



## Hemlock High School Independent Study Online Course Enrollment Form

(Enrollment Form must be submitted during the semester preceding the enrollment request)

Student Name \_\_\_\_\_ Grade \_\_\_\_\_

I would like to enroll in \_\_\_\_\_  
(name of course)

\_\_\_\_\_  
(student signature)

I consent to this request \_\_\_\_\_  
(parent signature)

### Official School Response

\_\_\_\_\_ request to enroll in \_\_\_\_\_ (title of course)

has been \_\_\_\_ accepted \_\_\_\_ denied. (Reasons cited below.)

- ☐ The student already earned credits for the course (so the student would be repeating a course).
- ☐ The online course would not generate credits for the student's transcript.
- ☐ Enrollment in the online course is not consistent with the student's graduation requirements or with the student's career interests.
- ☐ The student does not have the prerequisite knowledge or skills for the course.
- ☐ The student has failed a previous online course in the same subject.
- ☐ The online course is of insufficient quality or rigor. We will make a reasonable effort to find an alternative online course that meets the school's requirements for quality and rigor.
- ☐ The cost of the course exceeds what the school receives in foundation allowance.
- ☐ The request to enroll was made outside the established time for enrollment and schedule changes.

Additional Comments \_\_\_\_\_

If you would like to appeal this denial, you must write to Mr. Don Killingbeck, Hemlock Public Schools Superintendent.  
Your letter must:

1. Include the reason (noted above) that the enrollment request was denied and
2. Explain why the student should be allowed to take the course.

Dean of Students \_\_\_\_\_

## Hemlock High School Independent Study Online Learning Agreement

*The purpose of this agreement is to acknowledge acceptance of the identified roles and responsibilities for students and parents that request to enroll in online courses.*

Student Name \_\_\_\_\_ Grade \_\_\_\_\_

Parent/Guardian Name \_\_\_\_\_

The best way to reach me is \_\_\_\_\_ ☐ email \_\_\_\_\_ ☐ phone \_\_\_\_\_

### **Student**

☐ I have completed the **Online Learning Readiness Rubric**. I need support in the following areas:

- 
- ☐ I agree to maintain a study schedule and spend at least 5 hours a week on each online course.
  - ☐ I agree to keep up with assignments, tests and quizzes.
  - ☐ I agree to communicate with my course instructor regularly and whenever I have a problems/questions.
  - ☐ I recognize that I am responsible for contacting the course instructor (or provider) if/when questions and concerns arise as it relates to content/curriculum.
  - ☐ I recognize that Hemlock High School does not teach this course and therefore cannot provide support as it relates to content/curriculum.
  - ☐ I recognize that a lack of follow through with these requirements may result in course failure and/or being dropped from the course.

### **Parent**

- ☐ My child has access to a computer with Internet connection at home.
- ☐ I can arrange for my child to have regular access to a computer with Internet connection at the local library, community center or other location.
- ☐ I do not have access to a computer for my child to access online learning and request the school provide one or a place in the school to access the online learning as part of my child's school day.
- ☐ I agree to support my student's success in online learning by
  - ☐ Setting up a study space
  - ☐ Monitoring his/her progress
  - ☐ Helping maintain his/her study schedule
  - ☐ Encouraging him/her to communicate with the mentor and instructor whenever he/she has a question or a problem.

We acknowledge that we have reviewed this agreement together and understand our responsibilities.

Student \_\_\_\_\_ Date \_\_\_\_\_

Parent \_\_\_\_\_ Date \_\_\_\_\_

Dean of Students \_\_\_\_\_ Date \_\_\_\_\_

## Hemlock High School

### Student Interview for Independent Study Online Learning

This student interview explores whether an online course is a good choice and how likely the student is to be successful.

<b>Student:</b>	Date of Birth:
Grade:	Phone:
Address:	Email:
<b>Parent/Guardian:</b>	Phone:
	Email:
<b>Academic Advisor:</b>	Phone:
	Email:

Courses: \_\_\_\_\_

Do you need the course(s) to graduate? ☐ Yes ☐ No

Have you ever taken an online course? ☐ Yes ☐ No

Do you think an online course is easier than a regular in-school course? ☐ Yes ☐ No

Why do you want to take the course(s) online?

- |   |   |
|---|---|
| <input type="checkbox"/> Course(s) not available at school  | <input type="checkbox"/> Personal Enrichment    |
| <input type="checkbox"/> Schedule Conflict                  | <input type="checkbox"/> Personal Preference    |
| <input type="checkbox"/> Credit Acceleration/Graduate Early | <input type="checkbox"/> Graduation Requirement |
| <input type="checkbox"/> Credit Recovery                    |   |

Do you have computer and internet access? ☐ Yes ☐ No

My computer skill level is: ☐ Good ☐ Fair ☐ Poor

How many hours a week do you spend on the computer? \_\_\_\_\_.

How do you spend your time on the computer?

%		%	
	School Assignments		Games or Recreation
	Communication with Friends/Family		Other

Instructors with years of online teaching experience agree that students who have a successful, satisfying experience learning online share several critical characteristics.

