



Informational Guidebook  
&  
Frequently Asked Questions



## Table of Contents

Introduction .....	3
History of MOCAP .....	3
Statutory Requirements.....	4
Important Note Regarding this Guidebook .....	4
The MOCAP Team .....	5
Frequently Visited MOCAP Topics .....	6
A+ Applications for Full-Time Providers.....	6
Appeals of MOCAP Course Denials .....	6
Area Supervisors of Instruction.....	6
Assessment .....	6
Attendance Reporting for Virtual Learners.....	6
<i>Other Attendance Scenarios for MOCAP Students</i> .....	7
MOCAP Attendance Guidance-Updated 2024.....	9
Communicating Online Course Enrollment Option - District Requirement.....	10
Consideration of MOCAP Course Requests .....	10
Continuous Enrollment .....	11
Core Data & Core Data Coding Guidance* .....	12
Credit Recovery & Remediation Courses.....	12
Course Completion .....	12
Enrollment of Homeschooled Students .....	12
Enrollment of Students from K-8 Districts .....	12
Enrollment and Immunizations.....	13
District Enrollment Policy.....	13
MSIP6 & Accountability Requirements.....	13
Residency Requirements .....	14
Standards Based Grades in a MOCAP Course or Full-Time Program.....	14
Summer School .....	14
Suspensions & Expulsions .....	14
Long-Term Suspensions .....	14
Technology Fees.....	15
Foster Care Students and Best Interest Determinations .....	15

---

Minutes of Instruction Information .....	15
<i>For elementary schools (typically self-contained)</i> .....	15
<i>For junior high/middle school students</i> .....	16
CORE DATA CODES & CODING GUIDANCE .....	17
MOCAP Student Transfer Codes .....	17
Core Data Coding & Direct Partnership Agreements/MOUs with Online Providers .....	17
MOCAP Student Drop-Out Coding .....	17
Dropouts Coded to Host District .....	17
Dropouts Coded to Resident District .....	18
June Grade Reporting .....	18
Reporting Courses and Student Assignments in Direct Partnership Situations .....	18
Becoming a MOCAP Provider .....	19
Before Becoming a MOCAP Provider .....	19
Steps in the MOCAP Hosted Program Approval Process .....	19
Information for Submission by All MOCAP Partners .....	20
MOCAP Courses Alignments .....	21
MOCAP Catalogs .....	21
MOCAP Course or Full-Time Provider Closure Process .....	22
MOCAP Course Credits .....	22
MOCAP Provider Enrollment Process .....	22
MOCAP Submissions .....	22
MOCAP Student Enrollment Quick Guide .....	23

## Introduction

The Missouri Course Access and Virtual School Program (MOCAP) offers Missouri students between the ages of 5 and 21 a variety of standards-aligned courses, provides flexibility in scheduling, and offers interactive online learning opportunities. MOCAP coursework is based on the premises of:

- School choice,
- Personalized learning, and
- Equitable access to aligned, quality coursework.

MOCAP provides a no-cost online public-school option to Missouri students and families. Online learning options are available through course requests made to local education agencies (LEAs) and through direct enrollment in full-time online programs hosted by public school districts. In addition to offering courses taught by Missouri certified teachers, MOCAP also offers LEAs curriculum-only course options, supporting schools and districts encountering challenges related to certified teacher shortages, equity of access, or the desire to expand individualized or flexible learning pathways.

MOCAP courses are designed to meet quality online course design standards, guided by the National Standards for Quality (NSQ) and its National Standards for Quality Online Courses. MOCAP courses may be delivered synchronously or asynchronously, depending upon the course, grade level, and status as a curriculum only course or course supported by an instructor. All courses are aligned to Missouri Learning Standards (MLS) or other nationally recognized standards, including Advanced Placement (AP), Project Lead the Way (PLTW), and various workforce and career-specific certification programs.

Oversight of MOCAP courses and programming provided at the state department level includes reviews of courses to ensure alignment of course curriculum to the MLS, verification of teacher certification, verification of LEA compliance with parent and guardian notification of online learning options, and ensuring providers meet statutory qualifications for participation as a MOCAP partner. The structure of the oversight affords MOCAP providers and host LEAs broad autonomy to provide courses and instruction that meet both the needs and the demands of Missouri's learners.

## History of MOCAP

MOCAP began in 2007 as Missouri's K-12 Virtual Instruction Program (MoVIP) with the goal of providing "equal access to high quality instruction, alternative delivery options, and enhanced instructional offerings via a data-driven online learning system" (Clark, et al., 2008).

MoVIP transitioned to MOCAP in August 2018, when statutory requirements changed the way online education was provided in Missouri, with primary changes including the establishment of a course pricing structure, students and parents driving enrollment, and DESE no longer sharing payment responsibility for students' online coursework.

In 2022, further legislative changes established a two-pathway online education model. The first pathway, the MOCAP course pathway, allows students to request online coursework from their local school. These requests are then reviewed and approved or denied based on an educational best interest decision. If requests are approved, students are enrolled in MOCAP courses by their districts and the districts are billed monthly by the course providers.

The second MOCAP pathway offers a full-time online educational option at the discretion of students and their families. In this path, parents or guardians are the sole decision-makers and may

enroll directly with the MOCAP partner, transferring their students from the local district to a MOCAP host district. In this pathway, students become residents of the host district and are included in state aid calculations paid by the Department of Elementary and Secondary Education.

### Statutory Requirements

According to Missouri statute, DESE's MOCAP responsibilities are:

- Approval of MOCAP vendors.
- Verification of data security.
- Publication of course catalogs.
- Verification of course alignment to Missouri Learning Standards.
- Verification of teachers' Missouri certification for assigned courses.
- Verification of LEAs' enrollment policies and notification of online learning options.
- Publication of an annual report.

