

Student & Parent Virtual Learning Handbook



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INTRODUCTION

This guide has been prepared for parents, guardians, and students to provide information to make decisions about whether virtual learning is a good option for the student and, if so, how to proceed.

SENATE BILL 603 AT A GLANCE

In the spring of 2018, SB 603 was passed, thereby expanding the online learning opportunities for students in Missouri. Highlights of this legislation:

- School districts must adopt a policy that creates a process for students to enroll in virtual courses and may include consulting with a school counselor.
- School districts must pay for eligible K-12 students to take virtual courses as long as the student: (1) resides in the district; (2) is currently enrolled, or will enroll in the district
- School districts are not required to pay for courses beyond full-time enrollment. Therefore, if a student is already enrolled in seven courses in a semester during the regular year (or three courses during the summer school session), the district will not be required to pay for additional courses.
- School districts are not required to provide technology, such as Chromebooks or internet access, to students enrolled in virtual courses.
- School districts are able to determine a student's eligibility to enroll in an online course and can refuse enrollment based on 'the best educational interest of the child'.
- Should the parent disagree with the district's decision, an appeal may be made to the local school board.

WHAT IS MOCAP?

Missouri Course Access and Virtual School Program (MOCAP) was established in 2007 as the state's online school. It was previously known as Missouri Virtual Instruction Program (MOVIP). Students can take courses from any Internet-connected computer, available 24-hours a day, seven days a week. MOCAP's mission is to offer Missouri students equal access to a wide range of high quality courses, and interactive online learning that is neither time nor place dependent.

Local school districts and charter schools may use their own preferred online provider. Because the Logan-Rogersville School District has a growing catalog of virtual K-12 courses, the use of MOCAP vendors is limited. The Logan-Rogersville School District's preferred provider, when the course is not offered virtually through the District's LROnline program, is Launch.

If a student wishes to pursue an online course offering outside of the Logan-Rogersville School District's LROnline offerings, including through other MOCAP options outside of Launch, the student will need to contact the building counselor/admin to begin the process to request the course or courses. More specifics on that process may be found at the end of this document.

WHAT IS LRONLINE?

LROnline (LRO) is the name of the Logan-Rogersville School District's virtual learning program. Taught by Logan-Rogersville teachers, LRO courses are designed to provide students in grades 6-12 with options for obtaining course credit online. All coursework is aligned to the Missouri Learning Standards. LRO courses are reviewed annually to ensure high-quality digital resources are available and aligned to Missouri Learning Standards. Two credit options are available:

Traditional Credit Acquisition

Traditional online classes start and stop with the school calendar. At the end of the semester the student receives a letter grade. These courses are NCAA and MSHSAA approved.

Credit Recovery

Credit Recovery offers a way to make-up credit with courses that are MSHSAA approved and have flexible start dates.

WHAT IS LAUNCH?

Launch is operated and overseen by the Springfield Public School District. Courses are taught by Missouri teachers and aligned to the state standards. A formal review process is built into all course development to ensure high quality and rigor. All information/procedures that follow in this handbook apply to both the Logan-Rogersville School District's LROnline coursework and Launch.

WHY CONSIDER ONLINE LEARNING

Students take online courses for a variety of reasons. For some students, it expands the range of courses and opportunities, particularly if a student cannot access a face-to-face course due to health concerns or scheduling conflicts. For others, online course opportunities may be used for credit recovery or as a viable homebound option. And, still others may simply prefer the online learning format.

From a student's point of view, online learning may be attractive because it is:

- Personalized to individual needs and learning goals.
- Flexible so a student can try different ways to learn.
- Interactive and engaging because students will be meeting people from other school districts in a safe, monitored environment.
- Relevant to the online life many students lead.
- Paced by individual progress so students can move as fast or as slow as needed in order to attain learning goals.
- Collaborative with faculty, peers and others.
- Responsive and supportive when a student needs extra help or time to learn.
- Available to all students 24 hours a day.

PROFILE OF A SUCCESSFUL ONLINE STUDENT

The most important question to answer is whether or not the student is well suited to be in an online learning environment. Parents and students should be aware that the demands of online courses are equal to or exceed those of traditional 'face to face' courses. Online instruction places much more responsibility on the student. A student should plan to spend at least one hour a day, five days a week, on each course. In other words, at least five hours per week on each course. This is similar to the amount of time a student would spend in a seated course. Instructors with online teaching experience agree that students who are successful at online learning have the following critical characteristics:

- **Good Time Management:** Can the student create and maintain a study schedule throughout the semester without face-to-face interaction with a teacher?
- **Effective Communication:** Can the student ask for help, make contact with other students and/or instructors online and describe any problem he/she is having with the learning materials using email?
- **Independent Study Habits:** Can the student study and complete assignments without direct supervision and maintain the self-discipline necessary to stick to a schedule?
- **Self-Motivation:** Does the student have a strong desire to acquire knowledge and fulfill assignments in online courses because of their educational goals?
- **Academic Readiness:** Does the student have the basic reading, writing, math and computer literacy skills to succeed in an online course?
- **Technologically Prepared:** Does the student know how to open, create and/or save a document, use various technology tools and identify file formats (e.g., doc, xls, pdf, jpg)?