Think about your readiness by answering these questions:	Yes	No
<b>Good Time Management:</b> Can you create and maintain a study schedule throughout the semester without face-to-face interaction with a teacher?		
<b>Effective Communication:</b> 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?		
<b>Independent Study Habits:</b> Can you study and complete assignments without direct supervision and maintain the self-discipline to stick to a schedule?		
<b>Self-Motivation:</b> Do you have a strong desire to learn skills, acquire knowledge, and fulfill assignments in online courses because of an educational goal? Can you maintain focus on that goal?		
<b>Academic Readiness –</b> Do you have the basic reading, writing, math, and computer literacy skills to succeed in the class?		
<b>Technologically Prepared:</b> 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 (e.g., doc, xls, pdf, jpg)? (from Michigan Educational Technology Standards for Students 2009)		

## Online Learning Readiness Rubric

I have reviewed the Online Learning Readiness Rubric. Student Initial: \_\_\_\_\_ Parent Initial: \_\_\_\_\_

### Time Commitment

Can you spend five to 10 hours a week per course? ☐ Yes ☐ No

When will you work on your online courses? \_\_\_\_\_

What extracurricular activities or employment do you balance with your education commitment?

\_\_\_\_\_

### Accommodation

Do you need an accommodation to complete your course(s) successfully? ☐ Yes ☐ No

Describe: \_\_\_\_\_

\_\_\_\_\_

### Questions?

Do you have any questions or comments about taking an online course?

\_\_\_\_\_

\_\_\_\_\_

# Online Learner Readiness Rubric

Name: \_\_\_\_\_

Developed by Michigan Virtual University

## STUDENT LEVELS OF READINESS



Technology Skills	Work & Study Habits	Learning Style	Technology/Connectivity	Time Management	Interest/Motivation	Reading/ Writing Skills	Support Services
Student has little, if any, experience using a computer or the Internet, and has minimal desire to develop more skills in this area	Student often needs reminders to complete routine assignments, often turns homework in late and is not able to spend 5-10 hours per week on each online course	Student is not a self-directed learner and often requires real-time feedback from teachers regarding basic directions and follow-up support	Student does not have consistent access to a computer and a reliable connection to the Internet from home or from school	Student does not manage his or her time effectively in doing research, basic studies and preparing for tests or quizzes	Student has little or no interest in the content area of the online course offering and has a negative or unrealistic attitude toward online learning	Student is reading below grade level and has experienced difficulty with routine writing assignments	In general, parents and school personnel do not actively support online learning and are unable or unwilling to provide support assistance
Student has limited experience using a computer and the Internet, and has expressed a strong interest in developing more skills in this area	Student sometimes needs reminder and assistance in completing routine assignments and has pledged to spend 5-10 hours per week on each online course enrollment	Student beginning to demonstrate a behavior of self-directed learning and sometimes requires real-time feedback from teachers regarding basic directions and follow up support	Student has limited access to a computer with low-speed service to the Internet from school or from home	Student is beginning to demonstrate effective time management skills in doing research, basic studies and preparing for tests or quizzes	Student has an interest in the content area of the online course offering, but has expressed concerns about enrolling in an online course or has an unrealistic attitude toward online learning	Student is reading at grade level and has demonstrated limited proficiency with writing assignments	Student support system is limited, parents and school personnel are somewhat supportive of enrollment in online courses
Student has strong computer skills and detailed experience using a word processor, email application and web browser	Student rarely needs reminders or assistance in completing routine assignments and has demonstrated good independent study habits	In general, the student is self-directed and does not require real-time feedback from teachers regarding basic directions and follow-up support	Student has consistent access to a computer with moderate-speed service to the Internet from home, and from school	Student has demonstrated effective time management skills in doing research, basic studies and preparing for tests or quizzes	Student has an interest in the content area of the online course offering, and has a positive and realistic attitude toward online learning	Student is reading at or above grade level and has demonstrated success with variety of writing assignments	Student has open access to school-based mentoring/ counseling service and parental support
Student has excellent computer skills and significant experience using a word processor, email application and web browser, and is comfortable downloading information from the Internet and using other technology tools and applications	Student does not need reminders or assistance in completing routine assignments, usually finishes homework ahead of time and has successfully completed an independent study experience or taken an online course	Student is a self-directed learner and demonstrates a high level of comfort and skill in learning new material without requiring real-time feedback from teachers regarding basic directions and follow-up support, and deals well with ambiguity	Student has daily access to a computer with high-speed service to the Internet at home and at a convenient location in the school building before, during and after regular school hours	Student has demonstrated outstanding time management skills while participating in a variety of clubs, student organizations, sports and work activities	Student has a strong interest in the content area of the online course offering, is highly motivated to enroll in an online course and has a positive and realistic attitude toward online learning	Student is reading above grade level, has strong reading comprehension skills and has demonstrated success with complex writing assignments	Student has regularly scheduled access to school-based mentoring/ counseling services, parental support is strong and district has adopted policies and identified best practices to support students as online learners
Comments:	Comments:	Comments:	Comments:	Comments:	Comments:	Comments:	Comments:

**Note:** This rubric was not designed to be used as a tool to determine eligibility for enrollment in online courses, but instead to be used as a resource to help identify specific areas where students may need additional support to better ensure success.