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Summary of State Policy on Online Learning

White Paper

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Introduction and Purpose

The continued expansion of digital content and online instructional delivery systems is leading to dramatic changes in the educational landscape (Center on Online Learning and Students with Disabilities [COLSD], 2014). Proponents of online learning hold enormous promise such as flexibility in the way the educational content can be presented as well as in time, location, and pace students can learn the contents (Ash, 2010; Bienkowski, Feng, & Means, 2012; Kim, 2012; Teeter, 2012). While these may have a greater potential to better accommodate the instructional needs of students with disabilities, there is a dearth of research on the implications of online learning for students with disabilities (COLSD, 2014).

Under Section 618 of the *Individuals with Disabilities Education Act (IDEA)*,[1] states are required to report data on students with an individualized education program (IEP) according to their educational environments in which they receive education (20 U.S.C. §618, 2004). For students ages 6 through 21, states are reporting percent of students with IEPs served: inside the regular class 80 percent or more of the day; no more than 79 percent and no less than 40 percent of the day; less than 40 percent of the day; or in separate schools, residential facilities, or homebound/hospital placements (20 U.S.C. §1416(a)(3)(A)). There are no specific requirements to report on students with disabilities in an online education environment.

The purpose of this policy scan was to gather information on available state policies and guidance related to online learning and students with disabilities from a small group of states (see box 1 for the methods used to identify states) with the goal of facilitating discussion on this emerging topic and fast-moving policy arena. We also expect this information will help identify potential areas of technical assistance needs to reflect online education within the context of the current IDEA data collection on educational environments.

This report begins with a summary of characteristics of online learning in selected states. Box 1 outlines the methods used in this review, and appendix A provides more detail in a state-by-state table. The Center on Online Learning and Students with Disabilities, an OSEP-funded TA center, defines online learning as "education in which instruction, content, knowledge, and skill acquisition are mediated primarily by network technologies such as the internet" (COLSD, 2012).

And this summary report uses the term "online learning" as defined by the COLSD to refer to a wide range of names available to describe such an education environment.

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[1] IDEA Section 618 data consist of (1) the number of infants and toddlers served under IDEA, Part C; the settings in which they receive program services; information on the transition at age 3 out of Part C; and dispute resolutions and (2) the number of children and students served under IDEA, Part B; the environments in which they receive education; their participation in and performance on state assessments; information on their exiting special education services; actually, this is exiting from school the personnel employed to provide educational services to them; disciplinary actions that affect them; and dispute resolution information.

Box 1 The methods used in this state policy scan

To identify states that may provide deeper insights on students' participation in online learning, we selected states that:

- Require online experience as part of high school graduation, or
- Reported a higher number of online course enrollment.

The *IDEA* Data Center (IDC) work group members reviewed publicly available information from the websites of state departments of education and states'

online legislature databases. Two additional information sources—policy database of the Education Commission of States (ECS) and policy database of the Center on Online Learning and Students with Disabilities (COLSD)—were used to supplement when the information was not readily available from the websites.

Note: States may not post all relevant documents on online learning on their websites, especially states that are piloting or developing policies. Because this policy area is moving so fast, documents may have been posted or removed from websites between when the websites were searched and this document was published.

Seven states that require online learning experience as part of high school graduation or reported a high number of online course enrollment are included in this report (see table 1). While an increasing number of states are moving toward developing policies or guidelines to support student participation in online schools and courses, statewide student-level or course-level enrollment estimates are not yet available (iNACOL, 2013).

Student-level enrollment is defined as one year-long full-time equivalent student and is a non-duplicate count of students enrolled in fully online schools and blended schools. Online course enrollment is the number of students in one semester-long online course, and thus students can be counted more than once if they enroll in multiple online courses (Keeping Pace, 2013).

Table 1 States that require online learning experience for high school graduation or reported high online course enrollment

States	Selection criteria	
	High school graduation requirement	**High online course enrollment in 2012**
Alabama	✓	44,332
Florida	✓	303,329
Georgia		28,876
Idaho		17,627
Michigan	✓	19,822
North Carolina	✓	97,710
Virginia	✓	6,460

Note: In Arkansas, the online learning requirement for high school graduation was in a pilot state at the time the review began. Full implementation is effective as of the 2014-15 school year.

Idaho revoked the requirement in November 2012. Previously, the state required students to take at least two online courses for high school graduation.

Source: Authors' analysis of data collected through online searches (2014); iNACOL (February 2013).

Findings

This section provides descriptive summaries of online learning as appeared in the policies or guidance documents of the seven states. The first subsection begins by describing different terms and definitions states are using to refer to online learning programs. Other categories include types of online learning options, eligibility to participate in online learning, reporting requirements for online learning provider, and implementation of Individualized Education Programs (IEPs) or 504 plans.

States use a wide range of terms and definitions to describe online learning

Online learning is referred to by many different terms that vary by state. But even within a state, different terms were used and at times used interchangeably.

Table 2 Different terms used by states to refer to online learning

Terms/names	Number of states
Blended learning	7
Online learning/experiences/course/programs/schools	6
Virtual schools/education program/instruction	6
Distance learning	5
Digital learning/instruction	5
Cyber (charter) schools	2
eLearning	1
Mobile learning	1
Remote educational program	1

Source: Authors' analysis of data collected through online searches (see appendix A).

Descriptions or definitions of various online learning terms include common elements

Definitions of various terms states are using to refer to online learning are available in the websites of state departments of education or from states' legislatures (see box 2). And while these definitions also vary across states, they contain several common elements as shown in table 3.

Box 2 Examples of states' legislative definitions of online learning

Alabama: *Distance learning* is a formal educational process using technological delivery in which instruction occurs where students and instructors are not in the same place. Instruction may be synchronous or asynchronous. Distance education may use audio, video, or computer technologies. Distance education, distance learning, and e-learning are recognized by the Commission as being synonymous terms. Academic courses or programs are considered to be distance education entities when over 50 percent of the content is delivered through distance education modes.[1]

Arkansas: *Digital learning* refers to a digital technology or internet-based educational delivery model that does not rely exclusively on compressed interactive video.[2]

Florida: *Virtual education* is an internet-based program that takes place in an interactive place in an interactive learning environment created through technology.[3]

Georgia: *Online schools* primarily offer computer-based curriculum delivery. The courses may have live meetings (also known as synchronous), may be entirely non-live (asynchronous), or a combination of the two.[4]

Idaho: *Virtual distance* learning is a method of curriculum delivery that includes the application, extension, and delivery of instructional opportunities between teachers and parents, teachers and students, and/or parents and students in nontraditional public school settings, including student homes and that provides educational opportunities both online and offline through web-based computer lessons, activities, and assessments coupled with traditional curriculum materials appropriate to the student's education level.[5]

Michigan: *Online instructional program* is a course of study that generates a credit or a grade, provided in an interactive computer-based and internet-connected learning environment, in which pupils are separated from their teachers by time or location, or both, and in which a Michigan certificated teacher is responsible for providing direct instruction, diagnosing learning needs, assessing pupil learning, prescribing intervention strategies, reporting outcomes, and evaluating the effects of instruction and support strategies.[6]

North Carolina: *eLearning* uses electronic technologies to access educational curriculum outside of a traditional classroom. In most cases, it refers to a course, program, or degree delivered completely online. North Carolina eLearning Commission defines eLearning as courses that are specifically delivered via the internet to somewhere other than the classroom where the professor is teaching. It is not a course delivered via a DVD or CD-ROM, videotape, or over a television channel.[7]

Virginia: *Online course* refers to course or grade-level subject instruction that: (i) is delivered by a multi-division online provider primarily electronically using the internet or other computer-based methods and (ii) is taught by a teacher primarily from a remote location, with student access to the teacher given synchronously, asynchronously, or both.[8]

Source: State education agency websites and states' online legislature databases (see appendix A).