**The Stanford Research Institute examined the accessibility of online learning for students, especially those who were at risk of failure. Their report cautions that students who have failed face-to-face classes may have challenges that will affect their success in an online course as well. Many students do not realize that they will have to be even more accountable for their time, performance and productivity in an online class.*

MAKING THE DECISION

In this process, a crucial role of the parent is to help the student decide if online learning is the most effective way for the student to learn. Using the profile in the previous section is a starting point for making this determination. Once a parent decides if a student is likely to be successful, there are other questions to consider.

Technology

- What are the technical requirements for the courses the student wants/needs to take?
- Can the parent/guardian provide the internet access that the student needs?
- Does the student have access to a device connected to the internet?
- How technologically savvy are the parents/students?

Learning Environment

- Is there a quiet area in the home in which the student can work on the online course or does the student have easy access to a facility that provides this form of environment (such as the public library)?
- Will there be a regular, designated time of day in which the student will work on the course(s)?
- Is the student willing and able to ask for help when needed?

Considering the Course

- Does the course meet academic/graduation requirements?
- Has the course been approved for credit by the school?
- Are there prerequisites for the online courses? Has the student met these requirements?
- Does the course meet NCAA Eligibility Requirements for potential Division I and II student athletes?
- How rigid are the course assignment/test dates?
- What is the time commitment (daily and length of term)?
- How do students/parents receive grade updates and the final grades?
- When can a student drop the course if he/she finds it too difficult?

ENROLLMENT PROCEDURES

In order to enroll in an online course under the provisions of Senate Bill 603, students must be a resident of the Logan-Rogersville School District and be enrolled or willing to enroll in the district. Please see District policies [IGCD](#) and [IGCDA](#) for further information.

Upon determining that online learning may be a viable option for a student, parents should contact the school's counselor's office to pursue possible enrollment. A meeting will be scheduled with the student's counselor and/or administrator and the parent/ guardian must complete the Virtual Enrollment Request Form found at the end of this handbook. The Virtual Enrollment Request Form should be completed before the semester begins. **Virtual Enrollment Request Forms will not be accepted after the first day of the semester.** Virtual enrollment requests will be determined within ten (10) days of submission of the signed Virtual Enrollment Request Form to the student's school counselor.

In accordance with federal law, if a student receives special education 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.

