Marshfield R-I School District

Virtual Instruction Student/Parent Handbook

****Revised May 2024****

Table of Contents

Recent Legislative Changes Impacting Virtual Learning
Marshfield Virtual Program Overview 2
Technology Information 3
Why Consider Online Learning? 3
Profile of a Successful Online Student 4
Making the Decision 5
Enrollment Procedures (Elementary) 6
Enrollment Procedures (Secondary) 7
Required Orientation 7
Scheduling Procedures 8
Academic Information 9
Dropping a Course 10
Virtual Attendance 11
Probationary Status 13
Getting Started 15
Navigating Canvas 16
Plagiarism/Academic Dishonesty 17
Progress Monitoring 17
State and District Testing and Assessments 18
Graduation Requirements/Early Graduation 19
Senior Information 19
A+ Program 20
IEP/504 Students 20
School Athletics and Activities 21
Summer School 22
Technology 22
Final Advice to Parents 22
Appeals Process 23

Appendices
- Best Educational Interest Consideration 24
- Virtual Learning Information and Enrollment Process 25
- Online Learning Readiness Rubric 26

Introduction

This guide has been prepared for parents, guardians, counselors and others who want to help parents and students in navigating virtual instruction. In the pages that follow, you will find information about:

- Recent Legislative Changes Impacting Virtual Learning
- Marshfield Virtual Program Overview
- Profile of a Successful Online Student
- Student Enrollment Requirements
- Parent and Student Commitments
- Academic and Attendance Requirements
- Marshfield Virtual Program Enrollment Requirements and Procedures

Recent Legislative Changes Impacting Virtual Learning

Senate Bill 603

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

- The school district must adopt a policy that creates a process for students to enroll in virtual courses and may include consulting with a school counselor.
- The school district must pay for eligible K-12 students to take virtual courses as long as the student: one, resides in the district; two, is currently enrolled in the district; and, three, was enrolled full-time in a public school the previous semester.
- 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 two courses during the summer school session), the district will not be required to pay for additional 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/guardian disagree with the district's determination, an appeal may be made to the local school board.

House Bill 1552

In the summer of 2022, HB 1552 was passed, thereby defining a virtual student's learning opportunities with MOCAP vendors. Highlights of this legislation are below:

- A full-time MOCAP student becomes a student of the host (location of MOCAP vendor) district rather than the resident (Marshfield R-1) district.
- Marshfield R-1 students are disenrolled from Marshfield R-1 when they enroll full-time with a MOCAP vendor. They are then considered a transfer student.
- A student must first be enrolled in the resident (Marshfield R-1) district prior to enrolling in MOCAP.
- A student who wants to enroll full-time in a MOCAP program should notify their district of residence (Marshfield R-1) of their intent to enroll in a full-time virtual program.
- When a student enrolls in a MOCAP program, the host and resident districts may choose to collaborate on an Educational Services Plan for the student.

Marshfield Virtual Program Overview

The Marshfield School District's preferred virtual instruction option is the Marshfield Virtual Program (MVP). The MVP is designed and facilitated by highly qualified Marshfield teachers and will incorporate a rigorous and engaging virtual curriculum developed and facilitated by Marshfield teachers. In some instances, and to provide students a broader range of electives, MVP students may also enroll in Launch courses run through Springfield Public Schools.

A student who is taking one or more virtual courses through Marshfield curriculum and/or Springfield Public Schools' Launch program will be classified as a MVP student.

Technology Information

Students enrolled in the Marshfield Virtual Program (MVP) must have reliable access to internet that is capable of playing videos, connecting to Zoom/Google Meet live sessions, and downloading/uploading files as needed.

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 scheduling conflicts. For others, it allows students to take courses not offered at the local level. Other students may use online course opportunities 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.
- Relevant to the online life many students lead.
- Paced by individual progress so students can move--largely-- at their own pace 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, for each course. In many cases, more time than this is required. In other words, at least five hours per week on each course is a minimum expectation. This is similar to the amount of time a student would spend in a course at the local "brick and mortar" school. 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?
- **Parental/Family Support**
  Does the student have strong parental/family support for online learning and family members willing to be involved on a daily basis to monitor classroom assignments, progress, and grades?
- **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 learn skills, acquire knowledge and fulfill assignments in online courses because of his/her 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 have access to adequate technology and know how to open, create and/or save a document, use various technology tools and identify file formats (e.g., doc, xls, pdf, jpg? Is the student willing and able to make multiple videos of himself/herself performing required tasks for verification to online instructors? An example of this is making a video of exercising for a P.E. class.