Table 3 Common elements across definitions of online learning

Common elements
Interactive setting
Synchronous or asynchronous
Use technology to deliver instruction:
Computer-based
Internet-based (online)
Audio and video
Students are separated from instructors by time or location, or both
Require certified teachers as instructors
Distinguishes between:
Schools and courses
Full- and part-time options
Credit bearing and non-credit bearing

Source: Authors' analysis of data collected through online searches (see appendix A).

Many different types of online learning options are available to students

In the seven states reviewed for this report, many different types of online learning options are available, ranging from state-funded full-time programs (e.g., Florida Virtual High School) to part-time supplemental programs offered through local school districts (e.g., Bonneville school district in Idaho).

Table 4 Types of online learning options available to students

Types	Number of states
State-supported program	7
District-supported program	5
Full-time, non-charter schools	2
Full-time, charter schools	5
Part time/supplemental	8
Blended schools	2

Source: Authors' analysis of data collected through online searches (see appendix A); Keeping Pace (2013).

All students are eligible to participate in online learning options

Online learning options supported by states are available to all students who meet the eligibility requirements for participation as determined by each state. For example, most states have a residency requirement and require students to obtain district pre-approval to enroll in state-supported online schools or courses. Similarly, district-supported online learning options are open to all students who attend the district's public schools. Six states specify in the policy or guidance documents (e.g., parent handbook) that students with IEPs or services plans developed under Section 504 are eligible to participate in online learning options.

States require online learning providers to make enrollment data and performance accountability measures available to the public

Five states require that online learning providers report on various aspects of program performance and provide data on students and teachers, including course enrollment rates, student course completion and promotion rates, and certification status of instructional personnel.

Implementation of IEP or 504 plans of students enrolled in online learning is the responsibility of local school districts in most states

Most states reviewed in this report provide guidance on provision of special education and related services for students with disabilities enrolled in online schools or courses. State-funded charter schools also have guidance on implementation of IEP or 504 plans, including providing accommodations or adaptations for assessments. In most states, students' home school districts are responsible for providing special education and related services to students with disabilities enrolled in a state- or district-supported online learning options.

Concluding Remarks

Findings of the policy scan suggest that states' policies or guidance on online learning are broad and inclusive of all students, including students with disabilities served under IDEA. State policies specific to students with disabilities and online learning are scarce. States vary with regard to the amount of data and information as well as the degree of specificity in their policies and guidance.

Our background research and communications with states indicate interests in online learning environment are growing among students with disabilities. For example, states that participated in interviews with IDC expressed the need for better data and information on students with disabilities who participate in various online learning options.[2] IDC is considering developing several resources to help states collect, identify, and report data that provide a better insight on how students with disabilities are served in this fast expanding education environment. Potential tools and products may include white papers, case stories, or vignettes that describe various ways for states to consider in gathering and reporting data on students with disabilities in an online learning environment. And with the continued expansion of online learning opportunities, IDC plans to update the white paper in the future to include additional states.

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[2] Interviews with select states are currently underway, and the report is expected to be available in year 2.

Appendix 1 Selected State Policy on Online Learning and Students with Disabilities

Alabama

Terms	Definitions
• Online experience[9] • Blended learning[10] • Distance learning[11]	• **An online experience:** a structured learning environment that uses technology, consistently and regularly, with intranet/internet-based tools and resources as the delivery method for instruction, research, assessment, and communication.[36] • **Blended instruction or blended learning:** a mix of synchronous and asynchronous instructor-designed online experiences. The delivery of the synchronous instruction may involve a teacher in the classroom or a teacher via interactive videoconferencing (IVC). • **Distance learning:** A formal educational process using technological delivery in which instruction occurs where students and instructors are not in the same place. Instruction may be synchronous or asynchronous. Distance education may use audio, video, or computer technologies. Distance education, distance learning, and eLearning are recognized by the Commission as being synonymous terms. Academic courses or programs are considered to be distance education entities when over 50 percent of the content is delivered through distance education modes.[37]

Online learning options

• All of the online education activity in Alabama is through the state virtual school, ACCESS (Alabama Connecting Classrooms, Educators, and Students Statewide) Distance Learning, which was launched in November 2004.[64]

• It provides opportunities and options for Alabama public high school students to engage in Advanced Placement (AP), elective, and other courses to which they may not otherwise have access or be able to schedule.[65]

• Courses are provided at no cost to students enrolled in an Alabama public high school (Grades 9-12).[66]

Eligibility for participation/enrollment

• Be currently enrolled in grades 9-12 in an Alabama public school.

• Be a special education student in a state correctional facility and registered with an Alabama public high school.

• The SDE reserves the right to deny enrollment to students who have been expelled from previous courses due to misconduct or failure to abide by academic integrity or internet acceptable-use policies.

High school graduation requirement

• Beginning with the 9th- grade class of the 2009-10 school year, all students will have as their default diploma option the Advanced Academic Endorsement to the Alabama High School Diploma and at least one online/technology enhanced course or experience prior to graduation.[95]

• AL adopted the new Alabama High School Diploma (AHSD) in January 2014, which applies to all students beginning with the 9th-grade class cohort of 2010-11, which continues to include the online learning experience requirement.[96, 97, 98]

Online learning as a high school graduation requirement

Exceptions for this requirement will be allowed for students with IEPs.[122]

Alabama (continued)

Provision of special education and related services/implementation of IEP or 504 plan

Responsibilities of online programs for students with disabilities who have either an IEP or a 504 plan:[125]

Prior to registration for an ACCESS course, the counselor shall contact the student's case manager for a review of the educational needs of the student based on the requirements of the IEP or the 504 plan.

If a distance learning course is determined to be appropriate for the student based on the IEP or 504 plan, and the student takes such a course during the implementation period of the IEP or 504 plan, the local school will be responsible for providing any supplementary aids and services as required in the IEP or 504 plan that are not supported within the online environment and for maintaining communication with the ACCESS teacher.

Counselors will work with the special education case manager to ensure that the IEP or 504 plan is made available to the ACCESS teacher and support center director. The ACCESS teacher must be informed of his or her responsibilities for implementing the IEP or 504 plan.

