Staff Handbook
Devone Smith, Principal
smithd2@wawmsd.org

Board Approved 02/13/25

Supplemental to the WAWM employee handbook.

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Student Handbook

Every staff member at Deeper Learning Virtual Academy is responsible for reading and enforcing both the WAWM student handbook and <u>DLVA supplemental Student Handbook.</u>

Google Calendar Usage Policy

As part of our commitment to maintaining an organized and efficient workplace, it is essential that all staff members utilize their Google Calendar for scheduling and time management. The calendar is the primary tool for keeping track of meetings, classes, events, and other important professional obligations.

Daily Calendar Check:

Each staff member is responsible for checking all relevant Google Calendars at the beginning of every workday. This ensures that you are aware of your schedule and any updates that may have occurred. Regularly reviewing your calendars will help you stay on top of your commitments.

Punctuality and Attendance:

Please be reminded that all scheduled meetings, classes, in-office work days, and events are non-negotiable. You are expected to attend every appointment as listed in your Google Calendars. Punctuality is crucial; therefore, you must arrive on time for each scheduled event.

Work Hours:

The official school day begins at 7:30 AM, and all staff members are required to be physically present in the building by that time. You should be prepared to start your duties promptly at 7:30 AM. Additionally, staff members are expected to remain on-site until 3:30 PM

 By effectively using your Google Calendar and ensuring your presence at all required times, you contribute significantly to our collective success.

Thank you for your attention to these important matters.

Documentation

Purpose:
To ensure comprehensive support for all students and maintain accountability, it is essential that all communication with families and students is thoroughly documented on the roundtable spreadsheet. This policy establishes the expectations for tracking and recording outreach efforts.

Directive

1. Contact Requirement:
   - Every student in your advisory must be contacted within a two-week period. This regular communication is vital to monitor student progress, address concerns, and foster a strong connection between the school and families. You must also contact students behind pace in the courses you monitor within the two-week period.

2. Documentation on Roundtable Spreadsheet:
   - All communications must be accurately documented on the designated roundtable spreadsheet in both of your columns.

3. Importance of Accuracy:
   - Complete accurate documentation that supports the students by providing a clear record of ongoing communication and interventions.
   - This documentation also serves as a formal record that the work assigned to you is being completed, ensuring transparency and accountability.

4. Review and Accountability:
   - Regular checks of the roundtable spreadsheet will be conducted to ensure compliance with this policy.
   - Incomplete or missing documentation may result in follow-up actions, as it is critical for both student support and staff performance evaluation.

By adhering to this policy, we collectively ensure that every student is supported effectively and that all communication efforts are transparently recorded for ongoing reference and accountability.

Email Signature

To make it easier for families to access key information quickly, best practice is to include that information in your email signature.

Click here for a walkthrough on how to access your signature in Gmail.

Your signature should include the following elements:
- Your name
- Job title
- Email
- Office phone number
- Office room number (optional)
- Link to school website
- Preferred pronouns (optional)
- Link to office hours signup
- Google Maps link to school office address
- Link to Facebook page

Example:

Best,
-Dr. Matt Schneider (he/him/his)
schneiderm@wawmsd.org | 414.604.4400x1417 | Rm. 206

_____

Middle/High School English Teacher
Deeper Learning Virtual Academy
1117 S. 104th St, West Allis, WI 53214
Office Hours by appointment (click here to sign up)
Follow us on Facebook!

Communications Log

Every contact with parents, guardians, and student advocates must be documented. If it is not documented, it did not happen; if it is not documented in an easily-accessible way, it compromises our transparency with families and our ability to respond quickly to important queries and challenges.

Each staff member will use the same Google Form template to document contacts. Make a COPY of it and adapt the details of it for yourself.

First, retitle the template to include your last name and homeroom name range, as shown in the example below.

24-25 Outreach - Schneider (A-E)

In the box titled "Student Name (Last, First)," include the names of all the students in your advisory, followed by their cohort, along with the names of their guardians and the best phone number and email by which to contact them. Here's an example:

☐ Anicya BOOTH [25-26] / Jennifer Payne [p] / 414-587-7121 - JENNIFERPAYNE817@GMAIL.COM

☐ Taylor BRISTOW [26-27] / Amanda Stolp [p] / 414-559-4602 - AMARIES431@GMAIL.COM

Once you have finished adapting the form to include your own name and students, click on the Settings tab make sure of the following:
- Under Responses, make sure that:
  - Email addresses are verified
  - Responders should not receive a copy of response ("Off")
  - Restrict to users in WAWM
- Under Presentation, make sure that:
 - Activate Show link to submit another response

Embed the link to your Outreach Form in the Resources tab. First, click on Preview in the form to access the form-fillable version of the form. Then copy the URL.

Next, simply highlight the text in the cell under "Onboarding Resources" set aside for your form. Then use Command+K to open the embed hyperlink option.

Once you have finished verifying your Settings, it's time to make sure that the responses all feed into the 24-25 Roundtable Spreadsheet. This is so that all of our respective contacts are recorded in the same place in real time.

Currently, there is a blank tab set aside for each staff member next to their full name. It starts with the last name alphabet range of your advisory cohort, followed by the first four letters of your last name in parentheses. You may delete that tab before you begin the next steps, but remember that the new tab should have the exact same format as the blank one currently in the spreadsheet.

