

*This guidance document and FAQ assumes a primary focus on full-time students enrolled in full-time MOCAP programs supported by a host district or charter school. **Guidance will be updated as information becomes available.***

Glossary of Terms

Host District — The public school district, charter school, or higher education institution that enrolls the student in the online provider’s program.

District of Residence — The public school district or charter school the student would attend if receiving classes in-person and that would receive state aid for the student.

LEA — Local education agency. A public school district or charter school.

Key Provisions of Section 161.670.2, RSMo, Funding and State Assessment for Full-Time Virtual Students Enrolled in Full-Time Virtual Programs

- Attendance for **full-time virtual students** shall be included in the MOCAP host district’s pupil attendance calculation, and the host district enrolling one or more full-time virtual students shall receive no less under the state aid calculation than an amount equal to the state adequacy target multiplied by the weighted average daily attendance for the full-time virtual students. (Section 161.670.2(1), RSMo)
- Pursuant to an **Educational Services Plan (ESP)** and **Collaborative Agreement** under Section 161.670.3, RSMo, full-time virtual students may be allowed to use a physical location of the resident school district for all or some portion of ongoing instructional activity, and the **Enrollment Plan** shall provide for reimbursement of costs of the resident district for providing such access. (Section 161.670.2(3), RSMo)
- A **full-time virtual school program serving full-time virtual students**:
 - Shall be considered an **attendance center** in the **host school district**
 - **Shall participate in the statewide assessment system** as defined in Section 160.518, RSMo
 - The academic performance of students enrolled in a full-time virtual school program shall be assigned to the designated attendance center of the full-time virtual school program
 - Shall be considered in the same manner as other attendance centers
 - The academic performance of any student who disenrolls from a full-time virtual school program and enrolls in a public or charter school shall not be used in determining the annual performance report score of the attendance center of school district in which the student enrolls for twelve months from the date of enrollment. (Section 161.670.2(5), RSMo)
- A public institution of higher education operating a full-time virtual school program shall be subject to all requirements applicable to a host district with respect to its full-time equivalent. (Section 161.670.2(6), RSMo)

Missouri Course Access and Virtual School Program (MOCAP) Change Guidance and FAQ
HB 1552 (Section 161.670, RSMo)

SUMMARY OF PROVISIONS	PROVISION IMPACTS
<p align="center">Full-Time Virtual Missouri Course Access and Virtual School Program (MOCAP) Providers (Sections 161.670.2(1), 161.670.2(3), 161.670.2(5), and (6), RSMo)</p>	<ul style="list-style-type: none"> ▪ Launch (Springfield Public Schools) ▪ Mizzou Academy ▪ Missouri Virtual Academy (MOVA-Grandview R-II School District) ▪ R7 Online Academy (Lee’s Summit R-7 School District) ▪ SJSD Virtual Academy (St. Joseph School District) ▪ At Home Virtual Program (Mehlville School District) ▪ Missouri Connections Academy (MOCAS-Sturgeon R-V School District) ▪ Missouri Digital Academy (MODA-Laquey R5 School)
<p align="center">Full-Time Student (Sections 161.670.2(1), 161.670.2(3), and 161.670.2(5), RSMo)</p>	<ul style="list-style-type: none"> ▪ A student who is currently enrolled in the equivalent of six credits per regular term.
<p align="center">District and Charter School Requirements (Sections 161.670.2(1), (3), and (5), RSMo)</p>	<ul style="list-style-type: none"> ▪ Host districts must develop an ESP for a full-time virtual student that includes the services provided to the full-time virtual student by the full-time virtual provider, the host district and the district of residence. The host district initiates collaboration to develop the ESP with the virtual provider and resident district after a student enrolls in the full time program. ▪ Host districts must develop a Collaborative Agreement among the full-time virtual provider, the host district, and the resident district. This Collaborative Agreement should outline the Enrollment Plan that specifies any time the full-time virtual student spends in the physical facilities located in the resident district and the cost the host district will pay for use of these facilities. ▪ The host district of a full-time virtual student will receive no less than the SAT x WADA for funding from DESE. (See pupil attendance calculations for the current year for amounts).
<p align="center">Full-Time Virtual School Attendance Center (Sections 161.670.2(5) and (6), RSMo)</p>	<ul style="list-style-type: none"> ▪ Full-time virtual schools shall be considered an attendance center in the host district and must participate in statewide assessments.