If an ACCESS course is taken by a student receiving special education services during the summer, or any time period not covered by the IEP, neither the local school nor ACCESS will be responsible for providing supplemental aids and services.

The ACCESS teacher and support center will maintain confidentiality with all personally identifiable educational records received by storing such records in a secure environment. At the end of the term, any personally identifiable educational records received by the ACCESS teacher or support center director will be shredded.

Florida

Terms	Definitions
• Digital learning[12] • Florida Virtual School (FLVS)[13] • Florida Virtual School Global[14] • Blended learning (an innovation school of technology)[15]	• **Virtual instruction program:** a program of instruction provided in an interactive learning environment created through technology in which students are separated from their teachers by time or space, or both.[38] • **Virtual education:** an internet-based program that occurs in an interactive place in an interactive learning environment created through technology. One-on-one and group instruction delivered by state and nationally certified teachers.[39] • **An innovation school of technology:** a school that has, on a schoolwide basis, adopted and implemented a blended learning program.[40] • **A blended learning program:** an education program in which a student learns in part through online delivery of content and instruction with some element of student control over time, place, path, or pace and in part at a supervised brick-and-mortar location away from home. • **Blended learning models may use one of the following blended learning models:** flipped classroom model, flex model, and rotation model.[41]
Online learning options	**Eligibility for participation/enrollment**

• State level[67]
    – (FLVS – full time or supplemental
 • District level
    – District franchises of FLVS – full time or supplemental
    – District Virtual Instruction Program (VIP)[68] – full time or supplemental
    – Online individual course offerings[69] to students in traditional schools or outside of traditional school settings–full time or supplemental.
 • Blended learning opportunities–traditional district schools and brick-and-mortar charter schools offer blended learning opportunities.
	• A student is eligible to participate in virtual instruction if the student:[82]
	    – Spent the prior school year in attendance at a public school in the state and was enrolled and reported by the school district for funding during October and February for the purpose of the Florida Education Finance Program surveys
	    – Is a dependent child of a member of the United States Armed Forces who was transferred within the last 12 months to Florida from another state or from a foreign country pursuant to a permanent change of station order
	    – Was enrolled during the prior school year in a virtual instruction program, the K-8 Virtual School Program, or a full-time FVS program
	    – Has a sibling who is current enrolled in a virtual instruction program and the sibling was enrolled in that program at the end of the prior school year
	    – Is eligible to enter kindergarten or first grade
	    – Is eligible to enter grades 2 through 5 and is enrolled full time in a school district virtual instruction program, virtual charter school, or the FVS.
	 • FLVS serves any student in the state who meets the profile for success in this technology-based educational delivery context and shall give priority to:[83]
	    – Students who need expanded access to courses in order to meet their educational goals, such as home education students and students in inner-city and rural high schools who do not have access to higher-level courses
	    – Students seeking accelerated access in order to obtain a high school diploma at least one semester early.
	 • Students in blended learning courses must be enrolled full time at district public schools or charter schools and receive the online instruction in a classroom setting at the school.[84]

Florida (continued)

High school graduation requirement
Beginning with students entering grade 9 in the 2011-12 school year, at least one course within the 24 credits required in this subsection must be completed through online learning.[99]

Approved providers of online learning	Data collection or reporting requirements

Approved provider means a provider that is approved by the Department of Education under subsection (2), the FLVS, a franchise of the FLVA, or a Florida College System institution.[104]	• Online learning providers are required to make the following information available to the general public:[108]
	  – Information and data about the curriculum of each full-time and part-time program
	  – School policies and procedures
	  – Certification status and physical location of all administrative and instructional personnel
	  – Hours and times of availability of instructional personnel
	  – Student-teacher ratios
	  – Student completion and promotion rates
	  – Student, educator, and school performance accountability outcomes.

Eligibility to participate
• Educational choice: Parents of public school students may seek whatever public school choice options that are applicable and available to students, which includes virtual instruction programs.[114] • Any student who meets the eligibility to participate in online programs (see above) is eligible to participate in the school district VIP and FLVS.[115] • A student whose IEP indicates that full-time virtual instruction is appropriate may be enrolled in a full-time VIP.[116]

Online learning as a high school graduation requirement
This requirement does not apply to a student who has an IEP under s. 1003.57, which indicates that an online course would be inappropriate.[123]

Florida (continued)

Provision of special education and related services/implementation of IEP or 504 plan

FLVS Full-time:

Determining appropriateness of FULL-TIME virtual instruction for student with disability who has an IEP:[126]

- Upon receipt of information indicating that a student who is enrolling is a student with an IEP, the FLVS FT program must convene a meeting of the FLVS IEP team

- For all middle and high school grade levels, the IEP teams should start considering the services and supports needed for participation in an online learning environment as part of the consideration of what a student will need to complete online end-of-course (EOC) assessments and other online tests successfully.

Identification and determination for students' eligibility for special education and related services: The FLVS FT school has the responsibility to implement procedures and processes to identify and evaluate students if the FLVS FT school has reason to suspect that an enrolled student may be a SWD in need of special education and related services. Consistent with the evaluation process for any student suspected of having a disability, FLVS must review all existing data for the student, which would include data regarding the student's response to instruction and interventions provided by FLVS and information from any assessments administered by FLVS. If it is determined that additional formal assessment data are needed to determine the student's eligibility for special education and related services, obtaining such an assessment(s) is the responsibility of the FLVS FT program.

Review of IEPs: If during the process of the review of the IEP, FLVS has concerns about being able to meet the needs of the student, FLVS is advised to convene a "hybrid" IEP team meeting that includes representatives from the school district in which the parent and student reside. The IDEA and corresponding state regulations make provisions for parent participation in meetings via phone and video conferencing.

FAPE: Since FLVS and district virtual schools are choice options and consequently are not required to alter their programs fundamentally in order to meet the needs of every student with a disability, if it is determined that the virtual school is unable to meet the needs of the student, the school district in which the student and parent reside must make a free appropriate public education available (FAPE) to the student.

School district VIP:

Identification and determination for students' eligibility for special education and related services: Students enrolled in a district VIP may need to visit the traditional public school site during the process. Districts must work with their virtual school providers to ensure that child find requirements are met.[127]

Provision of special education and related services: The school district may operate one or more schools to provide virtual instruction programs for their students. However, as with any other public school in the district, the school day for a student with a disability may include more than the basic courses provided to all students. Some accommodations and supplemental services can be provided in conjunction with the school district's VIP. For some students with a disability, the IEP team may determine the need for additional services beyond those provided in the district VIP. Depending on the nature and extent of those additional services, these students may be able to participate in the school district's VIP and also receive ESE services (e.g., speech therapy) from the district or from the virtual provider contracted by the district.

Review of IEP: For school district VIP programs, the IEP team for the VIP would have the responsibility for reviewing and revising the IEP to meet the student's needs in the virtual environment.