In order to link the responses from your form to our Roundtable Spreadsheet, first click on Responses, then click on the three vertical dots next to "View in Sheets":
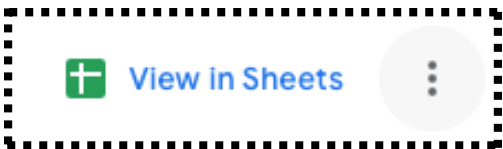
In the menu that pops up, click on **Select** destination for responses.
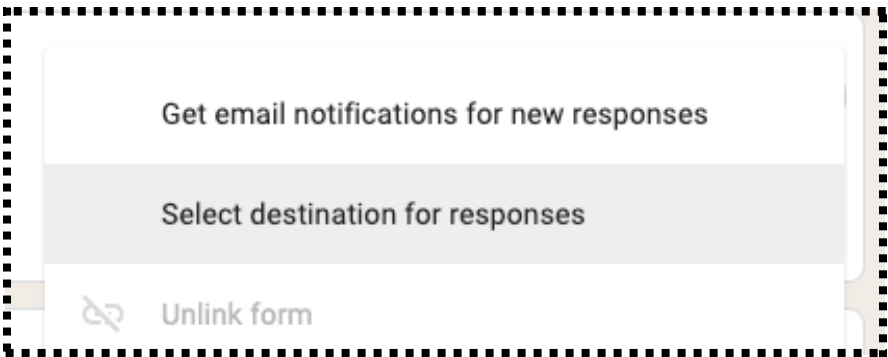
Click on **Select existing spreadsheet**, then click **Select**.
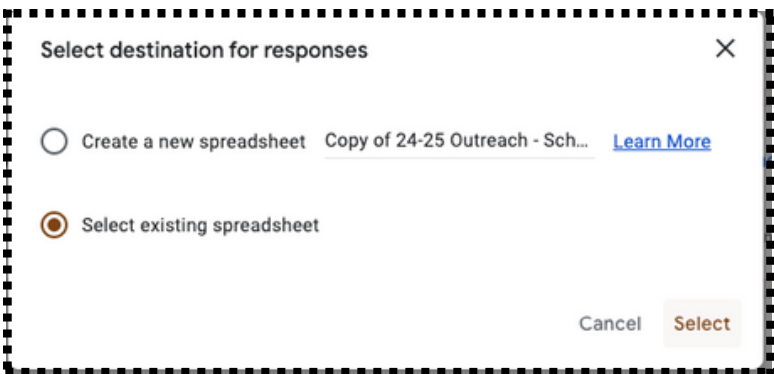
In the menu that pops up, find the 24-25 DLVA Roundtable Spreadsheet in your Google Drive. You may browse for it or simply type the name of the title into the search bar, as shown below. (It should be the result in the upper left.)
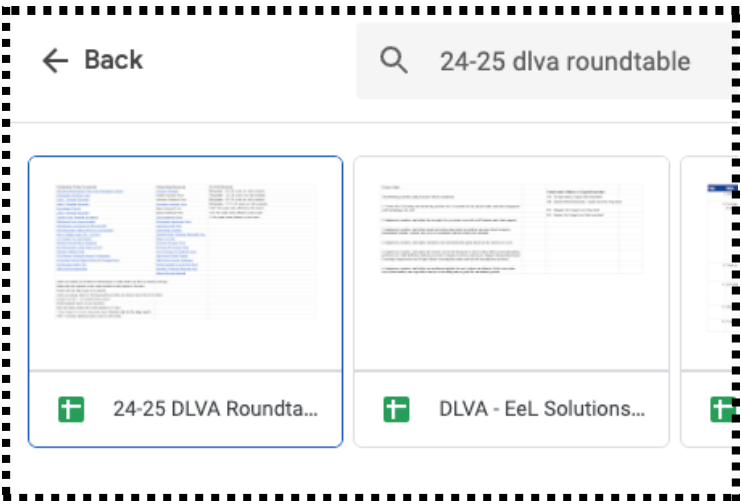
Click on **Insert**. After a few moments, the link will be complete, and you should click on View in Sheets to see it. Click on the downward **carrot** in the tab to bring up the menu, as shown below.
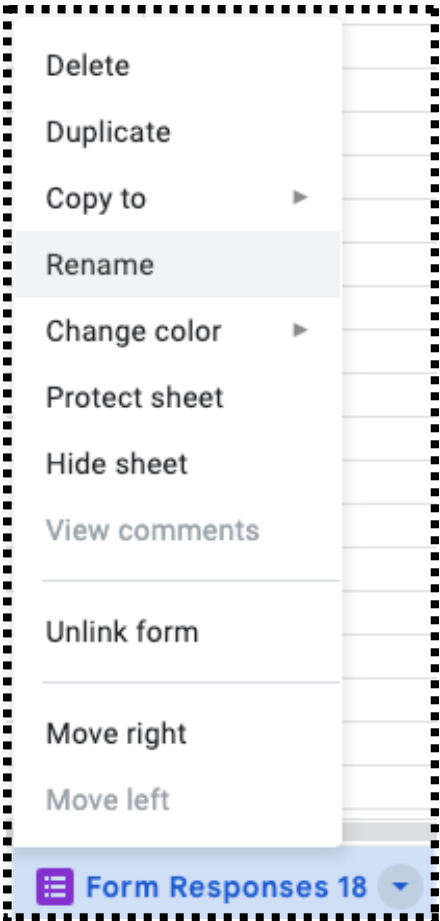
Once you click on **Rename**, make sure to follow the format of the original tab name, as shown in the example below.

Absences and Sick Days

Please review the WAWM Employee Handbook's statement about sick days.

When you know that you're going to miss part or all of a school day due to illness or an appointment for yourself or a family member, you will:

Make a time off request in Skyward Finance for the half or full day you are missing before the end of the day you were absent by 3:30 pm. If it is Sunday, please put the request in that day.

All staff work from 7:30 a.m. to 3:30 p.m. If you miss the first half of the day, you will miss 7:30-11:30 a.m.; if you miss the second half, you will miss 11:30 a.m. to 3:30 p.m.

Set your Google status to away and add an out-of-office message for parents and students. Create an out-of-office automatic email and email all families and students to alert them about your absence. Cancel all of your calendar invites to alert your families and students that sessions will not take place that day.

Staff may not use videoconferencing or working from home to substitute for missing all or part of an in-office day. Staff members are responsible for reading meeting minutes and following through on all actions for meetings in which they are absent.

The daily schedule will remain consistent and can only be adjusted by the administration.

Staff Absence Protocols

When you're out:
- delete calendar commitments for the day and remind students in the cancel message to work on EDGE
- put an away message up in your Gmail for whom to contact and that you're out
- complete a request on Skyward Finance and submit it for Devone no later than 7:30 am
- email your advisory students (if necessary) and let them know to go to their backup Spark

Backups

Spark advisory backups

Shinae -> Kristin
Kristin -> Matt
Matt -> Sara
Sara -> Melisa
Melisa -> Shinae

Leadership Backups

When Devone is gone -> Matt
When Devone & Matt are gone -> Melisa
When Devone, Matt, & Melisa are gone -> Jody

Discretionary Time Off

This is planned time off; you may take sick leave without advance notice.

Days must be submitted to the Administration at least 1 month before approval.

Discretionary leave may not be taken during the following days:
Professional Development
In Office Days
State Testing
School Events
Graduation

Mandatory On-Campus Office Days Policy

Purpose:

Monday-Wednesday-Friday

The purpose of coming to campus is to hone our protocols and sustain our infrastructure. Meeting on campus on a regular basis provides staff the structure and institutional support to collaborate more efficiently on tasks that require the input and participation of all of us.

In order to meet our students' needs, many systems and processes to serve even more students – to build our capacity and keep growing into a leading virtual school in our state – must be delegated to all staff members. Meeting in person is the best way to ensure that everyone has the opportunity to cohesively and collaboratively accomplish those tasks.

All staff members are expected to adhere strictly to this policy to ensure the continued growth and success of our school.

