessee Department of Education.

c. Provide Evaluation Data

Evaluation data from the SCS home-school of all online instructor personnel is provided to the virtual school (MVS) principal and vice principal upon request. Such data is documented with Tennessee Department of Education via SCS internal Teacher Evaluation Management (TEM) system.

d. Instructional Professional Development

The online school provides quarterly, and as needed professional development to all online instructors via in-house personnel (MVS school Principal, College and Career Counselor, and LMS team)

Professional development is based on teacher needs (performance, experience, and areas of growth), as well as by their content area and grade-level. SCS uses teacher and student performance data, both qualitative and quantitative, to determine what professional development to offer to meet differentiated needs.

- Teachers are trained in the online course delivery system on which they teach in order to effectively use the courseware and various instructional media and to assist students.
- Teacher training includes the experience of online learning from the perspective of a student. Teacher training includes exposure to the student version of the courseware system in order to understand the technical and logistical requirements of, and to be equipped to help the student function effectively in, the online learning environment.
- Teacher training addresses the emotional and social aspects of online learning, particularly with regard to communicating with students. Online teachers are trained to identify and mitigate the ways in which the online environment can enhance or hinder the learning experience and to be sensitive to the perception of written language

Describe differentiation and/or accommodations that will be available for various student populations (EL, students with disabilities, etc.).

e. Instructional Differentiation and Accommodations

Instructional differentiation and accommodations are made through online teacher implementation. Accommodations are made per student IEP/504 plan.

All students with disabilities in the Shelby County Schools system shall be provided with a free and appropriate public education. To the maximum extent appropriate, students with disabilities attending SCS shall be educated with students who are nondisabled. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment shall occur only if the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved. Any educational placement is made only when it has been determined by the Individual Education Plan (IEP) Team that such placement is appropriate. Parents or legal guardians have a right to due process procedures if they feel that such placement is not appropriate.

- All instructional accommodations for any online student must be documented and approved with the online school Professional School Counselor/504 Coordinator
- All online teachers are required to provide course work accommodations per the students' current IEP/504 plan

Accountability

Describe how enrollment, performance, course completion, and grading information will be recorded and monitored for all participating students.

a. Enrollment

Memphis Virtual School allows students in the State of Tennessee to meet academic requirements for grades 9-12 in a virtual learning environment. This school offers new course work, credit recovery, and grade repair.

Shelby County Schools does not discriminate on the basis of race, color, national origin, sex, disability, or age. Only the residence of the parent with legal custody may be used for registration. (T.C.A. §49-6-3103)

- District students taking blended courses in traditional district schools must be full-time public school students enrolled at Shelby County school.
- Online students must log on and complete assignments daily and work synchronously with traditional school academic calendar
- Academic integrity (plagiarism and *netiquette*) is to expected of all online students regarding participation in lesson activities, discussions, and communications.
- Online teachers are required to ensure that authentic work has been produced by all students (tests administered by proctors, password-protected tests, limited test-time windows, synchronous contact with the teacher, and/or plagiarism checks)

b. Performance:

Credits will be awarded in .5 increments upon successful completion of a semester. Additionally, a student will receive one full credit in the course if he/she receives a passing yearly/final grade of 70% or higher in the course.

- Any student experiencing extreme difficulty in a subject, he/she may drop a course in accordance with the administrative rules and regulations accompanying the aforementioned policy
- Students that drop a course from his/her schedule after the end of the first nine weeks, then that course and a failing grade will be recorded on the student's cumulative record. If the

student is not dropped from the course, then a numerical grade of zero will be recorded for the remaining semester quarters.

c. Course Completion:

The District believes that a sufficient number of grades should be earned and recorded to accurately reflect a student's progress. Students in grades 9-12 must be provided an opportunity to earn at least 17 grades per nine-weeks (quarter) distributed among the following categories with the following weights: Course assignments 85%, Semester Exam 15%. All grades must be earned and recorded by the interim of the nine-week period.

- Semester grades are determined by counting quarter grades as 85% and the semester examination as 15%.

d. Grading information:

In accordance with Board policy, Shelby County Schools' (SCS) grading system for middle and high school students adhere to the Tennessee Uniform Grading System, other state laws and regulations concerning grading, and grade inclusion standards required by the State of Tennessee student assessment system. Academic grades are determined by students' mastery of content in each subject using varied assessment strategies

The grading system for all 6-12 grades has been established in accordance with the Tennessee Uniform Grading System, State Board of Education High School Policy and other state laws, policies, and regulations concerning grading, and shall comply with the grade inclusion standards required by the State of Tennessee student assessment system which are outlined in the administrative rules and regulations to this policy. As such, the Board authorizes the Superintendent to detail, upon Board approval, the methodology used and the required weighting for incorporating students' End of Course (EOC) examination scores into final course grades and the required weighting for incorporating students' scores on the State of Tennessee student assessment system into course grades, which will be provided in the administrative rules and regulations to this policy.

- Required grading categories and weights will be documented in the district's internal student information system gradebook. The SIS is the only official gradebook for the Shelby County Schools District; therefore, all online grades are recorded and communicated to SCS student information system. In addition, a printed backup copy of the gradebook must be maintained per quarter by online teachers and MVS.

Describe the data you will collect and how you will comply with requirements to report enrollment, performance, course completion, and course grading to the Tennessee Department of Education and to the home LEA for all participating students.

e. Data Collecting and Reporting

- Enrollment data is collected daily from the district's SIS
- Performance data is collected every nine-weeks in accordance with SCS grading periods

- Course Completion data is collected at the end of each academic semester and grades are stored in SIS for further transmission to TDOE
- Virtual school administrators and monitors support students through monitoring progress in LMS. Pacing guides are provided in course modules and calendars, schedule-driven syllabi.
- Course tutorial services are provided daily via certified Tennessee licensed educators/ instructors
- Student performance outcome data is used to impact program improvements and modifications
- on assignments and recommended actions, and coordinate resources that may be available at the student's school.