Transportation: Since the student is participating in the school district VIP as a choice option, there would be an obligation to provide transportation.[128]

Assessments: If a student who is receiving instruction in the Next Generation Sunshine State Standards/Florida Standards access points and participating in the Florida Alternate Assessment (a decision made by the IEP team) is enrolled in the school district VIP, then the district's assessment director or alternate assessment coordinator can provide information on the assessment window and assessment procedures. Note that the Florida Alternate Assessment must be administered individually by a certified teacher who has received training in the administration of the assessment.[129]

Georgia

Terms	Definitions
• Georgia Virtual School (GaVS) • Online learning • Mobile learning • Virtual instruction programs • Cyber charter schools • Bended schools • Distance learning	• **GaVA** whereby students may enroll in state-funded courses via the internet or in any other manner not involving on-site interaction with a teacher.[42] • **Online schools** primarily offer computer-based curriculum delivery. The courses may have live meetings (also known as synchronous), may be entirely non-live (asynchronous), or a combination of the two.[43] • **A blended school** offers an academic program that combines online learning with face-to-face instruction.[44] • **Other terms** shown above also were used in various documents and legislature, but no specific definitions were provided.

Online learning options	Eligibility for participation/enrollment

• State level[70]
  – Full-time state-funded GaVS
  – Supplemental state-funded GaVS
  – Full-time virtual charter schools.[71]
• District level
  – Full-time charter
  – Supplemental.
	• **Georgia Virtual School (GaVS):**
	  – Any Georgia student who is age 21 or younger are be eligible to enroll in the Georgia Virtual School, at no cost to the student.[85]
	  – In order to enroll in course(s) from Georgia Virtual School, you must have the approval of your local school.[86]
	  – Students in grades 9-12 may enroll in GaVS online courses without approval of the home district, regardless of whether the school in which the student is enrolled offers the same course.[87]

Approved providers of online learning

The Georgia State Department of Education annually provides local school systems with a list of providers approved to offer virtual instruction programs.[105, 106]

Data collection or reporting requirements

• Online learning providers are required to make the following information available to general public:[109]
  – Information and data about the curriculum of each full-time and part-time program
  – School policies and procedures
  – Certification status and physical location of all administrative and instructional personnel
  – Hours and times of availability of instructional personnel
  – Student-teacher ratios
  – Student completion and promotion rates
  – Student, educator, and school performance accountability outcomes.

Georgia (continued)

Eligibility to participate

- **GaVS:**
  - SWDs currently enrolled in public schools will participate in the GaVS in accordance with the student's IEP or the student's service plan developed under Section 504 [117]
  - GaVS will not discriminate against any qualified individual on the basis of disability.[118]
- **Georgia Connections Academy:**
  - For students with IEPs, Connections Academy provides a continuum of virtual special education services that range from consultation, curriculum accommodation and modification, collaboration with learning coaches and general education teachers, to virtual direct instruction
  - Connections Academy provides students with IEPs with related services, which may include virtual speech language and virtual occupational therapy, as determined by the IEP team. For eligible students with disabilities who do not require special education, Connections Academy develops (as needed) and implements Section 504 plans that detail appropriate accommodations and modifications.[119]

Provision of special education and related services/implementation of IEP or 504 plan

GaVS: Upon receipt of an IEP or 504, the GaVS reviews the plan to determine what accommodations are conducive to the online environment.[130] GaVS then sends notification to the local school outlining what portions of the IEP/504 GaVS can implement.

- <u>Accessibility to courses:</u> The GaVS will ensure that all courses provided to SWD are accessible and that SWD are provided the same opportunity to derive the same educational benefit from provided courses as students without disabilities.[131]

- <u>Determining the need for and providing services to SWDs currently enrolled in private schools or home school programs:</u>[132]
  - If a parent of a homeschool or private school student enrolled with GaVS feels his/her child may have a disability, the parent should request that GaVS conduct an evaluation of the student
  - The GaVS, with parental consent, will conduct an evaluation of any person who, because of a disability, needs or is believed to need educational accommodations or related services
  - If the student has been determined to be a SWD in the past, the evaluation team will also periodically conduct reevaluations of the student to determine a student's current eligibility and educational needs.

- <u>Provision of special education and related services/accommodation:</u>[133]
  - GaVS provides accommodations in the online environment for students with an IEP or 504 plan. In order to have accommodations implemented in an online class, Georgia Virtual must receive a current copy of the student's IEP or 504 plan each semester the student enrolls in a GaVS class
  - If GaVS is unable to meet the requirements of the newly drafted plan, the local school should withdraw the student from GaVS courses immediately and find an alternate educational setting
  - Students enrolled with GaVS who are private school or home school students will be provided with necessary services and accommodations required under Section 504. Private and home school students are not eligible for IEP accommodations by GaVS.

Georgia (continued)

Provision of special education and related services/implementation of IEP or 504 plan (cont.)

Georgia Connections Academy:[134]

- Provision of special education and related services: For students with IEPs, Connections Academy provides virtual special education services that range from consultation, curriculum accommodation and modification, collaboration with learning coaches and general education teachers, to virtual direct instruction. It also provides students with IEPs with related services, which may include virtual speech language and virtual occupational therapy, as determined by the IEP team. For eligible students with disabilities who do not require special education, Connections Academy develops (as needed) and implements Section 504 plans that detail appropriate accommodations and modifications.

Georgia Cyber Academy:[135]

- Accommodation: Depending on a child's IEP, the academy can tailor its curriculum to meet the needs of the students.

Gwinnett County Online Campus:[136]

- Placement decision: All placement decisions are made by the student's IEP team, and instruction may or may not be directly delivered through Online Campus, depending on the needs of the student and the availability of such services through Gwinnett Online Campus.

- Provision of special education and related services: The district will be responsible for ensuring that appropriate services are provided to all students with an IEP.

Idaho

Terms	Definitions
• Idaho Digital Learning Academy (IDLA)[16] • Virtual school[17] • Virtual distance learning programs[18] • Digital learning[19] • Blended learning[20] • Online educational program[21] • Remote educational program[22]	• **IDLA:** an online educational program organized as a fully accredited school with statewide capabilities for delivering accredited courses to Idaho resident students at no cost to the student unless the student enrolls in additional courses beyond full-time enrollment.[45] • **Virtual school:** "delivers a full-time, sequential program of synchronous and/or asynchronous instruction primarily through the use of technology via the internet in a distributed environment … and must have an online component to their school with online lessons and tools for student and data management."[46] • **Virtual distance learning:** a method of curriculum delivery that includes the application, extension, and delivery of instructional opportunities between teachers and parents, teachers and students, and/or parents and students in nontraditional public school settings, including student homes, and that provides educational opportunities both online and offline through web-based computer lessons, activities, and assessments coupled with traditional curriculum materials appropriate to the student's education level.[47]
Online learning options	

• State level[72]
  – Supplemental state-funded IDLA
  – IDLA Blended Learning Consortium[73]
  – Full-time virtual charter schools.
• District level
  – District-run programs (e.g., Bonneville, Vallivue, Emmett, and Coeur d'Alene School districts offer online programs).[74]
	• **Digital learning:** any instructional practice that is effectively using technology to strengthen the student learning experience. It encompasses a wide spectrum of tools and practice, including using online and formative assessment, increasing focus and quality of teaching resources and time, online content and courses, applications of technology in the classroom and school building, assistive technology for students with disabilities, hardware and software providing Universal Design for Learning (UDL), learning platforms, participating in professional communities of practice, providing access to high-level and challenging content and instruction, and many other advancements technology provides to teaching and learning.[48]
	
	• **Remote educational program:** an educational program delivered to students in the home or other location outside of a school building.[49]
	
	• The terms **"online learning program"** and **"blended learning"** were used in defining Idaho Digital Learning Academy in the state statute and other documents, but no specific definitions were provided.

