



IDABEL PUBLIC SCHOOLS

***Return To Learn 2.0
Preparing Champions for Life!
2021-2022***

After successfully navigating the 2020-2021 school year in a traditional in-person format, Idabel Schools will REMAIN OPEN for in-person learning for the 2021-2022 school year. In an effort for ALL students to remain Warriors and learn from our Idabel Public Schools Staff, we will be offering a virtual option for students who choose online learning. Each enrolled student will participate in traditional in-person learning unless the virtual application is completed and approved by Idabel Public Schools.

Idabel Public Schools will continue to monitor community health and adjust this plan accordingly. As we navigate through these ever-changing times, we are very appreciative of the patience and support of our students, staff, and families.

*Please send questions, concerns, and comments to
doug.brown@idabelps.org or call 580-286-7639.*

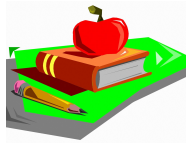
Virtual

Traditional - Remote Learning

Blended



Idabel Public Schools is committed to offering quality educational opportunities for PK-12 students that are aligned with Oklahoma Academic Standards. We at IPS are committed to our three pillars of High Expectations, Academic Growth, & Personal Integrity.



IPS will conduct normal in-person school operations when ZERO to LOW cases of COVID exist in the school community. IPS will activate remote learning for students when there is an established community spread. The Superintendent will decide to activate remote learning for classrooms, buildings, or the district.



IPS plans to resume traditional transportation. Buses will be sanitized daily. When possible, windows will be down for air circulation.



It is essential that all families partner with us in monitoring the health of your students and families. We ask that temperatures be taken on a daily basis at home. No student with a temperature of 100 degrees or higher may enter any Idabel Public Schools facility. It is imperative for the health and safety of all students and staff that students remotely learn on days they have a fever or any symptoms of illness. Remote learning will not count against attendance if the student completes their online lessons in the allotted time frame.



IPS will make every effort to promote healthy practices and protocols. Physical Distancing will be implemented when possible. Our staff will monitor reportable illnesses. Oklahoma Health Department guidance will be utilized for quarantine. IPS will follow city, county, and state mandates. Requirements and recommendations are subject to change.

The Social-Emotional well-being of our students is as important as their academic learning. Our counselors will be prepared and available to help our students and families.



IPS has increased its cleaning and preparation of facilities in an effort to protect our staff and students. Frequent hand-washing and other healthy protocols will be implemented and practiced. Efforts will be made to have hand sanitizer and hand sanitizer stations available. Upon notification of a positive COVID case on campus, the area will be thoroughly cleaned.

Enrollment Options 2021-2022

Option 1: Traditional - Remote Learning

On-Campus Instruction

- All courses/classes taken at regularly assigned school site
- In-person instruction
- Traditional academic school day with Google Classroom Management System (LMS) to be used in coordination with on-campus instruction
- Transition as needed between in-class and remote learning*

Remote Learning Days

- Determined by the district, city, or state in the event of a COVID outbreak or other need *
- With school approval, it can be utilized by individual families in the event of student exposure/illness resulting in quarantine
- Counts as a school day (not a traditional absence if the student completes online lessons within the allotted time)
- Virtual coursework via Google Classroom - Students continue to learn new material with teacher support
- Opportunities for students to collaborate and learn by interacting virtually with peers/teachers
- May include pre-recorded or live lessons/tutorials
- Regular support and contact from IPS teachers until on-campus class can resume

Option 2: Blended

- Grades 11-12
- Requires a minimum of semester commitment
- Combines traditional classes with concurrent coursework through an accredited state university
- Combines traditional classes with vocational courses taken through the Kiamichi Technology Center
- Individual courses may incur a fee
- Application process is required

Option 3: Full Virtual

- Grades PK-12
- Requires semester commitment with the student taking all courses online 100%, away from IPS campus.
- Student learning plans are directed and monitored by Idabel Public Schools
- Classes do not require regular on- campus attendance.
- No extracurricular courses offered, i.e., sports/band
- Individual courses may incur a fee
- Application process required

* In addition to potential school closures due to COVID-19, these options may be used as remote learning days. In the event of cancellations including, but not limited to, inclement weather or other unforeseen factors.

*All IPS students must participate in required on-site state testing.

Idabel Public Schools Return to Learn FAQs

How will Communication be shared?

