Virtual Learning

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Requirements

Must meet Pupil Eligibility Requirements

- Residency
- Age Requirements

Pupil shall be registered, enrolled, in regular daily attendance (we'll talk more about this later)

Pupil has parent or legal guardian consent

- Only needs to be obtained once

Requirements Cont.

Course is listed in Statewide catalog (MVU) or board approved district catalog

*Should be one course catalog for the district located on website. If district pairs virtual courses with optional experiences, include optional experiences in the catalog Side note: be sure to have background checks performed on anyone who will be in contact with the student.

- The catalog should be made available to all students at the time of registration for the upcoming school year. The catalog should only be updated to provide new offerings prior to the drop and add period.
- Keep all documentation from each school year, including the course catalog and course syllabi.

Requirements Cont.

Pupil is enrolled in the course on count day and course is listed on student's schedule

The course must not generate more FTE than a comparable course

- Course that offer less instruction than comparable courses must have their FTE prorated

If student is enrolled in more than 2 courses

The district has determined it is in the best interest of the student

Pupil agrees with recommendation of district

District will collaboratively develop an Educational Development Plan with pupil

- Unless student is enrolled under 166b (Shared Time/Homeschool)

Course must be capable of generating credit or grade progression

A Mentor must be assigned to student and Mentor's contact information must be given to course provider

EDP

Grades K-6

i. The pupil's preferred learning style.

ii. The pupil's interests.

iii. Areas of academic development.

iv. Areas of personal/social development. v. A timeline and measures for the development of the above items. vi. Postsecondary and career goals as applicable.

EDP

Grades 7-12

Personal Information

Career Goals

Educational/Training Goals

Assessment Results

Plan of Action

Parent Consultation/Endorsement

What is Virtual Attendance ?

The pupil and the teacher of record or mentor must complete a two-way interaction for one course per week for each week of the four (4) week count period.

Week = Wednesday - Tuesday 4 weeks beginning on Count Day

OR

• The pupil must complete a combination of one or more of the following activities for each scheduled course on count day: •

Documented attendance in a virtual course where synchronous (live) instruction occurred with the teacher.

• Documented completion of a course assignment. • Documented completion of a course lesson or lesson activity.

• Documented pupil access to an on-going lesson; this is not a login.

• Documented physical attendance on count day in each course may be used for pupils who will attend at least 50% of the instructional time for each course on-site, face-to-face with the teacher of record.

Teacher of Record

The teacher of record is responsible for providing instruction, determining instructional methods for each pupil, diagnosing learning needs, assessing pupil learning, prescribing intervention strategies and modifying lessons, reporting outcomes, and evaluating the effects of instruction and support strategies.

• The teacher of record may coordinate the distribution and assignment of the responsibilities described above with other teachers participating in the instructional process for the course.

• The teacher of record must hold a valid Michigan teaching certificate or a teaching permit issued by the Department for the grade level being instructed through the virtual course. Note: The teacher of record must hold a teaching certificate that is endorsed in the subject area of the course and the teacher must be highly qualified if applicable.

• The teacher of record must have a personnel identification code provided by the Center for Educational Performance and Information (CEPI).

• The teacher of record must be employed by the district, as applicable under Section 1231 of the Revised School Code (MCL 380.1231), unless the course is provided by Michigan Virtual University.

Mentor

A mentor is a professional employee of the district who monitors the pupil's progress, ensures the pupil has access to needed technology, is available for assistance, and ensures access to the teacher of record. A mentor may also be the teacher of record if the mentor meets the definition of a teacher of record and the district is the provider for the course.

Denial of Enrollment

A district may not establish additional requirements that would prohibit a pupil from taking a virtual course. If a pupil is denied enrollment in a virtual course, the district shall provide written notification to the pupil of the denial, the reason or reasons for the denial, and a description of the appeal process. Enrollment in a virtual course may be denied for any of the following reasons:

a. The district determined that the enrollment is inappropriate for a pupil who is enrolled in any of grades K-5.

b. The pupil has previously gained the credits that would be provided from the completion of the virtual course.

c. The virtual course is not capable of generating academic credit.

d. The virtual course is inconsistent with the remaining graduation requirements or career interests of the pupil.

e. The pupil has not completed the prerequisite coursework for the requested virtual course or has not demonstrated proficiency in the prerequisite course content.

f. The pupil has failed a previous virtual course in the same subject during the two most recent academic years.

g. The virtual course is of insufficient quality or rigor. A district that denies a pupil enrollment request for this reason shall enroll the pupil in a virtual course in the same or a similar subject that the district determines is of acceptable rigor and quality.