This report fulfills the Missouri Department of Elementary and Secondary Education's (DESE's) reporting requirements under §161.670.10, RSMo. This Annual Report discloses available data related to course enrollments, passing rates, and state testing metrics for students participating in the MOCAP program. This report also provides state assessment data for students enrolled in full-time MOCAP programs, per the requirements of legislation enacted during the 2022 legislative session. Further, data for full-time providers is disclosed as outlined in §161.670.3(4)(i), RSMo.

Readers should note that this report addresses the MOCAP program for the 2025-26 academic term and that LEAs in Missouri may also provide virtual learning to students outside MOCAP oversight through either locally developed courses, contracts with online learning providers, or agreements with each other. Virtual coursework data for these types of online learning instances are not included in this report.

Clark, T., et al. (2008). Annual evaluation report 2007-2008 executive summary: Missouri

Virtual Instruction Program. TA Consulting: Springfield, IL.

### Important Note Regarding this Guidebook

This guide is meant for informational purposes and to assist schools as a resource. The information and topics selected for the guidebook are not all-inclusive; the topics represent questions or topics the MOCAP team has received from stakeholders or are those that the team has identified as important for sharing. If you have a question about a topic not found in the guidebook, please reach out to the MOCAP team at [dese.mocap@dese.mo.gov](mailto:dese.mocap@dese.mo.gov).

## The MOCAP Team

### MOCAP Virtual Learning Administrator

The Virtual Learning Administrator is responsible for supervision of oversight related to virtual learning and gifted education, divisions within the Office of Quality Schools. The work of the Virtual Learning Administrator includes responsibility for the daily operations of MOCAP, including coordination of guidance, statutory compliance, budget maintenance, and provider contract maintenance. A high-quality educational experience for students and families is the priority goal of MOCAP team members.

### MOCAP Supervisor

The MOCAP Supervisor assists in the daily operations of MOCAP. The MOCAP Supervisor is responsible for the creation and maintenance of the MOCAP course catalog, assists with MOCAP training, the production of the MOCAP Annual Report, and assists LEAs and MOCAP providers. The MOCAP Supervisor is also responsible for teacher and administrator certification compliance.

### MOCAP Virtual Operations Assistant

The MOCAP Virtual Operations Assistant provides support to ensure that operations are maintained effectively and accurately through the production and/or review of correspondence, reports, and other documents for staff. The Virtual Operations Assistant is trained to provide support throughout the Office of Quality Schools and is proficient in the execution of many departmental forms and reports.

### MOCAP Counselors

MOCAP counselors are contracted team members who collaboratively engage in various responsibilities, including serving as a point-of-contact for families, students, and districts seeking information about the MOCAP program, as well as answering questions about MOCAP courses and course enrollments.

The primary role of the MOCAP counselors is reviewing courses offered by MOCAP providers to ensure courses are aligned to Missouri Learning Standards, or, in the absence of Missouri Learning Standards for a course, that courses have an approved syllabus, has received approval from the College Board for Advanced Placement courses, or has the appropriate alignments for dual credit course offerings. MOCAP counselors may be contacted via their email addresses, which are listed on the MOCAP website.

## Frequently Visited MOCAP Topics

### A+ Applications for Full-Time Providers

MOCAP full-time providers that wish to participate in the A+ Scholarship program must complete the Notification of Assurances for A+ High Schools form found on the A+ Scholarship Program page of the Missouri Department of Higher Education and Workforce Development (DHEWD) website.

When completed, email the form to [aplus@dese.mo.gov](mailto:aplus@dese.mo.gov). A+ Program applications are submitted once annually to the state board of education for review and approval.

### Appeals of MOCAP Course Denials

DESE does not hear appeals of MOCAP denials, as legislation that went into effect in August of 2022 outlines that appeals are heard by the LEA. LEAs hear appeals using the same process by which appeals are heard if a student appealed the denial of enrollment for in an in-person course in the LEA. The excerpt of Section 161.670.3(2) RSMo, should be used for reference.

### Area Supervisors of Instruction

Area Supervisors serve as points of contact and as support for LEAs. Area supervisors provide guidance and resources for leaders in their work related to assessment, school improvement, and understanding data. Area Supervisors may be contacted by using the information found for your county, listed on the DESE website [State Supervisors of Instruction](#) page.

### Assessment

Students enrolled in [MOCAP courses](#) take state assessment at their district of residence.

Students enrolled in [MOCAP full-time, hosted programs](#) are required to take Missouri state assessments and the assessment results are used in determining the annual performance report score for the MOCAP attendance center and LEA in which the student is enrolled.

Beginning in 2025-26, MOCAP full-time providers were able to offer state assessments remotely.

### Attendance Reporting for Virtual Learners

Attendance hours must be reported for Missouri as these hours are the foundation of state aid payments. Average Daily Attendance (ADA) is calculated statutorily by dividing the actual hours of school attendance by hours of attendance possible in the LEA's official school calendar (Hours Actually Attended/Hours of Possible Attendance=Student ADA). This calculation applies to all students, including virtual students.

Section 161.670.2.(1), RSMo. outlines MOCAP full-time student ADA calculations with the following details:

- ADA will be included in the student enrollment of the school district in which the student is enrolled and will only be included in any district pupil attendance calculation under chapter 163 using current-year pupil attendance.

- The provisions of section 162.1250 do not apply to such funding calculation, which includes the 94% cap for online student attendance when course completion is attained.
- ADA is generated by the virtual provider and provided to the host district for submission to the department of elementary and secondary education.
- MOCAP full-time students may complete their instructional activities during any hour of the day and during any day of the week.
  - Per statute, the hours attended for each enrolled pupil shall be documented by the pupil's weekly progress in the educational program according to a process determined by the virtual program and published annually in the virtual program's enrollment handbook or policy (Section 161.670.2(1)).
- To the average daily attendance of the following school term shall be added the full-time equivalent average daily attendance of summer school students.
- Host districts receive, as part of their monthly state allocations, no less under the state aid calculation for MOCAP full-time students than an amount equal to the state adequacy target multiplied by the weighted average daily attendance of the MOCAP full-time students.

