Liberty Public Schools

Virtual Course Student/Parent Handbook

*Updated 9/26/22 by KS/JM

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Introduction

This handbook has been prepared for parents, guardians, counselors and others who want to help students first decide whether virtual courses are a good option for them and, if so, how to proceed. In the pages that follow, you will find information about:

- the characteristics of a successful virtual learner,
- how to enroll in virtual courses and,
- the impact coursework may have on academics and activities.

Senate Bill 603

SB 603 was passed in the spring of 2018. It expanded virtual learning opportunities for students across Missouri. Below are a few key points of the bill:

- Each school district must adopt a policy that creates a process for students to enroll in virtual courses. This may include consulting with a school counselor.
- The school district will pay for eligible K-12 students to take virtual courses as long as the student: resides in the LPS district, is currently enrolled in LPS, and does not choose a full day hosted program other than Launch.
- 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 is not required to pay for additional courses.
- School districts may determine a student's eligibility to enroll in a virtual course and can deny enrollment based on 'the best educational interest of the child'. If the parent disagrees with the district's decision, an appeal may be made to the LPS Board of Education.

What is MOCAP?

Missouri Course Access and Virtual School Program (MOCAP) was established in 2007 as the state's virtual school. It was previously named 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 virtual learning that is neither time nor place dependent.

House Bill 1552

HB 1552 was signed into law in August of 2022 and outlines new processes and procedures related to students wishing to participate in full time programming through a MOCAP "Hosted" provider. Key changes include the following:

- Students will be considered students of the "Host" District and will be required to transfer out of LPS, turning in all LPS property including electronic devices. Launch is an exception to this due to the Memorandum of Understanding with Liberty Public Schools.

- Full time MOCAP students are required to participate in MAP/EOC testing provided by the Host District.
- Students seeking full time MOCAP enrollment must follow the LPS MOCAP enrollment process outlined in Board policy. This includes being enrolled in LPS before seeking approval to take a MOCAP course. Students who apply and are accepted to a full time, Hosted MOCAP setting will be transferred to the Missouri School District hosting the program if accepted.
- Students may be denied admission to a Non-Hosted MOCAP program if the school team determines the placement is not in the best educational interest of the student.
- Students may be denied admission to a Hosted MOCAP program by the district that hosts the program. If the Host district does not accept the student, they are to notify the family and are to provide a published process for review of appeals if enrollment is denied.
- Students with an IEP must have an IEP team meeting to determine if a move to virtual is in the best interest of the student.
- Students who graduate from a full time Hosted MOCAP program will receive a diploma and be considered graduates of the "Host" district (not LPS).
  - A Hosted vs Non-Hosted MOCAP provider list may be found here: https://mocap.mo.gov/

Preferred Vendors for LPS

Local school districts and charter schools are able to use their own preferred virtual provider. LPS uses Liberty Virtual and Launch as preferred vendors. Liberty Virtual was created by educators within our district in 2018. We offer more than 25 different courses for grades 9-12. Launch is an additional preferred vendor. It is operated and overseen by the Springfield, MO School District and currently offers over 120 courses in grades K-12. 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. Students wishing to take advantage of virtual learning opportunities will do so through Liberty Virtual or Launch first. Launch is an approved MOCAP provider. Options not offered through either vendor can then be discussed with the student's counselor/principal. All information/procedures that follow in this document are in reference to Liberty Virtual or Launch.

Current course offerings through Liberty Virtual can be found at:
https://www.lps53.org/virtualcourses

Current course offerings through Launch can be found at:
https://fueledbylaunch.com/academics/course-catalog/

Students wishing to take a course through a different vendor are required to set a meeting with their school counselor and administrator to seek approval. They will discuss possible options on

an individual basis. Parents/Students wishing to investigate different vendors/course options may find information regarding courses here: https://mocap.mo.gov/catalog/

Why Consider Virtual Learning?

Students may choose to take virtual courses for a variety of reasons. For some students, it allows for more 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 currently offered in their school district. Other students may use virtual course opportunities for credit recovery or as a viable homebound option. Some students may simply prefer the virtual learning format.

From a student's perspective, virtual learning may be chosen for the following reasons:
- It is personalized to each student's needs.
- It is flexible for different ways of learning.
- It is often paced for individual progress so students can move as fast or as slow as needed in order to attain learning goals.
- It is collaborative with faculty, peers and others.
- It allows for teachers to be responsive and supportive when a student needs extra help or time to learn.
- It is available to all students 24 hours a day.
- It is interactive, allowing students to meet people from other school districts in a safe, monitored environment.

