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Illinois Virtual High School

Illinois Virtual High School

An Initiative of
Governor George H. Ryan

Information Packet

January 2001



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Executive Briefing

The Illinois Virtual High School is being planned as an educational service managed by the Illinois State Board of Education to expand student access to challenging high school curricula aligned to the Illinois Learning Standards. Through the IVHS, Illinois school districts, non-publics and parents of home schooled students can provide students with access to a wider range of course offerings, with the opportunity to develop their capacities as independent learners, and with increased time and opportunity to achieve because learning on-line is neither time nor place dependent.

Faculty

According to the policy framework adopted by ISBE in August, all IVHS teachers will be well-qualified in the subject or area that they are teaching and will have knowledge and skills specific to teaching on-line or through other technologies. Faculty will include Illinois teachers certified at the secondary level by ISBE, community college and higher education instructors, and qualified instructors from IVHS partners.

IVHS teachers who are full-time employees of consortium member schools, or teachers under contract to the IVHS, will receive special training and education to prepare them for teaching on-line. They will be actively supported throughout the length of the course to ensure that they are successful.

Enrollment

So that appropriate curriculum counseling can take place, all students shall enroll in the Illinois Virtual High School through their local public school district. Interested students should complete a Request to Register, which will automatically be submitted to the Illinois Virtual High School point of contact at the high school. The school will review the Request to Register and may approve course enrollment right away; refer the request for academic counseling; or deny the request with explanation. The student is not enrolled in the course until the local public high school approves the registration request.

Enrollment for Spring 2001 courses will be limited due to the number of courses initially planned to be offered; however, enrollment capacity will be increased in future semesters as curricular offerings are expanded. Interested persons are encouraged to complete the Inquiry Form so that IVHS can send notification when enrollment is expanded.

The Illinois Virtual High School imposes no limit on the number of IVHS courses a student may be enrolled in simultaneously. This matter is determined by local board and school policy and will vary from district to district.

Credit

Credit is granted and posted by the student's high school. The Illinois Virtual High School does not grant credit, nor award diplomas.

Certain IVHS courses may be taken for Advanced Placement credit and will be designated accordingly in the Course Catalog. (Because AP exams are held in May, AP credit options for students enrolling in January 2001 will be limited to 1-semester or 2-semester intensive AP courses: Microeconomics, Macroeconomics, U.S. Government and Politics, Advanced Placement American Government.)

Dual credit may also be an option for some students. Students interested in pursuing dual credit are advised to consult with their local high school and the IVHS staff.

Costs

A combination of federal and state funding, per course enrollment fees, and a low-cost barter model will be used to meet the costs associated with the development and delivery of the Illinois Virtual High School.

A course fee of \$300 per student, per semester course, has been established for the pilot phase of the IVHS that will offer prepackaged proprietary courses and content. As Illinois develops its own courses and content and as the IVHS moves beyond the pilot phase, the fee structure will be re-evaluated. Local policy will govern the payment of fees for students enrolling through the schools.

For instance, the school may decide to pay this fee for students who are enrolled full-time in the local public high school when the credit earned from the course will be counted towards high school graduation, or if the course is not available at the high school, or if the student cannot be scheduled into the course at the school. Another alternative might be that a student who meets the qualifications set forth by the school board to take a class not offered at the local school may request that the school district pay the fee for an IVHS course. Similarly, the district may ask the student to pay the fee if the course is above and beyond the required instructional time or if the student elects to take the IVHS course in lieu of a course already available at the high school to gain credits towards graduation. Determination of fee payment for IVHS courses is a matter of local decision.

Students who are enrolled in the local public high school on a part-time basis for the purpose of accessing IVHS courses are generally expected to pay the course fee.

All course fees are paid from the district directly to the Illinois Virtual High School. The IVHS does not collect fees directly from students or other entities. The Illinois Virtual High School will serve as a course broker and pay all vendors for approved enrollments. A Student may drop/withdraw from an IVHS course within 10 days of receipt of a confirmed acceptance into an IVHS course without the district being assessed a \$300 course fee, however a registration service fee of \$30 will be assessed after beginning a course and dropping prior to tuition/fee assessment.

After the pilot phase, participation in the barter model will be an option for some districts. The IVHS barter model is based on the proposition that each participating school enrolls students in IVHS owned courses in proportion to the amount the school contributes in the form of teacher time. This model inherently supports growth and robust curriculum and instruction. Schools participating in the barter model receive "free" course enrollments for their students in exchange for teaching an equivalent number of students from other IVHS consortium members. There may be a charge to join the IVHS consortium to cover IVHS costs beyond those associated with direct instruction. Schools may participate as IVHS Barter Members under the following criteria:

- Possess Illinois State Board of Education recognition to operate as a school serving any combination of grades 6-12.
- Contribute the minimum required teacher time (20% FTE).
- Commit to teach up to 25 students enrolled in IVHS for each teacher-section contributed.
- Possess Internet connectivity and computers to support the participating teachers and students (See Tech Specs).
- Provide an on-site coordinator. The coordinator is responsible for on-site operations and is the administrative point of contact between the IVHS and other Barter members.
- Commit to the project. The administration and teachers must fully support the IVHS goals, objectives, and plan.

Academic Integrity

As a condition of enrollment, all IVHS students must accept the terms of the Illinois Virtual High School Ethics and Acceptable Use agreement. In addition, students will have signed the Acceptable Use Policy Agreement adopted by their local public school. All IVHS students are required to take their final course exam with a certified proctor. IVHS teachers have the ability to require that students perform other tasks or undergo additional assessments in similar situations. If a high school wishes to require that other graded assessments or coursework in a proctored situation for any student or group of students, they may make those arrangements with the IVHS teacher. In addition, IVHS teachers will be trained to be alert to clues that might indicate problems. If the IVHS teacher suspects that there is a problem, the local high school will be informed.

Information for Parents

Does A Student Have To Own A Home Computer To Take an IVHS Course?

No, this is not required. It will be possible for students to do all IVHS work on school computers. However, access to a home computer or a computer in a public library will provide the student with additional study time, which early research indicates as a key factor in initial on-line learning course completion.

What Help and Support Will Students Receive?

In order to participate in on-line courses, students need adequate keyboard skills and good written communication skills. Experience using email and a web browser is highly recommended. Students also need to be self-motivated. Falling behind in an on-line course makes it very difficult to succeed. Students will need to stay on task, meet deadlines and pursue assistance for any technical problems that may occur. Students need to login several times a week to keep up with what's going on in class. Starting in the Fall of 2001, the offerings of the IVHS will include a variety of on-line orientation courses that will familiarize students with numerous aspects of on-line learning.