Missouri Course Access and Virtual School Program (MOCAP) Change Guidance and FAQ
HB 1552 (Section 161.670, RSMo)

	<ul style="list-style-type: none">▪ Host districts are responsible for assessing students in full-time virtual programs.▪ The academic performance of students enrolled in a full-time virtual school program shall be assigned to the designated attendance center of the full-time virtual school program and shall be considered in like manner to other attendance centers.▪ A student who drops from a full-time virtual program and enrolls in a public or charter school will not be calculated in the public or charter school's APR for 12 months after the date of enrollment.
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Key Provisions of Section 161.6703, RSMo, Student Access to Virtual Education

- A student who resides in Missouri may enroll in MOCAP courses (less than full-time) of his or her choice as part of the student's annual course load each school year, with any costs associated with such course or courses to be paid by the resident school district or charter school if:
 - The student is enrolled full-time in a public school district or charter school; and
 - Prior to enrolling in any MOCAP course, the student has received approval from his or her school district or charter school through the procedure described under Section 161.670.3(2), RSMo.
- Each school district or charter school shall adopt a policy that outlines the process for MOCAP course enrollment that is substantially similar to the typical process by which a student would enroll in courses offered by the school district or a charter school.
 - This policy may include consultation with the school's counselor and may include parental notification and authorization.
 - The policy shall ensure that available opportunities for in-person instruction are considered prior to moving a student to virtual courses.
 - The policy shall allow for continuous enrollment throughout the school year.
 - If the school district or charter school disapproves a student's request to enroll in a MOCAP course, the reason shall be provided in writing and shall be for good cause.
 - Good cause justification to disapprove a student's request for enrollment in a MOCAP course shall be a determination that virtual education is not in the educational best interest of the student and shall be consistent with the determination that would be made for such course request under the course enrollment process for in-person students in the district or charter school, except that the determination may consider the suitability of virtual courses for the student based on prior course participation.

Missouri Course Access and Virtual School Program (MOCAP) Change Guidance and FAQ
HB 1552 (Section 161.670, RSMo)

- Appeals of any course denials under this subsection shall be considered under a policy that is substantially similar to the typical appeals process for students enrolled in in-person courses at the district or charter. (Section 161.670.3(2), RSMo)
- For students enrolling in full-time virtual programs, DESE shall adopt a policy that outlines how in-state students may enroll in a virtual program of their choice. Each host school district operating a full-time virtual program under this section shall operate and implement the state enrollment policy, subject to the provisions of this subdivision. The policy shall:
 - Require good faith collaboration among the student, student’s parent or guardian, the virtual program, the host district, and the resident district;
 - Specify the timelines for timely participation by the virtual program, the host district, and the resident district; provided that the resident district shall provide any relevant information and input on the enrollment within 10 business days of notice from the virtual program of the enrollment application;
 - Include a survey of the reasons for the student’s and parent’s interests in participating in the virtual program;
 - Include consideration of available opportunities for in-person instruction prior to enrolling a student in a virtual program;
 - Evaluate requests for enrollment based on meeting the needs for a student to be successful considering all relevant factors;
 - Ensure that, for any enrolling student, an education services plan and collaborative agreement is created to provide all services required to ensure a free and appropriate public education, including financial terms for reimbursement by the host district for the necessary costs of any virtual program, school district, or public or private entity providing all or a portion of such services;
 - Require the virtual program to determine whether an enrolling student will be admitted, based on the enrollment policy, in consideration of all relevant factors and provide the basis for its determination and any service plan for the student, in writing, to the student, the student’s parent or guardian, the host district, and the resident district; and
 - Provide a process for reviewing appeals of decisions made under this subdivision.
- Require DESE to publish an annual report based on the enrollments and enrollment surveys conducted under this subdivision, that provides data at the statewide and district levels in sufficient detail to allow an analysis of trends in participation reasons in the virtual program at the statewide and district levels; provided that no such survey results will be published in a manner that reveals individual student information. DESE shall also include, in the annual report, data at the statewide and district levels of sufficient detail to allow detection and analysis of the racial, ethnic, and socio-economic balance of virtual program participation among schools and districts at the statewide and district levels, provided that no such survey results will be published in a manner that reveals individual student information. (Section 161.670.3(4), RSMo)
- A full-time virtual school shall submit a notification to the parent or guardian of any student who is not consistently engaged in instructional activities. (Section 161.670.4(2), RSMo)
- Each full-time virtual school shall develop, adopt, and post on the school’s website a policy setting forth the consequences for a student who fails to complete the required instructional activities. Such policy shall state, at a minimum, that if a student fails to complete the

