Plato R-V Virtual Education

Student/Parent
Manual
2021-2022

Table of Contents

Introduction

This manual has been prepared for Virtual Education Team members, such as parents, guardians, administrators, and counselors, to help students determine whether online courses are a good option for them and, if so, how to proceed and navigate virtual learning platforms. It will also familiarize students and parents with the procedures of virtual learning. In the pages that follow, you will find information about:
- the characteristics of a successful online learner
- how to enroll in online courses
- the impact coursework may have on academics and activities.

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 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: (1) resides in the district; (2) is currently enrolled in the district and, (3), was enrolled full-time in a public school the previous semester. *Exceptions for homeschool students who reside in the district are referenced below in the homeschool student' section of this document.
- 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? What is Launch?

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 Plato R-V School District has a growing catalog of virtual K-12 courses, the use of MOCAP vendors is limited. The Plato R-V School District's preferred provider, when the course is not offered virtually by Plato R-V, is Launch.

Launch is operated and overseen by the Springfield Public School District. Courses are designed 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 Plato R-V School District's Acellus program 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 to meet state requirements for each 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 learn skills, 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. More information: https://edpolicy.stanford.edu/sites/default/files/scope-pub-using-technology-report.pdf

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 that the student needs?
  - ☐ 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?
  - ☐ Will the student be able to complete the work without a teacher at hand to ask questions?
- ☐ **Considering the Course**
  - ☐ Does the course meet academic/graduation requirements?
  - ☐ Has the course been approved for credit by the school?
  - ☐ In the case of foreign language and/or math courses, has the student thought about the additional rigor that comes with these courses simply by having them online and not taught in a seated environment?
  - ☐ 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 Plato R-V School District, have attended the previous semester and be willing to enroll/stay in the district. Please see District policies 6190 for further information.

Upon determining that online learning may be a viable option for a student, parents should contact the school counselor to pursue possible enrollment. A meeting will be scheduled with the student's counselor and administrator and the parent/ guardian must complete the Virtual Enrollment Request Form found at the end of this manual. 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 must have been enrolled in the district the semester prior to the semester that courses are requested

- The student has not completed the prerequisite coursework for the requested online course.

- The student has failed a previous online course(s).

- The course enrollment request does not occur within the same timeliness established by the MOCAP provider and/or the school district.

**If a family works directly with a MOCAP provider and not through our district educational team to enroll in a MOCAP class the family WILL be responsible for the cost of the course(s) in which they enroll their student(s). In addition, Plato R-V School District may NOT accept the credit from these courses.

Enrollment Process

1. The parent/guardian must submit a virtual enrollment form from the student's building office or online at platorv.org.
2. When the Virtual Enrollment Form is returned to the building office we will set up the first meeting.
3. The parent/guardian and in many cases, the student, meets with the virtual education team to decide if virtual learning is the best option for the student.
4. The Parent/Guardian receives the Virtual Schooling District Manual
5. After the virtual team, parent, and student meet and discuss the manual the virtual decision is approved or denied. Decision dictates next steps

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 Plato R-V's responsibility in the MOCAP appeal process. Parents/guardians must first work with the Plato R-V 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. Plato R-V will receive notification of the appeal and a copy of the submitted documentation. Only MOCAP and Acellus Online 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.

Homeschool Students

If a student who resides in the Plato R-V School District was homeschooled the prior semester and wishes to take online courses at the district's expense, there are allowances for this. The following criteria must be met

- ☐ The student resides in the district (and provides proof of residency).
- ☐ The student must have been enrolled in the district the semester prior to the semester that courses are requested.
- ☐ The student must consider the district's preferred provider.
- ☐ The student must meet all of the online course expectations (regarding prerequisites, etc.).
- ☐ The student may only enroll in a total of seven courses a semester during the school year or one course during the summer semester (but may enroll in less than seven).

Academic Information

Both the Acellus and Launch offer various types of online coursework. All coursework is aligned to the Missouri State Standards. Content is reviewed annually to ensure high-quality digital resources are available and aligned to Missouri State Standards.

Traditional Credit Acquisition
Traditional Virtual classes start and stop with the traditional 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.

Transportation - Blended Schedule

In the case in which the student schedules both online and seated classes and wishes to take scheduled online courses at home, the student is responsible for his/her own transportation if it is needed outside of the normal district bus route schedule (morning and/or afternoon). ***Students may only be on campus during the hours of their scheduled seated classes.***

Dropping a course-regular school year

Virtual, regular school year: Students have 5 school days from the start of the semester to drop a course without grade penalty. Snow days will not factor into this count.