Policy Overview:

All staff members are required to work from their on-campus offices on designated mandatory in-person days. These days are clearly marked on the school's Google Calendar and are subject to change based on the evolving needs of the school. Compliance with this policy is non-negotiable.

Attendance Requirements:

Arrival: **All staff must be physically present in their on-campus office no later than 7:30 AM on mandatory in-person days.**

Departure: Staff are expected to remain on campus until 3:30 PM.

Calendar: Mandatory in-person office days are scheduled in advance and can be found on the school's Google Calendar. **These dates may be adjusted as needed to align with the school's data, objectives, and operational requirements.**

There is no option for remote work on mandatory in-person days. Attendance on campus is essential to fulfill the objectives of these days.

Teaching/Master Schedule

<u>HERE</u>

No changes may be made to the master schedule without administrative approval. No changes may be made to the students assigned to advisory without administrative approval.

Advisory

Days & Time: Advisory will take place every Tuesday and Thursday from 8:00 AM to 8:30 AM.

Purpose of Advisory: The primary goal of Advisory is to provide students with a time to engage with important school-wide information, build a stronger sense of community, and address any student concerns. **Each staff member is responsible for working with their advisory and no changes may be made to the assignments or schedules.**

Advisory Activities: During Advisory sessions, staff should focus on the following:

Review Monthly Newsletter:

Review key sections of the monthly school newsletter with students. This includes updates on school policies, upcoming events, academic deadlines, extracurricular opportunities, and announcements.

Answer Questions & Clarify Information:

Encourage students to ask questions or seek clarification about school announcements, upcoming events, or general inquiries about school policies and expectations.

Provide Reminders:

Remind students about upcoming mandatory in-person tests, assignments, school events, and any other deadlines. This includes ensuring they understand the expectations and dates for tests or projects.

Community Building:

Dedicate a portion of Advisory time to fostering a positive and inclusive community atmosphere. Engage students in discussions, team-building activities, or brief exercises that promote a supportive school culture.

Staff Responsibilities:

Be punctual and prepared for each Advisory session.

Ensure that all relevant information from the monthly newsletter and school communications is reviewed with students.

Proactively address any student concerns or questions during the session.

Promote a positive and inclusive environment for all students during Advisory time.

Onboarding

Overview

The onboarding process is a crucial part of welcoming students into our school community and ensuring a smooth transition for all students, both new and returning. **Each teacher is responsible for their advisory students and changes may only be made with administrative approval.** This policy outlines the procedures for onboarding students at the start of each school year, ensuring consistency, thoroughness, and proper documentation.

Applicability

This policy applies to every student in each advisory cohort, regardless of their status as a returning or new student.

Procedures

1. **Returning Students:**
   - Outreach Method: Each returning student will receive a personalized phone call from their assigned advisor.
   - Documentation: All phone calls must be documented on the Roundtable Spreadsheet. If the call is not documented, it will be considered as not having occurred.

2. **New Students:**
   - Onboarding Session: New students will participate in an in-person onboarding session with their assigned advisor.
   - Session Length: Each onboarding session will last between 35-45 minutes.
   - Scheduling: All sessions must be scheduled via the DLVA Staff Google Calendar, ensuring that there are no conflicts and that all stakeholders are informed. A copy of the appropriate grade-level course request form should be included in the Google Calendar invite for students and parents to complete prior to their scheduled onboarding session.
   - Onboarding Checklist: During the session, the advisor will use the standardized onboarding checklist to guide the conversation and ensure all necessary information is covered.
   - Documentation: Similar to returning students, the details of each onboarding session must be documented on the Roundtable Spreadsheet. If it is not documented, it did not happen.

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Preparation for Onboarding

- Every school day, check the Pipeline tab in the morning
- If a student is in the Pipeline tab for your cohort, reach out to parent/guardian right away (before end of day) to verify interest in enrollment
  - Do they still want to enroll?
    - Depending on whether it's already fall or spring semester, clarify starting semester in that column
  - Parent/guardian must complete acceptance form in the welcome letter sent out by Devone
  - Clarify whether family needs to activate/reactivate at Enrollment Center. This must happen BEFORE onboarding and start date.
- Agree on start date and set it for family
  - Onboarding date after 3rd Friday is always the last on-campus day of a school week Wednesday or Friday)
  - Communicate start date to both Diana and Kim immediately (before end of day on the day that the start date is agreed upon), Copy parent on notification
- Start date should be 1 days before onboarding session (typically on a Thursday)
  - Advise families that they do not attend their brick/previous school on the day before onboarding
  - Onboarding session should be within a week (before 3rd Friday, next day if necessary, preferably at least one day between contact and start date)
  - Create calendar event on DLVA staff calendar for Devone that clearly states name of student and grade for the school day before the start date so that she knows to add that student to the middle school schedule or high school advisory the day before so the student will sync to Edgenuity overnight.

Preparation for Onboarding (cont'd)

- Remind the family that the student should attend the in-person school until the school day before the start date.
- **Start date** should be on/before onboarding date
- The transfer should be maximum two days before onboarding; the goal is to have infrastructure in place before students start
- Default to next Monday (next calendar week, next Wed if confirming w/family on Friday afternoon)
- Send email with specific time that the family will come to do onboarding, including expectation that at-home learning coach and student come to that meeting. Give the parent 24 hours to indicate if that time works or not. If need to reschedule, we will set times that fit into our staff schedule.
- During initial phone call, explain that onboarding windows are dictated by staff availability and must happen as soon as we can get a student onboarded. It is the nature of this school that families/students must come to the building when we are available for the initial onboarding so that future visits are not necessary.
- Remind families that all equipment from other schools must be returned to school prior to start date OR be brought to onboarding session.
- Get a laptop and charger from Room 202 for the student and email Brandon to a.) check the laptop out to the student and b.) provide that student's username and password. Make sure to provide him the bar code number. Keep that device in your room until onboarding session. Charge it in advance if possible.
- If scheduled into Skyward before onboarding, and if Skyward has synced w/Edgenuity, add Edgenuity classes to student account and set dates. (See Late Start protocol.)
- Add student to any relevant Google Calendar invites for synchronous sessions
- Add student to your Spark cohort (class) on Edgenuity the day before the onboarding
- Email student and parent the weekly schedule template for that grade band

