

Mason High School 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 under Section 21f of the State School Aid Act.

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 agree to maintain a study schedule and spend at least _____ hours a week on each online course.
 - I agree to keep up with assignments, tests and quizzes.
 - I agree to communicate regularly with my instructor and whenever I have a problem.
 - I agree to communicate regularly with my mentor and whenever I have a problem.
 - Other
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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.

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

Student _____ Date _____

Parent _____ Date _____

School Representative _____ Date _____

ONLINE COURSE SELECTION

- E2020- Automated Program
- *MHS Algebra 1A, B, C
- *MHS Algebra 2A, B
- *MHS Art Foundations
- *MHS Art History
- *MHS Biology A, B
- *MHS Career Planning and Development
- *MHS Chemistry A, B
- *MHS Economics
- *MHS Financial Math
- *MHS Foundations of Personal Wellness A, B
- *MHS Geometry A, B
- *MHS Government/Civics
- *MHS Healthy Living A, B
- *MHS Intro to Information Technology A, B
- *MHS Online Learning and Digital Citizenship
- *MHS Personal Finance
- *MHS Physics A, B
- *MHS Psychology
- *MHS Sociology
- *MHS US History A, B
- *MHS World History A, B

MICHIGAN VIRTUAL HIGH SCHOOL

Additional electives available are listed at: michiganvirtual.org/courses/students/

The screenshot shows the Michigan Virtual website interface. At the top, there is a navigation bar with links for Home, Why Michigan Virtual?, Get Started, For Students, For Educators, Courses, Resources, and About. A box labeled "CHOOSE 'HIGH SCHOOL'" points to the "COURSES" link in the navigation bar. Below the navigation bar, the page title is "Courses" and there are filters for "ALL", "MIDDLE SCHOOL", "HIGH SCHOOL", and "ESSENTIALS". On the left side, there is a "Filter Courses" section with "Subject Area" and "Course Term" filters. The "Subject Area" filter includes checkboxes for World Languages (32), Mathematics (46), Science (44), English Language Arts (42), Other (40), Social Studies (32), and Visual & Performing Arts (9). The "Course Term" filter includes a checkbox for Summer (35). The main content area shows a search bar and a list of courses. The first course listed is "Accounting A" with the subject "Mathematics, GRADE: 12, High School". Below the course title is a "Description" section that reads: "This is the first course in a two-semester Accounting course sequence. Accounting A is a skill-level course that is of value to all students, whether exploring a career in business or for personal financial needs. Accounting A is an essential course for students who are pursuing a strong background in business, marketing and management. The course covers the complete accounting cycle for a proprietorship, along with journalizing and posting transactions."

Online Learner Readiness Rubric

Name: _____

Student Readiness	Technology Skills	Work & Study Habits	Learning Style	Technology / Connectivity	Time Management	Interest/Motivation	Reading/Writing Skills	Support Services
Less Ready	Student has limited experience using a computer or the Internet, and has expressed a strong interest in developing more skills in this area.	Student often needs reminders to complete routine assignments and often does not start until late in the week or spends 30 minutes or more on each online course.	Student is a self-directed learner and often requires a lot of teacher guidance and feedback. Student follows up on support.	Student does not have consistent access to a computer and a reliable connection to the Internet at home or at 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.
Ready	Student has strong computer skills and experience using a word processor, email application and web browser.	Student sometimes needs reminders and assistance in completing routine assignments and has pledged to spend 5-10 hours per week on each online course enrollment.	Student begins 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 Internet service at school or at 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.
More Ready	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 generally needs reminders to complete routine assignments and has demonstrated a high level of readiness to study.	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 Internet service at home or at 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 a variety of writing assignments.	Student has open access to school-based mentoring, counseling service and parental support.

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.