Students will not be completely "on their own." Each IVHS student will be enrolled in the IVHS through their local high school. Students will be assigned a mentor, but will need to maintain contact with educators at their local school if they feel that they need additional help. In turn, the student services coordinator will maintain contact with the IVHS in order to utilize services that are and will become available during and after the pilot period. In addition, students should maintain contact with other students within the same on-line course to become part of a virtual learning community and to be a more fully engaged learner. For specific problems with technology or an on-line course, there will be a 24-hour, 7-day-a-week Help Desk available at the IVHS.

Students will also be able to access services at their local community college, including library resources, proctoring services, testing services, and computer use. Illinois community colleges are actively involved in on-line education and each community college has a student service center whose primary activity is to serve learners 16 years of age and older involved in on-line education.

If a student is taking the IVHS course at a local high school, the school will provide access to the hardware and software needed for IVHS courses. If a student will be accessing the course from home, it is important that both the student and the sponsoring registrar review the Technical Requirements area for details and use the "Browser Test" on the home computer to ensure compatibility. Additionally, students may access computers at their local community colleges and public libraries. Community learning centers and local not-for-profit social service agencies may also be places where a student could have access to IVHS courses.

Will IVHS Teachers Hold Parent-Teacher Conferences?

The email address of each IVHS teacher will be made available. Each IVHS teacher will have the option of establishing a "virtual" parent conference via email, phone, or "conference room" chat over the IVHS licensed platform. However, parents may email the teacher at any time during the course and may also contact the IVHS registrar or student services coordinator at the school with questions about student progress.

How Do We Know A Student Has Completed His/Her Own Work?

All students will be required to take their final exam with a certified proctor. The performance on the final exam should closely match the work in the remainder of the class. In addition, IVHS teachers will be trained to be alert to clues that might indicate that the student on-line is not the student who is registered. If the IVHS teacher suspects that there is a problem, the local high school's registrar for the course will be informed.

What Type Of Student Should Take An IVHS Course?

Students should realize that taking a course on-line requires personal discipline and good time management skills. Students may spend more time taking an on-line course than they typically devote to a traditional high school class. Public and nonpublic high school students should consult their school guidance counselor to make sure that they are ready for on-line learning. A sample on-line assessment will be available to help a student determine readiness and aptitude.

How Many IVHS Courses Can A Student Take In One Semester?

This decision is made between the student and their local high school.

Will The IVHS Be Open For Summer School Courses?

The IVHS anticipates summer operation beginning with the Summer of 2002.

Admissions

The Illinois State Board of Education has opened IVHS courses to all Illinois residents pursuing a high school education. Students from public, non-public schools and home schools may request registration into IVHS courses through the local public high school.

The local public high school may have different options for non-public school students who want to take IVHS courses. Some may act simply as a registrar, and some may offer the option of being a part-time student to receive instructional services. Local public high schools will also have different policies about fee payment for IVHS courses.

The Illinois State Board of Education encourages all citizens to earn a high school diploma. If slots are available, taking courses over the Internet through IVHS may be a good option for adults who are working toward completion of a high school diploma, as with non-public students. Adult students must talk to the local public high school about taking courses through IVHS. Space must be available and a local public high school must approve the registration so that they can grant any credits earned.

It is important to understand that IVHS is not a school and does not offer a complete Illinois High School diploma program on-line, or courses leading to a GED. The credit earned by taking an IVHS course is granted by or accepted as transfer credit by the local public high school.

IVHS requires local public schools to maintain contact persons and mentors for virtual learners. These persons are an important link with the IVHS team and the Virtual Teacher. For non-public students, this contact person may actually be someone at home (i.e. parent or guardian), or an onsite contact at the private institution (i.e. teacher, teacher's aide, administrator, etc.). We ask that the non-public contact person maintain communication with the public school's assigned contact person. For adult students we ask that they maintain communication with the public school's contact person. This communication can be via email or telephone, and is a great way to raise issues or resolve problems that may occur.

Local Contact Persons:

Registrar: empowered to make final approval for enrollment and handle administration duties.

Student Services Coordinator: provides guidance, identifies a mentor for each student, provides and coordinates student assistance.

Technology contact: Point of contact for local network specifications, trouble shooting, pre-approval of off-site technology specs for accessing IVHS courses.

Mentor: volunteer teacher, parent, counselor or business partner who coaches and encourages on-line learners to successfully complete the IVHS course.

Those seeking high school credits through IVHS are encouraged to complete the On-line Inquiry form. Available slots will be limited to 25 students per section. We hope to offer two or more sections for each course offering. On-line review courses are not limited.

Dates to Remember

December 19, 2000	On-line Registration Opens
January 8-19, 2001	Classes Open
January 19, 2001	Last Day to Add Class*
January 19, 2001	Registration Closes
June 30, 2001	Last day to complete Spring Semester

*Some course offerings may offer open enrollment and exit. Contact IVHS staff for more information.

No fee penalty for approved student enrollee withdrawal within 10 days from first student log in. Beginning on day 11 the full semester course fee liability will be incurred.

Access to On-line Resources

IVHS staff have been working with staff from the Illinois State Library and staff from the Illinois Digital Academic Library (IDAL) in order to arrange for IVHS students to have access to on-line library resources. There is agreement in principle to provide access to these resources and we are in the process of working out the technical details to allow this access. Access to on-line library resources is intended to supplement the existing traditional library resources already available to students through their local school.

The Illinois State Library has contracted with OCLC First Search to provide access to over 75 on-line databases for all library patrons in the state of Illinois including IVHS students. The goal of the Illinois Digital Academic Library initiative is to provide a high quality collection of electronic resources to support instruction, study, and research by students, faculty and staff in all eligible Illinois higher education institutions. IDAL provides resources and services to 150 public and private academic libraries serving over 750,000 students and faculty. It is funded for the benefit of the statewide academic community by the Illinois Board of Higher Education and is extended to IVHS students through the Illinois Mathematics and Science Academy.

The Illinois Mathematics and Science Academy, as a partner of the Illinois Virtual High School, will provide IVHS students with access to IMSA's Internet Toolkit. The Internet Toolkit is an on-line resource designed to help students locate, evaluate, and use Internet information resources more effectively. IMSA's Internet Toolkit can save individuals time by searching multiple engines simultaneously and returning citations without the time-consuming downloading and distracting clutter of advertisements.

Illinois Virtual High School Book Store

Some IVHS courses require the purchase of proprietary software, text or workbooks. These item expenses are above and beyond course fees charged for content and instruction. For the pilot period the student will be directed to an IVHS cooperating partner for ordering information.