What Does a Successful Virtual Learner Look Like?

It is important to determine whether or not a student is well equipped to be in a virtual learning environment. Parents and students should understand that the demands of virtual courses are equal to or exceed those of traditional face-to-face courses. Virtual instruction requires more responsibility from the student. A student should plan to spend a minimum of one hour a day, five days a week, on each course. In other words, at least five hours per week on each course. Instructors with virtual teaching experience agree that students who are successful at virtual learning have the following characteristics:

- **Excellent Time Management**
  - Can the student create and maintain a study schedule without the face-to-face interaction with a teacher?
- **Effective Communication Skills**
  - Can the student ask for help?
  - Can the student make contact with other students and/or instructors?
  - Can the student describe any problem he/she is having with the learning materials?
  - Can the student use email?

- ○ **Independent Study Habits**
  - ■ Can the student complete assignments without direct supervision and
  - ■ Have the self discipline necessary to maintain a schedule?
- ○ **Self-Motivation**
  - ■ Does the student have a strong desire to learn skills, acquire knowledge and fulfill assignments in virtual courses because of their educational goals?
- ○ **Academic Readiness**
  - ■ Does the student have the basic reading, writing, math and computer literacy skills to succeed in a virtual course?
- ○ **Technologically Prepared**
  - ■ Does the student know how to open, create and/or save documents, using various technology tools (e.g., doc, xls, pdf, jpg)?

The Stanford Research Institute examined the accessibility of virtual 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 a virtual course as well. Many students do not realize that they will have to be even more accountable for their time, performance, and productivity in a virtual class.

Making the Decision

In this process, a crucial role of the parent is to help the student decide if virtual 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 an area in the student's home where the student can work on the virtual course or does the student have easy access to a facility that provides this form of environment?
- Is there a regular, designated time of day in which the student will work on the course(s)?
- Is the student 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 virtual 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 a virtual course under the provisions of Senate Bill 603 and House Bill 1552, students must be a resident of Liberty Public Schools and must be enrolled in the district.

Upon determining that virtual learning may be an 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 where student eligibility will be determined. The school district may deny a student/parent request to enroll in a virtual course at district expense if one or more of the following is true:
- The student has previously gained the credits provided from the completion of the virtual course.
- The virtual course is not capable of generating academic credit.
- The virtual course is inconsistent with the remaining graduation requirements of the student.
- The student has not completed the prerequisite coursework for the requested virtual course.
- The student has failed a previous virtual course(s).
- The course enrollment request does not occur within the same timeliness established by Liberty Virtual, Launch, 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 Liberty Virtual or Launch courses agreed upon.

**If a student receives a passing grade in a face-to-face course but wishes to retake it virtually in hopes of attaining a higher grade, the district will not pay for the retake. For example, if a student receives a 'D' in Algebra 1 and wants to retake it for a higher grade, the district will not pay for to retake the virtual course. However, if the parent wishes to pay for the retake and the

student receives a higher grade, the district will accept the grade. No additional credit can be awarded since a student can only receive credit for Algebra 1 once. Both grades will show on the transcript and the GPAs will be averaged.

**If a family works directly with Launch and not through the LPS building 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, Liberty Public Schools may not accept the credit from these courses based on the eligibility of the expectations stated above.

Homeschool Students

If a homeschooled student who resides in Liberty Public Schools wishes to take one or more virtual classes through LPS or MOCAP, the following criteria must be met:
- The student resides in the district (and provides proof of residency)
- The student must enroll with LPS as a diploma or non-diploma seeking student
- The student will be offered Liberty Virtual or Launch courses first
- The student must meet all of the expectations for course enrollment (prerequisites, etc.)
- The student may only enroll in up to a total of seven courses a semester during the school year or two courses during the summer semester

Scheduling

If a student has a schedule that includes both face-to-face and virtual courses, he/she may be required to remain on campus while working on the virtual course, depending upon when the virtual course work is occuring. This will be at the determination of the building administrator. Students who work off campus are responsible for their own transportation; the district will not provide transportation.

Academic Information

Liberty Virtual offers Traditional Virtual courses, while Launch offers various types of virtual coursework. All coursework 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
- NCAA and MSHSAA approved
- 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.

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.