Enrollment estimates	**Eligibility for participation/enrollment**

The IDLA had 19,036 course enrollments in SY 2012-13.	• **Online courses offered by IDLA:**[88]
	  – Be currently enrolled in a local public school and complete the IDLA Orientation Course prior to beginning IDLA online class.
	  – Student must have access to equipment that meets the minimum requirements specified in the Idaho Digital Learning course description.
	• **Full-time virtual charter schools:**
	  – All students who reside in the state of Idaho.

High school graduation requirement	
Idaho repealed its online learning requirement along with many other provisions affecting online learning in SB1184. Two controversial aspects of SB1184 had been made into Idaho State Board of Education (SBE) rule before the November referendum: a requirement that all students take at least two online courses to graduate from high school and a fractional ADA funding formula that would have helped fund online courses, in part, from school district funding. In November 2012, the SBE voted to repeal both measures.	

Idaho (continued)

Approved providers of online learning	Eligibility to participate
All virtual charter schools are approved by the Public Charter School Commission.	• **Idaho Virtual Academy:**[120] As a public charter school is open to all students. Children with and without disabilities will be admitted to IDVA on the same basis. Directors of special education and special education teachers work together to ensure that children with special needs receive appropriate accommodations and services. Students with disabilities are served according to federal, state, and local laws regarding special education.

Provision of special education and related services/implementation of IEP or 504 plan

IDLA:[137] The Site Coordinator will notify the course instructor immediately upon the enrollment of a student with a disability and provide IDLA with a copy of the student's full IEP or documentation provided to home campus teachers of the same student. The student's tracking teacher should also be given contact information for the IDLA instructor so that dialog between the tracking teacher and the IDLA instructor can take place.

• Development and implementation of IEP for students with disabilities participating in online courses: It is the home district's responsibility to develop and implement IEPs and 504 plans. IDLA staff will comply with the IEP or 504 plan; however, the home district must provide resources required by such plans.

• Accommodations: Any services identified on a student's IEP or Section 504 plan must be met by the student's home campus. The Site Coordinator/District Representative is responsible for sending the student's IEP/504 to IDLA. Upon receipt of the individual plan, the IDLA instructor will provide acceptable accommodations specified in the IEP/504 plan with additional resources of the IEP/504 plan being the responsibility of the home district, such as:

  – IEP/504 plan specified accommodations and/or adaptations for instruction

  – Implementation of Behavior Intervention Plan (BIP)

  – IEP/504 plan specified accommodations and/or adaptations for assessments (classroom and state-/district-wide)

  – Qualified students with disabilities needing accommodations and/or adaptations should contact the home school Site Coordinator before enrolling in an online course to ensure needs are met in a timely manner.

• IDLA instructors should be invited to participate in IEP meetings as would any home campus instructor.

INSPIRE Connections Academy:[138]

• Accommodations: For students with IEPs, Connections Academy provides a continuum of virtual special education services that range from consultation, curriculum accommodation and modification, collaboration with learning coaches and general education teachers, to virtual direct instruction. Connections Academy provides students with IEPs with related services, which may include virtual speech language and virtual occupational therapy, as determined by the IEP team. For eligible students with disabilities who do not require special education, Connections Academy develops (as needed) and implements Section 504 plans that detail appropriate accommodations and modifications.

• Access to education programs/accessibility: Provide students with accessibility through resources tailored to each student's individual abilities and needs, including assistive technologies and individualized support.

Data collection or reporting requirements specific to students with disabilities

Home district continues to report students with disabilities for federal and state count purposes while such students participate in IDLA.[147]

Michigan

Terms	Definitions
• Michigan Virtual High School[23] • Online instructional program[24] • Blended learning[25] • Cyber school[26] • Virtual school[27] • Online course[28] • Virtual learning • Distance learning[29]	• **Michigan Virtual School (MVS):** an online resource that enables Michigan high schools and middle schools to provide courses (all taught by certified teachers) and other learning tools that students wouldn't otherwise have access to. It was funded by the Michigan Legislature in July 2000 to be operated by the *Michigan Virtual University*, a private, not-for-profit Michigan corporation. *MVS* works in cooperation with individual school districts to grant course credit and diplomas. • **Online instructional program:** a course of study that generates a credit or a grade, provided in an interactive computer-based and internet-connected learning environment, in which pupils are separated from their teachers by time or location, or both, and in which a Michigan certificated teacher is responsible for providing direct instruction, diagnosing learning needs, assessing pupil learning, prescribing intervention strategies, reporting outcomes, and evaluating the effects of instruction and support strategies.[50] • **Blended learning:** a hybrid instructional delivery model where pupils are provided face-to-face instruction, in part at a supervised school facility away from home and in part through computer-based and internet-connected learning environments with some degree of pupil control over time, location, and pace of instruction.[51]
Online learning options	

• State level
  – Supplemental state-funded MVU
  – Full-time online charter schools.
• District level
  – Supplemental—GenNET Online Learning Portal, A large consortium program operated by the Genesee ISD with over 400 districts participating and processing more than 22,749 course enrollments supplied by multiple providers in 2012-13
  – Blended schools.
	• **Cyber school:** a full-time online instructional program that provides full-time instruction to pupils through online learning or otherwise on a computer or other technology, which instruction and learning may be remote from a school facility.[52, 53]
	
	• **Online course:** a "…course of study that is capable of generating a credit or a grade, that is provided in an interactive internet-connected learning environment, in which pupils are separated from their teachers by time or location or both, and in which a teacher who holds a valid Michigan teaching certificate is responsible for determining appropriate instructional methods for each pupil, diagnosing learning needs, assessing pupil learning, prescribing intervention strategies, reporting outcomes, and evaluating the effects of instruction and support strategies."[54]
	
	• **Virtual learning** is a method of receiving academic instruction in courses in which the pupil is registered, and the courses are taken through a computer-based internet-connected learning environment.[55]
	
	• **Distance learning** is provided via 2-way communication between the teacher of record and a group of pupils over a computer or television monitor, even though the teacher might be physically located in a different location from the pupils.
	
	• The term "virtual school" was included in state-funded online schools (i.e., Michigan Virtual University), but no definition was provided.