Minimum System Requirements

To take full advantage of the interactivity of the courses, the following system profiles are REQUIRED. Some courses may have additional course requirements. See the IVHS on-line course catalog for more information.

Minimum Hardware Specifications

PC	MAC
Windows 95, 98, or NT	MacOs 8.6 or Later
90 MHz Pentium Processor	Power PC Processor (604 Power PC minimum)
32 MB of RAM	32 MB of RAM or more
28.8 kbps Modem	28.8 kbps Modem
Sound Card	Speakers
Speakers or Headphones	CD ROM Player*
CD ROM Player*	800x600 display resolution with 16 bit color
800x600 display resolution with 16 bit color	Fax Machine**
Fax Machine**	

Recommended Hardware Specifications

PC	MAC
Windows 95, 98, or NT	MacOs 8.6 or Later
233 MHz Pentium II Processor	Power PC Processor (604 Power PC minimum)
64 MB of RAM	64 MB of RAM or more
56 kbps Modem	56 kbps Modem
Sound Card	Speakers
Speakers or Headphones	CD ROM Player*
CD-ROM Player*	800x600 display resolution with 16 bit color
800x600 display resolution with 16 bit color	Fax Machine**
Fax Machine**	

*CD ROM required for certain courses. Please see course descriptions for more information.

**All AP courses require access to a fax machine.

NOTES

Courseware cannot be accessed using Web TV. Parental Control software may cause the IVHS course to function incorrectly or not to function.

You will need an Internet connection. It is possible for IVHS work to be done at school on school computers, if your school is connected to the Internet. If you intend to work from home, you will need to find an ISP (Internet Service Provider). An ISP is a company that can provide you with the software necessary for getting onto the Internet using your home telephone lines and a computer.

You will need an e-mail account. The preferred option is for the school to provide an email account for students to use for their IVHS courses. If this is not possible, students will need to obtain an email account through their ISP. Check out [Yahoo! Mail](#) or [MSN Hotmail](#) for information on these two free e-mail providers.

In addition, you will need a Java capable browser; minimally a browser version 4.0 or better. Downloads for the newest browser versions are free of charge. To upgrade your browser to the latest version, click on the appropriate link below. Wondering if your browser meets the specs? The IVHS web site will provide an on-line test for students to determine if their browser meets the basic requirements. Some courseware may require additional browser configuration.

IVHS CONTACTS

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IVHS Course Catalogue

PILOT COURSE OFFERINGS - SPRING 2001

*subject to contract negotiations in progress to be completed by Dec. 15, 2000
final course offerings subject to enrollment demand*

BUSINESS AND INFORMATION TECHNOLOGY

Advanced Placement Macroeconomics

½ Carnegie Unit

Apex Learning

Macroeconomics is an 18-week Advanced Placement course and is the equivalent of an introductory, one-semester, college-level Macroeconomics course. It is designed to comply with The College Board recommendations for preparing students for an AP Exam in Macroeconomics. Apex Learning AP Macroeconomics teaches students how economists identify trends in our economy and use these trends to develop performance measures and predictors of how our economy will grow or decline. Students will examine how individuals, institutions, and other influences affect their economic status, and how their lives are affected by employment rates, inflation, government spending, taxes, and production. *Recommended pre-requisite: Algebra II.*

Advanced Placement Microeconomics

½ Carnegie Unit

Apex Learning

Microeconomics is an 18-week Advanced Placement course and is the equivalent of an introductory, one-semester, college-level Microeconomics course. It is designed to comply with College Board recommendations for preparing students for an AP Exam in Microeconomics. Apex Learning AP Microeconomics teaches students how economists look for patterns in economic behavior and how they use these patterns to explain and help predict how buyers and sellers behave under different economic conditions. Topics covered in the course include the economic way of thinking, on understanding the nature and function of markets, on the role of scarcity and competition, on the influence of factors such as interest rates on business decisions, and the role of government in promoting a healthy economy. *Recommended pre-requisite: Algebra II.*

Practical Keyboard and Business Skills

½ Carnegie Unit

The Florida Online High School

Welcome to Online Reservations Inc.! During this 18-week course, plan vacations and business trips, book concerts, reserve hotels and restaurants, and cater to your client's every business need. Develop time management, keyboarding, and communication skills, while working from your own computer. Don't delay! A spot has been reserved just for you!

Practical Computer and Business Skills

½ Carnegie Unit

The Florida Online High School

Work for On-line Communications, Inc. in an 18-week course to apply and improve your keyboarding, computer, and business skills. You will work with a variety of software including MS Office 2000. Develop your word processing, spreadsheet, presentation, and database abilities. The opportunities are endless for you to work your way through the business--all the way to the top! *Prerequisite: one semester of keyboarding instruction.*

A+ Certification Preparedness

½ Carnegie Unit

Learning Station/AIDEX

The training provided in this 18-week course is designed to prepare students to sit for the A+ Certification Exam. A+ Certification is a CompTIA-sponsored testing program that certifies the competency of entry-level (6 months experience) computer service technicians. The A+ test contains situational, traditional, and identification types of questions. All of the questions are multiple choice with only one correct answer for each question. The test covers a broad range of hardware and software technologies, but is not bound to any vendor-specific products. The program is backed by major computer hardware and software vendors, distributors, resellers and publications. A+ certification signifies that the certified individual possesses the knowledge and skills essential for a successful entry-level (6 months experience) computer service technician, as defined by experts from companies across the industry. Objectives for A+ Core Service Technician include: installation, configuration, and upgrading; diagnosing and troubleshooting; safety and preventative maintenance; motherboard/processors/memory; printers; portable systems; basic networking; and customer satisfaction. Objectives for A+ DOS/Windows Service Technician include: function, structure, operation, and file management; memory management; installation, configuration, and upgrading; diagnosing and troubleshooting; and networks.

Network+ Certification Preparedness

½ Carnegie Unit

Learning Station/AIDEX

The training provided in this 18-week course is designed to prepare a student to sit for the Network+ Certification Exam. Network+ is a CompTIA vendor neutral certification that measures the technical knowledge of networking professionals with 18 - 24 months experience in the IT industry. The test is administered by NCS/VUE and Prometric™. Earning the Network+ certification means that the candidate possesses the knowledge needed to configure and install the TCP/IP client. This exam covers a wide range of vendor and product neutral networking technologies that can also serve as a prerequisite for vendor-specific IT certifications. Objectives for Knowledge of Networking Technology include: basic knowledge; physical layer; data link layer; network layer; transport layer; TCP/IP fundamentals; TCP/IP suite: utilities; remote connectivity; and security. Objectives for Knowledge of Networking Practices objectives include: implementing the installation of the network; maintaining and supporting the network; and troubleshooting the network.