### ***Other Attendance Scenarios for MOCAP Students***

#### ***Course-Enrolled, Onsite Students***

- When a student is onsite, attendance is counted for the time the student is enrolled and present under the supervision of a certificated teacher. The student is absent for the time they are enrolled and NOT present under the supervision of a certificated teacher.
- When a student is enrolled in a course meeting the requirements of a virtual course per 162.1250 RSMo., attendance is claimed upon completion of 50% or 100% of the course, at a rate of 47% or 94%, respectively, of the hours it would have taken to complete the course onsite.
- To code student attendance, the LEA first determines what type of virtual course the student is taking (MOCAP, dual credit, through another provider, etc.). Then, the LEA reviews whether the student is coming onto campus and is under supervision of a certified instructor (in a study hall or other supervised location) to take the course or whether the student is located off campus when taking the course. Finally, if the student is an A+ student and taking the course off-site, the LEA must enter 95% attendance instead of 94% if the student successfully completes the year-long course (47.5% attendance per semester).
- The attendance chart in Exhibit 34A of the Core Data Manual is helpful for virtual attendance.

#### ***Q: Is an LEA required to provide an on-campus location and supervision for a student they approve to take a MOCAP course?***

- No. A district does not have to provide on-campus supervision or an on-campus site for MOCAP course-enrolled students. However, having a clearly communicated plan for transportation to and from school for the student if the student does not take the course on-campus is important prior to the student enrolling in the MOCAP course.
- If the student does take the MOCAP course in an on-campus location, the student must be under the supervision of LEA personnel as provided by law, as the student is under the care and control of the LEA while on campus.

---

*Q: Does an LEA have to provide transportation for a student if the LEA approves a MOCAP course for the student?*

- The LEA is obligated to provide the regular transportation for the student that is provided for all other students but is not required to make special provisions for a student taking a MOCAP course. For example, if a student is a regular bus rider and enrolls in a MOCAP course, the student is still entitled to ride the regular transportation routes; the district does not need to add a route that accommodates a different school start or end time for the student to accommodate the MOCAP course schedule. However, if the student is required to take regular district transportation in order to access attendance in the remainder of his or her in-person course schedule, the student must be in a supervised, on-campus location while accessing the MOCAP course the LEA approved for the student after he or she arrives at school on the regular transportation route.

*Q: Can a student be enrolled in the equivalent of a MOCAP full-time enrollment and remain enrolled in the resident district?*

- Yes, a student may be enrolled in the equivalent of a full-time enrollment through a MOCAP course provider (not a full-time hosted provider) and remain enrolled in the resident district.

## MOCAP Attendance Guidance-Updated 2024

Student Enrollment & Location	Non-MOCAP Virtual Courses	MOCAP Course Attendance	MOCAP Hosted Provider
<ul style="list-style-type: none"> <li>Student is present on school campus;</li> <li>Student is enrolled in a virtual course meeting the requirements of a virtual; course per 162.1250, RSMo.; and,</li> <li>Student is receiving instruction from a MO certified teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Attendance is recorded for the time a student is enrolled in the course and present on campus under the certified teacher's supervision.</li> <li>The student is recorded as absent for the time they are enrolled and NOT present under the supervision of a certificated teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Attendance is recorded for the time a student is enrolled in the course and present on campus under the certified teacher's supervision.</li> <li>The student is recorded as absent for the time they are enrolled and NOT present under the supervision of a certificated teacher.</li> </ul>	N/A
<ul style="list-style-type: none"> <li>Student is enrolled in a course meeting the requirements of a virtual course per 162.1250. RSMo.,</li> </ul>	N/A	<ul style="list-style-type: none"> <li>Attendance is claimed upon <b>completion</b> of 50% or 100% of the course, at a rate of 47% or 94% respectively, of the hours it would have taken to complete the course in-person.</li> <li>A student must complete a semester of a course for 47% attendance to be reported for the student and a student must complete two semesters of a course for 94% attendance to be reported for a student.</li> <li>The element of course completion is a requirement for attendance reporting. If a student withdraws from the course prior to the end of an academic reporting term (i.e., the quarter or semester), 0% attendance is reported for the student.</li> </ul>	N/A
<ul style="list-style-type: none"> <li>Student switches from virtual to onsite course enrollment.</li> </ul>	<ul style="list-style-type: none"> <li>If a student withdraws from a virtual course and enrolls in an in-person course prior to reaching a component of course completion, 0 attendance hours are claimed for the portion of time the student was enrolled in the online course.</li> </ul>	<ul style="list-style-type: none"> <li>If a student withdraws from a virtual course and enrolls in an in-person course prior to reaching a component of course completion, 0 attendance hours are claimed for the portion of time the student was enrolled in the online course.</li> </ul>	

## Communicating Online Course Enrollment Option - District Requirement

MOCAP information on LEA websites must include the link to the MOCAP website. This allows families to navigate to the MOCAP Enrollment Overview guidance, as well as all other information on the MOCAP website.

LEA MOCAP handbook information should be similar to linked information and include information from the LEA's Board Policy regarding enrollment in online courses.

## Consideration of MOCAP Course Requests

Important Considerations in all MOCAP course request reviews:

- Denial of a MOCAP course request due to an LEA's preference for in-person courses cannot be the sole reason for a denial.
- Denial of a MOCAP course based solely on the district offering the same course in-person does not meet the good cause justification outlined in statute.