IPS will deliver communication through emails, text, and phone directly to parents and students. Parent and student contact information **MUST BE ACCURATE!** Each student will be provided a google email account. The district will utilize E-Notes to streamline communication between the classroom and our families. The district will continue to use its website based alert system and social media accounts to distribute district-level information. Our district website will be updated regularly www.idabelps.org. We are committed to strong communication and responsive action.

Do I have to live in the district to enroll?

Yes. Enrollment at IPS is specifically for students who reside in the Idabel Public Schools district and who can provide proof of residency.

What about Grades & Attendance?

Students will receive instruction that is aligned to state standards. Grades will be taken regularly, and progress will be monitored for Academic Growth. Students will be counted absent if not in attendance. To be in attendance, a student must be in class or participating remotely with school permission. This includes students enrolled virtually.

What is Blended Learning?

A Blended Learning Program “blends” traditional classes with alternative classes offered to students beginning in the 11th grade. A “Blended Learner” is enrolled in both traditional and blended courses taught either by a university or technology school. If eligible, the student may work on his/her concurrent courses at home or the tech course at Kiamichi Technology Center. At least one course is taken at school in a traditional classroom. The Blended Learning option is a minimum of a one-semester commitment. Transportation is only provided at regular route times. Transportation throughout the school day will be the responsibility of the parent or student.

What is Virtual Learning?

A Virtual Learning Program means the student takes all of his/her courses in a virtual setting away from the school. An IPS teacher directs the instruction. Tutoring, assistance, and assessments will be provided, but no classes require regular physical attendance. The Virtual Learning option is a minimum of a one-semester commitment. Virtual learning is offered for grades 6-12. There is an application process, and program acceptance is required.

Do I have to declare which enrollment pathway I want my child(ren) to participate in?

No – All students will participate in traditional in-person learning unless the virtual application and intake process are completed and finalized.

How do I enroll my student in blended or virtual learning?

If interested in the blended or virtual option, an application and intake process must be completed and finalized. The appropriateness of these options for individuals will be determined through the application and intake process. Contact the building principal for more information.

What is Google Classroom?

Google Classroom is a learning management system/portal where students will access their assignments, communication, and grades. The system streamlines all the digital tools and contents that teachers and students use for a more straightforward, more connected learning experience.

Will transportation be offered for students who choose the virtual or blended learning pathway?

No – IPS transportation will only be offered during the regular a.m. and p.m. routes for in-person students.

When will we use Remote Learning?

Remote learning will be used when school is closed due to COVID, inclement weather, or other unforeseen circumstances. Remote learning days count as a day of attendance for students who login and participate in their assigned google classroom.

What about 504 & Special Education Needs?

All 504 and IEP Plans will be followed. Any modification to service due to health concerns will be documented and agreed upon utilizing normal meeting processes. All IEP/504 team meetings will be held in person unless a request is made for a phone conference. For more information about IEP and or 504 plans, contact Dr. Alan Bryant at abryant@idabelpsorg.

Will all athletics, electives, and fine arts classes continue to be offered at all current levels, and will there be any restrictions?

Depending on the level of community spread, all athletics and activities will continue as planned with extra measures taken to ensure the safety of students and staff. Additional measures may be implemented as needed. Procedures for Athletics, Band, and other Extracurricular Activities will follow recommendations and guidelines provided by the Oklahoma Secondary Activities Association. Specific information about practices, events, and precautions will be distributed by activities coach/sponsor and the district athletic director.

Will the school district calendar change during the pandemic?

It is our goal for the calendar dates to stay the same; however, the district may schedule remote learning days within the school dates that already exist.

What determines the level of community spread?

IPS will work with the State Departments of Health, Education, and State Epidemiologists to determine the levels for community spread.

Where will the information come from regarding the number of cases for community spread?

IPS will monitor the number of COVID cases in our community through the Oklahoma State Health Department. IPS will follow any mandates set forth from the city, county, or state.
<https://coronavirus.health.ok.gov/covid-19-alert-system>

Why will temperatures not be taken upon entering the school building?

Entering the school building is not the first contact for many students. A student's first contact may be at the bus stops, early morning activities, carpools, before school daycare, parking lots, etc. Temperatures can be an indicator of a variety of illnesses and are not necessarily the first indicator of COVID. IPS has always asked that students remain home if they have a fever of 100 or higher. We need our parents to partner with us to keep all children and staff safe by self-regulating symptoms and temperature checks. We do have touchless digital thermometers and will take suspected staff and student temperatures and act accordingly.