Missouri Course Access and Virtual School Program (MOCAP) Change Guidance and FAQ
HB 1552 (Section 161.670, RSMo)

instructional activities after receiving a notification under Section 161.670.3(2), RSMo, and after implementing reasonable intervention strategies, that the student shall be subject to certain consequences, which may include disenrollment from the school. Prior to disenrollment, the parent/guardian shall have the opportunity to present any information that the parent deems relevant, and such information shall be considered prior to any final decision. (Section 161.670.4(3), RSMo)

- If a full-time virtual school disenrolls a student under Section 161.670.3(3), RSMo, the school shall immediately provide written notification to such student’s district of residence. The student’s school district of residence shall then provide to the student’s parents or guardians a written list of available educational options and promptly enroll the student in the selected option. Any student disenrolled from a full-time virtual school shall be prohibited from re-enrolling in the same virtual school for the remainder of the school year. (Section 161.670.4(4), RSMo)

SUMMARY OF PROVISIONS	PROVISION IMPACTS
<p align="center">Conditions for Enrollment (Section 161.670.3(1), RSMo)</p>	<ul style="list-style-type: none"> ▪ A student no longer has to have been previously enrolled in a resident district for one semester prior to being considered for enrollment in MOCAP courses or for a full-time virtual program. ▪ A student seeking to enroll in a MOCAP course must initiate the process using the student’s resident district or charter school approval process.
<p align="center">Appeals Process (Section 161.670.3(2), RSMo)</p>	<ul style="list-style-type: none"> ▪ There is no longer a process for appealing a student’s denial for enrollment in the MOCAP program (full-time virtual enrollment). ▪ The process for denying a student’s enrollment in virtual courses may be made through a district’s “good cause justification”. This disapproval of a student’s request for course enrollment shall be consistent with the determination that would be made for such course under the enrollment process for in-person courses. Appeals for denials of MOCAP enrollment are no longer heard by DESE. The district’s appeal process for course denials shall be similar to the process by which appeals are considered for students seeking to enroll in courses offered by a school district or charter school.

Missouri Course Access and Virtual School Program (MOCAP) Change Guidance and FAQ
HB 1552 (Section 161.670, RSMo)

<p align="center">Consideration of In-Person Courses and Continuous Enrollment (Section 161.670.3(2), RSMo)</p>	<ul style="list-style-type: none"> ▪ Local education agencies (LEAs) must consider all available educational opportunities for in-person instruction for a student before moving or placing a student in online courses. ▪ Students must be allowed to be enrolled in courses continuously during the academic year, with the enrollment period matching the published, local board-adopted academic calendar.
<p align="center">DESE Policy for District and Charter Enrollment (Section 161.670.3(4), RSMo)</p>	<ul style="list-style-type: none"> ▪ After the student has requested enrollment with the full-time virtual provider: <ul style="list-style-type: none"> ○ All necessary enrollment decisions should be made within ten business days, unless additional time is necessary to complete the process. ○ The full-time virtual provider and host district will make an enrollment decision after receiving a MOCAP request from a resident district and provide the resident district and the student’s parent or guardian with written notification of an enrollment decision. ○ The host district will communicate with the resident district, and they will draft an ESP, Collaborative Agreement, and Enrollment Plan. ○ After these plans are complete, even if this is prior to the end of the five business days, the student must engage in the resident district’s regular withdrawal process and engage in the MOCAP full-time provider host district’s enrollment process. ○ The host district where the MOCAP provider is located must notify the resident district the student has enrolled and request necessary documentation per Section 167.020.7, RSMo. ▪ MOCAP full-time provider host districts will provide a published process that parents or guardians may follow for the review of appeal if enrollment is denied.