ENGLISH AS A SECOND LANGUAGE

English as a Second Language: *Everyday English, Levels 1-2*

½ Carnegie Unit

Class.com

This beginning-level ESL 18-week course is for students who need to learn vocabulary necessary for daily life. Students will meet four newcomers to the United States and become involved in their introductions and discussions of family members. They accompany them as they go to a supermarket, shop for clothes, buy a car, look for an apartment, see a doctor, mail a letter, visit a school, and dine out. Each student is encouraged to have a mentor/tutor who will assist with computer setup and help the student through the course as needed. This course will be evaluated on a pass/no pass basis. Students have the opportunity to interact with their teacher and classmates on the Web. Students who complete this course will become familiar with, and be able to use, appropriate survival vocabulary; use communicative language in interactive activities; and practice listening, speaking, reading, and writing skills.

MATHEMATICS

Precalculus 1: *Analytic Geometry and Algebra*

½ Carnegie Unit

Class.com

This is the first of two 18-week Web-enabled courses designed to provide students with the necessary preparation for studying calculus and other college courses. This course reviews algebraic properties and then introduces functions and graphs. As students continue with the course, they will learn about algebraic and inverse functions, exponential and logarithmic functions, conic sections, matrices, determinants, complex numbers, and discrete algebra. Throughout the course, they will be given various examples of the role of mathematics in daily life. Basic computer skills are recommended. A graphing calculator is required for this course. ISHS has available a graphing calculator if the student does not have access to one locally. The textbook is recommended but optional. *Prerequisites are two years of algebra and one year of geometry.*

Precalculus 2: *Trigonometry*

½ Carnegie Unit

Class.com

This is the second of two 18-week Web-enabled courses designed to provide students with the necessary preparation for studying calculus and other college mathematics courses. This course begins by reviewing basic concepts in trigonometry. As students continue with the course, they will learn about approximate values, trigonometric identities, graphs, equations, logarithms, vectors, complex numbers and polar coordinates. Throughout the course, they will be given various examples of the role of mathematics in daily life. Basic computer skills are recommended. A graphing calculator is required for this course. ISHS has available a graphing calculator if the student does not have access to one locally. The textbook is recommended but optional. *Prerequisites are two years of algebra and one year of geometry.*

SCIENCE

Life Science: *Oceanography*

½ Carnegie Unit

Class.com

In this 18-week introductory laboratory course, students construct an applied knowledge of the characteristics of aquatic systems. Students study ocean structure and marine ecology through hands-on exploration of coastal waters, open ocean waters, deep ocean waters, coral reefs, kelp forests, deep ocean vents, and tide pools. Through guided practice of the scientific model and with household instruments, the student conducts a field study of a local aquatic system for the final project. After completing this course, the student will understand and investigate human interactions with aquatic systems, the influence of technology on aquatic systems, and the physical, biological, chemical, and temporal components that interact in various aquatic systems; students will also understand and investigate scientific thinking and processes through conducting a field study, formulating and revising scientific explanations, and communicating and defending a scientific argument.

Physics 1: *Interactive Physics 1*

½ Carnegie Unit

Class.com

The science of physics involves the discovery of patterns and relationships in natural phenomena. As students progress through this 18-week *Interactive Physics 1* course, they will be introduced to familiar situations from a new perspective. They will learn to explain, according to the laws of physics, the events that occur in the world around them. Through text, graphics, and interactive simulations, they will investigate straight-line motion, motion in two dimensions, energy, relativity, properties of matter, change of state, heat, and temperature. Students successfully completing this course will be able to increase their knowledge of the physical world by concentrating on major concepts of physics instead of isolated facts and formulas; explore how physics applies to everyday life; and test new ideas by making observations, collecting evidence, searching for patterns, and proposing hypotheses to explain the observed relationships.

SOCIAL STUDIES

Advanced Placement United States Government and Politics

½ Carnegie Unit

Apex Learning

U.S. Government and Politics is an 18-week Advanced Placement course and is the equivalent to an introductory, one-semester, college-level U.S. Government course. It is designed to comply with College Board recommendations for preparing students for an AP Exam in U.S. Government and Politics. The Apex Learning AP U.S. Government and Politics course is an innovative way for students to learn to answer these types of questions. The course covers the "nuts and bolts" of the American political system, and shows students how to gather and analyze data about political behavior and form theories about how and why our political system acts as it does. It's not a course about what is the best political policy, but about the structure and operations of the U.S. government and the behavior of the electorate and politicians.

Advanced Placement American Government

½ Carnegie Unit

The Florida Online High School

"Lights, Camera, Action"...Prepare to study the intricacies of the American Political Culture in this 18-week intensive course. The script is written and the actors participate daily in the drama of American politics. You will be "on location" to delve into primary source documents. You will go behind the scenes with stars such as the President, Congress people, and Supreme Court Justices. You will research the roles of the media, political parties, interest groups, states, candidates, bureaucracy, and the public in the governmental process. Finally, you will witness the large-scale production of policy building in the areas of economic/social policy, foreign policy and public administration. *Prerequisite: Enrolled in an Honors English program with B or better average*

STUDY SKILLS AND REVIEWS

Advanced Placement Exam Review

Non-credit

Apex Learning

Diagnostic assessments, personalized study plan, multimedia tutorials, selfchecks with instant feedback, live study questions, practice test questions, study tips, teacher's handbook, and glossary. Available 60 days prior to the exams for Calculus AB, Chemistry, English Language and Composition, English Literature and Composition, Microeconomics, Macroeconomics, Physics B, Statistics, U.S. Government and Politics, and U.S. History.

WORLD LANGUAGES

Spanish 1: ¡Explorando Español!

½ Carnegie Unit

Class.com

Spanish 1 (First-year Spanish, first semester) is a communicative beginning-level 18-week Spanish course. Students will begin to develop their Spanish proficiency through extensive interaction in the target language. Each unit begins with a video dramatization that introduces the functions, vocabulary, and grammar targeted in the unit. Through videos, students see and hear native speakers in authentic locations around the Spanish-speaking world. Each chapter includes numerous interactive activities, cultural notes and cultural interviews. The activities help build competency in each of the four language skills -- listening, speaking, reading, and writing. Students will be able to record and listen to their voices at any time as well as send audio files to their teacher for assessment. The textbook *¡Ven conmigo!* offers students an opportunity to practice and study the language away from the computer as well as a Spanish-English glossary of all the words used in the course. *¡Ven conmigo!* will also be used by students in the Web-based Spanish 2 course (First-year Spanish, second semester). Students completing this course will begin to develop their ability to communicate effectively and express themselves with confidence in Spanish; have the opportunity to enhance their awareness of, and appreciation for, the diversity of the Spanish-speaking world; and gain cultural knowledge about various Spanish-speaking countries.