We will social distance in the Cafeteria & other large gathering areas?

Yes – Social Distancing will be implemented in lines, serving areas, and seating where and when possible. We will limit the number of students in the cafe at a given time when possible. Having two seating areas and serving lines is helpful and will aid in this process.

Will we have Devices to take home for remote learning?

Devices will be available to check out based on need Please see your building principal for more information.

Can I Help?

Yes – we need substitutes and volunteers now more than ever.

How can I support the school as a parent?

- Donations of hand sanitizer, disinfectant wipes, masks, no-touch thermometers, and additional school supplies would be helpful at each site.
- Take your child's temperature daily in times of outbreak or suspected illness prior to them leaving the house.
- Keep students at home if they exhibit any symptoms of any illness. Inform the school of positive tests for COVID-19.
- Keep students quarantined as instructed by the Oklahoma Health Department if they have had any exposure to someone who has tested positive for COVID.
- Prepare your home and child with internet access, supplies, and devices for remote learning if possible and feasible.
- Complete a Free & Reduced Meal/ Income Eligibility Form. This process significantly affects school funding. Let your child's teacher or school know if you need assistance with meals.
- Have masks or other appropriate face coverings available for students to have at school. Openly communicating any concerns directly with your child's teacher or school site principal.
- Encourage your child to wear a mask, if feasible, to assist in protecting our staff who may be in the vulnerable population.
- Working with the school site as they change visitor protocols and the check-in/check-out processes as warranted.
- Assist with COVID tracing through the State Health Department.

Additional practices to be implemented:

- We are requesting that students use their own school supplies and share as little as possible.
- Students should plan to bring their own water bottle and not use water fountains in a traditional way. Water fountains will be available for bottle refills.
- Lockers will not be used for at least the first semester. Students may bring a backpack into the classroom.
- Parents are discouraged from visiting classrooms and hallways to limit student exposure. We ask that you visit the school by appointment.
- We have rearranged schedules at all levels to allow for lower class sizes.
- Elementary Specials will be adjusted to reduce numbers and allow for social distancing.

Routines and Procedures will be added as needs arise.

Our Commitment to the Preparing Champions for Life!

RETURN to LEARN Plan - PART 1: Idabel Public Schools will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Setting the Table to Support All Students with Extra Measures for MVPs MVPs = Most Vulnerable Populations

MVPs	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs
All Students	<p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 evidence-based support for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p>	<p>Assess schools' clubs and activities to open new opportunities for "belonging" to MVPs.</p> <p>Engage families in the school's programs of academics and activities.</p> <p>Establish opportunities for the diversity of cultures to be highlighted, celebrated, and respected.</p>	<p>Infuse the Habitudes Curriculum throughout the school programs.</p> <p>Implement a Cadre of Care – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis.</p>	<p>Provide a school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies and the Choctaw Nation.</p>
Students of Low-Socioeconomics	<p>Provide devices and connectivity for virtual learning as needed.</p> <p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 support for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p>	<p>Assess food security and provide added nutrition as needed through donations.</p> <p>Assess schools' clubs and activities to open new opportunities for "belonging" to MVPs.</p> <p>Engage families in the school's programs of academics and activities.</p>	<p>Infuse the Habitudes Curriculum throughout the school programs.</p> <p>Implement a Cadre of Care – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis.</p>	<p>Provide a school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies and the Choctaw Nation.</p>
English Learners	<p>Implement evidence-based Tier 1 instruction.</p>	<p>Assess schools' clubs and activities to open new opportunities for "belonging" to MVPs.</p>	<p>Infuse the Habitudes Curriculum throughout the school programs.</p>	<p>Provide a school counseling program to meet emergent needs.</p>

	<p>Provide Tier 2 support for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p>	<p>Engage families in the school's programs of academics and activities.</p> <p>Provide translation services for school's communications and documents through Apps, translators, and online services.</p> <p>Establish opportunities for the diversity of cultures to be highlighted, celebrated, and respected. needs and times of possible crisis.</p>	<p>Implement a Cadre of Care – teachers who commit to intentionally follow the MVPs to identify</p>	<p>Refer to professional support through agencies and the Choctaw Nation.</p>
<p>Students with Disabilities</p>	<p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 support for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p> <p>Provide adaptive technology to close the Homework Gap for Students with Disabilities.</p> <p>Provide in-person learning for SWDs during Remote Learning days as possible.</p>	<p>Assess schools' clubs and activities to open new opportunities for "belonging" to MVPs. Assess barriers to participation in clubs, activities, and organizations. Outline plans to remove barriers for inclusion of students with disabilities in the school's culture and activities. Engage families in the school's programs of academics and activities. Intentionally seek ways for SWDs to be awarded for accomplishments. Celebrate successes with equal enthusiasm, such as Special Olympics send-offs and celebrations.</p>	<p>Infuse the Habitudes Curriculum throughout the school programs.</p> <p>Implement a Cadre of Care – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis.</p>	<p>Provide a school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies and the Choctaw Nation.</p>