Enrollment estimates	**Eligibility for participation/enrollment**

• In 2012-13, a total of 55,271 students in grades K-12 took a virtual course.[79]
• Around 90% of the virtual enrollments each year came from students in grades 9-12.
	• Grade Eligibility[89]
	  – Virtual learning, on-site with an adult present other than a certified teacher: K-12
	  – Virtual learning, self-scheduled: K-12
	  – Virtual learning, onsite with a certified teacher of record in the classroom: K-12.
	• Students in grades 6-12 to take up to two courses online per academic term with parental consent.[90]

Michigan (continued)

Eligibility for participation/enrollment (cont.)

- Michigan's Public Act 60 (2013) allows a district to deny a student enrollment in an online course if any of the following five conditions is met:[91]
  - The pupil has previously gained the credits for the course
  - The online course is non-credit
  - The online course is inconsistent with the remaining graduation requirements of the student
  - The student does not possess the prerequisite knowledge and skills to be successful in the online course or has failed in previous online coursework in the same subject
  - The online course is of insufficient quality or rigor.

High school graduation requirement

- In 2006, a rigorous new set of statewide graduation requirements called the Michigan Merit Curriculum was signed into a law (Public Acts 123 and 124).[100]
- This required students, starting with those entering 8th-grade in 2006, take an online course, participate in an online experience, or have the online learning experience incorporated into each of the required credits of the Michigan Merit Curriculum.[101]

Data collection or reporting requirements

After two years of operation, the cyber school must submit a report to the superintendent of public instruction "detailing the operation of the cyber school, providing statistics of pupil participation and academic performance, and making recommendations for any further statutory or rule change related to cyber schools."[110]

Eligibility to participate

A school of excellence shall not charge tuition and shall not discriminate in its pupil admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a student with a disability, or any other basis that would be illegal if used by a school district.

Provision of special education and related services/implementation of IEP or 504 plan

Michigan Connection Academy, a full-time cyber charter school, provides a continuum of virtual special education services that range from consultation, curriculum accommodation and modification, collaboration with learning coaches and general education teachers, to virtual direct instruction. Connections Academy provides students with IEPs with related services, which may include virtual speech language and virtual occupational therapy, as determined by the IEP team. For eligible students with disabilities who do not require special education, Connections Academy develops (as needed) and implements Section 504 plans that detail appropriate accommodations and modifications.[139]

North Carolina

Terms	Definitions
• North Carolina Virtual Public School (NCVPS)[30] • eLearning[31, 32, 33] • Blended course[34] • Virtual Charter Schools[35] • Digital learning	• **North Carolina Virtual Public School (NCVPS):** an online school community that serves K-12 public school students to provide increased educational opportunities throughout North Carolina. The purpose of the NCVPS is to provide eLearning instructional opportunities for courses required as part of the standard course of study for high school graduation and for Advanced Placement (AP) offerings when not otherwise available to students.
Online learning options	• **eLearning:** learning using electronic technologies to access educational curriculum outside of a traditional classroom. In most cases, it refers to a course, program, or degree delivered completely online. North Carolina eLearning Commission defines eLearning as courses that are specifically delivered via the internet to somewhere other than the classroom where the professor is teaching. It is not a course delivered via a DVD or CD-ROM, video tape, or over a television channel.[57]

• State level
  – Supplemental state-funded NCVPS.
• **Note:**
  – All eLearning opportunities offered by state-funded entities to public school students are consolidated under the NCVPS Program, eliminating course duplication.[75]
  – Any K-12 eLearning course taken for credit towards a diploma must first be approved for credit by the NCVPS.[76]
	• **A virtual charter school:** a nonsectarian and nondiscriminatory public charter school open to all eligible North Carolina students who are enrolled full time at the virtual charter school. Students enrolled at a virtual charter school receive their education predominantly through the utilization of online instructional methods. For purposes of initial operation in North Carolina, virtual charter schools may only serve grades 6-12.[58]
	
	• **Other terms** shown above also were used in various documents and legislature, but no specific definitions were provided.

Enrollment estimates	Eligibility for participation/enrollment

• Over 94,716 course enrollments in 2012-13.[80]
• Total NCVPS enrollment was 49,189 in 2012-13.[81]
	• Eligibility to participate in online learning options:[92]
	  – NCVPS are available at no cost to all students in North Carolina who are enrolled in North Carolina's public schools, Department of Defense schools, and schools operated by the Bureau of Indian Education.
	  – Students (9-12) with scheduling conflicts may also take NCVPS courses
	  – Prior approval from local school's principal is required before enrolling in a NCVPS course.

North Carolina (continued)

High school graduation requirement

Beginning with students graduating high school in 2020, the State Board of Education directed the NCVPS to develop a plan "requiring each student in North Carolina to successfully complete a teacher-led online course before they graduate beginning with the class of 2020."[102]

Data collection or reporting requirements

NCVPS is required to submit an annual report to the State Board of Education that includes student enrollment data and other information.[111]

Eligibility to participate

NCVPS is open to all students, including students with disabilities.[121]

Provision of special education and related services/implementation of IEP or 504 plan

NCVPS:

- Determining appropriateness of full-time virtual instruction for students with disability who has an IEP: NCVPS course enrollment for students who have an IEP or 504 should be reviewed by the IEP or 504 face-to-face school team prior to the student's being placed in the NCVPS course. The IEP or 504 team should discuss if placement in an online course is appropriate for the student and then determine appropriate modifications and accommodations necessary for the student to be successful in the online course. These accommodations and modifications should be documented on the IEP or 504 beside the appropriate NCVPS course the student will be enrolled.[140]

- Implementation of IEP/504:[141]
  - If a student with an IEP or 504 plan is enrolled in NCVPS online course, it is the responsibility of the local school system to ensure the school system meets all requirements of the IEP/504 Plan
  - NCVPS will follow all modifications and accommodations documented on the IEP/504 plan as appropriate
  - NCVPS instructors will need to be aware of students' IEP/504 plans. When student rosters are populated in the Registration System and the LMS, instructors will be able to see if a student has an IEP/504, provided that information was checked by the District Learning Advisor (DLA)
  - NCVPS instructors and school-level DLAs and/or school IEP/504 personnel will work together to meet all modifications and/or IEP/504 goals as detailed in the students' IEP/504 document
  - NCVPS instructors will provide updates to the school-level DLA and/or school IEP/504 personnel related to student's progress on 504/IEP and success
  - NCVPS instructors and/or school-level DLAs and/or school IEP/504 personnel will participate in weekly updates to the LEA designated contact if a student issue is unresolved at the local school level. This is in accordance with Office of Civil Rights (OCR) standards for instruction and student support.

