

# REFERENCE COPY

FILE: IGCD-API

Critical

## EXPLANATION: VIRTUAL COURSES (*Enrollment Requests*)

**This procedure has been revised for clarity and to reflect changes in the regulation governing courses taken under the Missouri Course Access and Virtual School Program (MOCAP) recently approved by the State Board of Education. The revised regulations require school districts to either approve or deny a request to enroll in a MOCAP course within ten business days of receiving the request, or the request will be deemed approved.**

**MSBA has also taken this opportunity to include a place where the district can set a deadline for requesting virtual course enrollment. Districts should include reasonable deadlines for making these requests so that students are clearly committed to online or face-to-face instruction early in the semester. Please be advised that any deadline the district sets must be equally applicable to district-sponsored courses and MOCAP courses. Section 161.670, RSMo., requires districts to create a process for enrollment but specifically states that the process must be "substantially similar to the typical process by which a district student would enroll in courses offered by the school district...."**

**MOCAP applications cannot be automatically declined if a registration deadline is missed. Recent DESE guidance clarifies that every MOCAP decision must be made with the individual student in mind. An automatic cut-off date is not enforceable.**

**<https://mocap.mo.gov/documents/EnrollmentDecisionMaking11.19.2020.pdf>**



## VIRTUAL COURSES (*Best Educational Interest Determination*) (Enrollment Requests)

A student or the student's parent/guardian must ~~notify the student's principal or designee~~ request district approval before the student may enroll in a district-sponsored virtual course or a Missouri Course Access and Virtual School Program (MOCAP) ~~virtual~~ course through the district. The principal or designee, in consultation with the student's parents/guardians and other relevant staff (such as the school counselor), will determine whether a requested course is appropriate or there is good cause to refuse the student enrollment in the course. When applicable, a student's individualized education program (IEP) or Section 504 team will make the initial decision on whether a student with a disability is approved to enroll in a virtual course.

### Request Deadlines

Students seeking to enroll in virtual courses provided by or paid for by the district must submit the request in writing by \_\_\_\_\_ [date or timeframe]. Requests submitted after that date will be approved only for new students, students whose current schedule or courses are not meeting their needs, or other good cause.

The district will act on all requests in a timely manner and either approve or deny initial MOCAP requests within ten business days from the date the principal or designee receives the request unless the student has an IEP or a Section 504 plan. If the request is denied, the district will document in writing the reasons for the denial.

### Virtual Course Education and Information

The principal or designee will educate the student and the student's parents/guardians about how virtual instruction is provided and the key differences between virtual and in-person instruction. The principal or designee will discuss the virtual course options available to the student, determine which course or courses interest the student and how the course or courses will ~~assist~~ help the student ~~in meeting his or her~~ meet academic and personal goals. The principal or designee will also inform the student and the student's parents/guardians of whether the course is available in a ~~traditional setting~~ person, whether the student must complete any prerequisites prior to taking a particular course and whether the prerequisite courses are offered by the district virtually or ~~traditionally~~ in person.

~~The principal or designee, in consultation with the student's parents/guardians and other relevant staff, such as the school counselor or the district's special education director, will determine whether there is good cause to refuse the student enrollment in the course. Students or parents/guardians who disagree with the principal's or designee's determination about a MOCAP course can appeal the decision to the Board of Education and the Department of Elementary and Secondary Education (DESE). For all other virtual courses, students or parents/guardians may appeal the decision to the superintendent or designee, and the superintendent's or designee's decision will be final. In accordance with federal law, if a student receives special education~~

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~~services, the student's individualized education program (IEP) team may determine that a virtual course is not appropriate for the student even if the course has otherwise been approved by the district.~~

~~If district staff determine that it is not in the best educational interest of a student to take a virtual course, that decision will be documented in writing and provided to the student and the parents/guardians.~~

### Best Educational Interest Considerations

District staff should, ~~minimally~~ **at a minimum**, consider the following when deciding whether a virtual course is in the best educational interest of a student but may consider other factors not listed.

#### *District Course Availability* **(Not Relevant for MOCAP)**

1. If the course is offered onsite by the district, are there extenuating circumstances that make it difficult or impossible for the student to take the onsite course offered by the district?
2. If the course is offered onsite by the district and the student is able to take that course, what are the reasons the student wants to take the virtual course?

#### *Virtual Course Characteristics*

1. Does the course meet or exceed district curriculum standards and graduation requirements?
2. Does the course align with the student's career goals and the student's individual career and academic plan (ICAP)?
3. If the course is for remediation, will it personalize instruction to the student's specific needs?
4. Is the district aware of any complaints or concerns regarding the quality of the course, and have those complaints or concerns been resolved?
5. Has the district had difficulty working with the course instructor or provider to ensure **that** a student with disabilities receives the required accommodations or modifications?

#### *Student Skills Necessary for Success in Virtual Courses*

1. Has the student demonstrated time-management skills that indicate that the student is capable of submitting assignments and completing course requirements without reminders?

2. Has the student demonstrated persistence in overcoming obstacles and a willingness to seek assistance when needed?
3. Has the student demonstrated verbal or written communication skills that would allow the student to succeed in an environment where the instructor may not have sufficient nonverbal cues to indicate the student's level of understanding?
4. Does the student have the necessary computer or technical skills to succeed in a virtual course?

***Other Relevant Factors***

1. Does the student have adequate access to computers, Internet and other necessary technology resources to participate in a virtual course and complete assignments?
2. If the student has previously attempted a virtual course and struggled with or failed the class/course, have the issues that caused the student to struggle or fail been identified and addressed?

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***Note: The reader is encouraged to review policies and/or forms for related information in this administrative area.***

Implemented: 11/12/2018

Revised: \_\_\_\_\_

Raytown C-2 School District, Raytown, Missouri