h. For a course selected from the statewide course catalog, the cost of the virtual course exceeds the amount allocated to a course under Section 21f (6.67% of the minimum foundation allowance for the current fiscal year as calculated under Section 20 of the State School Aid Act (MCL 388.1620)), unless the pupil or the pupil's parent or legal guardian agrees to pay the cost that exceeds that amount.

i. The virtual course enrollment request did not occur within the same timelines established for enrollment and schedule changes for regular courses.

j. The request for a virtual course enrollment was not made in the academic term, semester, trimester, or summer preceding the enrollment. This does not apply to a request made by a pupil who is newly enrolled in the district.

k. The course has reached capacity and the district has restricted enrollment to resident applicants.

l. The district does not support the enrollment in more than two (2) virtual courses in an academic term, semester, or trimester.

Appeal Process

If a pupil is denied enrollment in either of the first two virtual courses requested by the pupil, the pupil may appeal the denial by submitting a letter to the superintendent of the intermediate school district. The letter of appeal shall include the reason provided by the denying district for not enrolling the pupil and the reason why the pupil is claiming that the enrollment should be approved. The intermediate school district superintendent or designee shall respond to the appeal within five business days after it is received. If the intermediate school district superintendent or designee determines that the denial of enrollment does not meet one or more of the reasons specified above, the pupil shall be allowed to enroll in the virtual course.

Additional Items

10/30 Day Rule

Synchronous vs ASynchronous

Sequential Learners

Hardware/Software/Internet

Q & A

Q# 1 What is the difference between a virtual learning and an online course?

A# 1 Virtual learning describes the environment in which online courses, computer-based courses, courseware, self-scheduled virtual courses, and blended virtual learning courses take place. In other words, online courses are a subset of virtual learning.

Q# 2 What are interactive internet-connected learning environments?

A# 2 The term interactive course typically describes material of an educational or informational nature delivered in an electronic format that allows the user to directly control the material's content, pace, and outcome.

Q# 3 Are self-scheduled virtual pupils required to participate in assessments required by the Department?

A# 3 Yes. Participation in Department-required grade-appropriate assessments is a legislative requirement unless the pupil is being home-schooled or is enrolled in a nonpublic school.

Q# 4 Do shared time pupils who are enrolled in more than two virtual courses need to have an EDP?

A# 4 No. MCL 388.1621f(3)(c) has been amended to provide part-time pupils enrolled under MCL 388.1766b with the option of developing an educational development plan.

Q# 5 Is the district now required to list its virtual courses in the statewide catalog?

A# 5 No. Courses must only be listed in the statewide catalog if they will be offered statewide. If the district only intends to provide the course to pupils who are eligible to be counted in membership, then there is no need to list the course in the statewide catalog; it must only appear in the local course catalog

Q# 6 Can pupils in grades 6-12 enroll in more than two courses under this section?

A# 6 The section gives pupils in grades 6-12 the opportunity to enroll in up to two courses per semester or trimester that have been selected from the statewide course catalog. Beyond that, it is the district's option to support a pupil's enrollment in additional virtual courses, or virtual courses offered through the district course catalog.

Q# 7 Does a full-time pupil enrolled in virtual courses need to have 1,098 hours of instruction scheduled?

A# 7 A pupil's enrollment in virtual courses does not exempt the district from the instructional hours requirement. Unless the district has a Days and Hours Waiver from the Department, or the pupil qualifies for a reduced schedule, the district must schedule 1,098 hours of instruction to count the pupil for 1.0 FTE.

Q# 8 Can pupils in grades K-5 enroll in courses under this section?

A# 8 The section gives districts the option of supporting virtual enrollments for pupils in grades K-5.

Q# 9 If the district is using two-way interactions for participation, and a pupil fails to participate in two-way interaction during each week of the count period, may the district claim a partial FTE for the pupil for the affected virtual courses?

A# 9 No. The district cannot prorate the FTE for the affected virtual courses if the pupil did not satisfy the participation requirement.

Q# 10 Can a district enroll a pupil for the first time virtually, using an online method to verify identity?

A# 10 No. Per Section 1135 of the Revised School Code and Administrative Rule 340.1, districts are required to verify the pupil's identity using an original document, such as an original birth certificate where a raised seal can be verified. This type of verification is not possible virtually. Note: See 'Verification of Identity and Age' in Section 3 for detailed information.

Q# 11 If a pupil completes the equivalent of a year of courses before the supplemental count day, can the district count the pupil in the supplemental count without having the pupil enrolled in any courses during the supplemental count?

A# 11 No. Section 6(8) of the State School Aid Act (MCL 388.1606) requires that a pupil be enrolled and in attendance on the count day to be counted for membership purposes.