In the MOCAP legislation, LEAs are required to have a policy that outlines the process by which students request and enroll in MOCAP courses. Here are some of the main points (though there are some additional points for you to review in the full text):

- This process must be substantially the same as the process the LEA uses for students to enroll in in-person courses.
- The policy shall ensure available opportunities for in-person instruction are considered prior to moving a student to virtual courses.
- If a MOCAP course request is denied, the LEA must provide the reason in writing and it must be a good cause reason, based on the student's educational best interest. Good cause shall be consistent with the determination that would be made for such a course request by which a student would enroll in a similar course in-person, except that it may consider the suitability of virtual courses for the student based on prior participation in virtual courses by the student.
- Appeals of course denials shall be considered under a policy that is substantially similar to the typical process by which appeals would be considered for students seeking to enroll in in-person courses offered by the school district.
- As part of the course request review, the LEA's special education team should review the IEP of any student making a course request who has a qualified disability under the Individuals with Disabilities in Education Act (IDEA).
  - Students with qualified disabilities cannot be discriminated against in the LEA's enrollment policy and appropriate steps must be taken to review the enrollment request received from students with IEPs before making enrollment decisions.
  - Review [MOCAP information](#) posted by DESE's special education team and reach out to the compliance specialist in DESE's special programs department, for additional questions related to processes and procedures navigating MOCAP full-time enrollments for students with IEPs.

### *Examples of Course Request Considerations*

In considering the opportunity for in-person instruction, denying a MOCAP course request for "good cause" based on a student's "educational best interest" may be a decision made when a student with a history of low grades makes a MOCAP course request or when the student has failed pre-requisites for the requested course. Likewise, a poor performance history in prior online courses may be cause for denial of a course request.

If a student with a strong academic record makes a MOCAP course request, the LEA would use the same review and approval process for the MOCAP course as is used for in-person course. This would likely mean an approval for the MOCAP course.

## Continuous Enrollment

The MOCAP statute allows for “continuous enrollment” in MOCAP courses. This does not mean that students may be enrolled in MOCAP courses beyond the normal academic reporting periods established by the LEA. For instance, a student may not be enrolled in a course for three or four semesters when the course is expected to be completed within the typical two semesters of an academic year.

The highlighted portion of the statute below provides LEAs with the opportunity to clarify that students approved for enrollment in MOCAP courses must finish their approved MOCAP courses within the academic year or term in which they are enrolled. This must be substantially similar to the process for in-person students in the district or charter school who must complete coursework according to the adopted academic calendar.

Likewise, continuous enrollment affords a student the ability to take a year-long course for two semesters without having to reapply to the district or charter school for course approval in the second semester if the student was successful in the first semester (a secondary ELA course, for instance).

*Section 161.670.3(2), RSMo., Each school district or charter school shall adopt a policy that delineates the process by which a student may enroll in **courses provided by the Missouri course access and virtual school program** that is substantially similar to the typical process by which a district student would enroll in courses offered by the school district and a charter school student would enroll in courses offered by the charter school. The policy may include consultation with the school's counselor and may include parental notification or 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 course or courses provided by the Missouri course access and virtual school program, the reason shall be provided in writing and it shall be for good cause. Good cause justification to disapprove a student's request for enrollment in a course shall be a determination that doing so is not in the best educational interest of the student, and shall be consistent with the determination that would be made for such course request under the process by which a district student would enroll in a similar course offered by the school district and a charter school student would enroll in a similar course offered by the charter school, except that the determination may consider the suitability of virtual courses for the student based on prior participation in virtual courses by the student. Appeals of any course denials under this subsection shall be considered under a policy that is substantially similar to the typical process by which appeals would be considered for a student seeking to enroll in courses offered by the school district and a charter school student seeking to enroll in courses offered by the charter school.*

**The Administrative Regulation for Virtual Instruction and Drops for Disengagement** (see below, highlights added) is where clarity for full-time MOCAP enrollments exists.

In instances where students enroll in hosted MOCAP programs and the student was not enrolled in the resident district prior to the full-time enrollment, if the student is dropped from MOCAP for disengagement, the resident district still sends the family a letter outlining educational options for the

student. However, if the host district does not receive a records request or if the resident district does not receive a homeschool declaration from the family (with appropriate exit codes recorded in each instance), the student is reported as a dropout for the host district.

*Section 5 CSR 20-100.230.(6)(A)7. Any full-time MOCAP student disenrolled from a hosted program who was not enrolled in his or her resident district prior to enrolling in the full-time MOCAP program will be counted as a dropout student in Core Data for the host district if after the resident district fulfills its obligations under section 161.670.4(4) another school does not request the records of the student and the student's parent or guardian has not filed a declaration as provided in section 167.042, RSMo.*

## Core Data & Core Data Coding Guidance\*

\*See Separate Core Data Section

## Credit Recovery & Remediation Courses

Credit recovery that does not require a student to complete a full course does not qualify as a MOCAP course.

- In instances when credit recovery courses allow students to work on the portions of course curriculum not previously passed or mastered and not the full group Missouri Learning Standards for the course, these abbreviated credit recovery courses do not meet the statutory requirements for MOCAP standards alignment and course completion.
- A MOCAP course must align with the Missouri Learning Standards, so if the credit recovery course focuses only on a portion of the standards for a given course, the course does not qualify as a MOCAP course.
- For attendance purposes, only the onsite attendance hours for students under the supervision of a certificated staff member can be claimed.

<https://dese.mo.gov/media/pdf/attendance-reporting>

## Course Completion

Course completion is defined by the LEA.

## Enrollment of Homeschooled Students

A student may request MOCAP courses for a portion of their enrollment and be homeschooled for the remainder of their schedule if the resident LEA approves the parent's or guardian's request for MOCAP coursework as an educational best interest decision.

If the MOCAP coursework request is not approved, the student may still be enrolled in online coursework via a non-MOCAP option at the parent's or guardian's expense.

A homeschooled student may enroll directly in a full-time, hosted MOCAP program without contacting the resident district.