**If a student starts the semester in a virtual course but drops it before 5 days, he/she may request a transfer 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 5 school days from the start of the semester 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. A student's schedule may not be rearranged to "fit" the online course into a more convenient time slot.

If a student drops a course after the district determined drop date, the student will earn an F for the course.

No Show Procedure

Students will be dropped from courses if they fail to log in and participate for 20 consecutive days. In an effort to maintain accurate attendance records for online courses, the following no-show procedure will be implemented for all students participating in virtual education courses through the Plato R-V School District. Students are considered a "no-show" if they do not log into and participate in their course for the specified times outlined in the policy.

- A student is considered a "no-show" if he or she has not logged into and participated in their course prior to the stated district course drop date. Students will be dropped with zero days of attendance reported with the counselor or liaison being notified at least 2 school days prior.
- After the drop date, a student can be dropped and is considered a "no-show" if he or she has not logged into and participated in his or her virtual course for 20 consecutive calendar days. The last date of attendance will be reported as his or her last date of login and participation. When using the district's preferred provider, counselors or district liaisons will receive notice of potential drop at calendar day 15 of no consecutive login and participation. If the student's last date of attendance is after the stated district course drop date, the student will receive an F for the course in addition to being dropped.
- For students participating in credit recovery, they must login and participate in at least one credit recovery course or the no-show policy will apply with the last date of login reported as their last date of attendance.

Grading and Withdrawal Guidelines

**Students may enroll and withdraw from courses in accordance with district policy. High school students who withdraw from a MOCAP or other virtual course after the 5th day of the semester will receive an F for the course, just as they would in a traditional seated course.

Students who receive a grade of D or F in a virtual course will transition to traditional seated courses the following semester.

**Grades are determined by percentage of mastery and percentage of completion.

Progress Monitoring

Parents are given parent observer accounts and are expected to monitor the progress of their students. Designees of the student's school will also monitor academic progress on a monthly basis to ensure students are attending their online courses and meeting the academic requirements of the course.

Plagiarism/Academic Dishonesty

Using someone else's work and claiming it as your own, even if it is unintentional, is plagiarism. It is important that students cite sources and use quotation marks appropriately to avoid plagiarism. The Plato R-V School District's plagiarism policy and list of consequences is listed below. These same consequences can be invoked for cheating and/or forging/falsifying documents.

ACADEMIC DISHONESTY			
Cheating on tests, assignments, projects or similar activities; plagiarism; claiming credit for another person's work; fabrication of facts, sources or other supporting material; unauthorized collaboration; facilitating academic dishonesty; and other misconduct related to academics.			
	Elementary	**Middle School**	**High School**
First Offense	Conference Replace Assignment	Grade Reduction Replace Assignment	No credit for work
Second Offense	Loss of privilege up to 1 day of ISS Replace Assignment	1 day of ISS Grade reduction Replace assignment	No credit for work 1 day of ISS
Third Offense	1-3 days ISS Replace Assignment	1-3 days ISS No credit for work	No credit for work 3-5 days ISS
Subsequent Offenses	3-5 days ISS No credit for work	3-5 days ISS No credit for work	Course Failure 5 days ISS

Each online course provider will have a plagiarism policy in place.

State Testing

All MOCAP 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 Missouri Learning Standards, which are the educational standards in Missouri. All testing is conducted at the local school site in which the student resides and must be taken within the school district testing window/schedule. The student and/or parent/guardian must contact the guidance office to schedule testing dates and times (a good timeframe for this contact is around October 10th for the high school Government EOC and March 10th for all other state testing). To earn a credit in an EOC tested course, the EOC test must be taken in the semester in which the student completes the course.

- **MAP:** In the state of Missouri, all students in grades three through eight 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.

Dual Credit Courses

Dual credit is a way of earning high school and college credits simultaneously for a college level course. Students wishing to obtain college credit must officially enroll for the course and pay the college tuition. Dual credit is open to juniors and seniors who have accumulated a 3.0 GPA or 2.5 with a recommendation. The high school grade earned will be the grade recorded on the high school transcript. The grade received for the college class will be reported on the college transcript permanently. Students and parents must check with their preferred provider regarding dual credit offerings.

Graduation Requirements

To earn a Plato R-V School District diploma, students need to successfully complete the 26 credits needed to graduate based on the school board approved graduation requirements. Students and parents need to work closely with the school counselor to make sure they are on track to graduate. To participate in the high school graduation ceremony, the student must successfully complete the requirements for graduation established by the State of Missouri and the Plato R-V Board of Education. Exceptions may apply.