<p>Students Experiencing Homelessness</p>	<p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 support for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p> <p>The district will make every effort to receive school records from previous schools.</p> <p>Full or partial credit will be awarded to students for coursework completed before enrollment.</p> <p>Online coursework will be used to recover credits.</p>	<p>Assess schools' clubs and activities to open new opportunities for "belonging" to MVPs.</p> <p>Assess barriers to participation in clubs, activities, and organizations.</p> <p>Outline plans to remove barriers for inclusion of homeless students in the school's culture and activities.</p> <p>Engage families and significant adults in the school's programs of academics and activities.</p>	<p>Infuse the Habitudes Curriculum throughout the school programs.</p> <p>Implement a Cadre of Care – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis.</p>	<p>Provide a school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies and the Choctaw Nation.</p>
<p>Children in Foster Care</p>	<p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 support for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p>	<p>Assess food security and provide added nutrition as needed through donations.</p> <p>Assess schools' clubs and activities to open new opportunities for "belonging" to MVPs.</p>	<p>Infuse the Habitudes Curriculum throughout the school programs.</p> <p>Implement a Cadre of Care – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis.</p>	<p>Provide a school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies and the Choctaw Nation.</p>
<p>Migratory Students NA as of 5-24-21</p>	<p>Identify any migratory students at the point of enrollment.</p> <p>Assess for learning targets.</p> <p>Implement Tier I, II, and III Instruction as needed.</p>	<p>Assess food security and provide added nutrition as needed through donations.</p> <p>Assess schools' clubs and activities to open new opportunities for "belonging" to MVPs.</p>	<p>Infuse the Habitudes Curriculum throughout the school programs.</p> <p>Implement a Cadre of Care – teachers who commit to follow the MVPs to identify needs and times of possible crisis.</p>	<p>Provide a school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies and the Choctaw Nation.</p>

Idabel Public Schools
American Rescue Plan Act (ARPA)
Return to LEARN Plan 2.0

Our Safe Return w/ CDC Guidance

RETURN to LEARN Plan - PART 2: - Plan to Align with Safety Recommendations established by the Centers for Disease Control (CDC):

Modifying Facilities for Social Distancing: Facilities are marked to show the recommended 6 feet of distance in seating and standing wherever possible throughout the Idabel School District. In classrooms, students are seated in pod areas to minimize exposure, and the pod cohorts travel the hallways in their groups.

Handwashing and Respiratory Etiquette: Students are trained and reminded in the classroom about the health benefits of proper and frequent handwashing as well as respiratory etiquette of covering the mouth during coughs and sneezes. Signage is posted throughout all facilities with these reminders. Hand sanitizer is available in classrooms, offices, cafeteria, and anywhere that students or patrons may pass.

Cleaning and Maintaining Healthy Facilities including Improving Ventilation:

Idabel Schools uses industrial misting and fogging equipment to sanitize classrooms, buses, and outdoor seating.

Contact Tracing Combined with Isolation and Quarantine, Collaborating with State, Local, and Tribal Health Departments: The Superintendent has attended training zoom calls with the Oklahoma State Health Department, sometimes weekly, to be informed on the status of infections, testing, vaccines, and CDC guidance for prevention habits, isolation, and quarantine in order to keep our students and staff as safe as possible and to maintain in-person learning for most Idabel students. Students and staff who are fully vaccinated are not required to quarantine if they are traced to a positive exposure.

Diagnostic/Screening Testing: Idabel Schools remain in close collaboration with the McCurtain County Health Department and the Choctaw Nation who also offer COVID support to our employees for screening and for vaccinations.