## Enrollment of Students from K-8 Districts

### *Scenario for students currently enrolled in a K-8 District*

- The student will make the request for MOCAP courses to the K-8 district and the district will process the request according to their MOCAP policy.

- If the request is approved, the district counselor or other appointed MOCAP liaison will complete the enrollment process.
- The district is billed directly by the MOCAP provider for the course or courses in which the student is enrolled, and the district receives regular reports regarding the student's academic progress in the course or courses.

### *Scenario for students enrolling in/already enrolled in a high school*

The high school the student declares he or she will enroll in (or has been enrolled in) after attending the K-8 district will process the MOCAP course request and is responsible for paying for the coursework if the request is approved.

## Enrollment and Immunizations

Immunization requirements are in effect for MOCAP students, as Section 161.670.3(1)(a), RSMo, states that for a MOCAP course enrollment, the student is enrolled full-time in a public school, including any charter school. This means that the Missouri School Immunization Law must be followed for enrollment in a public school, or the student has a medical or religious immunization exemption form on file, and they will not be able to enroll in MOCAP courses until they are compliant in receiving their immunizations.

LEAs should use the Department of Health and Human Services tracking form for students in noncompliance with the law, found at the [Department of Health and Senior Services Website](#).

## District Enrollment Policy

The MOCAP statute requires districts to consider MOCAP course requests using a process similar to the one used to consider and approve/deny in-person course requests. Section 161.670.3(1-3), RSMo, is a point of reference regarding your policy and a student's option to enroll in MOCAP courses.

Denying students the ability to make course requests, even up to the equivalent of full-time enrollment, is contrary to statutory guidelines. A student's MOCAP course request must be considered and the LEA policy for decision-making must use an educational best interest standard, as would be the case for in-person course request considerations. The LEA's course request review policy must also conform to the other guidelines established statutorily.

Further consideration should also be made based on the MOCAP Administrative Regulation, which states that an LEA may not deny a student his or her choice of a MOCAP program because it doesn't generally approve of virtual learning or because the LEA prefers a different virtual course or program (5 CSR 20-100.230 Virtual Instruction Program).

## MSIP6 & Accountability Requirements

Hosted MOCAP partners must comply with the requirements of MSIP6. The [MSIP6 Comprehensive Guide](#) provides full details of Annual Performance Report scoring and attendance center requirements.

Some requirements include (listing provides an overview, not a comprehensive listing):

- MOSIS/Core Data reporting.
- Parent notification for state assessment data.
- Students' Individual Career and Academic Plan (ICAP) creation and monitoring.
- Kindergarten Entry Assessment (KEA) administration and data submission.
- Industry Recognized Credential (IRC) data submissions.

- Graduate Follow Up completion and data submission.
- School Improvement Plan development and implementation.
- Administration of LEA’s approved Foundational Reading Assessment.
- Development and monitoring of student Reading Success Plans.

## Residency Requirements

There is no requirement for a student to have lived in Missouri or to have attended a Missouri school for any period of time prior to enrolling in a MOCAP course or full-time, hosted program. The student must be a current resident of Missouri and meet the age requirements for Missouri school attendance, as stated in Section 161.670.1 RSMo.:

*Any student under the age of twenty-one in grades kindergarten through twelve who resides in this state shall be eligible to enroll in the Missouri course access and virtual school program pursuant to subsection 3 of this section.*

## Standards Based Grades in a MOCAP Course or Full-Time Program

MOCAP providers may use Standards Based Grading, for which grades would be entered in the end-of-year Core Data report as one of the Pass/Fail grade reporting codes (see excerpt from Grade Codes below).

Grade_Codes	Grade "PS"	PS	Grade "Pass" N/A Points For use with pass/fail grading only.	13	7/1/2009		2/17/2010
Grade_Codes	Grade "FL"	FL	Grade "Fail" N/A Points For use with pass/fail grading only.	14	7/1/2009		2/17/2010
Grade_Codes	Grade "IC"	IC	Grade "IC" N/A Points Student did not complete and earn a grade.	15	7/1/2009		2/17/2010
Grade_Codes	Grade "WD"	WD	Grade "WD" N/A Points Student withdrew from the course before completion.	16	7/1/2009		2/17/2010

It is important for all MOCAP providers to clearly outline their grading policy in their enrollment information so parents and guardians understand from the point of decision-making what type of grades students will be receiving when they enroll in the provider’s online course or full-time program.

## Summer School

A student may attend summer school anywhere in the state per their usual option. Review the DESE Summer School Handbook for additional information regarding online courses.

## Suspensions & Expulsions

Source Document: DESE Communications Update, August 29, 2023

### Long-Term Suspensions

- Missouri law states that when disciplinary action is necessary, LEAs “are encouraged to provide an in-school suspension system and to search for other acceptable discipline alternatives prior to using suspension of more than ten days or expelling the student from school.”
  - In the event that a long-term suspension occurs, LEAs should limit the number of days that a student is removed from the regular school setting and should keep all students engaged in the learning process during that time.
- Missouri law imposes a duty to provide a free, public education to all its students.
  - The Missouri legislature has delegated the responsibility to educate students to local school districts and charters.

- If the student's behavior necessitates long-term removal (more than 10 days) from the regular school setting, the obligation still exists to provide ongoing education to students enrolled in the school district or charter school. Therefore, LEAs must ensure all enrolled students subject to long-term suspension or in alternative settings receive quality education services.
- DESE has developed the guidance available here to share ways to provide quality education to students outside of the regular school setting.

### Technology Fees

- The Missouri Constitution requires that a free public education be made available to all students. As a reminder, in 1977, the Missouri Supreme Court handed down an opinion that held it was unconstitutional for a school district to charge fees for registration and coursework. Prior to this case, the Attorney General of Missouri rendered two opinions that indicated that Article IX, s1(a) of the Missouri Constitution requires a free public education in which course fees may not be charged and for which students cannot be required to furnish materials. School districts and charter schools are cautioned that financial barriers that impact student access to necessary technology may be found unconstitutional. School districts and charter schools are advised to consult with their school attorneys about this topic.