Spanish II

1 Carnegie Unit

Kentucky Virtual High School

Spanish II (a continuation of Spanish I) is an 18-week intensive* course. Students will improve their ability to communicate in Spanish in the forms of conversation, writing and through the reading of literature. Students will study the cultures in which Spanish is used. Students will gain insight into the Spanish language through comparison with other cultures. *Prerequisite: one full year of Spanish instruction.*

*This course is a full year of material taught over one semester in a block schedule double period timeframe.

Latin I

1 Carnegie Unit

The Florida Online High School

You are about to embark upon a trip back to the days of the ancient Romans in this 18-week intensive* course. Famous Romans from the past have agreed to be your guide. They will invite you to dinner, regale you with stories from mythology, introduce you to other Romans, show you around their homes, entertain you at the chariot races or the gladiatorial fights, and give you a look at what it meant to be a Roman -- politically, socially, and economically. Your task on this journey is to learn Latin the language of the Romans, for without this knowledge you can never fully understand how Romans thought and why they were "the way they were." Nor can you truly appreciate how much they still influence our own languages and actions and beliefs today. So hop aboard to find out how different and yet how similar our worlds really are.

*This course is a full year of material taught over one semester in a block schedule double period timeframe.



Frequently Asked Questions

1. What is the vision of the Illinois Virtual High School?

"Utilizing various technologies, this project (The Illinois Virtual High School) will explore new ways to deliver high school and college-level opportunities throughout Illinois." --Governor George Ryan, State of the State Address, February 2000.

2. What is the mission of the Illinois Virtual High School?

The mission of the Illinois Virtual High School is to use new and emerging technologies that expand the boundaries of space and time to provide Illinois students and their teachers with increased equity and access to the highest quality educational opportunities.

3. Who operates the IVHS?

The Illinois Virtual High School is governed and operated by the Illinois State Board of Education (ISBE) in collaboration with the Illinois Board of Higher Education (IBHE) and the Illinois Community College Board (ICCB). It is guided by a broad-based steering committee and seeks consultation from its contractual partners.

4. What are the IVHS primary purposes?

The primary purposes of the IVHS is to assure equitable access to rich and varied learning opportunities for Illinois students, with emphasis on curricular areas needed to ensure that all students can meet the Illinois Learning Standards and succeed in higher education and in the workplace; to expand high-quality professional development for Illinois teachers and other educators; and to support schools in integrating technology into teaching and learning.

5. What kind of courses and services are available through the IVHS?

Initially, the IVHS will focus on providing prepackaged elective and special interest curricula to supplement and expand local course offerings. Beginning with the second semester of school year 2000-01, the IVHS will broker or deliver accredited and licensed courses from Class.com, Florida Online High School/Learning Station, Apex Learning.com, and the Kentucky Virtual High School. A list of planned courses is available at: <http://www.ivhs.k12.il.us/courses/>. In March of 2001, the IVHS will also offer review and test preparation for 10 advanced placement subject exams and will add SAT, ACT, and ISAT review materials as soon as they can be made available. Additional student services are contemplated but will likely not be available until the Fall of 2001, e. g., homework help site, writing clinic, etc.

While the IVHS does not plan to offer a high school diploma or grant credit, it does plan to ultimately offer a comprehensive, robust curriculum that will include core graduation-required courses as well as a wealth of electives and diagnostic skill-building tutorials to remediate or accelerate learning. Additionally, IVHS will offer high-stakes test review and preparation courses, plus dual credit and dual enrollment options that can help students and districts schedule and complete courses necessary for high school graduation and preparation for admission to, or advanced placement in, college or careers.

Another area of focus for the IVHS will be teacher professional development programs and services, including possible partnership opportunities with Illinois' teacher preparation institutions for appropriate pre-service activities.

6. How is the IVHS project funded?

The Illinois legislature and the governor have approved \$370,000 within the ISBE and IBHE budgets to plan and launch the IVHS. For fiscal year 2002, funds are requested for operations, phased-implementation, and capacity building that will include on-line teacher training, on-line course development aligned to the Illinois Learning Standards, additional student services, subsidized instruction, and augmentation of content to support on-line and face-to-face instruction for both students and teachers.

7. Does the IVHS grant high school diplomas?

The IVHS will not grant diplomas nor issue credits in its own right. That is the prerogative of the local school board. The IVHS is a provider/broker of accredited and credit-worthy content and qualified instruction that local education agencies predetermine to accept or reject as transfer or correspondence credits or to evaluate and grant local credits as warranted prior to approving a students' enrollment in an IVHS course. A student may take an on-line course for enrichment purposes without secondary credit issuance or, in some instances, for college credit.

8. Who will be responsible for designing and developing on-line courses?

The IVHS plans to use a blended approach to secure the availability of high-quality proprietary courses and to develop Illinois courses based upon identified state and local needs. This blended approach will include the best on-line courses and services available from IVHS partners and those developed through local school districts, colleges and universities, private sector providers, and others. The Illinois-developed courses will be authored and operated on the IVHS platform and be taught by well-qualified, trained on-line instructors. Regular review and evaluations by the IVHS Steering Committees, students, and partnering districts will assure consistency of quality and the academic integrity of all IVHS offerings.

9. How much will it cost for a school or student to participate in the IVHS?

For the pilot semester, the cost will be \$300 per course per student per semester. This fee will cover the license costs for content, platform access, technical support, student and teacher support, teacher training, instruction, access to electronic library resources, and other search and productivity tool suites. This charge may be slightly higher than some dot.com offerings currently available on the net, but it is inclusive and allows for multiple vendor courseware to be operated from a single platform, thereby saving multiple trainings for multiple platforms. During phase two and beyond, there will be variable pricing options available to students and/or schools participating in the IVHS.

- First, the IVHS will encourage the use of a cooperative, low-cost barter model. The IVHS barter model is based on the proposition that each participating school enrolls students in IVHS-owned courses in proportion to the amount the school contributes in the form of on-line courses and on-line instruction. This model inherently supports growth and robust curriculum and instruction. Under this system, on-line instructors will teach courses with approximately 25 students who may be geographically dispersed. In exchange, the instructor's participating school district will be eligible to select an equal number of students to take on-line courses from other virtual teachers in the system. These types of courses will be low- to no-cost for participating districts. A participating district in the barter model means a district that both teaches and enrolls students through the IVHS.