****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 him/her 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 internet access consistently?
- ➔ Are parents willing and adequately equipped to support students in their technology needs?
- ➔ Are parents willing and able to transport their student to campus in the event that internet access is unavailable?

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?
- ➔ Have MSHSAA regulations been considered regarding eligibility requirements and virtual learning?
- ➔ 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 final grades?
- ➔ When can a student drop the course if he/she finds it too difficult?

Enrollment Procedures

Elementary:

In order to enroll part-time in virtual coursework:

- The Marshfield R-1 School District communicates to parents as required by law (i.e. website).
- The student is a resident of the Marshfield School District and is enrolled in Marshfield R-1 Schools.
- Parent/Guardian applies for virtual enrollment by completing the online Marshfield Virtual Instruction Request Form. (NOTE: If a parent/guardian is wishing to enroll multiple children in the Marshfield Virtual Program, a form must be completed for each student.)
- The counselor or district designee will follow-up with the parent/guardian's online request as appropriate.
- The Virtual Instruction Team submits items related to the "best educational interest" to the principal or district designee.
- The principal will notify the parent/guardian of enrollment approval or denial (including the "good cause" basis on which the request is not approved. See Appeals Process below).
- Upon approval, the student will be assigned to the principal/counselor who will notify the parent/guardian of virtual teacher placement. The VC will oversee communication and progress monitoring processes with the virtual teacher and parent/guardian throughout the virtual coursework.
- In 2024-2025, Marshfield will offer virtual education to our students in grades K-5 through our partnership with Launch.

Secondary:

In order to enroll in virtual coursework, students must be a resident of the Marshfield School District and be willing to enroll in the district.

Upon determining that online learning may be a viable option for a student, parents should complete the Google form request to initiate the enrollment process. This will be provided by school counselors at the request of students and/or parents. As the process proceeds, student eligibility will be determined. In some cases, that may require a meeting with the student's family, counselor and/or administrator. 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 per student handbook.
- The student has failed a previous online course(s) and it has been determined to be not in the best educational interest of the student.
- The course enrollment request does not occur within the same timelines established by the virtual provider and/or the school district.

Should a student meet the eligibility expectations and the course requests are aligned to graduation requirements, he/she will be enrolled in the Marshfield Virtual Program.

Required Orientation

All MVP students must attend a required virtual learning orientation prior to beginning coursework. Orientation will cover a variety of aspects related to virtual learning including technology navigation, expectations for virtual coursework, and time management skills training.

Scheduling Procedures for Secondary Students

If a **high school student** has a 'blended schedule', meaning a schedule that includes both face-to-face and online courses, he/she may be required to stay on campus while working on the online course. This will be determined by the building administration. For example, a student who wishes to come to face-to-face courses at MHS during the first half of the day and then take online courses for the entire afternoon would not be required to stay on campus. The same is true for a student who used the first half of his/her day for online coursework but then came in the afternoon for face-to-face courses. Students in these situations are responsible for their own transportation; the district will not provide transportation.

However, if a student wanted to enroll in face-to-face courses for the first three periods of the day, then do an online course in the middle of the day (fourth period) and again take face-to-face courses towards the end of the day (fifth, sixth and seventh), he/she would be expected to stay on campus at an assigned location for those middle of the day online courses. If a high school student is taking two or fewer online courses in the middle of the day, the student will be expected to stay on campus.

Junior high students taking a blend of online and face-to-face courses will work with counselors to create a schedule that has the face-to-face courses in a continuous block so there are no unassigned class periods between the face-to-face courses when possible. The student would arrive at school shortly before his/her first class begins and leave after his last class ends. These decisions will be made on a case-by-case basis.

Academic Information for Secondary Students

The Marshfield Virtual Program is aligned to the Missouri State Standards. Content is reviewed annually to ensure updated resources as well as access to high-quality digital resources.

❖ Traditional Virtual

- ➢ Designed for students earning first-time credit
- ➢ Students earn a letter grade and percentage
- ➢ Starts and stops with the traditional calendar; has set due dates
- ➢ Some NCAA and MSHSAA approved courses
- ➢ Course can be taken over a quarter or semester
- ➢ Requires a proctored final exam conducted via web conferencing
- ➢ Curriculum built in a project-based learning format to include individual and group work delivered via individual assignments, culminating events, group discussions, etc.
- ➢ Junior High students taking high school level courses will be awarded high school credit

❖ Credit Recovery

- ➢ Designed for students who have previously failed the course
- ➢ Starts at any point; no due dates
- ➢ MSHSAA approved
- ➢ Curriculum built to priority standards and assessed at 80% mastery
- ➢ Students earn a pass or no grade
- ➢ Students start at 0% and work their way to 100% completion

By utilizing the Canvas Learning Management System Mastery Paths Platform, instruction can be personalized to meet the needs of individual students. Students can accelerate through content due to prior knowledge or can be provided additional assistance or remediation as needed. Master Paths are an integral part of credit recovery courses.