Dropping a course, regular school year

Traditional Virtual, regular school year: Students have 20 school days from the start date to drop a semester course without grade penalty. 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 5 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 20 and then drops the course after 20 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 5 school days and must enroll in an equivalent virtual course. The virtual 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 virtual 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 virtual course into a more convenient time slot.

Dropping a course, summer school

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

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

No Show Procedure

Students may be dropped from courses if they fail to log in for 20 consecutive days.

In an effort to maintain accurate attendance records for virtual courses, the following no-show procedure will be implemented for all students participating in Liberty Virtual and Launch. Students are considered a "no-show" if they do not log into their course for the specified times outlined in the policy. Student login is monitored by Liberty Virtual and Launch weekly.

- A student is considered a "no-show" if he or she has not logged into and participated in their course prior to the stated course drop date. Students will be dropped with zero days of attendance reported with counselor or liaison being notified at least two 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 Liberty Virtual or Launch course for 20 consecutive calendar days. The last date of attendance will be reported as his or her last date of login and participation. 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 course drop date, the student will receive an F for the course in addition to being dropped.
- For students participating in Launch 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.

Getting Started

Prior to Day 1

- Your building counselor or the virtual teacher will provide you with an enrollment notification; it includes your login information and course list.
- Make sure your computer is charged and ready to go.

Day 1

- All Liberty Virtual and Launch courses are offered through Canvas. Learn how to check your Canvas inbox.
- Watch the introduction announcement for your course.
- Complete at least one assignment to ensure you know the process.

- Start everyday by checking your Canvas inbox.
- Look at any recent feedback given from your teacher.
- Check the calendar for due dates each day.
- Keep working on the next assignments in your 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. Typical response time is 24 hours.
- Announcements: Video announcements are posted weekly on the course homepage and provide information for the week including the teacher's office hours.
- Conferencing: On a weekly basis, Launch teachers host a one hour video conference. This is a time for students to chat face-to-face with teachers and receive immediate feedback from teachers.
- Parent/Guardian Feedback: Teaches will make contact with parents if a student is inactive or failing.

Navigating Canvas

Announcements: Teachers will post announcements 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.

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

Syllabus: This link provides the syllabus for the course. It outlines the course's major topics and units of study.

Google Drive: Students will use Google Drive to create many of the assignments and submit Google files to Canvas.

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. Liberty Virtual students will use district consequences. Launch has a specific plagiarism policy and list of consequences. These same consequences can be invoked for cheating and/or forging/falsifying documents.

- 1st offense: Student will be allowed to redo assignment for full credit and a formal warning will be issued.
- 2nd offense: Student will be allowed to redo the assignment for half credit and a second formal warning will be issued.
- 3rd offense: Student will receive a zero for the assignment and be referred to the Launch principal for possible additional consequences.

Progress Monitoring

Parents are given parent observer accounts to monitor progress of their students for Launch classes.

District employees (when given permission) can monitor student progress using Dropout Detective.

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 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.

- **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

To earn a Liberty Public Schools' diploma, students need to successfully complete the 25.5 credit requirements. Starting with the Class of 2025, graduation requirements change (both

sets of graduation requirements may be found here: https://www.lps53.org/Page/8831).
Students and parents need to work closely with the school counselor to make sure they are on track to graduate.

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. Senior grades are due before the end of the semester. If the district doesn't receive grades by the specified deadline, it may prevent students from walking at graduation. It is the responsibility of the student and his/her parent/guardian to keep up-to-date on senior deadlines and expectations.

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 LPS 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 two years or four semesters (being enrolled in LPS 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

Liberty Virtual and Launch instructors are trained in accommodating students' needs. The school's process coordinator will email your student's IEP or 504 to Launch so that it can be distributed to the student's teachers. Accommodations will be made accordingly.

School Athletics and Activities

Students that desire eligibility to participate in activities or sports at an LPS 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 LPS and enrolls in virtual classes through the Liberty Virtual 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 <u>six credit-bearing classes</u> for a minimum of 3.0 units of credit at the school. At least two classes **must** be seat-time courses, meaning they are taken at the school and are not virtual/online.
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.

Home school students may participate in athletics/activities if they enroll in a minimum of two credit bearing seat-time classes. **Online/virtual classes do not count toward seat-time**. All classes must be completed by the end of the semester. To be eligible the following semester, students must earn a minimum of 3 full credits the semester prior and have passed the two seat-time classes.

