



CHARLESTON R-I SCHOOL DISTRICT

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MOCAP PROCEDURE BEST INTEREST DETERMINATION

A student or the student's parent/guardian must notify the student's superintendent or designee before the student may enroll in a district-sponsored virtual course or a Missouri Course Access Program (MOCAP) virtual course through the district.

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

The superintendent or designee, in consultation with the student's parents/guardians and other relevant staff, such as the school counselor or district's special education director, will determine whether there is good cause to refuse the student enrollment in the course. Students or parents/guardians who disagree with the superintendent or designee's determination about a MOCAP course can appeal the decision to the Board of Education and the Department of Elementary and Secondary Education (DESE). For all other virtual courses, students or parents/guardians may appeal the decision to the superintendent or designee, and the superintendent or designee's decision will be final. In accordance with federal law, if a student receives special education services, the student's individualized education program (IEP) team may determine a virtual course is not appropriate for the student even if the course has otherwise been approved by the district.

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

Best Educational Interest Considerations

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

District Course Availability

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

Virtual Course Characteristics

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

Student Skills Necessary for Success in Virtual Courses

1. Has the student demonstrated time-management skills that indicate that the student is capable of submitting assignments and completing course requirements without reminders?
2. Has the student demonstrated persistence in overcoming obstacles and a willingness to seek assistance when needed?
3. Has the student demonstrated verbal or written communication skills that would allow the student to succeed in an environment where the instructor may not have sufficient nonverbal cues to indicate the student's level of understanding?
4. Does the student have the necessary computer or technical skills to succeed in a virtual course?

Other Relevant Factors

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