Dropping a Course, Regular School Year (Secondary)

Traditional Virtual, regular school year: Students have 20 school days from the start date to drop a semester course without a grade penalty and 10 school days for a quarter course. Snow days would not factor into this count.**

Credit Recovery, regular school year: Students have 20 school days from enrollment to drop the course without penalty. Snow days would not factor into this count.**

**If a student starts the semester in a virtual course but drops it before 10 days, he/she may request a transfer to a corresponding face-to-face course if space allows. If a student starts the semester in a virtual course, does none of the coursework by day 10 and then drops the course after 10 days, he/she will not be enrolled in a corresponding face-to-face course. However, if a student begins the virtual course, does complete some of the work and then decides to drop the course before 20 school days have passed, his/her current grade may be transferred to a corresponding face-to-face course if space allows.

**If a student wishes to drop a face-to-face course, he/she must do so within 10 school days and must enroll in an equivalent online course. The online course will be offered in the same time period as the face-to-face course (i.e., if the student is dropping a 2nd hour course then the student will be expected to work on his/her online course during 2nd hour and, if he/she has a 1st hour, will be expected to stay on campus for this work). A student's schedule will not be rearranged to 'fit' the online course into a more convenient time slot.

Dropping a Course, Summer School (Secondary)

Traditional Virtual, summer school: Students have 2 school days from the start date to drop a summer school course.

Credit Recovery, summer school: Students have 2 school days from the start date to drop a summer school course.

Virtual Attendance Procedures

Elementary:

Student attendance will be monitored in accordance with district expectations. If an attendance concern arises, parents will be required to come to the school campus for a meeting as would parents of a seated course student.

Students enrolled in virtual instruction courses will be held to the same attendance policy as those students enrolled in seated coursework. Please see the Marshfield R-1 District website to access attendance policies. Failure to demonstrate a commitment to attendance may result in the removal from virtual coursework.

Missouri Compulsory Attendance

Section **167.031**, RSMo, states that any parent, guardian or other person having custody or control of a child between the ages of seven (7) and the compulsory attendance age for the district, must ensure that the child is enrolled in and regularly attends public, private, parochial, home school or a combination of schools for the full term of the school year.

Every parent, guardian or other person having custody or control of a child between the ages of seven (7) and the compulsory attendance age for the district has the primary responsibility of ensuring that the child regularly attends school. A parent, guardian or custodian of a child or children who do not regularly attend school may be reported to the Department of Social Services, Children's Division, or to the county prosecutor's office. A violation of the compulsory attendance law is a class C misdemeanor.

Secondary:

<u>Students will be dropped from courses if they fail to log in for 20 consecutive days.</u>

In an effort to maintain accurate attendance records for online courses, the following no-show procedure will be implemented for all students participating in MVP. Students are considered a “no-show” if they do not log into their MVP course for the specified times outlined in the policy. The student login is regularly monitored.

Tier One (Day 5)

- Virtual instructors will make calls home to parents/guardians.
    - Virtual instructors will log communication in Grade Guardian.
    - If Grade Guardian is not available, communication will be logged in SIS360

Tier Two (Day 10)

- Virtual instructors will send a list to the Student Services team to make contact home.
    - Communication will be logged in Grade Guardian.
    - If Grade Guardian is not available, communication will be logged in SIS360
    - MVP Facilitator(s) will contact parent/guardian through email and/or phone call.

Tier Three (Day 15)

- Virtual instructor sends a list to the Student Services team to make contact home.
    - Communication will be logged in Grade Guardian.
    - If Grade Guardian is not available, communication will be logged in SIS360
    - Marshfield counselors and/or MVP Facilitator will contact parent/guardian through email and/or phone call notifying that student will be dropped from course(s) if login has not happened within 5 days.

Tier Four (Day 20)

- Students will be dropped from virtual courses. Parents/guardians/students will be notified
    - If the student’s last date of attendance is after the stated course drop date, the student will receive an F for the course in addition to being dropped.

