Criteria for Approval of Multidivision Online Providers

The Criteria for Approval of Multidivision Online Providers address the following sections of the *Code of Virginia*.

> *As specified in § 22.1-212.24.A & B, the Superintendent of Public Instruction will develop, and the Board of Education will approve, the criteria for approving multidivision online providers, including those specified in these sections. Per § 22.1-212.26.A & B, teachers and administrators for multidivision online providers must meet specified requirements.*

CATEGORY	CRITERIA
ORGANIZATION REQUIREMENTS	
Accreditation	The multidivision online provider's program is accredited by one of the following accrediting agencies: • Cognia (formerly AdvancEd) • Middle States Association of Colleges and Schools Commission on Elementary Schools and Commission on Secondary Schools • New England Association of Schools and Colleges (NEASC) • Northwest Accreditation Commission (NWAC) (formerly Northwest Association of Accredited Schools) • Western Association of Schools and Colleges (WASC) • Virginia Council for Private Education (VCPE) School divisions operating as multidivision online providers may be deemed as meeting accreditation requirements if a majority of its schools are fully accredited by the Virginia Board of Education.
Organizational Stability	The multidivision online provider has an effective and stable organizational and management structure. The multidivision online provider is financially solvent. The legal status of the online program is clear with no ambiguities in ownership, control, or responsibility.
STAFFING	
Teachers	All teachers hired by the multidivision online provider who provide instruction to students meet the requirements set forth in section *§ 22.1-296.1 and 22.1-296.2* of the *Code of Virginia* and will be highly qualified, licensed by the Virginia Board of Education, and endorsed in their course content area. The established agreements between Virginia and other states for reciprocal teacher licensure are

	also in effect for virtual schools.
	The multidivision online provider must provide at least one FTE teacher at a reasonable ratio to students based on grade and subject being taught but not exceeding 150 students per FTE teacher.
Administrators	All administrators hired by the multidivision online provider meet the requirements set forth in section *§ 22.1-212.26.B* of the *Code of Virginia*. The *Code of Virginia* states: "The administrator of a virtual school program must hold an advanced degree from a regionally accredited institution of higher education with educational and work experience in administering education programs."
DATA	
Data Reporting	Multidivision online providers provide data to each division in which students are enrolled for the purposes of monitoring student participation and progress to ensure that students meet division participation requirements and make progress toward successful completion of the course. Data and data management meet state and federal reporting requirements.
Data Reporting	Multidivision online providers provide data to the Virginia Department of Education for the purposes of reporting information to the Governor and the General Assembly regarding multidivision online learning during the previous school year.
ACCOUNTABILITY	
Pupil Performance	The pupil performance standards for online courses or virtual school programs meet or exceed any applicable Virginia Board of Education Standards of Accreditation. Any educational objectives and assessments used to measure pupil progress toward achieving pupil performance standards are in accordance with the Board's Standards of Accreditation and all applicable state and federal laws.
Content	The content of each online course is accurate, rigorous, and meets or exceeds the content of courses taught in traditional school environments. The multidivision online provider must provide evidence that at least two subject matter experts have reviewed and validated the accuracy of online content. Standards meet or exceed the Virginia Standards of Learning and the Standards of Accreditation.
CURRICULUM AND INSTRUCTION	
Research-based	Curriculum and instruction reflect both scientifically-based research and best practices for online courses.
Differentiation	Differentiation in content, delivery of content, and assessments meets the needs of a variety of learners.
Special Needs	Students with special needs, including students with disabilities, students with limited English proficiency, students with financial limitations, students from traditionally underrepresented groups, and others, are not excluded from participating in courses provided by the multidivision online provider. The provider must comply with all state and federal regulations specific to students with disabilities and work with the division to ensure student individualized education programs (IEPs) are implemented.

TECHNOLOGY	
Reliability	The system used to support course delivery and management is effective and reliable.
Support	Technical support is consistently available on a timely basis for students, parents, and school divisions.