Vaccination Efforts for School Communities: The McCurtain County Health Department and the Choctaw Nation offered vaccinations for Native students and local educators. The Choctaw tribe later extended their offer to the families of educators. We have on-going collaboration with both the McCurtain County Health Department and the Choctaw Nation for COVID support. The Choctaw Nation offers on-going screening and vaccinations as well.

Appropriate accommodations for students with Disabilities with Respect for Health and Safety Policies:

At times when school is moved to remote learning due to COVID, students with disabilities will be offered the option to learn in person in classrooms that have been deep cleaned and sanitized. ESSER COVID Relief funds have been used to purchase adaptive technology for students with disabilities to use when they are required to engage in remote learning due to quarantine, deep cleaning, or inclement weather.

Coordination with State and Local health officials: The McCurtain County Health Department, Oklahoma Department of Health, and Choctaw Nation Health Center continue to support Idabel Schools with information about outbreaks, COVID screening tests and vaccination clinics. Idabel Schools remain in close contact with the Oklahoma State Department of Education, the Oklahoma Department of Health, and the Oklahoma State Epidemiologist Office concerning the level of outbreaks and safety protocols enacted in our state and local area.

Appendix

A. Policies Related to Virtual Learning - Amended and Board Approved as of June 30, 2021:

- a. Attendance**
- b. Online Instruction**

B. Virtual Academy Full-time Student Contract

Idabel Virtual Learning Academy

IVLA GUIDELINES

Idabel Virtual Learning Academy (IVLA) provides a unique opportunity for high school and middle school students in the Idabel Public Schools District to have a challenging educational experience in a supportive online environment. Students have access to classes across the curriculum any time, any place. IVLA offers core classes and interesting electives. Courses are interactive and supported as students communicate with highly qualified teachers. Each student's progress is monitored by a representative at Idabel Public Schools where there is a commitment to quality and high standards. Courses within the IVLA program are designed as a college readiness program and are for first-time credit only.

ACADEMIC INTEGRITY

Idabel students participating in the IVLA program are held to high academic standards. IVLA students are expected to always conduct themselves with the highest academic integrity. Students caught cheating will receive a zero for their work and may lose their virtual privilege for a time designated by their teacher / administrator.

ATTENDANCE

Due to the flexibility of the IVLA, attendance will work differently than a traditional class. Although each course is different, a student is expected to spend the appropriate amount of time in the course to stay on pace with the course per district policies. Virtual students are also considered to be truant based on the coursework progress and log in time. Attendance is measured by a combination of measures: this can include actual attendance hours recorded, and also lesson and assignment completion rates, communication between the student, learning coaches, teachers, school staff, and/or course completions at a minimum of 25% by the end of the 1st 9 weeks. If a student goes 2 consecutive weeks without meeting the attendance or progress expectations they will also be considered truant and on academic probation. Any student who has not met the Idabel Public Schools semester end date with passing grades and 100% progress will not receive credit for each class and will repeat the course and/or grade.

- District policy requires schools to notify parents when lack of progress or attendance occurs. The parent/guardian is obligated to compel the attendance of the pupil. Whether in traditional learning or virtually, the student is expected to maintain adequate progress/attendance.
- Parents/Guardians who fail to meet these obligations may be guilty of an infraction and subject to prosecution.
- The parent/guardian has the right to meet with the appropriate school personnel to discuss solutions.
- After notification of failing and/or lack of progress, parents/guardians must reach out to the school to determine alternative arrangements. Failure to do so may result in your child being dropped from the program and turned in as truant.

Please carefully read and initial the following acknowledgements:

Parent/Student _____ Date: _____

___ ___ I understand all the information that has been provided, and will follow all rules/regulations provided by my district.

___ ___ I understand my child and I are responsible for communication with the Idabel Schools (primarily with email) describing any problems, barriers, or problems with the programs.

___ ___ I understand it is my responsibility to ensure my child is progressing adequately and meeting benchmark goals that are set throughout the year.

___ ___ I understand if my child and I go two consecutive weeks without meeting attendance, progress expectations, and communication, my child will be subject to academic probation, which could result in removal from the virtual program and/or charges of truancy.

___ ___ I understand I am the learning coach for my child and agree to maintain my child's daily engagement and their success.