- Second, it is expected that a number of the courses available through the IVHS may come directly from Illinois colleges and universities. Higher education institutions will probably charge the same fees and/or tuition for credit and non-credit on-line courses as they do for traditional campus-based courses.
- Third, the IVHS has secured licensing agreements for on-line courses that have been developed by the Florida Online High School and the Kentucky Virtual High School and may pursue such agreements with other virtual high school projects throughout the United States and internationally. The costs for these types of courses will probably range from minimal fees to prices similar to college tuition.
- Fourth, the IVHS will also broker on-line courses, products, and services that are developed by public and private sector providers and companies that are high quality and aligned to the Illinois Learning Standards or national standards, as appropriate. Reduced pricing of these resources will be encouraged through competitive statewide negotiations.
- Fifth, the IVHS will provide scholarships for eligible low-income students for advanced placement courses through the federal Advanced Placement Incentive Program and may seek support from private and public foundations, corporations, individuals, and government agencies to provide scholarships for sponsored IVHS courses at low or no cost to students or districts.

10. When will the IVHS be fully operational?

The IVHS will begin offering on-line courses during the second semester of the 2000-01 school year to pilot the system, gain valuable experience to take the system to scale, and to identify changes needed in the Illinois School Code to optimize virtual learning opportunities. The project will phase in over time, building capacity to meet varied needs and to serve thousands of learners. As a system, the IVHS is anticipated to be fully operational during the 2001-02 school year. New courses and content will be developed each year with improved multimedia presentation as bandwidth and emerging technologies allow.

11. What type of students will the IVHS serve?

The IVHS is committed to serving a wide range of Illinois students including gifted and talented students, students pursuing advanced career and technical skills, students with disabilities, at-risk students, limited-English-proficient students, and students who can benefit from high-quality on-line alternative educational environments.

12. What kind of instructional development and management tools will on-line instructors use through the IVHS?

eCollege.com® from Denver, Colorado, has been selected as the IVHS Application Service Provider-Plus to interface, host, and support all IVHS-licensed and developed courses. The eCollege Gateway portal® is easy to navigate and provides common tools and features across the curriculum that give a seamless look and feel to products authored in differing courseware/software products. Because some IVHS partners, including several of Illinois' colleges and universities, may have already developed or licensed their own Web-based course development and management systems, it was imperative to choose a platform that can deliver courses and include customizations that can add functionality to many popular commercial products. For the pilot phase, customizations are being done to Class.com®, JonesKnowledge.com®, LearningStation.com®, and ApexLearning.com® courseware. Other courses that can be customized to run on the eCollege® platform include those developed in WebCT® software and BlackBoard's CourseInfo® software.

Any partnering institutions wishing to use the IVHS system for course conversion or new course development are encouraged to contact the IVHS. The IVHS system can be used to catalog, manage,

and deliver on-line education, assessment, document sharing, and training services for the project. The IVHS catalog system is also capable of electronically connecting students and teachers to partner with other organizations' Web-sites that co-host IVHS course offerings or to a full complement of college level and university courses and degree programs through the Illinois Virtual Campus catalog.

13. How will students enroll in IVHS courses?

So that appropriate curriculum counseling can take place, all students must enroll in the Illinois Virtual High School through their local public school district. Interested students complete a Request to Register, which will automatically be submitted to the Illinois Virtual High School point of contact (Registrar) at the high school. The school reviews the Request to Register and may approve course enrollment right away; refer the request for academic counseling; or deny the request with explanation. The student is not enrolled in the course until the local public high school approves the registration request.

Enrollment for Spring 2001 courses may be limited due to the number of courses initially planned to be offered, however, enrollment capacity will be increased in future semesters as curricular offerings are expanded. Interested persons are encouraged to complete the Inquiry Form so that IVHS can send notification when enrollment is available or additional sections are opened.

The Illinois Virtual High School imposes no limit on the number of IVHS courses a student may be enrolled in simultaneously. This matter is determined by local board and school policy and will vary from district to district.

14. Who pays the tuition or fees for IVHS courses?

Payment of tuition or fees will be locally determined. The following would normally be provided as part of a free and public education and the district must pay the tuition if the student is enrolled in the public high school and 1) the on-line course meets a specific minimum graduation requirement *or* is a course which would satisfy the statewide minimum admission requirements and standards for public colleges and universities; or 2) if the course is to be counted by the district as part of the five clock hours of instruction for attendance and state aid; or 3) if the on-line course is taken in lieu of a traditional face-to-face offering available in the district for district-initiated scheduling reasons.

However, if the on-line course is taken in lieu of a traditional face-to-face offering for student-initiated scheduling reasons; or if the course is beyond the 300 minutes of instruction requirement and not included by the district for ADA reimbursement; or is an elective not required for graduation or admission to a public college or university, then generally the student would pay.

If the on-line course is dual credit, dual enrollment and brings both high school and college credit, the district must pay if it counts the instruction for ADA purposes. If the student elects to take a college course while enrolled in the public high school, the student pays.

Non-public students enrolling in IVHS courses through the public high school registrar service, but not as a district student, pays tuition and fees in all cases (unless scholarships apply.) A private, non-public high school may pay tuition and fees for its students to take an IVHS course through the public high school registrar and grant its own credit for work successfully completed.

In all instances the local public high school will have approval and disapproval authority over its students' participation in IVHS courses involving credit expectations and tuition liabilities attributable to the district.

15. What if the district does not want its students to participate in the IVHS or to serve as a registrar for non-public students?

District participation is a local decision. In the case of non-public students residing in the district wishing to take an IVHS course, the IVHS will refer the student to the nearest participating registrar.

16. Why is enrollment into the IVHS dependent upon a public school district registrar?

The IVHS is operated by the Illinois State Board of Education as a value-added service to local educational agencies. Since the state education agency is not a credit-granting or diploma-issuing entity, it must rely on its primary clients, the public school districts, to comply with provisions of the School Records Retention Act and to predetermine, prior to giving approval for a student to enroll in an IVHS course, if prerequisites have been met. They must also determine if and how credit for successfully-completed coursework will be awarded and included on the students official transcript and also determine who is responsible for course tuition and fees. Approving a student enrollment obligates the district to pay the IVHS the full tuition charged for the course after the student completes the 10th day of enrollment. (Up until that day, a student may drop without penalty.)

The IVHS serves as a broker between the district and the contracted course vendors. The ISBE will not accept tuition or fees directly from students or non-public--only from public school districts. By contractual agreement, the course vendors will not accept tuition or fees for IVHS courses directly from districts, students, or non-public schools.