### Foster Care Students and Best Interest Determinations

- HB 447, which went into effect on August 28, 2023, states in Section 167.019.1(2), RSMo that if a foster care child's best interest determination (BID) is not made within 10 days of foster care placement, the enrollment in the district where the child resides is deemed in their best interest. This section only applies if the child's placement residential address and previous school district are more than 10 miles apart, or 15 miles apart if the previous district was a special school district. Districts should be aware of this provision, the need to expeditiously initiate the BID process, and to collaborate with the Department of Social Services-Children's Division to plan a necessary discussion with the child's Family Support Team. The Children's Division recommends this meeting take place within 72 hours. Districts must take care that they are operating not only within the requirements of the new state law, but within those already outlined in federal law, which more generally states that children should remain in their school of origin unless it is contrary to their best interests.

### Minutes of Instruction Information

**MSIP 6 does not provide specific guidance related to the minutes of instruction.** However, the following information serves as guidance, but not rule, for Missouri local education agencies (LEAs) seeking guidance about minutes of instruction to be offered at the local level. Please note that LEAs have the flexibility to modify based on local context unless the requirement is based on state law.

#### *For elementary schools (typically self-contained)*

An elementary student receives regular instruction in English language arts, mathematics, science, social studies, comprehensive health, art, music, and physical education. In K-8 elementary schools, students have access to a total of four (4) exploratory classes. Instruction in each of the core areas reflects the current version of Missouri's academic standards.

Subject Area	Number of Minutes	Notes
English Language Arts	Not specified	
Mathematics	Not specified	
Science	Not specified	
Social Studies	Not specified	No later than seventh grade, regular instruction in the <i>United States</i> and <i>Missouri Constitutions</i> and American History and Institutions will be provided (as required by section 170.011, RSMo).
Physical Education	50 minutes per week	
Recess	20 minutes per day	One (1) recess period of twenty (20) minutes per day, which may be incorporated into the lunch period (as required by section 167.720, RSMo).  LEA ensures that students in elementary schools participate in moderate physical activity for the entire school year for an average of one hundred fifty (150) minutes per week, or thirty (30) minutes per day. Students with disabilities must participate to the extent appropriate (as required by section 167.720, RSMo)
Art	50 minutes per week	
Music	50 minutes per week	
Exploratory Courses	4 options available – minutes not specified	Examples include world languages, speech, agriculture, family and consumer sciences, industrial technology`

***For junior high/middle school students***

A junior high/middle school student receives regular instruction in English language arts, mathematics, science, social studies, career education, health, and physical education and has access to art and music plus four (4) exploratory classes. Students in grades 7-8 will have regular instruction in *United States* and *Missouri Constitutions* and American History and Institutions.

Subject Area	Number of Minutes	Notes
English Language Arts Mathematics Science Social Studies	Minimum 50 minutes per day per content area	No later than seventh grade, regular instruction in the <i>United States</i> and <i>Missouri Constitutions</i> and American History and Institutions will be provided (as required by section 170.011, RSMo).
Physical Education	3,000 minutes per year	
Comprehensive Health & Safety	1,500 minutes per year	
Art Music	Minimum of 1,500 minutes per year	Scheduled and taught so that students have access to instruction
Exploratory Courses	1,500 minutes per year	4 options available – minutes not specified

## CORE DATA CODES & CODING GUIDANCE

### MOCAP Student Transfer Codes

MOCAP disengagement and drop codes are found in the Core Data Manual and are part of Exhibit 6.

MOCAP host districts will use the **T010 code** to transfer a student out when the student is dropped for disengagement.

- In these cases, the host district will still use the resident district's number as the location they are transferring the student back to as the receiving district.
- This will allow data to be collected regarding the number of students who dropped from MOCAP full-time enrollment due to lack of engagement.

Districts will only use the **T110 code** if a student is sent back from a full time MOCAP program and returns to the resident district after being dropped by the host district (for example, the student is dropped for disengagement by MOCA, Launch, At-Home Virtual, etc.).

- The entrance codes are for districts that are receiving students who have been dropped from full-time providers and are being transferred out of the host district for disengagement in the online learning program.

The **T011 exit code** is for a full-time provider that also offers courses too (currently Launch).

- Those providers could potentially drop a student from one course that a student is not participating in, making the student less than full time, so the student would transfer back to the resident district while remaining enrolled in 5 online courses with the provider.
- Then, the resident district would use the **T111 entry code** to receive that student.

### Core Data Coding & Direct Partnership Agreements/MOUs with Online Providers

**Q: On the new Virtual Instruction field, if our district has a contract with a vendor is that still considered MOCAP, and will we need to enter the I or C in the Instruction field?**

**A:** If your district has a direct partnership with a virtual provider, this would not be considered MOCAP. You would leave the Virtual Instruction field blank in this case.

### MOCAP Student Drop-Out Coding

Dropouts Coded to Host District

- If a student enrolls in a full-time, hosted program MOCAP program but was a private school student, homeschooled student or is an un-recovered dropout and is dropped back to a resident district for disengagement and does not choose to re-enroll in any educational option, the dropout will be coded to the full-time MOCAP provider's host district.
- The resident district must still meet their obligation to provide written notification of all available educational options for the student prior to the student being counted as a dropout by the host district. If the student does not choose any of the options provided, the resident district should notify the host district.

- MOCAP Host districts cannot accept homeschooling declarations from students who wish to withdraw from MOCAP full-time programming.
  - The host district is not able to withdraw to homeschool. The student will be withdrawn to the DOR and the DOR is responsible for getting the declaration of homeschooling just as is now the case.