Probationary Status

Elementary:

The Marshfield R-1 School District is responsible for monitoring the academic progress of all students including those enrolled in virtual coursework with MVP or Launch. The school district reserves the right to determine if virtual education is in the best educational interest of a student at any point in their virtual enrollment. With this in mind, all virtual students could be subject to probationary status assignment at any point during a semester. Probationary status implies that a student's academic progress is of concern and what is in the best educational interest of the student is being evaluated. Probationary status will function under the following protocol:

1. Any student at risk of academic failure will be assigned to probationary status.
2. Counselors, teachers, or administrators at each building will notify a student if they are moving into probationary status.
3. Students assigned to probationary status will be required to attend a minimum of 4 hours of on-campus academic support per week.
4. Probationary status will be in effect until the student is no longer at risk for failure.
5. Students failing to academically improve will remain in probationary status until grades have either improved or the student has been returned to the seated course.

** It is important to note that any student may be asked to return to seated coursework at any point during a semester if virtual coursework is deemed not to be in the best educational interest of the students. **

Secondary:

The Marshfield R-1 School District is responsible for monitoring the academic progress of all students including those enrolled in virtual coursework with MVP or Launch. The school district reserves the right to determine if virtual education is in the best educational interest of a student at any point in their virtual enrollment. With this in mind, all virtual students will be subject to probationary status assignment at any point during a semester. Probationary status implies that a student's academic progress is of concern and what is in the best educational interest of the student is being evaluated. Probationary status will function under the following protocol:

1. Any student failing 2 or more virtual classes will be assigned to probationary status.
2. Counselors at each building will notify a student if they are moving into probationary status.
3. Students assigned to probationary status will be required to attend a minimum of 4 hours of on-campus academic support sessions weekly.
4. Probationary status will be in effect until the student raises failing grades to a minimum of 60% for the entirety of a progress reporting period.
5. Students failing to raise grades to the necessary standard will remain in probationary status until grades have either improved or the student has been returned to the seated course.

** It is important to note that any student may be asked to return to seated coursework at any point during a

semester if virtual coursework is deemed not to be in the best educational interest of the students. **

Additional Considerations for Junior High Students

As the Junior High School works through the Best Educational Interest Checklist at the beginning of the MVP enrollment process, it is often impossible to determine immediately if a student will be successful in virtual learning. While Junior High age students are often left alone at home during the day because of parents working, many junior high students have not also developed the social and emotional maturity to be self-disciplined enough for virtual study. Because promotion points are awarded for each quarter, the Junior High reserves the right to revoke the Virtual Learning approval if the student is failing **more** than **two** core classes at the six week mark of each quarter. The student will be required to return to seated classes as soon as possible for a chance to begin earning the maximum number of promotion points at the beginning of the next quarter. For MOCAP courses, collaboration on best educational interest will precede any and all virtual enrollment changes.

Getting Started

Elementary:

The Coordinator of Virtual Learning will be in contact with students and families about login procedures,daily schedule, and expectations prior to school beginning.

Secondary:

Prior to Day 1

- The building counselor will provide the student with an enrollment notification; it includes login information and course list.
- If the MVP course is provided in the Springfield Public Schools Launch platform, students will have a separate login information provided by Springfield Public Schools.
- Students should ensure their Chromebook is charged and ready to go.

Day 1

- All MVP courses are offered through Canvas. Students should check their Canvas inboxes in both their Marshfield and Springfield platforms (only if enrolled in a Launch course).
    - Marshfield Canvas Site (click Canvas in your Google waffle in the upper right corner once logged into Google Drive. Then, click “login with Google.”)
    - Launch Canvas Site
- Students should read the introduction announcement for their course.
- Students should complete at least one assignment to ensure they know the process.

Day-to-Day

Students should:

- Look at any recent feedback given by their teacher.
- Start every day by checking the Canvas inbox and course announcements.
- Visit modules to see the weekly course content and lessons
- Check the calendar for due dates each day.
- Keep working on the next assignments in the course module.

Additional Support

- Communication through Inbox: Students can message teachers through the inbox feature in Canvas. Teachers may use this to reach the student as well. The typical response time is 24 hours. Students may also contact teachers through Mjays email.
- Announcements: Video announcements are posted weekly on the course homepage and provide information for the week. It is important for students to watch these updates.
- Parent/Guardian Feedback: Staff will make regular contact with parents if a student is inactive or failing.

Navigating Canvas (Secondary Students)

Announcements: MVP teachers will post a video announcement every week. Students need to be sure to watch these for important information regarding the course.