Onboarding Session Checklist

- Enter the 15-Day Start/End Dates in your cohort tab as the next school day after onboarding and 15 school days after that
- Internet access provided by families.
- Student was able to log into the computer.
- Student has usernames and passwords saved.
- Teacher read the <u>technology agreement</u> to both student and guardian.
- Teacher asked for questions about the technology agreement.
- Guardian signed the technology agreement.
- Teacher read the <u>participation agreement</u> to both student and guardian.
- Teacher asked for questions about the attendance agreement.
- Guardian signed the attendance agreement.
- Teacher read the <u>Learning Coach agreement</u> to both the student and the guardian.
- Teacher asked for questions about the attendance agreement.
- Guardian signed the Learning Coach agreement.
- Student and Guardian understand the Forward and ACT testing expectations.
- Student and Guardian understand the FastBridge testing expectations.
- Edgenuity overview and Actual Grade explanation
- Open Enrollment students provide the following information
  - Name of current school:
  - Contact for requesting record:
- MS/HS Student was able to log into:
- Zoom tutorial; all permissions granted
  - Test cam, mic, screen share
- DLVA Student Guide
- District Handbook
- Skyward access
  - Verify parent contact information
- Kami installed
- Clever login
  - Edgenuity walkthrough & orientation video
  - FastBridge
- Camera expectations
- Participation Expectations
- Email Expectations
- Student schedule overview
- In-person requirements (test days)
  - Complete <u>Forward Testing Survey</u> (only for spring)
  - Name of Previous School:
- Online testing days
- Schedule Request Forms for incoming high school students
  - complete course requests during onboarding and email Diana to alert her that it's done
    - <u>9th</u>
    - <u>10th</u>
    - <u>11th</u>
    - <u>12th</u>

Offboarding

Purpose:

To ensure a smooth and accountable offboarding process for students leaving the school, whether due to graduation or transferring to a new institution.

COE Form Submission:

A Change of Enrollment (COE) form must be completed for every student who is offboarding, either by you or the student's guardian.The completed form must be submitted promptly to ensure accurate record-keeping.

Notify the Secretary:

Once the COE form is submitted, email the school secretary immediately so that they can complete the necessary paperwork for the student's offboarding process.

Technology Return and Tracking:

You are responsible for coordinating the return of any school-issued technology (e.g., laptops, tablets) on the roundtable spreadsheet.

You may arrange for the secretary to collect the device between 8:00 AM and 1:00 PM. However, if collection needs to occur before 8:00 AM or after 1:00 PM, it becomes your responsibility to manage.

Ongoing Outreach for Technology Return:

If the student's device is not returned within one month of offboarding, you must continue outreach efforts to retrieve the device.

After one month, if the device is still not returned, you are required to email Brandon to request that the device be locked. This action must also be documented on the roundtable spreadsheet.

Accountability:

Regular monitoring of the roundtable spreadsheet will be conducted to ensure all offboarding steps are properly completed.

Failure to follow these procedures may result in follow-up actions, as it is essential to maintain accountability and protect school resources.

By adhering to this policy, the school ensures a consistent and accountable offboarding process that protects both student records and school assets.

Offboarding Protocol

- Follow the Third Participation Letter Protocol if student is being removed from the school for violating the participation policy
- Families who request a transfer should complete the COE form within seven (7) days of requesting the transfer
  - If the family does not complete the form, the advisor completes the form on behalf of the family, then notifies the family that the COE form has been completed on their behalf
- Confirm with Kim and Diana the student's last day at DLVA and the start date for next school
- Confirm with family the last day of school at DLVA
  - Last day of school should be the Friday on the calendar week following completion of the COE form
  - Students will start at their new school the Monday after their end date
  - If the weeks don't end/start on Friday/Monday, use the last/first days of the week.
- Reach out to family and remind them to return the device and any other equipment to DLVA within seven days of last day at DLVA; give Kim's office hours: 9:30-1:30.
  - In-district students may return their equipment to the front desk at their brick in-district school, and Brandon will pick it up if we notify him
- After the start date for the student at the new school, remind Diana to remove the student's entire schedule from Skyward for DLVA
  - Also disable all of the student's EDGE courses, but do not archive the student (this will happen automatically at the end of the year)
    - Remove student from cohort Class in EDGE
  - Notify Brandon to lock the device
- Follow up with Kim if student remains in Skyward roster after end date
  - Kim will follow up with next school and/or family to check on transfer progress

Pipeline

Objective:
This policy ensures effective communication and management of incoming and outgoing students, fostering smooth transitions and timely completion of procedures. It also provides clarity for guardians and students while ensuring students are prepared to start on time and devices are efficiently managed.

Incoming Students: Potential students will receive a phone call from their assigned teacher within one week of submitting an application.

Cohort Assignment: Incoming students will be assigned to teachers based on last name cohorts.

Outgoing Students: Guardians seeking to transfer or withdraw their student will complete a Change of Enrollment (COE) form.

Device Management: Devices must be returned within one month of withdrawal or transfer. Homeroom teachers are responsible for tracking device returns and must contact Brandon to lock devices if they are not returned within the timeframe.

Preparedness: New students will feel prepared and confident to start successfully at the Deeper Learning Virtual Academy (DLVA) on their designated start date.

Student Assignment: Incoming students will be assigned to teachers based on last name cohorts.

Pipeline Monitoring: Teachers are expected to check the pipeline tab daily to track new assignments and student progress.

Communication: Potential and new students will be contacted weekly.

COE Forms: COE forms must be completed every time a student is withdrawn or transferred, either by staff or guardians.

Device Returns: Devices must be returned within one month of the withdrawal or transfer date. Homeroom teachers are responsible for monitoring this timeline and contacting Brandon to lock the device if it is not returned within the designated period.

Points of Contact for Clarification:

Devone Smith: For any questions or concerns regarding terminology, enrollment, or clarification of responsibilities.

Brandon Schumitsch: For device locking requests if a student's device is not returned within the one-month period.

This policy ensures staff are proactive in managing incoming and outgoing students, guaranteeing smooth transitions and proper accountability for school resources.

Roundtables

The following roundtable protocol is adapted from <u>exemplary documents</u> provided by Dr. Brita Martin-Lindsey.

Introduction

The Roundtable Protocol may be used to monitor students' social/academic progress and the school community's support. It facilitates conversations regarding how students and families respond to the school community and learning spaces. The protocol is used in a 100% virtual learning environment for various aspects of school accountability and improvement, such as monitoring student groups, students with disabilities, graduation, academic growth/progress, response to interventions, instructional efficacy, post-secondary readiness, administrative support, and school culture.

Graduation Roundtables

Graduation Roundtables are designed to facilitate high school students graduating in 4 years, post-secondary ready. Preparation for graduating with the required 24 credits starts from the moment students enter the education system at the earliest ages. We will focus our roundtable protocol on students starting in sixth grade, since the middle school grades are so crucial to the transition to a successful high school career, and because DLVA is working toward evolving into a 6-12 service model starting with the 25-26 school year.

Beginning with the 4th-year cohort (seniors who should be graduating in the 4th year), teams composed of administrators, counselors (cohort advisors), and appropriate support professionals such as social workers routinely reviewed each student's progress using data recorded in our <u>24-25 DLVA Roundtable Spreadsheet</u> and in Edgenuity.