#### Dropouts Coded to Resident District

- If a student was last actively enrolled in an LEA before transferring to a full-time, hosted program and is dropped back to the resident district for lack of engagement but does not choose to re-enroll in any educational option, the dropout will be coded to the resident district.
- The only students that will be claimed on the district of residence drop out count are the students who were continuously enrolled when they transferred to a host district.

#### June Grade Reporting

MOCAP course providers report all MOCAP courses and course completions (grade earned) for MOCAP hosted, full-time students.

- Course completion is required for all virtual courses, so all grade levels of students taking MOCAP courses must be reported in the June Course Completion file.
- The Grade\_Codes also include options like Withdraw, No Credit, and Incomplete.

#### Reporting Courses and Student Assignments in Direct Partnership Situations

On page 474 of the Core Data / MOSIS Manual, under the Direct Partnerships section, information is included that confirms that LEAs that have a direct partnership with a MOCAP provider, like Launch, will not report course or student assignments. In these situations, the online partner/provider will report the courses and student assignment data on behalf of the LEA in the October and the June cycles.

**Q: Does this mean an LEA should roster its students in a study hall and report them? (Or would this only be for students to come to the building and take Launch courses?)**

**A:** If an LEA has a direct partnership with a MOCAP provider outside of the MOCAP program, the online provider should report the educators, courses, and student assignments on behalf of the LEA. It is always recommended that LEAs confirm this information directly with the online provider as well.

## Becoming a MOCAP Provider

*\*It takes the equivalent of about one academic year to complete the process to become a full-time host district with a MOCAP partner.*

### Before Becoming a MOCAP Provider

- Visit the [MOCAP website](#) and browse all of the information and topics. There is helpful information regarding MOCAP and resources are available for current and prospective partners.
- Review the statute guiding MOCAP, [Section 161.670, RSMo](#). It is important to understand the statutory requirements of participating in MOCAP.
- Review the Administrative Rule for MOCAP, [5 CSR 20-100.230](#). As in the case of the MOCAP statute, having a full understanding of MOCAP guidelines is important.
- If you are considering becoming a host district or a hosted MOCAP provider, identify the host or contracted partner you will work with to provide high-quality online learning opportunities for students.
- To become a MOCAP course provider, submit your proposal during one of two annual RFP releases through the state's procurement system, [MissouriBuys](#).
- Note that the MOCAP approval process is one that involves multiple steps over time.
- MOCAP hosted programs must submit their letter of intent and attendance center application prior to June 1<sup>st</sup> to be considered for the next academic year.

### Steps in the MOCAP Hosted Program Approval Process

1. Submit a letter of intent to become a full-time host district (if applicable) to the DESE Commissioner.
  - a. To ensure alignment of host and provider during this process, the initial communication and the Letter of Intent should come from the host district or charter school and are typically submitted by the superintendent.
2. Complete the [DESE Attendance Center Form](#) to add the 8000 MOCAP attendance center to your district.
3. Communicate the name of your MOCAP provider/site to the DESE MOCAP team so your MOCAP program may be included with the group of providers on the MOCAP website.
4. The MOCAP team will send information to be completed that will allow the LEA or provider to submit courses for alignment checks by MOCAP counselors.
  - a. The information is provided through the 2026-27 MOCAP Materials Zip Drive. The materials are intended to provide comprehensive guidance and necessary documentation to facilitate your journey in becoming an approved provider through the Missouri Course Access and Virtual School Program (MOCAP).
  - b. The Zip Drive includes information and resources related to the following:
    - i. MOCAP Provider Guidance Manual
    - ii. Templates by Section
      - a. Documents for Submission
      - b. Educator Documents
      - c. Reporting Documents
      - d. Website and Additional Documents
    - iii. Reference Materials
5. If the intent is to become a full-time host district, the LEA's leadership will work with the MOCAP provider to ensure that the enrollment process is clear and is aligned to both the statutory

requirements and expectations of district leadership and the board of education, creating a strong and aligned partnership.

6. Create a script that is shared with anyone answering calls or emails in the host district so questions regarding enrollment are answered accurately and directed to the appropriate person.
7. If you become a full-time hosted MOCAP provider, please note that DESE's MOSIS/Core Data entries are very important and can be challenging for those new to the work. If this is the case for the MOCAP provider, the MOCAP team advises that your team makes sure each of the reports is completed with direct oversight from the host district during the first year of the partnership. If not, it is likely that errors will occur that will impact both the attendance center's and the district's Annual Performance Report.
8. Host district leaders and MOCAP directors will be invited to the MOCAP provider meetings to hear discussions, gain new learning, and meet MOCAP colleagues.

### Information for Submission by All MOCAP Partners

Documents for Submission
Secure Site Transfer Form ( <i>Submit via email to <a href="mailto:dese.mocap@dese.mo.gov">dese.mocap@dese.mo.gov</a></i> )
FERPA Compliance Assurance (Updated Annually)
Data Breach Assurance (Updated Annually)
Web Accessibility Assurance (Updated Annually)
Web Accessibility VPAT
Business Entity Certification
Miscellaneous Information Form
Modifications Checklist (Updated Annually)
Cloud Service Agreement (Updated Annually)
Anti-Discrimination Against Israel Certification
Letter of Intent ( <i>District Affiliation</i> )
<a href="#">Request for Local Educational Agency (LEA) or Attendance Center Changes</a>
Educator Documents
Educator Core
Educator School
Course Assignment
Educator Roll MOCAP
Course Catalog-Curriculum Only
Course Catalog-With Instruction
Course Alignments
Website Documents
Modifications and Accommodations - <i>Provided with submission items</i>
Student Expectations - <i>Provider to submit own file on expectations</i>
Course Descriptions - <i>Provided with educator items</i>
Additional Documents
MOCAP Provider Contact Form
MOCAP Calendar
Reporting Documents
<i>Quarterly</i> - Progress Reports
Each Semester - Student Teacher Ratio (STR) Reports
Each Semester - Provider Summary Data (PSD) Report
Data Verification Report

## MOCAP Courses Alignments

Utilize the Course Alignment Guide to accurately submit course alignments to MOCAP counselors for review.