- Accommodations available:[142]
  - One-on-one access to the teacher
  - Monitoring of individual student progress by teacher, school district designee, and parent
  - Individualized feedback for all student work
  - Opportunities for differentiated/personalized instruction based on a variety of learning styles
  - Universal Design for Learning Model
  - Access to tutor through the Peer Tutoring Center
  - Assistive technology options.[143]

Virginia

Terms	Definitions
• Online learning • Digital learning • Virtual school • Virtual education programs • Distance learning • Digital instruction • Blended learning programs • Fully online programs • Supplemental online programs	• **Online course:** course or grade-level subject instruction that (i) is delivered by a multi-division online provider primarily electronically using the internet or other computer-based methods and (ii) is taught by a teacher primarily from a remote location, with student access to the teacher given synchronously, asynchronously, or both.[59] • **Virtual school program:** a series of online courses with instructional content that (i) is delivered by a multi-division online provider primarily electronically using the internet or other computer-based methods; (ii) is taught by a teacher primarily from a remote location, with student access to the teacher given synchronously, asynchronously, or both; (iii) is delivered as a part-time or full-time program; and (iv) has an online component with online lessons and tools for student and data management.[60]
Online learning options	• **Multi-division online provider:** (i) a private or nonprofit organization that enters into a contract with a local school board to provide online courses or programs through that school board to students who reside in Virginia both within and outside the geographical boundaries of that school division, (ii) a private or nonprofit organization that enters into contracts with multiple local school boards to provide online courses or programs to students in grades K through 12 through those school boards, or (iii) a local school board that provides online courses or programs to students who reside in Virginia but outside the geographical boundaries of that school division.

• State level
  – Supplemental state-funded Virtual Virginia (VVa)
  – Other state authorized providers—full-time; supplemental; blended
  – State-funded Virtual Virginia Governor's Schools.[77]
• District level
  – Single district programs
  – Multi-division providers.[78]
	• **Blended learning courses or programs** deliver content, instruction, and support by blending the internet and face-to-face interaction. Other computer-based methods may also be used, in addition to a local teacher, mentor, or parent.[61]
	
	• **Fully online course or program:** online courses or programs deliver all content, instruction, and support via the internet (though technical support may be delivered through alternate means, when necessary).[62]
	
	• **Supplemental programs:** programs that are generated by multidivision online course providers and supplement the course work of students who spend most of their time in a physical school. They may or may not provide student support services normally found in schools.[63]
	
	• Other terms shown above also were used in various documents and related legislature, but no specific definitions were provided.

Eligibility for participation/enrollment
• Students who are enrolled in and attending a Virginia public school may enroll in a course with prior approval of the local school.[93] • A student's parent or guardian shall give written permission prior to the enrollment of the student in any full-time virtual program offered by a local school division. • Students in middle and high schools who meet the course prerequisites and have approval from the local school counselor may enroll through their schools. Course prerequisites are found on the Course Offerings page. Only home school students are registered by their parents.[94]

Virginia (continued)

High school graduation requirement

Beginning with students entering grade 9 in the 2013-14 school year, the Virginia State Board of Education will modify graduation requirements to earn a standard or advanced studies diploma to include the "successful completion of one virtual course. The virtual course may be a noncredit-bearing course."[103]

Approved providers of online learning

Distance learning courses are governed by the Virginia Standards of Accrediting Public Schools. Each local school district starting an online program is required to establish a district distance learning plan. The plan must be approved by the local school board, incorporated into the school policy manual, and reviewed as part of the accreditation process. The accreditation standards indicate that the distance course should be "equivalent" to a regular school course and that the work must be under the supervision of a licensed teacher or a person eligible to hold a Virginia teaching license and approved by the school board.[107]

Data collection or reporting requirements

- The Board of Education must report annually, beginning in November 2011, on multidivision online learning during the previous school year, including data on student demographics, course enrollment, parental satisfaction, aggregated student course completion and passing rates, and activities and outcomes of course and provider approval reviews.[112]
- Multidivision providers must monitor student attendance, participation, and performance and report that data annually to the VDOE.[113]

Online learning as high school graduation requirement

Each student's IEP or 504 plan determines whether credit accommodations are appropriate to meet the requirements for standard diploma. Credit accommodations provide alternatives for students with disabilities in earning the standard and verified credits required to graduate with a standard diploma.[124]

Provision of special education and related services/implementation of IEP or 504 plan

VVS:

- ADA compliance: It is the instructor's responsibility to provide appropriate services to all students, including those with documented disabilities. In the registration process, counselors were asked to identify qualified students with disabilities who need appropriate adjustments by indicating the student had either an IEP or 504 plan. The Virtual Virginia Supervisor of Curriculum and Student Services and the local mentor will work with the online instructor to develop a plan for services to be offered and the accommodations needed for the students' success in the course.[144]

Virginia Virtual Academy:

Identification of students with disabilities: The Virginia Virtual Academy (VAVA) is a public school program of King and Queen and Patrick County Public Schools for students in grades K–6. VAVA has the responsibility to identify children who have special needs by making parents aware of how to make a referral if they suspect their child has a disability. A conference will be held with special education staff, the general education teacher, and the student's parent to determine if services are appropriate.[145]

Accommodation/Implementation of IEP: Depending on the student's IEP, VAVA should be able to tailor our curriculum to meet the student's needs.[146]

1   Alabama Commission on Higher Education (2007). Policy on Distance Education. http://www.ache.alabama.gov/Content/Departments/Instruction/Distance-Ed-Policy.pdf

2   Arkansas Act 1280 (2013). Digital Learning Act.

3   Florida Department of Education (FLDOE; n.d.) Virtual education brochure. For details, see http://www.floridaschoolchoice.org/PDF/Brochures/Brochure_Virtual.pdf

4   Provost Academy Georgia (n.d.). Online schools. See http://ga.provostacademy.com/about/online-schools

5   ID H.B. 815 (2006). For details, see http://legislature.idaho.gov/legislation/2006/H0815.html

6   Michigan Public Act 201 (2012). *op. cit.*

7   North Carolina eLearning Commission (2014). http://www.eLearningnc.gov/about_eLearning/what_is_eLearning/

8   Code of Virginia § 22.1-212.23.

9   Alabama State Code (AAC), 290-3-1-.02-(8)(d)4; retrieved June 10, 2014, http://www.alabamaadministrativecode.state.al.us/docs/ed/290-3-1.pdf

10 Alabama Department of Education (n.d.). High School Distance Learning: Online/Technology Enhanced Course or Experience Guidance. See https://www.alsde.edu/sec/sct/Graduation%20Information/OnlineGuidance.pdf

11 Alabama Commission on Higher Education (2007). Policy on Distance Education. http://www.ache.alabama.gov/Content/Departments/Instruction/Distance-Ed-Policy.pdf

12 FL H.B.7063.

13 FL H.B.7063, H.B.7029.

14 *Ibid.*

15 P. 38, FL H.B. 2009.

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18 Office of Performance and Evaluation Idaho Legislature (2003). See http://legislature.idaho.gov/ope/publications/newsletters/nl0801.pdf#xml=http://http://legislature.search.idaho.gov/isysquery/6c7bff5b-ea55-497b-b2a8-76b722d4402d/9/hilite/

19 Idaho State Department of Education (n.d.). http://www.sde.idaho.gov/site/digitalLearning/

20 Idaho State Department of Education (n.d.). http://www.sde.idaho.gov/site/digitalLearning/

21 Idaho Statute Title 33 Chapter 55. For further details, see http://www.idahodigitallearning.org/Portals/0/Files/Board/2009_IDLA_Legislation[1].pdf