Pre-Work (Before the Roundtable)

Each advisory teacher is responsible for keeping up on the progress for the students assigned to their homeroom. In the days leading up to a roundtable, each homeroom advisor must complete the following tasks in order to be prepared for a succinct, well-informed roundtable discussion of their students.

- Review enrollment documents and contact families if any questions, conflicts, or gaps exist
- Complete official transcript request form and share with Devone
- Complete the district credit check sheet during the enrollment process using the provided transcripts
  - Diana Dahm (dahmd@wawmsd.org) is our school's guidance counselor. She puts all official transcripts into this folder.
- Verify the initial schedule (District Plan requires 24 credits), communicating course completion expectations to the student and parent/guardian; let the family know the schedule could be changed after the official transcripts are received; make sure the student is scheduled in enough courses to graduate in 4 years (at least 6-7 initial credit courses/year; may need 7 initial credit plus credit recovery)
- Routinely (weekly) monitor EDGE course engagement and the receipt of official transcripts
- Review updates to the credit check sheet as needed (when records are received, students pass or fail courses, etc.), determining the number of credits needed to graduate in 4 years
- Contact students once every two (2) weeks, letting them know how they are doing with engagement and successful course completion

The Work (The Roundtable Itself)

The entire staff comes together each week to review and discuss together each student's progress. The roundtable cycles through each student individually, going cohort by cohort, starting with current-year seniors and working backward toward sixth-graders. Once every student has been discussed in roundtable, the cycle starts again with seniors.

General Protocol

- The roundtable leader for the week determines the students to be reviewed and the appropriate participating team members (administrator, cohort advisors, educational support staff)
- All staff has the roundtable spreadsheet and Edgenuity open on their laptops.
- One staff member volunteers to make updates to the roundtable spreadsheet as necessary and takes notes as needed
- The leader calls the appropriate student's name, giving the team an opportunity to review the data
- The relevant homeroom advisor provides feedback regarding the student
- The next steps are determined (strategic scheduling, phone calls, interventions, etc.) and assigned to specific staff members, noted on the sheet
- The next student is called, reviewed, the next steps determined, assignments made, and the sheet updated until the pre-determined students are reviewed
- The roundtables continue by cohort until each high school student is reviewed

Homeroom Advisor Report

- Is the student on track or ahead in Edgenuity classes?
  - Note first general trend, then particular deviations
  - Time spent on modules, general login habits, more granular breakdown on particular types of assignments & subjects if necessary
- Credit situation: any updates since last roundtable review?
- Participation report: letters needed or recommended? Have they been sent out from previous updates?
- Summarize results of outreach attempts
  - Successful contact?
  - Able to talk to parent/guardian and student all together?
  - Nature of dialogue?
  - Significant contextual factors? (illness, family events, etc.)
- Next steps: note in spreadsheet and follow-up next time

Post-Work (5-min. debrief)

After the roundtabling of individual students comes a 5-10 minute review of any trends or data that have cropped up in the previous few roundtable sessions.

Any further action items that may result in changes to schoolwide protocols or practices should be noted in the spreadsheet and requests for equipment or specific advocacy within the district should go into the appropriate Google Form, either for Devone (questions/reminders) or as notes for further staff discussion at weekly meetings.

School systems and support respond and adjust appropriately to the needs of students and families. Those changes are data-driven and student-focused.

Synchronous Sessions

All synchronous sessions, including groups, office hours, live classes, and SPED sessions, must begin on time, with instruction immediately focusing on the students present.

If no students attend, the session remains open for its scheduled duration, and the time should be used to reach out to the absent students.

Staff are required to follow up with any students who did not show up after the session ends.

Student Office Hours Protocol

Create your Space: Please see the Beginning of the Year Tasks protocol in the Staff Handbook for information on how to set up your zoom, add other instructors as co-hosts, create an Office Hours sign up and how to add your sign up link to your email signature.

Data Review and Assignment: When reviewing your data during EDGE monitoring or Outreach and Documentation time, identify students in your advisory cohort who are not on track (blue) or ahead (green) in Edgenuity coursework and assign them to office hours the Office Hours tab of the <u>roundtable spreadsheet</u>, either with yourself or another teacher. If the student only needs extra work time, they should be assigned to work with their advisory teacher. If the student needs help with specific content, they should be assigned to office hours with the content area teacher.

Notification: Email the student and copy their parent or guardian to inform them of the office hours assignment. Students will join via the Zoom link provided for their content area teacher.

Pre-Session Check: Review the list of students assigned to office hours before your scheduled session to ensure you are prepared.

Attendance Tracking: Note whether each assigned student attends the office hours session on the Office Hours tab <u>roundtable spreadsheet</u>.

Room Availability: Ensure that the office hours room remains open for the entire duration of the scheduled time. Individual sessions can last anywhere from 15 minutes to an hour depending on student need and teacher availability.

Office Hours Sign-up: Students can also use the Office Hours sign-up link for the content area teacher they need to see.

Student Management: If more than one student is logged into Office Hours at the same time, teachers will assign students to breakout rooms and regularly check in to monitor their progress.

Edgenuity Monitoring

Edgenuity curriculum and support is the core of our school in its current iteration. Our mission is to support our students' productive engagement with the Edgenuity interface and curriculum. Several best practices ensure compliance with that goal, and it is our responsibility to follow them, as enumerated below.

Edgenuity Access

Log into Edgenuity through Clever. Once you're logged into Clever using your Google credentials, you are automatically synced with our school's profile in Edgenuity.

Edgenuity Classes

Classes are the best way

Semester 1 EDGE Goals

15% | **15 Day Strong Start**
15% Complete in <u>all</u> courses by the 15th Day of school.

30% | **Quarter 1 Progress Report**
30% Complete in <u>all</u> courses.

55% | **Quarter 1 Report Cards**
55% Complete in <u>all</u> courses.

80% | **Quarter 2 Progress Report**
80% Complete in <u>all</u> courses.

100% | **Quarter 2 Report Cards**
100% Complete in <u>all</u> courses.

Semester 2 EDGE Goals

30%	**Quarter 3 Progress Report** 30% Complete in <u>all</u> courses.
55%	**Quarter 3 Report Cards** 55% Complete in <u>all</u> courses.
80%	**Quarter 4 Progress Report** 80% Complete in <u>all</u> courses.
100%	**Quarter 4 Report Cards** 100% Complete in <u>all</u> courses.

Edgenuity Extensions

Students are required to remain on target to complete courses by the end of the semester in which the course was assigned. Extenuating circumstances may prevent a student from completing a course on time. In such cases, the parent may submit an extension request two weeks before the semester ends.

Teachers do not automatically grant students extensions.