Missouri Course Access and Virtual School Program (MOCAP) Change Guidance and FAQ
HB 1552 (Section 161.670, RSMo)

<p align="center">DESE Annual MOCAP Report (Section 161.670.3(4), RSMo)</p>	<ul style="list-style-type: none"> ▪ DESE will publish an annual MOCAP report that includes enrollment data and enrollment survey information by MOCAP provider, inclusive of reasons for electing to participate in full-time online education at the district and state level. This data shall be able to be disaggregated by racial, ethnic, and socio-economic indicators to determine the descriptors of students who are participating in full-time online coursework but will not reveal student-level information.
<p align="center">Consistent Engagement (Section 161.670.4(2), RSMo)</p>	<ul style="list-style-type: none"> ▪ Full-time virtual providers must publish their policies regarding consistent engagement and parent notification on their website, including consequences for lack of consistent engagement and reasonable intervention methods, and will maintain records of the notifications sent to parents or guardians for lack of consistent engagement during each academic year. <ul style="list-style-type: none"> ▪ The policy must state how parents/guardians shall submit information they deem relevant to provider decisions regarding consistent engagement.
<p align="center">Students Dropped from Full-Time Virtual Programs (Section 161.670.4(4), RSMo)</p>	<ul style="list-style-type: none"> ▪ Full-time virtual providers must notify districts of residence immediately in writing when a virtual program has dropped a student. ▪ The district of residence will send a written list of educational options to the student’s parent or guardian upon receipt of notification the student has been dropped from the virtual program. ▪ The student may not enroll in the same virtual program for the remainder of the academic year.

Missouri Course Access and Virtual School Program (MOCAP) Change Guidance and FAQ
HB 1552 (Section 161.670, RSMo)

Key Provisions of Section 161.670.11, RSMo DESE Responsibilities

- On or before January 1, 2023, DESE shall publish on its website, and distribute in written and electronic form to all LEAs and virtual providers in this state, a guidance document that details the options for virtual course access and full-time virtual course access for all students in the state. The guidance document shall include a complete and readily understood description of the applicable enrollment processes including the opportunity for students to enroll and the roles and responsibilities of the student, parent or guardian, virtual provider, school district, and charter schools, as appropriate. LEAs shall provide a copy of the guidance document to every pupil and parent or legal guardian at the beginning of each school year and upon enrollment for every pupil enrolling at a different time of the school year. LEAs shall provide a readily viewable link to the electronic version of the guidance document on the main page of the LEA’s website. (Section 161.670.11(2), RSMo)

SUMMARY OF PROVISIONS	PROVISION IMPACTS
DESE Guidance (Section 161.670.11(2), RSMo)	<ul style="list-style-type: none"> ▪ DESE will publish on its website and distribute a guidance document that outlines responsibilities, enrollment processes, options for enrollment in virtual courses and full-time in MOCAP. <ul style="list-style-type: none"> ▪ DESE will distribute the guidance document in written and electronic form to LEAs and virtual providers. ▪ LEAs must distribute the guidance annually at the beginning of each school year or upon a student’s enrollment in the district. ▪ LEAs must publish the information on the main page of the district or school website.

Question	Guidance
Does a student have to be enrolled in a Missouri public school district or charter school to enroll full-time in MOCAP?	Yes. A student must be enrolled his or her district of residence prior to withdrawing to the host district.
Does a student have to maintain residence in Missouri while enrolled in a full-time in MOCAP?	Yes. The host district is responsible for ensuring the student maintains Missouri residency.
Does a student have to request full-time MOCAP enrollment through the district of residence?	No. A student who wants to enroll full-time in a MOCAP program should notify their district of residence of their intent to enroll in a

Missouri Course Access and Virtual School Program (MOCAP) Change Guidance and FAQ
HB 1552 (Section 161.670, RSMo)