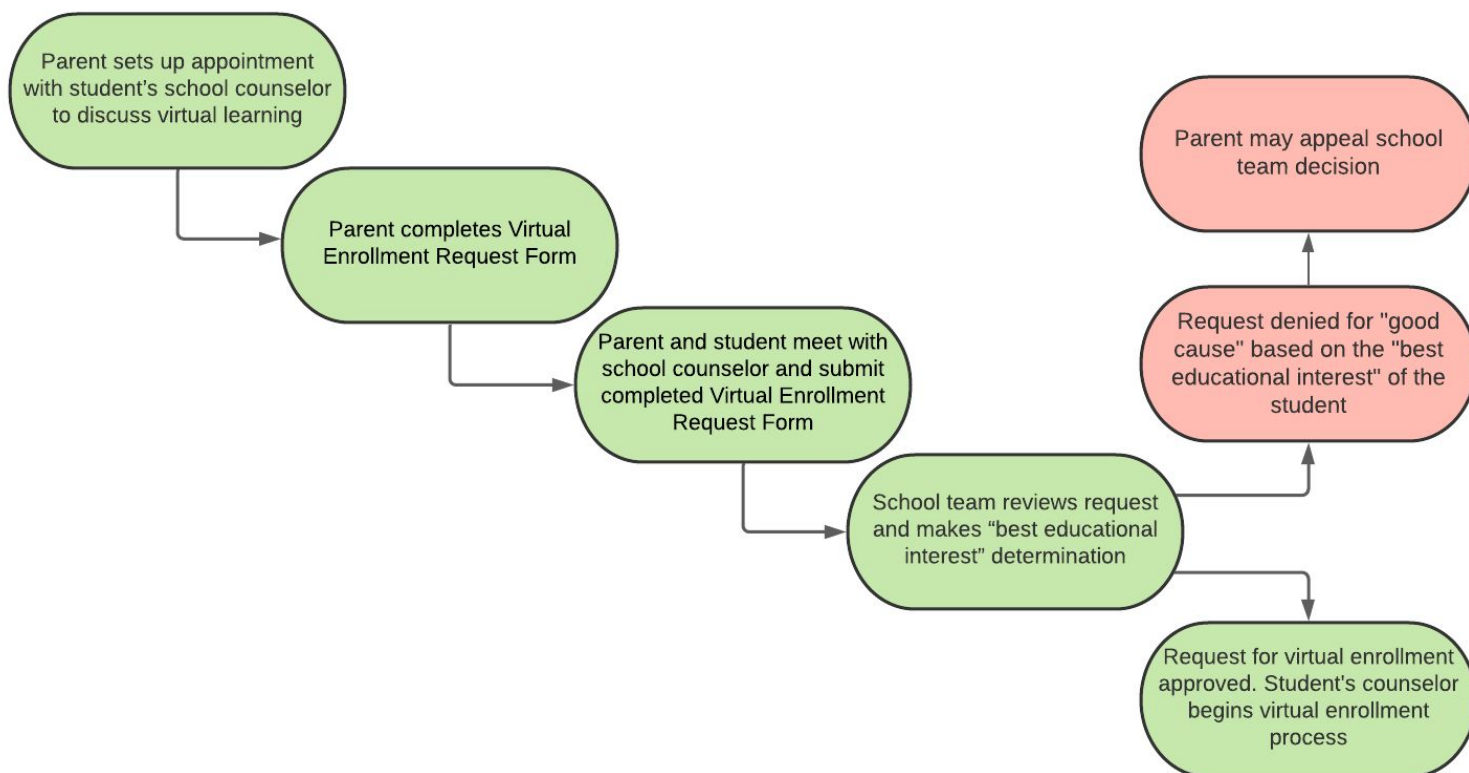
The school district may deny a student/parent request to enroll in an online course at district cost if one or more of the following is true:

- The student has previously gained the credits provided from the completion of the online course.
- The online course is not capable of generating academic credit.
- The online course is inconsistent with the remaining graduation requirements of the student.
- The student has not completed the prerequisite coursework for the requested online course.
- The student has failed previous online coursework.
- The course enrollment request does not occur within the same timeliness established by the school district and/or Launch.

Should a student meet the eligibility expectations and the course requests are aligned to graduation requirements, the student may be enrolled in the courses agreed upon.

If a family works directly with Launch or any MOCAP provider and not through our district counselors to enroll in a Launch class, the family will be responsible for the cost of the course(s) in which they enroll their student(s). In addition, the Logan-Rogersville School District may not accept the credit from these courses.

Logan-Rogersville Virtual Enrollment Process



APPEALS PROCESS

There is an appeal process if a student's request for virtual course(s) is denied. Please refer to [Section 161.670, RSMo](#) to learn about Logan-Rogersville's responsibility in the MOCAP appeal process. Parent/guardians must first work with the Logan-Rogersville School District before submitting the appeal to DESE. Parents/guardians may only submit the documentation provided by the school board to the [MOCAP Appeal](#) website. Logan-Rogersville will receive notification of the appeal and a copy of the submitted documentation. Only MOCAP and LROnline courses offered during the regular school year are eligible for appeal. The appeal process does not apply to summer school or virtual courses that are not MOCAP approved.

HOMESCHOOLED STUDENTS

Students must live within the Logan-Rogersville School District's attendance boundaries and have completed the residency and registration processes. Students must have attended school in Logan-Rogersville, or another Missouri Public School or Charter in the semester previous to the request, or have a documented physical/psychological diagnosis/condition that prevented enrollment. **Students from out of state, private schools, or homeschool must attend Logan-Rogersville for at least one semester before being eligible for MOCAP placement.**

DROPPING A COURSE- REGULAR TERM

Students will need permission from their counselor to drop an online class. When students drop a class, it must be done before the drop deadline determined by the Logan-Rogersville School District or the course provider for that semester. Failure to follow the drop process could result in a student being required to pay for the cost of the online coursework.

Special consideration should also be given to dropping online classes in the instance it causes the student to no longer meet full-time enrollment status as this can impact athletic eligibility and other programs.

DROPPING A COURSE- SUMMER SCHOOL

Students have three school days from the start date to drop a virtual summer school course.