22 Center on Online Learning and Students with Disabilities (COLSD, 2014). State policies and guidance

23 Michigan Virtual High School (n.d.). About Us. http://www.mivhs.org/About-Us

24 Michigan Public Act 201 (2012). http://www.legislature.mi.gov/documents/2011-2012/publicact/pdf/2012-PA-0201.pdf

25 *Ibid.*

26 Michigan Public Act 205 (2009). For details, see http://www.legislature.mi.gov/documents/2009-2010/publicact/pdf/2009-PA-0205.pdf

27 Michigan Public Act 201 (2012). *op. cit.*

28 Section 21f of the State School Aid Act (MCL 388.1621f).

29 Administrative Rule 340.11.

30 North Carolina Session Law 2006-66 (Section 7.16.(a-e)). See http://www.ncleg.net/EnactedLegislation/SessionLawsCD/SessionLaws/2006SessionLaws.pdf

31 State of North Carolina (2010). North Carolina e-Learning Commission 2010 Report to the North Carolina Education Cabinet Calendar Year 2009. For details, see http://www.ncleg.net/documentsites/committees/JLEOC/Reports%20Received/Archives/2010%20Reports%20Received/NC%20e-Learning%20Commission%20Report.pdf

32 North Carolina House Bill (HB) 200

33 NC Senate Bill 897.

34 NCVPS (n.d.) http://www.ncvps.org/

35 North Carolina State Board of Education (2013). Policy Manual: Policy ID TCS-U-015. See http://sbepolicy.dpi.state.nc.us/Category.asp?pri=04&category=U&acronym=TCS

36 Alabama State Code (AAC), 290-3-1-.02-(8)(d)4; retrieved June 10, 2014, http://www.alabamaadministrativecode.state.al.us/docs/ed/290-3-1.pdf

37 Alabama Commission on Higher Education (2007). Policy on Distance Education. http://www.ache.alabama.gov/Content/Departments/Instruction/Distance-Ed-Policy.pdf

38 1002.45 (1)(a), Florida Statutes (F.S.).

39 Florida Department of Education (FLDOE; n.d.) Virtual education brochure. For details, see http://www.floridaschoolchoice.org/PDF/Brochures/Brochure_Virtual.pdf

40 1002.451(1)(b), F.S.

41 1001.451(1) (b). F.S.

42 GA OCGA §20-2-319.1 (2012). See http://www.doe.k12.ga.us/External-Affairs-and-Policy/State-Board-of-Education/SBOE%20Rules/160-8-1-.01.pdf

43 Provost Academy Georgia (n.d.). Online schools. See http://ga.provostacademy.com/about/online-schools

44 *Ibid.*

45 ID Code § 33-5505 (2011).

46 ID H.B. 423 (2008); H.B. 221 (2013).

47 ID H.B. 815 (2006). For details, see http://legislature.idaho.gov/legislation/2006/H0815.html

48 Idaho State Department of Education (n.d.). http://www.sde.idaho.gov/site/digitalLearning/

49 COLSD (2014). *op. cit.*

50 Michigan Public Act 201 (2012). *op. cit.*

51 *Ibid.*

52 Michigan PA 205 (2009). *op. cit.*

53 Michigan Public Act 201 (2012). *op. cit.*

54 MCL 388.1621f.

55 Michigan Department of Education (2014). Virtual learning, distance learning, and independent study. See http://mi.gov/documents/5O-VirtualHS-DistLearning_41466_7.pdf

56 Administrative Rule 340.11.

57 North Carolina eLearning Commission (2014). http://www.eLearningnc.gov/about_eLearning/what_is_eLearning/

58 North Carolina State Board of Education (2013). *op. cit.*

59 Code of Virginia § 22.1-212.23.

60 *Ibid.*

61 Virginia Department of Education (VDOE; 2013). *Multidivision Online Provider Legislation and Application Process Frequently Asked Questions.* http://www.doe.virginia.gov/instruction/virtual_learning/virtual_schools/faq.pdf

62 *Ibid.*

63 *Ibid.*

64 Alabama Task Force on Distance and Blended Learning (2011). A Plan for Continued Excellence. Retrieved June 12, 2014 from http://accessdl.state.al.us/Documents/NewPlan/ACCESSPlanFinalJan2011.pdf

65 ACCESS Distance Learning Frequently Asked Questions. Retrieved from http://accessdl.state.al.us/documents/AccessFAQtobeposted.pdf

66 *Ibid.*

67 Florida Department of Education (FLDOE; n.d.) Virtual education brochure. For details, see http://www.floridaschoolchoice.org/PDF/Brochures/Brochure_Virtual.pdf

68 Districts with low and sparse populations offer one VIP option; other districts offer three VIP options

69 1003.498(1), F.S.

70 Author adaptation of information from: Georgia Virtual School (n.d.). Georgia Virtual Learning General FAQs (http://www.gavirtualschool.org/About/GeneralFAQs.aspx) , Keeping pace (2014), and other references cited.

71 Three statewide virtual charter schools - Georgia Cyber Academy (K-12), Does not accept new application for 2014/15; Georgia Connections Academy (K-12); and Provost Academy Georgia (Grades 9-12), blended school options available.

72 Idaho Digital Learning (n.d.). http://www.idahodigitallearning.org/

73 A partnership model in which member districts can gain access to IDLA content, technology, and professional development. In 2012/13, 35 Idaho school districts participated in this consortium.

74 Keeping pace (2014). *op. cit.*

75 SB 897 (2010). Section 7.4.(e)(2).

76 NC SBE Policy GCS-M-001 (2014). See http://sbepolicy.dpi.state.nc.us/policies/GCS-M-001.asp?acr=GCS&cat=M&pol=001

77 The Governor's Schools are a collection of regional magnet high schools and summer programs in the Commonwealth of Virginia intended for gifted students.

78 a/ Multi-division online provider means (i) a private or nonprofit organization that enters into a contract with a local school board to provide online courses or programs through that school board to students who reside in Virginia both within and outside the geographical boundaries of that school division; (ii) a private or nonprofit organization that enters into contracts with multiple local school boards to provide online courses or programs to students in grades K through 12 through those school boards; or (iii) a local school board that provides online courses or programs to students who reside in Virginia but outside the geographical boundaries of that school division.

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80 Keeping Pace with K-12 Online Learning: An Annual Review of Policy and Practice (2013). See http://www.kpk12.com/reports/

[81] NC Office of State Auditor (2013). Department of Public Instruction Financial Related Audit. See http://www.ncauditor.net/EPSWeb/Reports/fiscalcontrol/fca-2013-3510.pdf

[82] 1002.455(2), F.S., and FLDOE (n.d.) Virtual Education Homepage at: http://www.fldoe.org/schools/virtual-schools/

[83] 1002.37, F.S.

[84] 1003.498(1), F.S.

[85] OCGA §20-2-319.1.

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