CREDIT REQUIREMENTS FOR GRADUATION

LANGUAGE ARTS - 4 Credits
1 Credit - English I (Freshman Year)
1 Credit - English II (Sophomore Year)
1 Credit - English III (Junior Year)
1 Credit - English Elective

SOCIAL STUDIES - 3 Credits
1 Credit - American History (Freshman Year)
1 Credit - American Government (Junior Year)
1 Credit - Social Studies Elective

MATHEMATICS - 3 Credits
1 Credit - Algebra I
2 Credits - Math Electives

SCIENCE - 3 Credits
1 Credit - Biology I (Sophomore Year)
2 Credits - Science Electives

FINE ARTS - 1 Credit
1 Credit from Fine Arts Courses

PRACTICAL ARTS - 2 Credits
0.5 Credit - Personal Finance
1.5 Credits from Practical Arts Courses

PHYSICAL EDUCATION - 1 Credit
1 Credit - Physical Education

HEALTH - 0.5 Credit
0.5 Credit - Health

ELECTIVES - 8.5 Credits

TOTAL UNITS OF CREDIT TO GRADUATE 26

Early graduation

According to the Plato R-V District School Board policy, early graduation is allowed any time after six semesters of attendance, beginning with grade nine and attainment of graduation requirements. Early graduation should be a part of the cooperative plan arrived at by students, their parents/guardians and the school. Students are only allowed to bring in two additional correspondence credits to put towards graduation requirements. All early graduations must be approved by the Plato R-V Board of Education.

Class Rank

All virtual education coursework obtained through a preferred provider will be calculated into a student's class rank equivalent to a seated course taken at PHS. This will only apply to seven courses a semester, one course per summer school session, plus two additional credits from correspondence courses if applicable.

Senior Information

The senior year is a busy time for students and families and there are a host of deadlines involved in 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 high school office at 417-458-3333.

A+ Program

Students who are enrolled in the A+ program and take virtual courses will have their attendance recorded as 95%, thereby allowing the student 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 Plato High School 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 Plato High School 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

Some MOCAP providers have instructors who are trained in accommodating students' needs. The school's principal of student services will email your student's IEP or 504 to the provider so that it can be distributed to the student's teachers. Accommodations will be made accordingly.

Students with Special Needs

Upon receipt of a MOCAP application for a student who has an IEP or 504 plan, an IEP/504 team meeting will be scheduled with the parent/guardian to review the application and determine the best placement for the student.

Appeal Procedure

If the principal or designee determines that it is not in a student's best educational interest to take a virtual course, the student and the parents/guardians will be notified in writing, provided an explanation for the decision and informed that the student or parents/guardians may appeal the decision to the Board.

If the student or parent/guardian appeals to the Board, the principal or designee will provide the Board written reasons for denying the student's enrollment, and the student or parent/guardian will provide written reasons the student should be allowed to take the course. In addition, the student, parents/guardians and the principal or designee will be allowed to present their arguments at a Board meeting.

The Board will consider the information presented and release a written decision within 30 calendar days of the meeting. The student or parents/guardians may appeal the decision to DESE. The appeal to DESE must be filed within seven days of the Board's final decision.

School Athletics and Activities

Students that desire eligibility to participate in activities or sports at a Plato R-V School District school must meet the requirements set forth in Section 2 of the MSHSAA Handbook, entitled *Student Essential By-Laws*. The Plato R-V School District follows the MSHSAA Handbook policies for all school sponsored extracurricular activities (clubs, sports, etc). A student who is already enrolled in the Plato School District and enrolls in online classes through the Plato R-V School District Launch program may meet eligibility requirements outlined in By-Law 2.3.4 through meeting ALL of the following:

2.3.4 Grades 9-12 Enrollment Options for Academic Eligibility: The following options are available to students in order to meet the requirements of By-Law 2.3.2.a and b above.

a. Traditional Option: A student may meet the requirements outlined in By-Law 2.3.2 through being enrolled and attending classes full-time at the high school.

b. Non-Traditional Option 1 – Transcripted Credits: A student may meet the requirements outlined in By-Law 2.3.2 through meeting ALL of the following:

    1. The student is an enrolled student of the high school, but all or some of the courses/credits are not taken at the local high school (virtual, post-secondary, work study, etc.),

    2. All credits attempted/earned are placed on the high school transcript,

    3. All classes must be completed by the high 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.

c. Non-Traditional Option 2 (Public Schools Only) – Seat-Time + Non-Transcripted Credits: A student may meet the requirements outlined in By-Law 2.3.2 through meeting ALL of the following:

    1. The student is an enrolled student of the public high school of residence, as defined in By-Law 3.10, and is taking a minimum of two credit-bearing, seat-time classes for a minimum of 1.0 units of credit at the high school, and

    2. The high school administration confirms after a full academic review that the student is further enrolled in courses taken outside of the school which bring the student up to the academic credit requirements outlined in By-Law 2.3.2 (80%). Each local school will determine its own oversight, standards, and criteria for approval of such outside courses/credits, as well as the procedures to determine success/credit confirmation for academic eligibility for the current and following semester. It is not necessary that such confirmed credits be placed on the high school transcript, but may be listed, at the school's discretion.