There will be courses where standards are not available for alignment. In those instances, providers must submit a course syllabus for documentation that includes the following:

1. Title of course
2. Course description
3. Course goals and objectives
4. Student learning expectations
5. Academic prerequisites
6. Software and technology skills needed
7. Instructor's communication and response policies
8. Expectations for student/group activities
9. Assignments and due dates
10. Course readings, required and recommended
11. Grading rubrics with explanations
12. Course assessment plan
13. Instructional/teaching strategies (lecture, asynchronous discussions, real-time e.g. face-to-face or teleconference, independent reading, etc.)
14. Course policies including those for earning academic credit, disability services, attendance and participation, academic misconduct, and acceptable use of technology

The same procedure is used to review a course syllabus and Missouri Learning Standards course alignments.

MOCAP Counselors verify that syllabi have all the information itemized above. If a course syllabus is missing any components, the provider will be notified and provided with a report outlining the missing components. The providers have 30 days to resubmit a course syllabus with corrections.

Courses that have standards alignment will not be required to submit a course syllabus.

*\*Source: "MOCAP Course Standards Alignment" document.*

## MOCAP Catalogs

- Proposed catalogs and educator documents (Educator Core, Educator School, Educator Roll, and Course Assignment) must be submitted using Excel.
- Course descriptions must be submitted in Excel, Word, or PDF format.
- MOCAP partners offering catalogs both With Instruction and Curriculum Only must submit the proposed catalogs for each, along with course descriptions.
- MOCAP partners offering one catalog must submit the proposed catalog and course descriptions.
- MOCAP partners offering courses with instruction catalog must submit the proposed catalog, course descriptions, and educator documents.
- All courses listed in proposed catalogs are compared to the MOCAP partner's master course alignment list. Courses that do not have an approved alignment will not be published in the provider's catalog.

- MOCAP partners offering courses with instruction will not have proposed catalogs reviewed until all educator documents are submitted. It is strongly recommended that educator documents are submitted at the same time as the proposed catalog.
- All educator and catalog documents must be aligned.
  - Course titles must be the same across all course documents and catalogs.
  - Educator documents must match (i.e., teacher names must be the same on each document and may not include a teacher's maiden name on one document and the teacher's married name on another)
  - Courses listed in proposed catalogs must be included on the course assignment file, etc.
- Check certifications for all educators before submitting files to the secure file transfer site.
  - We are required by statute to verify educator certifications and if an educator found to be inappropriately certificated, the course may not be offered to students until certification is verified.

### **MOCAP Course or Full-Time Provider Closure Process**

- Complete the attendance center form for Core Data, which will close the 8000 attendance center. Here is the link: <https://dese.mo.gov/media/pdf/mo5003067>
- Notify parents/guardians and resident districts of upcoming closure in writing (see template for closure letter example).

### **MOCAP Course Credits**

Full-time enrollment in MOCAP is outlined in statute as being the equivalent of six credits per regular term. MOCAP students may also enroll in summer school.

Since MOCAP courses are required to be substantially similar to in-person courses and aligned to Missouri Learning Standards, it would be very unusual for MOCAP students to exceed the number of credits earned annually by their in-person peers.

### **MOCAP Provider Enrollment Process**

MOCAP providers must publish a clear student enrollment policy.

- The MOCAP provider enrollment policy may clearly identify the number of credits required for students who wish to enroll at specific grade levels in high school so students are on-track to graduate with their like-aged cohort. For instance, some providers identify in their policies that "X" number of credits are required for juniors enroll in the fall semester and "Y" number of credits are required for juniors seeking to enroll in the spring semester, with a similar identification of credits necessary for seniors seeking to enroll.

### **MOCAP Submissions**

- All items should be submitted through the secure file transfer site. Due to the private nature of educator information, this is a critical step in ensuring data privacy and safety when submitting any MOCAP files.

- Submit all files to the secure file transfer site using standardized, required titles. For instance, files submitted for the 2026-27 academic year must include “SY2627” to distinguish these documents from those from previous semesters years.

### MOCAP Student Enrollment Quick Guide

MOCAP Full-Time Enrollment	MOCAP Course Enrollment
<ul style="list-style-type: none"> <li>• Student/Family enrolls independently, and no resident school or district review is required.</li> <li>• Student transfers from resident school/district to host district.</li> <li>• A records request is sent to resident school/district by host district.</li> <li>• No progress monitoring or grade information is shared with resident school/district by host district or provider.</li> <li>• The host district/provider enrolls the student in a minimum of 6 courses per semester in compliance with MOCAP statutory requirement.</li> <li>• Host district receives funding via payments from DESE Finance.</li> <li>• The student receives high school diploma from host district.</li> <li>• MOCAP Full-Time Providers are listed <a href="#">here</a> on the MOCAP website.</li> </ul>	<ul style="list-style-type: none"> <li>• Student/Family requests student be enrolled in one or more MOCAP courses.</li> <li>• Student remains enrolled in the resident school/district.</li> <li>• Resident district uses its local online course approval process to determine if the request is approved or denied.</li> <li>• If approved, resident district counselors or other designated personnel enroll the student in the MOCAP course/s.</li> <li>• Resident district receives progress report and grade information at regular intervals to monitor student progress in courses.</li> <li>• The student may be enrolled in up to the equivalent of a full-time enrollment through MOCAP courses.</li> <li>• The MOCAP course provider invoices the resident district for MOCAP courses and payment is made by the resident district.</li> <li>• MOCAP Course Providers are listed <a href="#">here</a> on the MOCAP website.</li> </ul>