Parents are strongly encouraged to review the [MSHSAA handbook](#) for further clarification regarding eligibility or call your school's Athletic Director.

Summer School

High school students may take two virtual courses during the summer term. 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 any MOCAP provider and not through our district counselors to enroll in a class, the family will be responsible for the cost of the course(s) in which they enroll their student(s). In addition, LPS may not accept the credit from these courses based on the eligibility expectations stated above under Enrollment Procedures.

Technology

Any full-time LPS student will be issued a laptop through the district. The laptop will meet the technology requirements for any virtual course taken through Liberty Virtual or Launch. Any concerns with technology due to using a different provider will need to be addressed directly with that vendor. The district can provide assistance with internet access if needed. We cannot guarantee that the hotspots will have service in your location but if you are interested in learning more, please contact the Liberty Schools helpdesk at 816-736-7078.

Students are provided with HELP Desk Support through Launch, available from 7:30 a.m. to 9:00 p.m., 7 days a week. There are three ways to access help:

1. Send an email to support@fueledbylaunch.com (typical response is within 30 minutes)
2. Use your Canvas inbox to send a message to HELP.
3. Call the Launch office at 417-523-0417. The office is only open from 7:30-4:00 Monday through Friday.

Final Advice for Parents

Throughout the student's enrollment in the virtual 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 virtual 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 virtual course.
- ➔ Help your student maintain a regular study schedule.
- ➔ Monitor your student's progress.

Liberty Public Schools
Virtual Learning Agreement

Please complete the information below as a part of the enrollment process.

School: _____

Student Name(First, Middle, Last): _____

Birthdate(mm/dd/yyyy): _____

Grade Level: _____

Student Email:_____

Does student have an IEP (circle one)?   Yes   No

Does student have a 504 (circle one)?   Yes   No

Parent/Guardian Name(First, Last): _____

Parent/Guardian Phone Number(444-444-4444): (_____) _____- _____

Parent/Guardian Email: _____

Parent/Guardian Address: _____

Virtual Handbook Agreement

The virtual Course Parent/Student Handbook is a vital part of our program. Though the handbook does not contain every specific rule or regulation concerning the program, it does have all major policies and general information to help students and their parents better understand this unique program. Please read the handbook carefully.

We have received and reviewed the Virtual Course Parent/Student Handbook and understand that it is our responsibility to follow all of the expectations set forth within the handbook.
Please list the virtual courses in which the student wishes to enroll:

1)_____

2)_____

3)_____

*4)_____

*5)_____

*6)_____

*7)_____

_____   _____
Student Signature   Date

_____
Student Name (Printed)

_____   _____
Parent Signature   Date

_____
Parent Name (Printed)

*** If a student wishes to enroll in more than 2 Liberty Virtual or LAUNCH courses in a semester and the student has not already demonstrated previous success with Liberty Virtual or LAUNCH courses (passing 4 or more courses in a previous semester), then a meeting with the principal and the student's counselor will be required before the enrollment can be approved.**

APPROVAL SIGNATURE:

_____   _____
Principal Signature   Date

Liberty Public Schools
Virtual Course Enrollment Determination

To: _____ (name of parent/guardian/student):

_____ (student's name) requested to enroll in one or more virtual courses. We have made the following determinations.

Approved for Enrollment
The student has been approved to enroll in the following virtual courses:

_____

_____

_____

_____

Declined for Enrollment
We have determined that, in accordance with Board policy and procedure, it is not in the best educational interest of _____ (student's name) to enroll in the following requested courses for the following good-cause reasons:
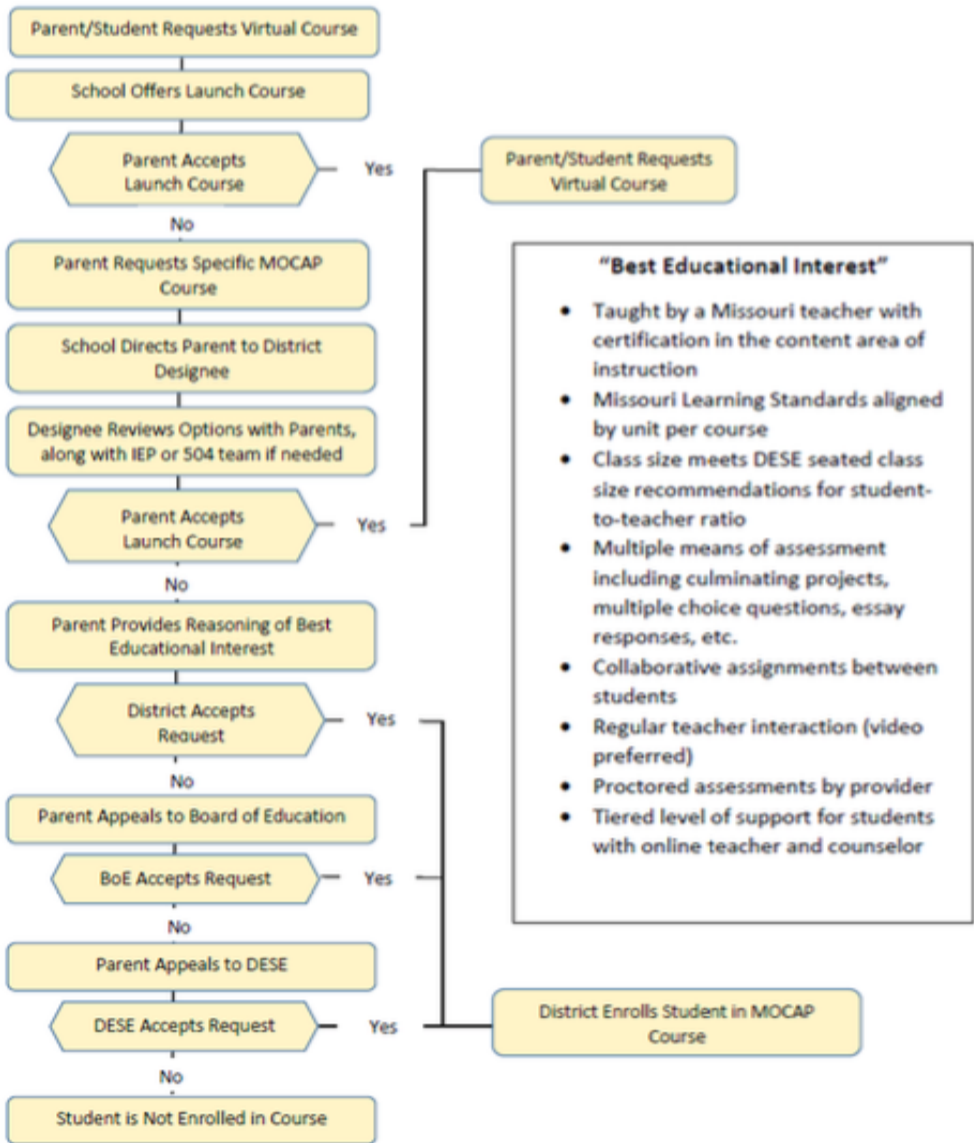
Name of Virtual Course	Reason for Denying Enrollment

_____
Name of Principal or Designee

_____   _____
Signature of Principal or Designee   **Date**

Liberty Public Schools Virtual Course Approval Process

Parent/Student Requests Virtual Course

School Offers Launch Course

Parent Accepts Launch Course — Yes → Parent/Student Requests Virtual Course

No

Parent Requests Specific MOCAP Course

School Directs Parent to District Designee

Designee Reviews Options with Parents, along with IEP or 504 team if needed

Parent Accepts Launch Course — Yes

No

Parent Provides Reasoning of Best Educational Interest

District Accepts Request — Yes

No

Parent Appeals to Board of Education

BoE Accepts Request — Yes

No

Parent Appeals to DESE

DESE Accepts Request — Yes → District Enrolls Student in MOCAP Course

No

Student is Not Enrolled in Course

"Best Educational Interest"

- Taught by a Missouri teacher with certification in the content area of instruction
- Missouri Learning Standards aligned by unit per course
- Class size meets DESE seated class size recommendations for student-to-teacher ratio
- Multiple means of assessment including culminating projects, multiple choice questions, essay responses, etc.
- Collaborative assignments between students
- Regular teacher interaction (video preferred)
- Proctored assessments by provider
- Tiered level of support for students with online teacher and counselor

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/Writing 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 online learning and 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 before, during and after regular school hours.	Student has daily access to a computer with high-speed Internet service at home and at a convenient location in the school building while participating in a variety of clubs, student organizations, sports and work activities.	Student has demonstrated outstanding time management skills in course offering, and has a positive and realistic attitude toward online learning.	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.