The teacher will work with the student throughout the semester to stay on target, but it is the Learning Coach and student's responsibility to remain engaged. Extensions will not be granted for non-participation, late enrollment, raising a grade, or absences. Students are expected to consistently work 5-7 hours a day, five days a week, to finish the semester on time. If a student is behind on their coursework, they are expected to catch up by adding time to their daily schedule or working on weekends and holidays.

Extension Guidelines
- Students must be within 10% of course completion.
- Extensions last 7 days. Additional extenuating circumstances will be reviewed on a case-by-case basis.
- Teachers may reach out to students who can benefit from an extension.
- Students may reach out to teachers regarding extensions.
- The teacher will make the final judgment call on granting extensions.
- The grade goes in as an F and a grade change will be requested if the student completes the course following the designated timeline.
- If a teacher denies an extension, appeals go to the administration via an email to smithd2@wawmsd.org and must include the following:
    - Student's full name
    - Course name
    - Percentage of the course that has been completed

Academic Course Prioritization and Credit Recovery Policy

Core Course Priority

Students who fail core courses should have these courses prioritized for enrollment in the following semester whenever possible. Counselors, advisors, and administrators should ensure that scheduling reflects this priority to support student success.

Elective Course Enrollment

Elective courses should be scheduled as a secondary priority after core course requirements are met. Staff should guide students in selecting electives that align with their academic and career goals while ensuring they remain on track for graduation.

Initial Credit for Previously Failed Courses

Students who have failed a course should be given the opportunity to earn initial credit for that course in the following semester. Teachers and support staff should provide necessary resources and interventions to help students succeed.

Course Load Requirements

Students should be enrolled in seven courses per semester, with an eighth course assigned as needed. Counselors and academic advisors should ensure balanced scheduling while prioritizing required coursework.

Credit Recovery

Credit Recovery courses should be continuously assigned to students who are behind in their core classes until they have regained all necessary credits. Staff should monitor student progress and provide interventions as needed.

Summer School Opportunities

Students who have completed all core course requirements may take elective courses during Summer School. Staff should inform students of these opportunities and encourage participation when appropriate.

Edgenuity Completion and Teacher Discretion

If a student completes their Edgenuity coursework but does not pass, the teacher has the discretion to either reset necessary modules in Edgenuity or assign an alternative project. Teachers should use their professional judgment to determine the most effective approach for student learning and mastery of content.

15 Day Strong Start Policy

At DLVA, we believe every student should be on track to earn 24 credits by the time they reach the end of their senior year. That belief guides our participation policy and our 15 Day Strong Start policy. By the end of the first 15 days of enrollment, students are expected to complete at least 15% of each of their Edgenuity courses. Teachers, students, and at-home Learning Coaches work together to monitor progress, set action steps, and ensure that students have every opportunity to fully engage in the curriculum.
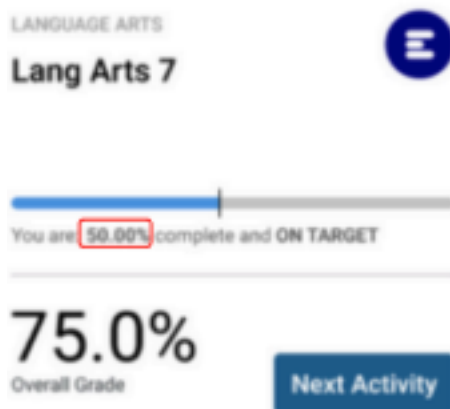
Students considered fully participating in DLVA remain "on track" (blue) or "ahead of track" (green) in every EDGE course. Students not meeting these criteria, which align with state statute Section 118.40 (8)(g), may not be eligible to remain enrolled at DLVA. These students will be withdrawn and returned to in-person learning at their zoned school.

Keeping school equipment past the effective withdrawal date constitutes theft of school property. Any school-issued equipment is due back within 10 days of the effective withdrawal date to the DLVA office in the Madison Building located at 1117 S. 104th St. The office hours of the Madison Building are 9 am to 1:30 pm Monday through Friday during the school year.

15 Day Strong Start Conferences

Each week, advisory teachers monitor student progress on Edgenuity. Any student who has not met the 15% goal in each of their courses by Day 15 of Enrollment will be assigned to a 15 Day Strong Start Conference.

- Students can view the percent complete on their home screen.

LANGUAGE ARTS

Lang Arts 7

You are **50.00%** complete and ON TARGET

75.0%
Overall Grade

Next Activity

- Parents can view their percent complete on their student's Edgenuity progress report.

Progress

Current: 30% | Target: 27%

Start Date: 09/03/2024
End Date: 01/17/2025

Teachers roundtable about each student to determine whether a student would benefit from having an academic plan put into place or if the student would benefit more from returning to an in-person academic setting.

All Strong Start conferences will be scheduled on Fridays during Office Hours. Conferences are held via Zoom. Dr. Smith, the Advisory teacher, student, and family should be in attendance. Families are notified by email that they have been assigned to a Strong Start conference no later than the end of the day on the Monday before the conference. Discussion will ensue regarding the current academic progress of the student, as well as recommended next steps. The results of the conference will be notated on the 24-25 Master Roundtable Agenda.

15 Day Strong Start Conferences

In-District Student Removal

- The advisory teacher will print the 15 Strong Start Removal letter the Monday morning after the Strong Start Conference and give 2 copies to Kim. One to be mailed and one for the student's cumulative folder.
- The advisory teacher will email the letter to the guardian as well on Monday.
- The advisory teacher will email the change of enrollment form to families to fill out after the conference on Friday. If it is not filled out by the parents by Monday, the advisory teacher will fill in the form.
- The secretary will check the change of enrollment tab of the roundtable spreadsheet and will complete transfer paperwork.
- Students identified for removal will have a start date at their in-person school a week from the Monday that the letters were sent out.

Out-of-District Student Removal

- The advisory teacher will print the 15 Strong Start Removal letter the Monday morning after the Strong Start Removal Conference and give 3 copies to Kim. One to be mailed to the family, one to be mailed to their home district, and one for the student's cumulative folder.
- The advisory teacher will email the letter to the guardian as well on Monday.
- The advisory teacher will email the change of enrollment form to families to fill out after the conference on Friday. If it is not filled out by the parents by Monday, the advisory teacher will fill in the form.
- The secretary will check the change of enrollment tab of the roundtable spreadsheet and will complete transfer paperwork.
- Students identified for removal will have a start date at their in-person school a week from the Monday that the letters were sent out.