Feedback: Teachers provide feedback via rubrics and comments. Students should be reading this feedback in order to enhance their performance in the course. Also, students should feel free to respond to the feedback the teacher provides.

Instructor Information: Instructor information is provided at the bottom of the course page.

To Do: This is where the student will find a list of assignments and due dates. The list is found on the course homepage and will also lead the student to videos, discussion boards, and other assignment items as needed. The calendar tab also provides a list of due dates.

The to-do list should not be used exclusively, as a great amount of lessons and course content can easily be missed if only using the to-do list. Please access modules for full course content.

Modules: Modules are a holding place for all course content, including: assignments, instructional pages, activities, and tasks. It is important that students use modules on a daily basis to access all course content.

Grades: The “grades” tab allows the student to see current progress in the Launch course and see the teacher’s feedback comments.

Google Drive: Students will use Google Drive to create many of the assignments and submit Google files to Canvas. This may involve using a different Google Drive account, based on the requirements of the curriculum. Please be aware that students WILL have to manage multiple logins and passwords for virtual learning, and be able to create and submit assignments from the correct Google Drive account.

Plagiarism and Academic Dishonesty

Elementary:

Marshfield R-1 defines academic dishonesty as plagiarism, fabrication of information or citations, cheating, falsification of work or excuses for work, disrupting or destroying another person's work, failure to contribute to a team project, or other misconduct related to academic work. Violations of academic dishonesty will be disciplined through the District's Student Discipline Policy.

Secondary:

If a student plagiarizes, the process will be as follows:

First offense: The instructor will formally warn the student and allow him/her to redo the assignment for full credit.

Second offense: The instructor will formally warn the student and allow him/her to complete the assignment for half credit.

Third offense: The student will receive a zero for the assignment and will be referred to the building administrator.

Progress Monitoring

Elementary:

Regular MVP progress monitoring will be conducted by the Marshfield Virtual Program teacher, maintained as a part of the student's educational record, and shared with the parent/guardian. Progress reports will be used in addition to district progress monitoring assessments to ensure coursework is meeting the educational needs of the student. If a student is not making adequate academic progress, the Virtual Instruction Team and/or the parent/guardian will meet to determine an action plan and/or if the virtual instruction continues to be in the best educational interest of the child

Secondary:

Parents/guardians are given parent observer accounts to monitor the progress of their students. Please remember that parents and families play a vital role in the success of virtual learning programs. It is a family commitment.

District employees will monitor student progress using MVP/Launch's Grade Guardian and district/state assessments. If academic progress becomes a concern, the district may ask the student to return to seated coursework.

State/District Testing and Assessments

Elementary:

It is the expectation of all Marshfield R-1 students to participate annually in district assessments for student progress monitoring. The Marshfield R-1 School District Comprehensive Assessment Plan meets the requirements of the Missouri School Improvement Plan (MSIP-5 Resource and Process Standard I-4.1), Sections 160.257 and 160.570 of Missouri Revised Statutes, and the Outstanding Schools Act. All students in the Marshfield R-1 School District are assessed from preschool through grade 12. All assessments given are designed to assess student performance on Show-Me Standards, and, more specifically, the most recent version of the grade-level or course-level expectations of the Missouri Learning Standards. The district is accountable for all students in all populations, including students with disabilities who are eligible to receive special education services, students whose first language is not English, migrant students, and Academic Resource Classroom students.

- All students participating in virtual instruction will be expected to complete district adopted assessments throughout the course of the school year. Assessment data will be used to monitor the academic progress of students in order to ensure coursework is meeting the educational needs of the student. If a student is not demonstrating acceptable academic progress, they may be asked to return to seated coursework and be unenrolled from the Marshfield Virtual Program. A K-5 Virtual Coordinator or instructor will contact parents/guardians and coordinate all tests.
- All students are required to participate in the Missouri Assessment Program (MAP). MAP Tests measure students' progress toward mastery of
  Missouri Learning 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.
- A copy of the district's Assessment Plan may be attained on the district website or at the Marshfield R-1 Central Office building.

Secondary:

All MVP and MOCAP students are required to participate in assessments put forth in the district's annual Assessment Plan. The Missouri Assessment Program (MAP) and End of Course (EOC) testing are state required tests to be administered annually. MAP and EOC tests measure students' 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. **If a virtual student does not participate in the site-administered assessment, they will not receive credit for the course and they may be denied future virtual enrollment**. Full-time MOCAP students will take assessments through their vendor since the student will no longer be enrolled in Marshfield R-1.

- **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 government.