- Parent/observer accounts are created for all identified personnel for each school. Parent/observer accounts allow principals, counselors, online monitors, and the ability to view student progress in real time. It also allows school personnel to view student progress

Shelby County Board of Education 6003 Issued Date: 07/30/13, Revised Date: 10/28/14, 06/30/15, 10/25/16 Policy is to inform parents and students of the circumstances in which a student's education record can or cannot be released and of the circumstances in which individuals or organizations can conduct research or surveys that increase an understanding of the educational needs of children
 Shelby County Board of Education 6003 Issued Date: 07/30/13, Revised Date: 10/28/14, 06/30/15, 10/25/16

CONFIDENTIAL STUDENT INFORMATION

Shelby County Board of Education 6003 Issued Date: 07/30/13, Revised Date: 10/28/14, 06/30/15, 10/25/16

policy informs parents and students of the circumstances in which a student's education record can or cannot be released and of the circumstances in which individuals or organizations can conduct research or surveys that increase an understanding of the educational needs of children

This policy applies to:

(a) the parent of a student who is under eighteen years of age, including a guardian and an individual acting as a parent in the absence of a parent or guardian;

(b) a student who is 18 years old or more (eligible student), 1 including a student who becomes an eligible student while under current enrollment/attendance

(c) third parties seeking access to confidential student information; and (4) individuals or organizations seeking permission to conduct research or surveys. [Parents and eligible students will be referred to collectively as parent/guardian.]

Financial Structures

Describe your organization's financial structure.

Additionally, provide documentation of your organization's financial viability by means of one or more of the following: Recent financial statements, corporate tax returns for two years, cash on hand, and or proposed model to maintain financial stability.

*Tennessee Local Education Agencies are exempt from this question as we already collect financial documentation through reporting.

N/A

Potential Courses

What courses are you considering to offer for the Tennessee Course Access Program? Identify the delivery method for each course (virtual, blended, face-to-face).

a. Potential Courses

The State Board of Education has established minimum standards for graduation from any Tennessee Public High School. Any student who meets the requirements shall be awarded the appropriate diploma as specified in the Rules of the Tennessee Department of Education and The State Board of Education Rules, Regulations and Minimum Standards for the Operation of the Public School System.

REGULAR HIGH SCHOOL DIPLOMA

To earn a regular high school diploma, students must meet the minimum standards established by the State Board of Education, specifically, complete the ACT or SAT prior to graduation, if the students was enrolled in a Tennessee public high school during their 11th grade year*, have a satisfactory record of attendance and discipline, and earn the following 22 units of credit:

- English Language Arts 4 credits
- Mathematics 4 credits
- Science 3 credits
- Social Studies 3 credits
- Wellness 1 credit
- Physical Education 0.5 credit
- Personal Finance 0.5 credit
- Elective Focus 3 credits
- Foreign Language** 2 credits
- Fine Arts** 1 credit

Total 22 credits
Additionally, Honors, Dual Enrollment, and AP courses (having met course pre-requisites) are offered as appropriate to meet students' needs.
What is your process for determining which courses will be offered?
All courses are offered based on the enrollment determined by school counselors in the SIS.

Required Documentation Checklist	
Please ensure that you have provided documentation for compliance with the following	
<ul style="list-style-type: none"> Provider data privacy policy that complies with all applicable state and federal student data privacy provisions, including, but not limited to, the Data Accessibility Transparency and Accountability Act; TCA 10-7-504; and the Family Educational Rights and Privacy Act (FERPA) (20. USC g 1232g). 	Attach a copy of organization's official policy
<ul style="list-style-type: none"> Provider accessibility online learning policy 	Attach a copy of organization's official policy
<ul style="list-style-type: none"> ADA Section 504 Coordinator Contact information: Name: Role: Email: Phone #: Address: 	Provide contact person information on this form.
<ul style="list-style-type: none"> Website accessibility requirements 	Attach a copy of organization's official policy
<ul style="list-style-type: none"> All federal and state anti-discrimination laws 	Attach a copy of organization's official policy/law
<ul style="list-style-type: none"> Participation policy that does not require any examination or test beyond completion of prerequisite coursework or demonstrated mastery of prerequisite material 	Attach a copy of organization's official policy

<ul style="list-style-type: none"> • Financial viability documentation <ul style="list-style-type: none"> ◦ Required for: charter management organizations, charter schools, out of state agency, nonprofit entity <p>TN LEAs are exempt from this requirement.</p>	<p>Attach official document(s) with submission of application</p>
<ul style="list-style-type: none"> • Applicable virtual learning requirements established in T.C.A. Title 49, Chapter 16, if offering virtual courses 	<p>Attach a copy of organization's official policy</p>
<ul style="list-style-type: none"> • Class size requirements established in T.C.A. 49-1-104 and instructional planning time requirements established by the Tennessee State Board of Education 	<p>Attach a copy of organization's official policy</p>
<ul style="list-style-type: none"> • Each teacher of a course is licensed to teach in this state and meets the qualifications to teach, including the requirement for annual evaluations, in compliance with the rules of the State Board 	<p>Attach a copy of organization's official policy</p>
<ul style="list-style-type: none"> • An assurance that the provider applicant has read the relevant statute and State Board rule for the Course Access Course program 	