Q# 12 When a pupil takes courses in a sequential format, such as only three courses over one nine-week period and the number of courses over the semester equal to a traditional pupil's schedule, how should that be documented?

A# 12 Sequential learners must have a course schedule that includes each course that will be attempted during the semester or trimester. The district must have documentation of the pupil's enrollment with the course provider in each course, as well as proof of payment. Additionally, the pupil's EDP must include a timeline that specifies an expected attempt date for each course.

Q# 13 Can a homebound/hospitalized pupil enroll and attend courses virtually under this section or does the pupil require the minimum two weekly 45-minute visits by a certified teacher?

A# 13 If a parent or pupil has requested homebound or hospitalized services, the district must provide one-on-one instruction with a certified teacher to count a pupil using the homebound/hospitalized requirements (See Section 5-D of this manual). Virtual courses could be used in combination with the one-on-one instruction, and the one-on-one instruction could be provided virtually, using a service like Skype, if that has been determined to be the most appropriate manner for providing services.

Q# 14 When a pupil is permanently expelled (state mandated expulsion) under Section 1311 or Section 1311a of the Revised School Code (MCL 380.1311 or MCL 380.1311a), can the pupil receive instruction virtually under this section? Or is the district required to provide the minimum two weekly one-hour visits by a certified teacher if it wishes to count the pupil in membership?

A# 14 Under Sections 1311 and 1311a of the Revised School Code, the district must provide the pupil with two weekly one-hour individualized instructional visits with a certified teacher to count the pupil for a full FTE. Another option under those sections would be for the district to operate an alternative education program for permanently suspended or expelled pupils using virtual instruction as the method of providing the pupil instruction. If the district chooses to enroll the pupil in a virtual program and does not provide the one-onone individualized instruction twice a week, the district would calculate the FTE using the requirements for counting pupils in membership as provided in this section.

Q# 15 A pupil is taking a full load of courses during the day at the resident district, and the resident district is counting the pupil for 1.0 FTE. The pupil is also enrolled in an online course in the evening at a nonresident district to earn additional credit to graduate on time. May the nonresident district charge the pupil the fee for the online course?

A# 15 Yes. The pupil is enrolled and taking a full course load during the normal school day; thus, the pupil cannot generate any more state aid. The nonresident pupil may be charged tuition and necessary fees.

Q# 16 A pupil selected a course from the statewide course catalog that costs more than the $509.00 (based on the minimum foundation allowance for 2017-18 multiplied by 6.67%) allotted for the course. Can we charge the pupil tuition?
A# 16 The State School Aid Act allows the district to deny enrollment in a course selected from the statewide course catalog if the course cost exceeds the 6.67% of the minimum foundation amount defined in legislation for the given fiscal year

Q# 17 Must the district provide a computer and broadband access to a pupil enrolled part-time under this section?

A# 17 The district must offer to provide a computer and broadband access when the pupil is enrolled in more than two self-scheduled courses that will be taken off-site. If the pupil is enrolled in more than two self-scheduled courses that will be attended on-site, then the district could provide the pupil with access to the necessary resources during the regular school day in lieu of providing resources to be used off-site.

Q# 18 Must the pupil complete an assignment for each virtual course enrolled on count day in order to satisfy this participation requirement?

A# 18 Yes, if the district has elected to use a completed course assignment to meet the participation requirement on count day.

Q# 19 Are pupils still expected to have a concurrent enrollment in a course with regular daily attendance?

A# 19 No. Participation and attendance for virtual learning courses under this section do not require concurrent enrollment in another course.

Q# 20 What is course activity?

A# 20 Course activity is a measurable amount of time that a pupil has participated in a course. The total amount of time that a pupil is active in his or her courses, in activities such as engaging in discussion board items, course activities, or course lessons, count toward the total number of instructional hours provided by the district.

Q# 21 If the teacher of record initiates contact with the pupil and the pupil responds by completing a task (such as turning in an assignment) rather than responding to the teacher of record directly, does this count as twoway interaction?

A# 21 No. While a teacher's initiation of contact could lead to some form of action by the pupil, such as completing an assignment, such action cannot be the only result of the teacher's initiation of contact to establish participation. The described action by the pupil provides no additional information to the teacher of record regarding the pupil's progress in the course. The two-way interactions should provide both the teacher of record or mentor and the pupil a better understanding of the pupil's experience and progress and should provide a forum for any other course-related needs that must be resolved for the pupil to complete the course successfully.

Q# 22 How does a school document the weekly two-way interaction between the teacher of record or mentor and pupil?