	<p>full-time virtual program but is not required to seek the approval of the resident district.</p> <p>The student must be first enrolled in their district of residence in order to be eligible for MOCAP enrollment.</p>
Does the MOCAP provider receive a separate school code as a building within the resident district?	Yes. Full-time MOCAP providers will receive a separate school code as an attendance center within the host district.
How do districts and charter schools ensure that course denials and appeals are substantially similar to those that are considered for students seeking to enroll in courses offered by the district?	Districts and charter schools must publish and implement an established procedure for approving and appealing course enrollment requests for district courses that is consistently applied in making determinations for enrollments and appeals, which substantially mirrors the process for enrollment and the denial for enrollment for other types of courses.
Does a full-time virtual student who was accepted by a full-time virtual provider need to go through a disenrollment process from their resident district?	Yes. Once a student has been accepted by a full-time virtual provider, the resident district or charter school must disenroll the student from its district, and the student will then be enrolled by the host district.
If a student with an Individual Education Plan (IEP) seeks to enroll as a full-time MOCAP student, what happens next?	<ul style="list-style-type: none"> ▪ The student’s IEP team must meet to decide enrollment. If the team decides that enrollment is appropriate, the student’s MOCAP request may be approved. ▪ Next, the MOCAP provider (host district) will review the enrollment request and approve or deny it. ▪ Then, if the MOCAP provider approves the request, the host district will request a copy of the most recent evaluation report and current IEP from the resident district in accordance with the IDEA in-state transfer process. ▪ The full-time MOCAP virtual-provider shall serve as the student’s building under the Individuals with Disabilities Education Act (IDEA) Part B. ▪ The host district will claim any such students for attendance purposes; as a result, the host district will be responsible for providing IDEA Part B services to the students.

Missouri Course Access and Virtual School Program (MOCAP) Change Guidance and FAQ
HB 1552 (Section 161.670, RSMo)

	<ul style="list-style-type: none"> ▪ The student’s IEP governs their ESP; if their ESP includes services that cannot be provided through virtual methods, the provider should pay the district for the services.
What if a student is dropped by a full-time virtual provider, but the family’s residence has physically changed while the student was enrolled in the virtual program and he or she is no longer a resident student?	<ul style="list-style-type: none"> ▪ During the enrollment process, the virtual provider is responsible for notifying parents/guardians that physical address changes should be provided to the host district and the student’s district of residence at the time of enrollment in the virtual program and updated with any changes. ▪ If the family cannot be immediately contacted, the former district of residence will engage in due diligence: <ul style="list-style-type: none"> ○ to locate the child and family to notify them of educational options if they can be located; or ○ to notify the Department of Social Services, including the Children’s Division, in the event they cannot, in the same manner the district would proceed with in-person students who do not notify the district of changes in residence. ▪ Drop-outs will be assigned to the last district of residence for accountability purposes.
Does DESE pay full-time providers directly for the full-time students enrolled in their MOCAP program?	No. DESE School Finance will make state aid payments to the host school district. The host school district will pay the MOCAP provider.
If a student’s district of residence is a K-8 district and the student requests full-time MOCAP enrollment, what process must the district of residence and the student complete?	<ul style="list-style-type: none"> ▪ The student should be enrolled in the resident K-8 district before requesting full-time MOCAP enrollment. ▪ The student should declare to the resident district the high school he or she would choose to attend (as if attending in-person). ▪ The high school’s district and the virtual provider will work together on the ESP and Collaborative Agreement.
Will a student who is participating in a full-time MOCAP program receive a diploma from the host district or from the resident district?	The diploma will be awarded by the host district.

Missouri Course Access and Virtual School Program (MOCAP) Change Guidance and FAQ
HB 1552 (Section 161.670, RSMo)

<p>Can a student participating in a full-time MOCAP program in a host district participate in clubs, activities and sports?</p>	<ul style="list-style-type: none"> ▪ Local club and activity participation should be determined through the ESP. ▪ The Missouri State High School Activities Association (MSHSAA)'s by-laws govern sports and activities. LEAs should consult with MSHSAA for guidance.
<p>Should resident districts facilitate enrollment in full-time MOCAP programs hosted by other public school districts or charter schools, or should families enroll directly with the provider?</p>	<ul style="list-style-type: none"> ▪ Because students must be enrolled in the LEA to participate in MOCAP programming, the student's parent or guardian must initiate contact with the resident school, district, or charter school. <ul style="list-style-type: none"> ○ If a resident school district or charter school is notified by a provider that a student is participating in a full-time program, the school district or charter school should notify the parent or guardian and the provider regarding local enrollment information. ○ This is important in the event a student is dropped by a host district or provider. Resident districts will want to ensure that current enrollment information is available, so they are able to make contact with the student and parent or guardian regarding in-person course options.