Graduation Requirements (Secondary)

To earn a Marshfield School District diploma, students need to successfully complete the 25 credit requirements defined in the Career and Educational Planning Guide. Students and parents need to work closely with the school counselor to make sure they are on track to graduate.

Class Rank
All online course grades through MVP and MOCAP courses will be calculated into a student's class rank equivalent to a course taken face-to-face at Marshfield R-1.

Senior Information

The senior year is a busy time for students and families and there are a host of deadlines involved in the end of the year activities and graduation. Daily announcements are made at school and regular grade-level newsletters are shared with families. It is the responsibility of the student and his/her parent/guardian to keep up-to-date on senior deadlines and expectations.

Specific questions can be sent to the student's counselor: A-G Lindsey Baedke ,H-O Hayley Holtz, P-Z Amanda Badgett and/or Activities Director, Ronda Hubbard.

A + Program (Secondary)

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 include:

- Being a U.S. citizen or permanent resident;
- Entering into a written agreement with MHS expressing the desire to be a part of the A+ program;
- Graduate with a 2.5 (or above) unweighted grade point average;
- Attend an A+ designated school for 3 years prior to graduation (being enrolled in MHS and taking Launch virtual classes would apply in this situation);
- 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.

IEP/504 Students

Elementary:

The Marshfield Virtual Program is open to any IEP/504 students. The Virtual Instruction Team will convene to determine placement and programming based on the student's best educational interest. Any accommodations needed will be made accordingly.

Secondary:

Special Education Services Virtual public school programs are required to abide by all federal education statutes, including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act (ADA). When a student with a disability applies to and meets the enrollment requirements for the Virtual program, an IEP Team meeting will be scheduled to determine if the virtual setting is an appropriate placement for the student. The IEP team will determine if the student can be successful in the virtual program, with or without accommodations. If it is deemed that the virtual program is an appropriate setting, the IEP Team will determine what special education and related services are needed in order for the student to participate in and benefit from the virtual program. Parents have a right to revoke consent for all special education services; however, revoking consent will not be a condition of application or a requirement for admission to the virtual program.

School Athletics and Activities (Secondary)

High School

Students who desire eligibility to participate in activities or sports at Marshfield High School 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 Marshfield School District and enrolls in online classes through the Marshfield School District MVP may meet eligibility requirements outlined in By-Law 2.3. 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 MVP 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.
4. Full-time MOCAP students' local club and activity participation should be determined through the Educational Services Plan entered into with the host district.

Junior High

Students who desire eligibility to participate in activities or sports at the Junior High School 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 Marshfield School District and enrolls in online classes through the Marshfield School District MVP may meet eligibility requirements outlined in By-Law 2.3.7 through meeting ALL of the following:

Parents are strongly encouraged to review the MSHSAA handbook for further clarification regarding eligibility as well as NCAA regulations if intending to play a college sport. For specific questions, please contact the Marshfield Activity Director. Additionally, students should notify their counselor(s) in advance of MVP enrollment if they intend to play a college sport.

Summer School (Secondary)

The Marshfield R-1 School District offers a variety of seated, blended, virtual courses during summer school. Courses include both elective and credit recovery options. MVP courses and some partner district Launch courses are offered virtually. For more information on summer school course offerings and enrollment, please the appropriate summer school director.

Technology

The district will not be responsible for providing devices for online courses not offered by the district. However, MVP does provide Chromebooks for its courses, and in select cases, may attempt to provide internet access. The Chromebook will meet the technology requirements for any online course taken through MVP. All MVP courses in 6th-12th grades are hosted by Canvas, an Interactive Learning Management System.

Students participating in health/P.E. classes will have fitness watches or Garmins checked out to them. If the watch and charger are not returned at the end of the term, students will be assessed a fine of 30 dollars (fitness watch) and 90 dollars (Garmin). Students who are issued chromebooks or iPads for MVP course work will be expected to return these items in good condition according to end-of-term dates released by the Coordinator of Virtual Learning and building teams. If devices are not returned in a timely manner and in good condition, students will be assessed a fine.

For secondary students who have outstanding technology fines or damaged/unreturned technology devices, they may be expected to come to campus to participate in online classes in the online lab rather than working from home.

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 arise.
- ➔ 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.