Participation Letter Protocol

Preparing and Sending Letters

- The advisory teacher prepares letters each Tuesday, using the templates available in the roundtable spreadsheet.
- The advisory teacher prints the participation letters Wednesday morning and gives 2 copies to Kim: one to be mailed and one for the student's cumulative folder.
  - The teacher is responsible for folding and placing in a sealed envelope the letter that will be mailed to the family.
- The advisory teacher will email the letter as an attachment to the guardian as well on Wednesday.
- The advisory teacher will blind carbon copy (bcc) the school guidance counselor (Diana) on the emails to the guardian for the second and third participation letters.
- When a letter is sent, the advisory teacher must check the box under the appropriate column in the spreadsheet tab for that teacher's homeroom, and the teacher must include the date that the letter was sent.

Criteria

Advisory teachers have some latitude to use professional judgment about specifically when it is necessary to send participation letters to their students. However, all advisory teachers should follow these guidelines:

- 1st and 2nd letter should be sent when a student is behind (in the red) in more than one course on Edgenuity.
- Contextual considerations that might prevent a letter from being sent must be noted in the roundtable spreadsheet prior to the Tuesday on which letters should be prepared.

Participation Policy

Regular participation in academic work during the school week is a condition of enrollment at Deeper Learning Virtual Academy. The purpose of requiring regular participation in coursework throughout the week is that it ensures a higher probability of success in our program, just as it does in any other educational setting. Not participating regularly puts students at risk of learning loss and failure to earn the grades or credits they need to progress in their academic career.

Pursuant to Wisconsin State Statute 118.40(8)(g), students may receive a total of 3 notices for not participating responsively in DLVA academic instruction for 5 consecutive days.

Per that statute, whenever a student attending a virtual charter school fails to respond appropriately to a school assignment or directive from instructional staff within 5 school days, the governing body of the virtual charter school shall notify the pupil's parent or guardian. The third time in the same semester that a pupil attending a virtual charter school fails to respond appropriately to a school assignment or directive from instructional staff within 5 school days, the governing body of the virtual charter school shall also notify the school board that contracted for the establishment of the virtual charter school, the school board of the pupil's resident school district, and the department. The school board that contracted for the establishment of the virtual charter school may transfer the pupil to his or her resident school district. If the pupil is a resident of the school district that contracted for the establishment of the virtual charter school, the school board may assign the pupil to another school or program within that school district. If the school board transfers or assigns a pupil, it shall notify the pupil's parent or guardian and the department. If the parent or guardian of a pupil attending a virtual charter school notifies the virtual charter school in writing before a school assignment or directive is given that the pupil will not be available to respond to the assignment or directive during a specified period, the school days during that period do not count. The virtual charter school shall require the pupil to complete any assignment missed during the period. This subdivision applies to no more than 10 school days in a school year.

Participation Policy Continued

The parent or guardian of a pupil transferred to the pupil's resident school district may appeal the transfer to the department within 30 days after receipt of the notice of transfer. The department shall affirm the school board's decision unless the department finds that the decision was arbitrary or unreasonable.

Failure to respond to a directive includes, but is not limited to:
- non-attendance in synchronous and/or asynchronous sessions,
- non-participation while logged into synchronous sessions,
- not logging into learning management systems at assigned times,
- not staying on track with asynchronous coursework,
- not submitting project work,
- submission of blank assignments,
- academic dishonesty, and/or
- inappropriate behavior.

Students should put in an average of 5-7 hours per day on Edgenuity, depending on their synchronous schedule. In order to maintain progress in the course to finish on time, their progress will appear in blue (on track) or green (ahead). A student in good standing will be on track (blue) or ahead (green) in the time/count columns next to each of the course names in the Edgenuity progress report. The student must budget time every school day to do their asynchronous course work in addition to attending required synchronous sessions. The school day goes from 8 am to 3 pm, and every student is expected to use that time to complete assigned coursework.

In order to be considered for re-enrollment at DLVA, a student must demonstrate a full school year of adequate academic progress at another institution.

Third Participation Letter Protocol

- Verify that the first and second letter have been sent, added to master spreadsheet
- Make a copy of the 3rd letter and store it in your teacher folder with a title including the student name, letter number, and date of sending
  - Use Google Drive
    - School Resources > Participation Letters > 24-25 (or relevant school year) > Teacher Name
- Type out letter
  - the date on the letter should be the date the letter is sent out
  - pull the primary guardian's name and address from Skyward and put them in the place in the template for them
  - put the name of the student in the greeting line
  - Make the last day of school the following week on the next Wednesday after the third letter has been sent out
- Print and put 1 copy in an envelope
- Print and put 1 copy on the desk for Kim to put in cumulative folder
  - Use the ink stamp for the DLVA return address
  - Kim will mail the letters through district mail (no need to use individual postage stamps)
  - If student is OE, ask Kim for resident school district information and put that in the third copy of the letter; print and put in envelope on Kim's desk
  - Kim verifies with Enrollment Center whether the student goes back to in-district (pathway) school or another district
    - Kim emails OE districts w/digital copy of removal letter (link to letters is here)
  - Kim tracks specific entities outside of district that receive the revocation letters and sends them appropriately; when a new contact needs to be added, Kim will discover that information and add it to the tracking protocol
- Appeal letter
  - make sure to print out copy of appeal form and stuff in envelope going to family
- Email copy of participation letter and appeal form to parent/guardian on day that the letter is sent
- Confirm with Kim and Diana the student's last day at DLVA and the start date for next school
  - Kim attaches copies of all three participation letters to transfer paperwork.
- Reach out to family and remind them to return the device and any other equipment to DLVA within seven days of last day at DLVA; give Kim's office hours: 9:30-1:30.
  - In-district students may return their equipment to the front desk at their brick in-district school, and Brandon will pick it up if we notify him
- After the start date for the student at the new school, remind Diana to remove the student's entire schedule from Skyward for DLVA
  - Also disable all of the student's EDGE courses, but do not archive the student (this will happen automatically at the end of the year)
  - Notify Brandon to lock the device
- Complete the Change of Enrollment form on behalf of the family

Successful Appeals to Return

If a guardian's appeal letter results in the staff choosing to keep a student enrolled, even after a third letter has been sent, DLVA staff will use the following protocol.

- The student and guardian meet for a formal onboarding session with the cohort advisor.
  - The advisor reviews the eligibility criteria with the student and guardian, which include:
    - the student will be on probation until the end of the current semester.
    - if the student receives one letter for failing to meet eligibility criteria, the student will be moved back to their brick-and-mortar, zoned school after the end of the current term.
    - a decision made by the staff to revoke the student's enrollment at DLVA during this probationary period is non-negotiable and not subject to appeal.
    - additional eligibility criteria may be created and put in place by the DLVA staff as a condition of the student's re-enrollment.
    - if the student maintains adherence to the eligibility criteria for the rest of the semester, and if the student chooses to remain enrolled with DLVA in the following semester, the probation period will be lifted and the student will be subject to the default eligibility criteria as of the start of the next semester.
- The cohort advisor, in consultation with the other staff members, may alter the course roster to account for time lost due to not being enrolled with DLVA. The student is expected to complete all coursework assigned.