Missouri Course Access and Virtual School Program (MOCAP) Change Guidance and FAQ

HB 1552 (Section 161.670, RSMo)

QUESTIONS ADDED AFTER INITIAL GUIDANCE ISSUED ON AUGUST 30, 2022

<p>What happens to the enrollments of students who were already participating in full-time MOCAP programs prior to August 28, 2022?</p>	<p>Students who were enrolled in full-time, hosted MOCAP programs prior to August 28, 2022, will need to be withdrawn from their districts of residence and enrolled in their host district. An ESP and Collaborative Agreement will need to be developed for each of the students impacted by this situation.</p>
<p>When a student withdraws from a resident school district into a MOCAP Host District, what building code does the resident school district use to identify the attendance center in the host district?</p>	<p>The resident district should use code 8000, which is the code assigned for full-time virtual programs' attendance centers within a host district under Section 161.670, RSMo. This information may be found in Exhibit 22 (page 409) of the DESE Core Data Manual.</p>
<p>How is core data entered and tracked regarding director or administrator certification for levels served using one attendance center code for MOCAP hosted attendance centers?</p>	<p>The director/administrator will be reported using a course number from Exhibit 10 in the DESE Core Data/MOSIS reference manual, and then the certifications are verified in the Core Data Collection system. This is based on the course number that was reported and the certification the reported individual holds.</p>
<p>As a MOCAP host provider, we are in the process of adding grade levels to our services. We have one director who manages our current online program and wants to know if this director/administrator needs appropriate principal's certification for all grade levels served by our program.</p>	<p>5 CSR 20-100, Appendix A, R, states, "All personnel must hold a valid certificate or licensure appropriate for each assignment." Based on this, the principal or director of the MOCAP program should possess appropriate certification for the grade/s being served in the same way principals of in-person buildings must have appropriate certification for the grade span served within the building.</p>
<p>A district's board policy states that virtual enrollment must happen within the first five days of the semester just like regular enrollment. Can the district deny enrollment on this basis?</p>	<p>District policies cannot limit full-time enrollment in hosted MOCAP programs once a student has established district residency. The MOCAP provider, as a practical matter, may decide that there is a deadline by which students may enroll in a term, and deny a request based on this timeline.</p> <p>This applies to any number of courses (i.e., the equivalent of full-time enrollment) a student is seeking to enroll in when the request is for courses provided by non-hosted providers.</p>
<p>Do school districts have the ability to monitor performance and pull students back to the classroom if they are paying the bill? How about in the full-time situations where the hosting</p>	<p>There are two possible answers to this question.</p> <p>Yes. The school district has the ability to monitor student</p>

Missouri Course Access and Virtual School Program (MOCAP) Change Guidance and FAQ

HB 1552 (Section 161.670, RSMo)