PROGRESS MONITORING

The Logan-Rogersville School District is eager to support parents' involvement in their students' learning. Our learning management system (LMS), Canvas, supports parental involvement through the Canvas Observer Role. As an Observer in Canvas, parents can view student grades, assignments, and course interactions. [Parents can register to become a Canvas Parent Observer](#) and are expected to monitor the virtual learning progress of their students. Designees of the student's school will also monitor academic progress on a regular basis to ensure students are attending their online courses and meeting the academic requirements of the course.

ATTENDANCE MONITORING & INTERVENTION

Defining Attendance

- a) *Daily attendance* in virtual lab or
- b) *Participation*: Defined as submitting assignments and assessments, engagement with content

Tier Four: 20 Days of no participation/ attendance

- Return to seated instruction referencing “best educational interest” of the student
- Parent receives notification from building principal stating the student will return to comparable seated course the remainder of the semester.

Tier Three: 15 Days of no participation/ attendance

- Teacher required to complete weekly teacher/ student check-in
- Teacher required to contact parent
- Teacher required to contact student's counselor
- Virtual liaison sends final participation warning letter to parent

Tier Two: 10 Days of no participation/ attendance

- Teacher required to complete weekly teacher/ student check-in
- Teacher required to contact parent
- Teacher required to contact student's counselor
- Virtual liaison sends participation warning letter to parent

Tier One: 5 Days of no participation/ attendance

- Teacher required to complete weekly teacher/ student check-in
- Teacher required to contact parent

PERFORMANCE MONITORING & INTERVENTION

Tier Four: Return to Seated Classroom

- Student not making adequate progress toward successful completion of the course
- Instructor required to contact parent
- Instructor required to contact counselor
- Return to seated instruction referencing “best educational interest” of the student

Tier Three: Intensive

- Student grade below 60% for four weeks
- Instructor required to contact parent
- Instructor required to contact counselor
- Require weekly face-to-face tutoring at school with full-time virtual teacher or tutor

Tier Two: Targeted

- Student grade below 60% for two weeks
- Instructor required to contact parent
- Require weekly virtual tutoring or offer face-to-face tutoring with the virtual teacher

Tier One: Universal Supports

- High-quality virtual instruction, content, and resources aligned to the Missouri Learning Standards
- After school tutoring available on Wednesdays
- Offer one-on-one virtual tutoring
- Late work is accepted until the end of a unit
- Weekly check-in, via email, with each student
- Three week grade checks

STATE TESTING

All LROnline and/or MOCAP and Launch students are required to participate in the Missouri Assessment Program (MAP) and End of Course (EOC) testing when appropriate. MAP and EOC tests measure a student’s progress toward mastery of the Show-Me Standards, which are the educational standards in Missouri. All testing is conducted at the local school site in which the student resides.

MAP: All students in grades three through eight in Missouri will take the MAP test in communication arts and math. Students in grades five and eight will also take the MAP test in science.

EOC: End-of-Course assessments are taken when a student has received instruction on the course-level expectations for an assessment, regardless of grade level (but typically in high school). EOC tests are required in the subject areas of Algebra I, Biology, English II and American Government.

A+ PROGRAM

Students who are enrolled in the A+ program and take virtual courses will have their attendance recorded as 95%, thereby allowing them to meet the A+ program attendance requirements.

Students enrolled in face-to-face coursework will have the attendance recorded based on actual seat time. Regardless of whether a student is enrolled in virtual or face-to face coursework, all A+ program expectations apply. These included:

- Being a U.S. citizen or permanent resident;
- Entering into a written agreement with the high school expressing the desire to be a part of the A+ program;
- Graduate with a 2.5 (or above) unweighted grade point average;
- Have a 95% attendance record for grades 9-12;
- Perform at least 50 hours of unpaid tutoring or mentoring (must be approved by A+ coordinator prior to engaging in the activity);
- Maintain good citizenship; and
- Achieve a score of proficient or advanced on the Algebra I end of course (EOC) exam or higher level DESE approved end of course (EOC) exam in mathematics.

IEPS/ 504S

In accordance with federal law, if a student receives special education 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.

Should virtual coursework be approved, LROnline and Launch instructors are trained in accommodating students' needs. The school's building liaison will coordinate the communication of the student's IEP or 504 to the virtual course instructor so that accommodations can be made accordingly.

SUMMER SCHOOL

Students may enroll in virtual coursework during summer school. The course offerings and summer school session dates will be communicated in the weeks prior to summer school. Expectations and requirements remain the same as the regular school year for summer courses. Enrollment in courses must be done through the student's counselor.

If a family works directly with Launch or any MOCAP provider and not through our district counselors to enroll in a Launch class, the family will be responsible for the cost of the course(s) in which they enroll their student(s). In addition, the Logan-Rogersville School District may not accept the credit from these courses.