Appeals Process

In the event that a parent/guardian receives notification that a MVP request has been denied, the parent/guardian has the right to appeal in writing to the local board of education:

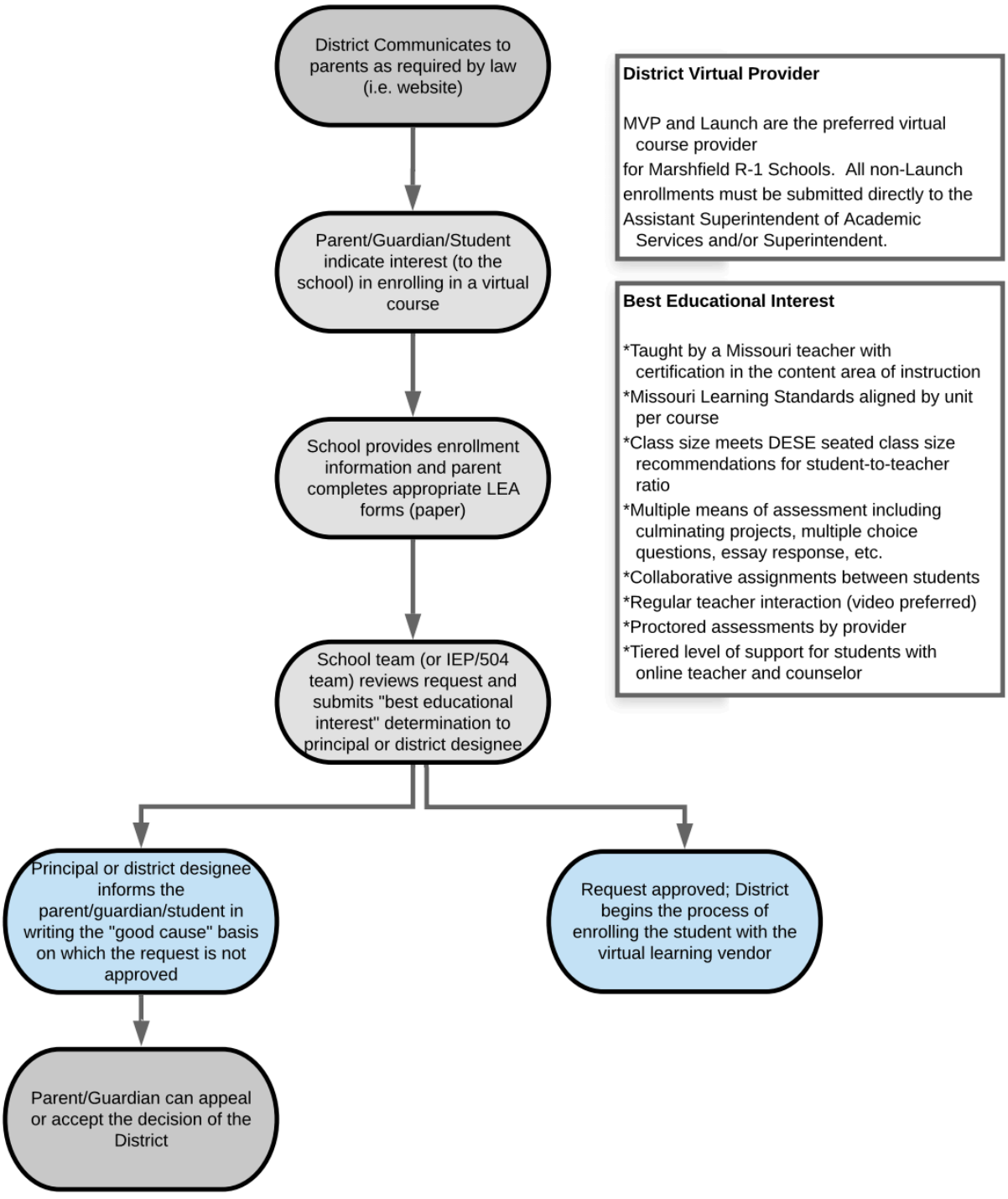
- ➔ The student and parents/guardians must be notified in writing and provided an explanation for the decision and informed that the student or parents/guardians may appeal the decision to the Board of Education.
- ➔ However, if the student is receiving special education services, the student's IEP team will make the final decision regarding student enrollment in a virtual course in accordance with federal law, and the decision must be appealed through the special education process rather than through the Board of Education.
- ➔ The principal will provide the Superintendent written reasons for denying the student's enrollment.
- ➔ The Superintendent will consider the information presented and release a written decision within 30 calendar days of the meeting.