<p>district is receiving state aid? Can the resident district pull the student out for nonperformance in those situations?</p>	<p>performance and take action if the student is participating in a non-hosted program.</p> <p>No. The only action that is taken related to student engagement in full-time, hosted programs is completed by the provider. When a student fails to engage in instructional activities, the student has regular progress reports provided to the school district or charter school at least four times per year and the host school district and the resident district are provided with ongoing access to academic and other relevant information on student success and engagement. The virtual school program shall terminate or alter the course offering if it is found the course or full-time virtual school is not meeting the educational needs of the students enrolled in the course.</p>
<p>I am a hosted provider’s team member and am working to set state testing dates. As a virtual provider that is an attendance center within the host school district, can we choose our own state testing dates as long as they fall within the testing window? Does anyone have to approve our chosen test dates?</p>	<p>This question and a few other assessment logistics are being discussed with DESE’s assessment team to provide flexibility and technical support before the testing season opens and updates will be provided as they become available.</p>
<p>I am a provider’s team member and have a student who would like to take a specialized course that their resident district offers that we, the full-time, hosted provider, does not offer. The superintendent of the resident district has agreed that the student can take the course on their campus and do full-time with online courses with us. How do we proceed?</p>	<ul style="list-style-type: none">▪ This question appears to fall into the portion of the MOCAP statute that states, “Nothing in this section shall prohibit students from enrolling in additional courses under a separate agreement that includes terms for paying course tuition or fees” (Section 161.670.2 (4) RSMo). Based on the statutory language, an agreement between the resident district and the provider is acceptable.▪ If the course being referenced is in addition to the student taking six courses with the hosted provider, the agreement between the resident district and the provider will be different than the ESP and collaborative agreement, and should be handled through an MOU between provider and resident district.▪ If the referenced course is one of the 6 courses the student is taking as part of a full-time provider enrollment, the

Missouri Course Access and Virtual School Program (MOCAP) Change Guidance and FAQ

HB 1552 (Section 161.670, RSMo)

	<p>agreement for education services and financial terms is included in the ESP.</p>
<p>Will districts who are MOCAP host districts now take all of a student's ADA, no matter how much the vendor has published for costs per class?</p>	<p>Yes. The statute says that “the enrolling district shall receive no less under the state aid calculation for such students than an amount equal to the state adequacy target multiplied by the weighted average daily attendance of such full-time students.” (Section 161.670.2(1), RSMo). So, the enrolling district will receive that calculation, regardless of a per-class cost calculation.</p>
<p>What information does an LEA need to share on its website regarding MOCAP?</p>	<ul style="list-style-type: none"> ▪ A copy of the DESE Guidance document that details the options for virtual course access and full-time virtual course access for all students in the state shall be provided to every pupil enrolled in the district or charter school at the beginning of each school year and upon enrollment for every pupil enrolling at a different time of the school year. ▪ A readily viewable link to the MOCAP.mo.gov website, where the electronic version of the guidance document is located, shall be provided on the main page of the district’s or charter school’s website.
<p>What does the resident district do for attendance for students who have been told by the full-time provider that their “start date” for online courses is several weeks in the future? Does the resident district take an attendance “hit” in MSIP 6 because the student is not starting with the provider? Since LEAs cannot tell students to wait until several weeks into the future to start classes, how is this allowable for the full-time providers?</p>	<p>The appropriate party to initiate the conversation regarding delayed enrollment in full-time, hosted programs is through your district’s legal counsel and a collaborative discussion between parents and administrators.</p> <p>Because a student must be able to be continuously enrolled under HB 1552, and because the compulsory attendance statute, Section 167.031, RSMo, applies in this situation, a student should not have a lagging enrollment date when full-time programming has been requested.</p>

Missouri Course Access and Virtual School Program (MOCAP) Change Guidance and FAQ

HB 1552 (Section 161.670, RSMo)

<p>We have a foster child who wants to participate in a full-time MOCAP program. This requires the student be enrolled in the host district. The student’s foster parents state that Senate Bill 291 allows a foster student to move to online programming without changing districts. How should we handle this situation?</p>	<p>Pursuant to Section 167.019, RSMo, a foster care child does have a right to remain enrolled in their school of origin. However, if the student is voluntarily choosing enrollment in MOCAP, they are waiving that right because it is a condition of the program.</p>
<p>Who is the LEA responsible for FAPE for students with IEPs in special education?</p>	<p>The host district is the LEA responsible for FAPE when the student is enrolled in a full-time MOCAP program. The host district will be the respondent for any of the dispute resolution processes for IDEA as long as the student is enrolled.</p>
<p>As a resident district, we have a student, not yet accepted into a full-time hosted MOCAP program, for whom a disability is suspected. Does the resident district conduct the IDEA evaluation and develop an IEP?</p>	<p>Yes. Follow the IDEA Child Find process as long as the student is enrolled in the resident district. Once the student is enrolled in the full-time MOCAP program, the host district will follow the IDEA transfer process. If the evaluation has not been completed at the time of transfer, the host district will complete the evaluation.</p>
<p>Does the MOCAP provider implement the resident district’s IEP or does the resident district delivers services?</p>	<p>When a student enrolls in the full-time hosted MOCAP program, both districts follow the process for enrolling/disenrolling and for requesting and sending student records. The host district either accepts the resident district’s IEP at transfer or writes a new IEP. The host district collaborates with the virtual provider and resident district to develop an ESP and Collaborative Agreement for each student. The ESP describes the educational services, including special education and related services, the student needs to receive FAPE. The Collaborative Agreement provides details about which educational services are provided by whom. The host district and resident district could be responsible for providing some services if, through collaboration, they agree to do so.</p>

