



Snapshot of Section 21F of Public Act 60 of 2013

- Allows students in grades **5 thru 12** to take up to **2 courses** online per academic term with parental consent.
- Parental consent is **NOT** required for those over 18 or for emancipated minors.
- Students may select online courses from local district catalogs or from the statewide catalog of online course titles. All available courses are listed at <https://micourses.org/> (MI Virtual University).
- Courses must be taught by a Michigan certificated teacher.
- Schools are required to use their foundation allowance to “pay for expenses associated with the online course or courses” and to cover the “cost of the online course.” This includes books and materials.
- Requires 80% payment at enrollment and 20% upon successful completion. Successful completion is determined by the district.
- A student enrolled in an online course must be provided the same rights and access to technology as his or her peers.
- An online course is Internet connected; separated by time or location, or both; and provides credit and a grade.
- Enrollment in online courses cannot result in a pupil being counted as more than one FTE.
- Parents should carefully consider their child’s learning style as they determine if an online course is the best choice.
These factors include:
 1. Can your child create and maintain a study schedule without the face-to-face interaction of a teacher?
 2. Can your child self-advocate to seek help within a virtual setting?
 3. Does your child possess the independent study habits needed to complete an entire course online without direct supervision?
 4. Does your child have the reading, writing, math, and computer literacy skills to succeed in a class that is completely online?
- There are several resources/tools available to help with this decision including: Parent Guide to Online Learning, Characteristics of Successful Online Learners, and Online Learner Questionnaire.
- Once parents/students determine an online course is the best choice, they should select the course in the online catalog, meet with the counselor, complete the application, and sign the contract.

Denying Student Requests

Schools **MUST** provide written documentation about why the request has been denied.

Parents and students may send a letter of appeal to the MAISD Superintendent—Response must be given in five days.

Six Reasons to Deny

1. Lacks Quality/Rigor

Online course is of insufficient quality or rigor. (School must make a reasonable effort to assist the student to find an alternative online course in the same or similar subject that is of acceptable rigor and quality.)

2. Not Ready/Failed Before

Student does not possess the prerequisite knowledge and skills to be successful in the course or has demonstrated failure in previous online coursework in the same subject.

3. Inconsistent with Goals

Online course is inconsistent with the remaining graduation requirements or career interests of the student.

4. Previous Credit

Student has previously gained the credits provided from the completion of the online course.

5. No Credit

Online course is not capable of generating academic credit.

6. Cost

Schools are not required to pay more than 1/12th of the district’s foundation allowance or per pupil payment for a semester course, or more than 1/18th of the district’s foundation allowance or per pupil payment for a trimester course.

Questions: Contact Andy Mann at amann@muskegonisd.org or 231-767-7242

For Sample Language, Letters, Tools, Applications, Contracts and More Visit: <http://bit.ly/files21f>



Public School District Response to 21F: Online Course Offerings

Action Needed:

- Place a **link** to Michigan Virtual University Course Catalog <https://micourses.org/> on your website.
- Provide an on-site “**mentor**” employed by the district to each online learner (Teacher or Para-Pro).
- Determine internal **procedures** for staff to follow when parents/students ask to enroll in online courses.
- Provide information and **explain** process to parents and students that inquire.
- Optional: Send **letters** to Board of Education, Staff, and/or Parents.
- Optional: Approve or amend **board policy** for online learning.

Suggested Talking Points:

1. As a district, we offer many ways to customize learning for each student including advanced courses, college credit in high school, Early College, the Muskegon Area Career Tech Center, and many others. We also have highly qualified teachers that are doing an excellent job teaching our students.
2. This new law provides an additional way to extend learning opportunities to students.
3. Even before this law was passed, every student that graduates from our district has been required to have an online learning experience.
4. As a district, we support online learning. It holds great promise to help us expand and customize learning for students.
5. Online learning is not for every student. It is substantially different from face-to-face instruction.
6. Online learning requires advanced skills including creating and maintaining a study schedule without the face-to-face interaction of a teacher, knowing how and when to seek help within a virtual setting, and studying independently for a long period of time in order to complete an entire course online without direct supervision.
7. Online learning also requires strong reading, writing, math, and computer literacy skills.
8. The flexibility gained from online learning comes at the cost of face-to-face instruction and support from teachers.
9. All online courses are not created equally. Our school district will support our students by deciding whether the online course meets the rigor of courses for our school district as defined by the graduation requirements approved by our Board of Education.
10. We do not expect this law to have an immediate effect on staffing. To begin, we expect small pockets of students to pursue online courses.
11. As a district, we are exploring offering both blended and entirely online courses through our own district staff. A blended model allows students to benefit from the best of both worlds—online learning along with the ability to connect face-to-face with a teacher.
12. Regardless of how the content is delivered—online, blended, or face-to-face—good teaching boils down to the strength of the relationship between the instructor and the student.