The participating district must serve as bursar and pay directly or collect fees for direct payment to the IVHS as part of its registrar duties.

Further, it is the public high school's responsibility as a registrar to ensure that appropriate and necessary technology is available and accessible to the student to meet all IVHS course technology requirements prior to approving a student's enrollment. This does not mean that the public district must provide computers to its students or to non-public students. This means that the district has investigated and is satisfied that the student has access to a computer connected to the Internet, assures that an email account is activated, and that other technology or specifications required for a given IVHS course are in place prior to approving a student to enroll in and begin an IVHS course. Besides the school, computers are usually available for student use at public libraries, community colleges, and community learning centers. It is highly recommended that the student have a home computer to access the course after school hours for extended study and homework. In some localities, laptop computers can be leased or rented for student use. An Internet connection is necessary to access all IVHS courses.

17. What is the Advanced Placement Incentive Program?

The Illinois Advanced Placement Incentive Program 2000 is a federal grant program operated by the Illinois State Board of Education that promotes increased access to high-quality advanced placement through face-to-face and on-line advanced placement (AP) courses for low-income students. Generally, students qualified to participate in the federal Free and Reduced School Lunch Program are eligible for Advanced Placement Incentive Program services and scholarships for on-line courses and AP exam review courses. See your district AP coordinator or (<http://www.isbe.k12.il.us/secondaryed> and <http://www.ivhs.org>) for more details.)

18. How can schools get involved with the IVHS project?

Schools interested in participating in the IVHS project can contact the IVHS at (217) 782-2826 or via email at: ivhs@isbe.net. or download a contacts form from <http://www.ivhs.k12.il.us> and fill it in with the appropriate signatures. IVHS requires local public schools to maintain several contact persons for virtual learners. These individuals are important links with the IVHS team and the virtual teacher. For non-public students, the contact person may actually be someone at home (i. e., parent or guardian), or an on-site contact at the private institution (i. e., teacher, teacher's aide, administrator, etc.). We ask that the non-public contact person maintain communication with the appropriate public school contacts. For adult students, we ask that they maintain communication with the public school contacts. This communication can be via email or telephone and is a great way to raise issues or resolve problems that may occur.

19. How can someone stay current on the latest developments regarding the IVHS project?

Please visit the IVHS Home Page on the Web at <http://www.ivhs.k12.il.us>. The IVHS also has developed a listserv for email distribution for anyone interested in receiving regular updates. Information on how to join this listserv is contained on the IVHS Web Site.

20. What should teachers do if they are interested in serving as on-line instructors for the IVHS?

The IVHS has carried out research necessary to determine the on-line courses, resources, and services most needed by the state's K-12 educational community. The results of this research will provide guidance for decisions related to the need for K-12 on-line instructors. The IVHS has developed a growing list of teachers and schools that have expressed a strong interest in being part of the design and development of the IVHS. Teachers who are interested in serving as an on-line instructor should speak to their school/district about participating in the IVHS barter system or contact the IVHS for part-time teaching opportunities during their personal time during evenings and weekends.

21. Will the IVHS project serve non-public school and home-schooled students?

Non-public school students and home-schooled children may participate in IVHS on-line services and course offerings to the same extent that they are allowed to participate in public school district course offerings as provided for under the current Illinois law. The IVHS requires that home-schooled students work through a local school district to assist with the enrollment process, for purposes of IVHS student records retention, and to ensure appropriate guidance and technical support.

22. How will the IVHS seek input from the educational community?

The MHS is very interested in seeking input from stakeholder groups as it implements the IVHS project. The IVHS is governed by the Illinois State Board of Education and reports from time to time to the Illinois Joint Education Committee comprised of the chief executive officers of the Illinois State Board of Education, the Illinois Community College Board, the Illinois Board of Higher Education, and the Governor's Office. The IVHS has established a broad-based steering committee with a subcommittee structure representative of key stakeholders and interests to provide advice and counsel on all aspects of IVHS activities. Additionally, the Illinois Virtual High School is a member of the Illinois On-Line Leadership Council, a group representing all state government sponsored Web-based education and information services that seeks to coordinate, optimize, and simplify access to on-line services for all Illinois residents. Finally, all IVHS end users will be able to evaluate their IVHS courses and instruction and provide practical advice and comment to IVHS regarding the effective design, development, implementation, and ongoing operation of the Illinois Virtual High School.

23. Will IVHS courses be accredited?

The IVHS is licensing courses from accredited institutions for transfer credit and on-line institutions under accreditation review. All courses have been designed to exacting state or national standards and are credit worthy upon local evaluation and authorization. Advanced placement offerings have been approved by the College Board® and participating colleges offer credit or waiver of equivalent courses for successful completion of a national exam.

All class.com instructed courses are offered through the Independent Study High School (ISHS). ISHS has been fully accredited by the Nebraska Department of Education since 1968 and by the North Central Association Commission on Schools since 1978.

24. How will credit be granted for IVHS courses?

Credit is granted and posted by the student's high school. The Illinois Virtual High School does not grant credit or award diplomas. The participating district, prior to approval for registration, predetermines crediting decisions for successful completion of IVHS courses.

Certain IVHS courses may be taken for advanced placement credit and will be designated accordingly in the course catalog. (Because AP exams are held in May, AP credit options for students enrolling in January 2001 will be limited to one-semester or two-semester intensive AP courses: Microeconomics, Macroeconomics, U. S. Government and Politics, Advanced Placement American Government.)

Dual credit may also be an option for some students. Students interested in pursuing dual credit are advised to consult with their local high school and the IVHS staff.

25. How will the IVHS train and support educators who participate as on-line instructors?

The IVHS will provide face-to-face as well as on-line training in instructional design and on-line pedagogy. IVHS is working on plans to introduce on-line instruction into pre-service teacher prep institutions and on-line in-service opportunities for teachers offered through the IVHS portal.

26. Does a teacher need to have a valid Illinois Teaching Certificate to be an IVHS instructor?

College level and advanced vocational courses do not require an Illinois 09 Secondary Teaching Certificate, nor do transfer courses from accredited institutions. High school course work required for graduation or for college admission taught by the IVHS will require IVHS instructors to have a current and valid Illinois teaching certificate as recognized by the Illinois State Board of Education or possess a current and valid teaching certificate from another state appropriate for local board evaluation for alternative credit transfer purposes. College and university faculty teaching dual credit or dual enrollment IVHS courses would not need an Illinois teaching certificate but must meet their institutions requirements.