A# 22 The teacher of record must maintain an activity log for each pupil documenting the two-way interaction. The district may print e-mail exchanges and discussion board conversations, or the teacher of record or mentor may take notes from a telephone or face-to-face conversations that include details of the conversation and date.

Q# 23 The district would like to use mass communication with pupils, such as bulk email messages, to meet the two-way interaction requirement. Is this an acceptable practice?

A# 23 Two-way interaction must occur between the pupil and teacher of record or mentor. Two-way interaction is intended to be individualized in nature, which mass communications are not. A district could use mass communication to begin a two-way interaction as follows: district sends mass communication -> pupil responds to communication -> teacher of record or mentor responds to pupil.

Q# 24 Courses listed in the statewide course catalog must define the expectations for teacher contact time with pupils. How is contact time defined?

A# 24 Instructor contact time refers to time that is set aside during a course when a form of two-way interaction between the teacher of record or mentor and the pupil can occur. The course syllabi must define how the interactions may occur through a virtual environment, a face-to-face meeting, or another medium that allows communication, as well as the amount of contact time expected (e.g., at least one time per week).

Q# 25 Are the two-way interaction requirements, when used to satisfy the participation requirements, affected by a mid-winter break that occurs during the 30-day count period?

A# 25 If the winter break is 4 school days or longer, the requirement for weekly two-way interaction does not apply for that week. If the break is 3 school days or fewer, the requirement for a weekly two-way interaction between the teacher of record or mentor and pupil applies.

Q# 26 A mentor must be a professional employee of the district. What does this mean?

A# 26 A professional employee's primary duty must be the performance of work requiring advanced knowledge, defined as work which is predominantly intellectual in character and which includes work requiring the consistent exercise of discretion and judgment. In the case of a mentor, if not otherwise defined in the collective bargaining agreement, a mentor professional employee of the district is an individual whose primary duty is to work in the district facilitating, teaching, tutoring, instructing, or lecturing in the activity of imparting knowledge.

Q# 27 Many districts have purchased licenses for courseware products from vendors. They have offered these courses using a certified teacher who is employed by the district as the teacher of record, but who is not endorsed in the subject area. We understand that there is no FTE deduction since the teacher is properly certified for the grade level. However, would there be a salary deduction, under Section 163 of the State School Aid Act, MCL 388.1763, since the teacher is not properly endorsed?

A# 27 If the delivery of the content originates from a properly certified and endorsed educator, the district risks no salary deduction by the Department. In those cases, where applicable, a teacher of record need only be grade-level certified. Using a virtual learning course to further demonstrate the concept, the educator providing the delivery of the content could be, for example, a Florida certified teacher, as long as the teacher of record assigned to the course by the district is at least Michigan certified for the grade-level assigned.

Q# 28 Does the district need to ensure that the teacher of record for the course is endorsed in the subject area and highly qualified?

A# 28 Yes. While those are not reviewed during the membership audit, the Department reviews the endorsements for each assigned teacher to ensure that these requirements have been met.

Q# 29 Is the teacher of record limited to a certain number of pupils?

A# 29 There is no limit on the number of pupils assigned to the teacher of record for a course.

Q# 30 We have a pupil who will be enrolled in a course offered through the statewide course catalog. The course is not provided by our district. Do we need to supply the teacher of record?

A# 30 No. If your district is not the course provider, the teacher of record is provided by the entity that listed the course in the statewide course catalog.

Q# 31 Online instructional programs have taken on many forms in the past few years. What do I need to know to ensure that we have the correct arrangement of instructional staff in terms of certification, endorsements, and highly qualified status to ensure that we meet all of the legislative requirements?

A# 31 It is vital to determine where the instruction will occur and who will deliver it to ensure that an appropriate teacher is placed in the assignment. Instructional programming options vary from courseware or software that acts as a digital textbook to interactive, face-to-face instruction via live stream. If a school employs or contracts a teacher to provide instruction using courseware or software (e.g., NovaNET, Read 180, PLATO), the teacher must hold the appropriate endorsement in the subject area and grade level. If a school uses a teacher to provide instruction using online learning services such as live streaming or online learning platforms (e.g., Blackboard, ANGEL, Moodle), the teacher must hold the appropriate endorsement in the subject area and grade level AND be Highly Qualified. If instruction is occurring entirely through the courseware or software, the teacher facilitating that instruction need only be certified and endorsed (in any subject area) at the grade level. While appropriate endorsement in the subject area is recommended, it is not required. Instruction includes assessing, re-teaching, guiding student work, evaluating, developing curriculum, modifying lessons, and evaluating. Facilitation includes transferring grades, referring students to content experts, taking attendance, documenting completion, providing classroom management, supporting technology, and reporting programming developments/issues.

Questions ???

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