___ ___ I understand my student must be independent, self-motivated, and have significant home support.

Idabel Public Schools

200 NE Avenue C, IDABEL, OKLAHOMA 74745 (580) 286-7639

IDABEL HIGH SCHOOL & MIDDLE SCHOOL BLENDED/VIRTUAL EDUCATIONAL MODEL

Student Virtual School Readiness Questionnaire

Although virtual education is an education option, it may not be the best option for all students. It is critical to make a determination if full-time virtual enrollment will be an appropriate educational placement. Full-time virtual learning isn't for every student. To be successful, a student must be independent, self-motivated, and have significant home support. The following questions are to assist with this determination. Making sure that a student is placed in a learning environment where they can be successful is of the utmost importance. Please answer the following questions with full disclosure and based on your best knowledge and understanding.

PARENT / GUARDIAN SURVEY:

Think about applicant's readiness by answering the following questions:

- | | | |
|--|-----|----|
| 1. Is the applicant a resident of the Idabel School District? | Yes | No |
| 2. Do you have daily access to a computer or a device that has access to the internet? | Yes | No |
| 3. Does the applicant have a medical alert, 504 or IEP? | Yes | No |
| 4. Has this applicant been dropped for truancy or does the applicant have an attendance pattern causing concern? | Yes | No |
| 5. Has the applicant showed signs of academic decline, failing most or all of his/her courses? | Yes | No |
| 6. Is the applicant on track to graduate with the required credits and courses? | Yes | No |
| 7. Will the applicant have parent support to provide such an environment for success with online learning at home? | Yes | No |
| 8. Has the applicant been enrolled into a virtual school program in the past? | Yes | No |

Please answer the following questions:

1. Please explain why this student wants to enroll into a virtual education courses:
2. Explain how you would like to see the virtual education learning experience meet your child's needs.
3. What challenges might your student encounter with a blended or full-time virtual learning experience?
4. Explain the benefits for enrolling your child into virtual education courses.

IDABEL HIGH SCHOOL & MIDDLE SCHOOL BLENDED / VIRTUAL EDUCATIONAL MODEL

Student Virtual School Readiness Questionnaire

Instructors with years of online teaching experience agree that students who have a successful, satisfying experience learning online share several critical characteristics. The next section is to be completed by the applicant requesting to enroll into a virtual educational program.

STUDENT SURVEY:

Think about your readiness by answering the following questions:

- | | | |
|--|-----|----|
| 1. Good Time Management: Can you create and maintain a study schedule throughout the semester without face-to-face interaction with a teacher? | Yes | No |
| 2. Effective Communication: Can you ask for help, make contact with other students and the instructor online, and describe any problems with learning materials using email, texting and or the telephone? | Yes | No |
| 3. Independent Study Habits: Can you study and complete assignments without direct supervision and maintain the self-discipline to stick to a schedule? | Yes | No |
| 4. Self-Motivation: Do you have a strong desire to learn skills, acquire knowledge and fulfil assignments in on-line courses because of an educational goal? Can you maintain and focus on that goal? | Yes | No |
| 5. Academic Readiness: Do you have the basic reading, writing, math and computer literacy skills to succeed in the class? | Yes | No |
| 6. Technologically Prepared: do you know how to open, create and or save a document; use various technology tools, (e.g. dictionary, thesaurus, grammar checker, calculator); and identify various file formats? | Yes | No |

Reasons why you want to take the course(s) online?

- Course(s) not available at school
- Schedule conflict
- Other:

I would rate my computer skill level as:

- Good
- Fair
- Poor

What do you think your biggest challenge may be in taking virtual education courses?

**IDABEL HIGH SCHOOL
BLENDED / VIRTUAL EDUCATIONAL MODEL**

Explain how enrolling into virtual education courses may benefit you:

- Credit Recovery
- Inability to attend class during the school day
- Personal Enrichment
- Personal Preference
- Online Learning Experience
- Graduation Requirement
- Other:

I have answered all the questions in this readiness questionnaire to the best of my judgement with the understanding this questionnaire may assist with making a determination for my child's best educational placement.

Parent Signature: _____ Date: _____

Student Signature: _____ Date: _____

**IDABEL HIGH SCHOOL & MIDDLE SCHOOL BLENDED / VIRTUAL
EDUCATIONAL MODEL
IVLA GUIDELINES PARENT ACKNOWLEDGEMENT**

I have read and understand the IVLA Guidelines. My child and I understand that my child is responsible for abiding by its requirements.

Parent / Guardian of : _____

My Contact Information:

Phone 1: _____

Phone 2: _____

Email: _____

Parent / Guardian (print)

Signature

Date

IVLA students will report to class every day until the “Parent Acknowledgement” form is signed and returned to the office.