Best Educational Interest Considerations

** The below items are minimum considerations. Other aspects of a student's education may be considered.

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 virtual course provided?			
Virtual 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? (Launch courses are a minimum 5th grade reading level)			
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 Virtual Courses	**Yes**	**No**	**N/A**
Has the student demonstrated time-management skills that indicate that the student is capable of submitting assignments and completing course requirements without reminders?			
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 a virtual 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 a virtual course and complete assignments?			
If the student has previously attempted a virtual course and struggled with or failed the class, have the issues that caused the student to struggle or fail been identified and addressed?			
Does virtual coursework affect the students' athletic participation and/or future athletic goals?			

Virtual Learning Information and Enrollment Process



Online Learner Readiness Rubric

Name

Developed by MICHIGAN VIRTUAL

Student Readiness	Technology Skills	Work & Study Habits	Learning Style	Technology/ Connectivity	Time Management	Interest/ Motivation	Reading/Writ-ing Skills	Support Services
★	Student has little, if any, experience using a computer or the Internet, and has minimal desire to develop more skills in this area. ○	Student often needs reminders to complete routine assignments, often turns homework in late and is not able to spend 5-10 hours per week on each online course. ○	Student is not a self-directed learner and often requires real-time feedback from teachers regarding basic directions and follow-up support. ○	Student does not have consistent access to a computer and a reliable connection to the Internet at home or at school. ○	Student does not manage his or her time effectively in doing research, basic studies and preparing for tests or quizzes. ○	Student has little or no interest in the content area of the online course offering and has a negative or unrealistic attitude toward online learning. ○	Student is reading below grade level and has experienced difficulty with routine writing assignments. ○	In general, parents and school personnel do not actively support online learning and are unable or unwilling to provide support assistance. ○
★★	Student has limited experience using a computer and the Internet, and has expressed a strong interest in developing more skills in this area. ○	Student sometimes needs reminders and assistance in completing routine assignments and has pledged to spend 5-10 hours per week on each online course enrollment. ○	Student beginning to demonstrate a behavior of self-directed learning and sometimes requires real-time feedback from teachers regarding basic directions and follow up support. ○	Student has limited access to a computer with low-speed Internet service at school or at home. ○	Student is beginning to demonstrate effective time management skills in doing research, basic studies and preparing for tests or quizzes. ○	Student has an interest in the content area of the online course offering, but has expressed concerns about enrolling in an online course or has an unrealistic attitude toward online learning. ○	Student is reading at grade level and has demonstrated limited proficiency with writing assignments. ○	Student support system is limited, parents and school personnel are somewhat supportive of enrollment in online courses. ○
★★★	Student has strong computer skills and more than adequate experience using a word processor, email application and web browser. ○	Student rarely needs reminders or assistance in completing routine assignments and has demonstrated good independent study habits. ○	In general, the student is self-directed and does not require real-time feedback from teachers regarding basic directions and follow-up support. ○	Student has consistent access to a computer with moderate-speed Internet service at home or at school. ○	Student has demonstrated effective time management skills in doing research, basic studies and preparing for tests or quizzes. ○	Student has an interest in the content area of the online course offering, and has a positive and realistic attitude toward online learning. ○	Student is reading at or above grade level and has demonstrated success with a variety of writing assignments. ○	Student has open access to school-based mentoring/ counseling service and parental support. ○
★★★★	Student has excellent computer skills and significant experience using a word processor, email application and web browser, and is comfortable downloading information from the Internet and using other technology tools and applications. ○	Student does not need reminders or assistance in completing routine assignments, usually finishes homework ahead of time and has successfully completed an independent study experience or taken an online course. ○	Student is a self-directed learner and demonstrates a high level of comfort and skill in learning new material without requiring real-time feedback from teachers regarding basic directions and follow-up support, and deals well with ambiguity. ○	Student has daily access to a computer with high-speed Internet service at home and at a convenient location in the school building before, during and after regular school hours. ○	Student has demonstrated outstanding time management skills while participating in a variety of clubs, student organizations, sports and work activities. ○	Student has a strong interest in the content area of the online course offering, is highly motivated to enroll in an online course and has a positive and realistic attitude toward online learning. ○	Student is reading above grade level, has strong reading comprehension skills and has demonstrated success with complex writing assignments. ○	Student has regularly scheduled access to school-based mentoring/counseling services, parental support is strong and district has adopted policies and identified best practices to support students as online learners. ○
	Comments:	**Comments:**	**Comments:**	**Comments:**	**Comments:**	**Comments:**	**Comments:**	**Comments:**

Note: This rubric was not designed to be used as a tool to determine eligibility for enrollment in online courses, but instead to be used as a resource to help identify specific areas where students may need additional support to better ensure success.