27. How will the IVHS ensure that all IVHS courses and services meet standards of high quality?

IVHS is in the early stages of developing a quality assurance process. IVHS-developed courses will meet the requirements of the Illinois Learning Standards. Prepackaged content will align to appropriate state and national standards. In addition, courses will undergo a series of evaluations as they are being developed and during the time that they are offered to students. Evaluations will focus on ensuring that IVHS courses engage students in higher-order thinking, problem solving, collaboration, substantive conversation, and authentic learning with connections to the world beyond the classroom. In addition to high quality content, effective courses also will be designed to reflect best practices in on-line pedagogy, course structure, and assessment of student learning.

28. Will the IVHS help students in the selection of on-line courses and curricula?

IVHS will offer an on-line assessment of on-line student readiness and offer course descriptions and prerequisites. It is the responsibility of the registrar and student services coordinator for each participating high school to offer academic and career guidance to interested students prior to approval of enrollment.

29. Will all of the IVHS courses match the standard semester calendar of most school districts?

Pilot IVHS course offerings will run on a schedule similar to the semester calendar used by school districts but some of the course offerings will allow for a more flexible "open entry, open exit" learning environment schedule. Most will be taught asynchronously and are accessible any time during the school day or night.

30. Will participation in the IVHS impact a school district's Average Daily Attendance accounting?

Based on the policy framework adopted by the Illinois State Board of Education, it is believed that school districts will not be negatively impacted if students enroll in IVHS-approved on-line courses that are part of students' approved schedules. The Illinois State Board of Education will study district recommendations that arise from the pilot semester experience and evaluation to develop explicit criteria related to K-12 Internet-based courses and affected areas of the Illinois School Code. Notwithstanding any provisions required for IVHS participation, the IVHS and all local education agencies must follow all currently applicable school law. (See IVHS Executive Briefing for ADA provisions detailed in *Who pays for IVHS tuition?*)



IVHS School Contact Information Form

In order for your school to participate in the Illinois Virtual High School, the following building contacts are required.

School Name: _____

School Address: _____
Street Address City State Zip

IVHS Building Registrar

This contact will be responsible for approving the enrollment of the student in a virtual high school course. This approval constitutes the appropriateness of the course for the student and the responsibility of the district for the course fee. Whether the fee, or a portion of it, is assessed to the student in turn is at the discretion of the local district. The district will be responsible for payment of course fees to the IVHS. The Request to Register form which is completed online by the student will be forwarded to the email account provided below for approval.

Building Registrar Name: _____

Email: _____ Phone: _____ Fax: _____

IVHS Technology Support Contact

This contact will be responsible for providing local tech support to students/teachers/mentors involved in Illinois Virtual High School courses accessed through the district/school local area network.

Technology Contact Name: _____

Email: _____ Phone: _____ Fax: _____

IVHS Student Services Contact

This contact will be responsible for coordination of services for all IVHS students registered through the school. This individual functions as the point of contact for any performance concerns or non-technology assistance that the student may need in order to be successful in the course. He/she will maintain communication with the student and their mentor regarding any student issues. (example: AP Coordinator, Guidance Counselor, Dean, etc.)

Student Services Contact Name: _____

Email: _____ Phone: _____ Fax: _____

The above are authorized to carry out district and building requirements for participation in the IVHS.

District Superintendent Date

Building Principal Date

Please fax this information to Dr. Brad Woodruff at the Illinois State Board of Education, Phone: 217/782-2826, Fax: 217/785-9210 or submit via email to bwoodruf@isbe.net



Illinois Virtual High School

Appendices

BOARD OF EDUCATION RESOLUTION

WHEREAS, the Board of Education of _____ [insert name] School District encourages each student to pursue learning activities, **whether or not school-sponsored**, consistent with each student's interests and circumstances;

WHEREAS, the Board of Education believes that the Illinois Virtual High School (IVHS) can offer excellent learning opportunities; and

WHEREAS, the Board of Education believes that the IVHS can present opportunities for some students that are not otherwise available to them.

THEREFORE, BE IT RESOLVED THAT:

A. The _____ School District will participate in the ISBE's pilot program on the IVHS to provide learning opportunities for students who reside within the school district. The District may grant up to ____ units of academic or academic transfer credit, to be applied toward a student's transcript, for its enrolled students who complete virtual or online courses offered through the IVHS. Academic or academic transfer credit may be earned if any of the following circumstances occur:

1. The course is not offered at the high school;
2. The student is unable to take the course due to an unavoidable scheduling conflict;
3. The course will serve as a supplement to extended homebound instruction;
4. The student has been expelled from the regular school setting, but educational services are to be continued; or
5. The Principal, with agreement from the student's teachers and parents/guardians, determines the student requires a differentiated or accelerated learning environment.

B. In order to receive academic or academic transfer credit, a student must do each of the following:

1. Take the course during the regular school day or after school hours at a pre-approved site;
2. Obtain the advance permission of the student's counselor and the Building Principal or his/her designee before enrolling in an IVHS course; and

3. Provide, or authorize the provision of, an official record of a final passing grade from the -IVHS or IVHS provider. However, school officials may evaluate the student's work in order to determine a final grade.

C. The tuition fee for non-school sponsored virtual or on-line courses shall be borne by the student. The District may pay the fee for expelled students who are permitted to take virtual or on-line courses in alternative settings.

ADOPTED THIS ____ DAY OF _____, 200____, BY THE FOLLOWING VOTE:

AYES: _____ **NAYS:** _____ **ABSENT:** _____

ATTEST: _____

President

Secretary

Explanatory Notes:

The Illinois Association of School Boards drafted this resolution in December 2000 to assist the implementation of the ISBE's pilot program on virtual learning. This resolution is permissive and its provisions should be changed in keeping with a local School Board's judgment.

A School Board may facilitate non-students' ability to take IVHS courses by including this sentence in paragraph A: "The District will act as a registrar for non-public students who reside within the school district."

A School Board may decide to pay students' tuition for IVHS courses, and, if so, should change paragraph C as follows: "The District will pay the tuition, if any, for any enrolled student taking an IVHS course according to this Resolution." NOTE that Districts can claim ADA reimbursement for IVHS instruction as part of the 5 clock hour minimum daily requirement, provided the district pays the tuition or fees (not the student) and the student takes the course during the regular school day at a pre-approved site.

These explanatory notes should not be adopted as part of the resolution.

Due to the format of the Illinois Principals Association Article (IPA), it needed to be included as a separate file. Please find a separate .pdf file containing the article "Virtual Schools" by David W. Turner as published in the October 2000 IPA Bulletin. This file may be opened with the Adobe Acrobat Reader Plug-In. It can also be found on the Illinois Virtual High School webpage at <http://www.ivhs.k12.il.us/>.