SCHOOL ATHLETICS & ACTIVITIES

Students that desire eligibility to participate in activities or sports at Logan-Rogersville must meet the requirements set forth in Section 2 of the MSHSAA Handbook, entitled Student Essential By-Laws. A student who is already enrolled in the Logan-Rogersville School District and enrolls in online classes through the Logan-Rogersville School District's LROnline or Launch program may meet eligibility requirements outlined in By-Law 2.3.2 through meeting ALL of the following:

1. The student is an enrolled student of the public middle/high school of residence, as defined in By-Law 3.10, and is taking a minimum of six credit-bearing, seat-time or virtual classes for a minimum of 3.0 units of credit at the school.
2. All classes/assignments must be completed by the high school/middle school's close of the semester, as per By-Law 2.3.11, in order for those classes/credits to be considered toward activity eligibility.
3. To be eligible in the following semester, students must earn a minimum of 3 full credits the semester prior.

Parents are strongly encouraged to visit [MSHSAA](#) for further clarification regarding eligibility. For specific questions regarding MSHSAA eligibility, please contact the Logan-Rogersville Middle School Activity Director at 417-753-2896, or the High School Activity Director at 417-753-2813.

TECHNOLOGY

The Logan-Rogersville School District will not provide Internet, Chromebooks, or other technology resources for full-time online students. Reference SB603 and LR policy. Although smartphone data plans may provide connectivity for basic internet use, LROnline and Launch courses require reliable high speed internet connections to access many of the learning resources used in these virtual courses.

FINAL ADVICE FOR PARENTS

Throughout the student's enrollment in the online course, it is best practice to do the following:

- Set up a study space, including technology required.
- Be prepared for any technical issues that may come up.
- Review the syllabus with your student.
- Define expectations for when and where your student will work on the course.
- Agree on incentives and consequences.
- Reinforce that online courses are as important as face-to-face courses and do become a part of the educational record.
- See that your student establishes a routine for working on his/her online course.
- Help your student maintain a regular study schedule.
- Monitor your student's progress.

CONTACT INFORMATION

The first point of contact for these opportunities will be your student's school counselor. Additional questions beyond what the school counselor may be able to answer should be directed to the student's building principal or the District's Academic Services Department.

Logan-Rogersville School District: 417-753-2891

Logan-Rogersville High School: 417-753-2813

Logan-Rogersville Middle School: 417-753-2896

Logan-Rogersville Upper Elementary: 417-753-2996

Logan-Rogersville Elementary School: 417-883-2626

Logan-Rogersville Primary School: 417-881-2947

VIRTUAL LEARNING ENROLLMENT FORM

[Virtual Enrollment Request Form](#)

ONLINE LEARNING READINESS RUBRIC

The Logan-Rogersville School District reserves the right to base enrollment decisions on the best educational interest of the student. As a district, our goal is to provide a safe learning environment that challenges students to become independent problem-solvers, while also providing support as needed. Many different factors are taken into account when determining the best interest of a student including student skills, student support, access to technology, social-emotional well-being, and mental health.

The below items are minimum considerations. Other aspects of a student's education may be considered. The Logan-Rogersville School District encourages parents or guardians to review and discuss the questions found in the Readiness Rubric with their student.

District Course Availability	Yes	No	N/A
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?			
If the course is offered onsite by the district and the student is able to take that course, are there reasons the student wants to take the online course provided?			
Online Course Characteristics	Yes	No	N/A
Does the course meet or exceed district curriculum standards and graduation requirements?			
Does the course align with the student's career goals and the student's individual career and academic plan (ICAP)?			
If the course is for remediation, will it personalize instruction to the student's specific needs?			
Is the district aware of any complaints or concerns regarding the quality of the course, and have those complaints or concerns been resolved?			
Has the district had difficulty working with the course instructor or provider to ensure a student with disabilities receives the required accommodations or modifications?			
Student Skills Necessary for Success in Online Courses	Yes	No	N/A
Has the student demonstrated time-management skills that indicate the student is capable of submitting assignments and completing course requirements?			
Has the student demonstrated persistence in overcoming obstacles and a willingness to seek assistance when needed?			
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?			
Does the student have the necessary computer or technical skills to succeed in an online course?			
Other Relevant Factors	Yes	No	N/A
Does the student have adequate access to computers, Internet and other necessary technology resources to participate in an online course and complete assignments?			
If the student has previously attempted an online course and struggled with or failed the class, have the issues that caused the student to struggle or fail been identified and addressed?			
Does online coursework affect the students' athletic participation and/or future athletic goals?			