3. All classes/assignments must be completed by the high 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. d. Transfer of Enrollment based on Changes in Bona-fide Student and Academic Status: Any student whose enrollment status changes from being a non-bona fide student (not meeting By-Law 2.1 and one of the 9-12 Enrollment Options) to being a bona fide student (meeting By-Law 2.1 and one of the 9-12 Enrollment Options) would be considered a transfer student (see By-Law 3.10.4), and ineligible to represent a member school until a transfer of eligibility form is filed and an eligibility ruling is rendered.

Parents are strongly encouraged to review the MSHSAA handbook for further clarification regarding eligibility. For specific questions, please contact the Plato R-V School District Athletic Director, Wes Shaw 417-458-3333

Technology

Any full-time students will be issued a device through the district.. Any student not enrolled with a MOCAP provider who issues devices will not receive the district-issued device. **The district, however, will not provide internet access; this is the responsibility of the parents/guardians.**

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.

Important Enrollment Dates

Regular Year Traditional Virtual Education Course Dates:
Per the 2021-22 Plato R-V School District Calendar, courses will run from September 7 to May 20th (additional days may be added due to snow/inclement weather).

Schedule Changes:
Schedule changes will not be made after the semester has been in session for five or more days.

Full Traditional Virtual Enrollment:
Full traditional virtual enrollment dates will be determined based on preferred provider deadlines.

Drop Courses:
In order to drop an online course, students must be within the drop date established by Plato R-V School District and fill out a Plato R-V Virtual Course Drop Course Form.

CONTACT INFORMATION

ADDRESS: Plato R-V School District
                         10645 Plato Drive
                         PO Box A
                         Plato, Missouri 65552

PHONE
Central Office Telephone: (417) 458-3333 option 6
Secondary Telephone: (417) 458-3333 option 2
Elementary Telephone: (417) 458-3333 option 1
Guidance Counselor   (417) 458-3333 option 4
Principal of Student Services   (417) 458-3333 Extension 233
Fax Number: (417) 458-4706

OTHER
Website   platorv.org
Facebook   Plato R-V School District or
                     @platoschool
Twitter   Plato R-V School or
                     @platorv

Virtual Learning Enrollment Form

[Virtual Learning Enrollment Form](#)

Online Learning Readiness Rubric

Plato R-V 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 Plato R-V School District encourages parents or guardians to review and discuss the questions found in the Readiness Rubric with their students.

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?			
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?			

Virtual Education Vocabulary

Accreditation - A review of a school's quality and performance in regards to a set of educational standards, including national, regional, and state accreditation standards

Blended Schedule - An instructional method that combines in person and online learning activities.

Credit Acquisition - Courses designed for students transferring or re-entering during a semester, Credit Aquisition offers a way to gain credit with a pass or fail grade. Course progress is monitored.

Credit Recovery - Courses that offer to make-up credit from a past failing grade. Courses are MSHSAA approved and have flexible start dates. Priority standards are assessed at 80% mastery and course progress is monitored.

District Educational Team - Composed of members of the school district including, but not limited to, building administrators, building school counselors, and/or building teachers.

Launch - Virtual course access program designed and developed for Missouri students, using Missouri State Standards, and delivered by Missouri Educators

Traditional Virtual - Courses are NCAA and MSHSAA approved and start and stop with the traditional school calendar. Final exams require proctored online video conferencing and all course progress is monitored.

Virtual Classroom - A digital learning environment

Virtual High School - An institution that offers courses fully online or supplemental online instruction

We understand the requirements and expectations regarding virtual education, digital citizenship and academic honesty and understand that adequate progress must be maintained in order to continue in a virtual format. We also have the technological resources to allow our students to be successful in the chosen virtual school format. If the student does not make adequate progress toward curriculum goals, the district will discontinue the virtual school options. If you have any questions or concerns, please contact Kari Pittman at 417-458-3333.

Parent Signature: _____

Student Signature: _____

Administrator Signature: _____

Date: _____