Students removed at the **end** of a semester who successfully appeal will be on probation through the end of the next semester. The "next" semester is the semester directly following the one at the end of which they were removed.

Students removed **during** a semester who successfully appeal will be on probation for the remainder of the semester in which they were removed.

The parent/guardian will sign a probationary notice form that conveys all of the above information that will be kept on file with DLVA. The form verifies the guardian's affirmation of and consent to the eligibility criteria and additional criteria devised in connection with the probationary period.

Academic Integrity Policy

DLVA uses an online platform to deliver academic content to students. The expectation for all DLVA students is that they will demonstrate academic integrity while working through their assigned coursework. In order to abide by this policy, students must:

- Not use the internet or other sources to search for answers to questions on assignments, quizzes, tests, or exams.
- Not copy and paste written work from other sources without giving credit to those sources.
- Not use ChatGPT or other AI software to generate written work for assignments.

A student who repeatedly violates these criteria will be subject to:

- An Academic Conference with their Spark Advisor and/or Content Area Teacher and Dr. Smith.
- Redoing all or part of their course(s) to demonstrate proficiency.
- Receiving a failing grade on one or all of the assigned activities and assessments, which may result in failing the class.

If, after remediation, a student continues to violate the Academic Integrity Policy, they will receive Participation Letters; in addition, they may be in danger of not receiving credit for courses in which this policy was violated, and they may have to return to their in-person school.

State Testing

All staff are required to be on site from 7:30 AM to 3:30 PM on all designated DLVA testing dates. Testing dates are available on the staff Google Calendar; however, please note that ACT dates may arrive later in the school year.

Staff are responsible for conducting advisory outreach and sending homeroom reminders about upcoming tests. Additionally, staff must assign make-up dates to students who miss testing, as applicable.

School Events

All on-site school events require mandatory attendance by teaching staff from 7:30 AM to 3:30 PM.

Extracurricular Participation Requirements:
Academic Standards: Students must maintain a grade of D- or higher in all classes.
Progress: Students must be on target with their Edgenuity coursework to participate.
Code of Conduct: Students must adhere to the district's code of conduct, reflecting positively on themselves and the school.
Dress Code: The district's dress code applies to virtual students during all activities and events.

Eligibility Monitoring and Event Guidelines:
Eligibility: The homeroom teacher is responsible for monitoring student eligibility for extracurricular activities.
Off-School Site Events: Requests for off-school events must be submitted at least two months in advance, approved by administration, and organized in accordance with WAWM policies by the teachers involved.

Event Timing: All school events must occur within school hours.

Early Graduation

<u>Use this document.</u>

Early Graduation Process

1. All counselors use <u>current form</u>

2. Applications are submitted by October 1 each year

3. Director of Leadership & Learning reviews applications in October/November

4. Leadership & Learning will meet with counselors to discuss applications

5. Director of Leadership & Learning sends first letter to applicants by December 20, 2023 (initial approval or denial)
    a. Student & parent
    b. Counselor email with applicants

6. Counselors meet with Early Graduation Request Students to do a grade check between January 2, 2023 and January 19, 2023

7. Counselors check grades in finals week and update their school's spreadsheet to indicate whether or not students met the expectations by January 19, 2023

8. Director of Leadership & Learning sends final letter by January 22, 2023 (Record Keeping Day) to student and parent (final approval or denial)

Graduation

Discretionary time off may not be used for completion or graduation ceremonies. All staff are required to attend all three graduation ceremonies.

Grading

Teachers enter the Actual grade into Skyward for the progress reports and end of term 1 and term 3 (quarter 1 and quarter 3). For semester grades, teachers enter the Relative grade.

Progress Reports

For a progress report grade to show up in Skyward, the teacher must first create an assignment. The assignment can be weighted as a formative or summative assignment. Name the assignment "PRQ1," "PRQ2," etc., depending on the quarter in which the teacher is entering the progress report grade. The teacher then enters the current Actual grade for the course for each student.

Quarter 1 and Quarter 3

In order to enter grades for quarters 1 and 3, the teacher must first mark all of the grades for progress reports as no-count. In order to do that, the teacher must first reopen the PR assignment, then check the boxes in the no-count column for each student and click Save.

After that, the teacher must enter the quarter grade by clicking directly into the line for a grade in the quarter column. This will open the grade entry window for the quarter grade. The teacher enters the Actual grade percentage for each student in the adjustment column.

Semester Grades

In order to enter grades for the semester, the teacher must first mark all of the grades for progress reports as no-count. In order to do that, the teacher must first reopen the latest PR assignment, then check the boxes in the no-count column for each student and click Save.

After that, the teacher must enter the semester grade by clicking directly into the line for a grade in the semester column. This will open the grade entry window for the semester grade. The teacher enters the Relative grade percentage for each student in the adjustment column.

Deeper Learning Virtual Academy Virtual Teacher Job Description

Location: Hybrid (In-Office Mon, Wed, Fri 7:30 am - 3:30 pm; Remote Tue, Thu)
Instruction Model: 80% Asynchronous, 20% Synchronous

Role Overview:

The Virtual School Teacher will deliver K-12 instruction through a mix of asynchronous and synchronous learning, using digital tools, telecommunications, and curriculum resources. This role emphasizes equitable practices, evidence-based instruction, and data-driven intervention within a Response to Intervention (RTI) / Multi-Tiered System of Supports (MTSS) framework. Teachers will work closely with students, families, and colleagues to guide, engage, and support each child toward academic success.

Primary Responsibilities:

Instruction and Engagement: Utilize insights from the LMS and universal screening data to design and deliver tailored lessons through synchronous virtual sessions on Zoom. Provide targeted support based on these insights, ensuring that all student data informs asynchronous resources and outreach efforts.

Assessment & Instruction: Evaluate assignments on the LMS, prepare grade reports, and conduct student and family outreach following the outreach protocol, ensuring adherence to district-scheduled grade deadlines.

Communication & Planning: Collaborate with families, students, and colleagues to assess support needs through bi-weekly outreach and ongoing monitoring of data, providing feedback and guidance as needed.

Intervention Support: Use data to provide Tier 1 instruction to all students and work with colleagues on Tier 2 and 3 interventions, ensuring individualized support as needed.

Testing & Proctoring: Facilitate and proctor state testing and ACT exams as required. This may require travel and overnight stay.

Community Engagement: Manage social activities, field trips, and an advisory class to support school community involvement and student engagement.

Professional Development & Collaboration: Participate in professional learning communities and all schoolwide meetings to enhance instructional practices.