Missouri Course Access and Virtual School Program (MOCAP) Change Guidance and FAQ

HB 1552 (Section 161.670, RSMo)

<p>What are the core data requirements for these specific items for MOCAP full-time providers for the October Cycle report?</p> <ol style="list-style-type: none">1. How do we calculate September and January Membership Counts? We expect students to record 7 (was recently 6.5) hours of attendance per day, so could we consider a student as attending if they have at least 7 hours logged during the 10-day window?2. Item 205 – Residency Status: Are our students going to be considered resident or non-resident students?3. Item 40 - Resident school code: We need guidance on determining the assigned school if the student recently moved or would have been promoted from their prior school.4. Calculating Average Daily Attendance (ADA) and Calendar Requirements: What is the guidance for calculating this for a virtual school?	<ol style="list-style-type: none">1. Virtual Membership in September and January, (Section 163.011(11), RSMo), are based on the students being enrolled on the count date and in attendance on one of the 10 preceding school days from the count date. This year, students must have been enrolled and actively working one of the 10 school days preceding September 28th for the September Membership date and enrolled and actively working one of the 10 school days preceding January 25th for the January membership date. Student may not be in a waiting period for courses to be activated and be doing no learning and be included in the enrollment or membership counts.2. The students will be reported as resident students.3. The host district is the district attending because the host district has to code the students as resident students.4. A calendar, (Section 171.031, RSMo), must be entered in Screen 10 and, Yes, 36 planned weather make-up hours must be entered. If the calendar for the attendance center or building has a full-time student attending 6 courses per day, for a total of XX hours of in-person attendance, then the virtual calendar will mirror these hours and the virtual

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	<p>students will be a 1.0—because they have to have a separate calendar and building in Core Data. It is critical to ensure that the calendar has no fewer than 1,044 hours, the same as if a student were taking the courses onsite. ADA is then calculated by taking the attendance hours of the student divided by the appropriate calendar for their host district and grade level. ADA is then calculated by taking the attendance hours of the student divided by the appropriate calendar for their Host building and grade level.</p>
<p>QUESTIONS ADDED AFTER INITIAL GUIDANCE ISSUED ON OCTOBER 3, 2022</p>	
<p>What information does a resident district need to provide to a student and family when the student has been disenrolled from a full-time hosted MOCAP program for lack of engagement?</p>	<p>A host program is required to notify a resident district in writing that a student has been disenrolled from the full-time program for lack of engagement. When a resident district receives this notification, the resident district is required to send a list of the available educational options to the student and the student's parents/guardians. <i>This must be sent in writing.</i></p> <p>Due to the wide variances in the types of programming available from district to district, each school or district will need to evaluate the appropriate educational options for the student based on the student's situation, the timing of the withdrawal from the virtual program, and the student's credit situation (if that is applicable), and include the appropriate and available options in the written notification. <i>Requiring the student to wait to re-enroll in school until the start of a new academic term is not an acceptable option.</i> Students must be able to enroll in the resident district and gain access to educational options as soon as possible after being dropped from the full-time hosted provider.</p>
<p>If a student enrolled in a full-time hosted MOCAP program but did not engage with the resident district according to DESE's guidance, is dropped from the full-time program, and then does not re-engage in an educational option in the resident district, who counts the student as a dropout?</p>	<p>If a virtual provider did not route a student through a resident district as the DESE guidance outlined, the student is dropped from the full-time program, and does not re-engage in an educational option in the resident district, the virtual provider's host district will be assigned the dropout for Core Data accountability purposes.</p>