WRPS
AGENDA

Wisconsin Rapids Board of Education
Educational Services Committee
510 Peach Street · Wisconsin Rapids, WI 54494 · (715) 424-6701

Mary Rayome, Chairperson
John Benbow, Jr.
Katie Bielski-Medina
Troy Bier
Larry Davis
Sandra Hett
John Krings, President

April 4, 2022

LOCATION: East Junior High Cafeteria
311 Lincoln Street, Wisconsin Rapids, WI

TIME: 6:00 p.m.

I. Call to Order

II. Pledge of Allegiance

III. Public Comment

Persons who wish to address members of the Committee may make a statement pertaining to a specific agenda item. The Committee Chair will establish limits for speakers due to time constraints. Comments made by the public shall be civil in content and tone. Speakers bear the personal risk if comments made are defamatory, slanderous, or otherwise harmful to another individual. Please keep in mind that this is a Committee meeting of the Board open to the public, and not a public hearing.

IV. Actionable Items

A. Start College Now (SCN) and Early College Credit Program (ECCP) Applications
B. Lincoln Virtual School Handbook and Virtual Instructor of Record Expectations
C. Math Intervention/Math Teacher Increase through ESSER III Dollars
D. Board Policy 380.1 – Therapy Dogs in School – First Reading

V. Updates

A. The Future of the German Language Program

VI. Consent Agenda Items

VII. Future Agenda Items/Information Requests

The Wisconsin open meetings law requires that the Board, or Board Committee, only take action on subject matter that is noticed on their respective agendas. Persons wishing to place items on the agenda should contact the District Office at 715-424-6701, at least seven working days prior to the meeting date for the item to be considered. The item may be referred to the appropriate committee or placed on the Board agenda as determined by the Superintendent and/or Board president.

With advance notice, efforts will be made to accommodate the needs of persons with disabilities by providing a sign language interpreter or other auxiliary aids, by calling 715-424-6701.

School Board members may attend the above Committee meeting(s) for information gathering purposes. If a quorum of Board members should appear at any of the Committee meetings, a regular School Board meeting may take place for purposes of gathering information on an item listed on one of the Committee agendas. If such a meeting should occur, the date, time, and location of the Board meeting will be that of the particular Committee as listed on the Committee agenda however, no deliberation or action will be taken by other Committees or the full Board of Education.

WRPS
BACKGROUND

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IV. Actionable Items

A. Start College Now (SCN) and Early College Credit Program (ECCP) Applications

There are four students applying to take 11 courses through the SCN program at Mid-State Technical College during the fall of 2022. The chart below sets out the information about this request.

Number of Students	Grade Level	Name of Course
1	12	Nursing Assistant
1	12	Electrical Circuits
1	12	Introduction to Instrumentation
1	12	Industrial Safety
1	12	Process Documentation
1	12	Process Equipment
1	12	EMT Foundations
1	12	Welding Fundamentals 1
1	12	Welding Fundamentals 2
1	12	Fabrication Fundamentals 1
1	12	Fabrication Fundamentals 2

There are no students applying to take any course through ECCP during the fall of 2022.

The administration recommends approval of the four applications to participate in the 11 requested courses at Mid-State Technical College through the Start College Now (SCN) program in the fall of the 2022-2023 school year.

B. Lincoln Virtual School Handbook and Virtual Instructor of Record Expectations

The Lincoln High School staff and administration have spent the entirety of the 21-22 school year implementing the new learning platform, Edgenuity, in our Lincoln Virtual School (LVS). This process has shown many areas where growth is a possibility. Therefore, over the past several months, Lincoln Administration, LVS Staff, and LHS Counselor Ann Felker have been working with the NCAA to strengthen the LVS virtual program, clarify expectations for students and staff, and ultimately put into place systems to increase student achievement.

Attachment A presents a revision of the Lincoln High School Virtual Programming Handbook. The most notable changes include the addition of the following sections: Multiple Layers of Support (page 1), Academic Integrity including a detailed plagiarism definition and policy (pages 2 and 3), Academic Resources and Co-Curricular Code (abbreviated Summary) (page 4), Fees, Grades and Grade Scales (page 5), Graduation Ceremony, Graduation Credit Requirements and National Honor Society Selection Process (page 6), Required Attendance, Re-take/Re-perform of Summative Assessments, and School Contacts (page 7), Transcript Requests, Bullying Board Policy 411.5 (page 8), Student Non-Discrimination and Anti-Harassment, and Title IX information (Page 9) and How To Be a Successful Virtual Student (Page 10). In addition, revisions were made to the sections: Raider Pride Time (page 6), and the Student Agreement for Virtual Courses application located on pages 11-13.

A copy of the 2021-22 LVS Handbook is included as Attachment A-1 for your reference.

Attachment B presents a revision of the LVS Instructors of Record: Expectations and Procedures. The most distinct revisions added a detailed section on Setting the Tone for Success. In addition, a more detailed Teacher Daily and Weekly Checklist was added.

A copy of the 2021-22 LVS Instructors of Record: Tips, Tricks and Expectations is included as Attachment B-1 for your reference.

The LVS staff continues to seek ways to provide an excellent education for WRPS students in whatever educational setting life has them in.

The administration recommends approval of the Lincoln Virtual School Handbook and the updated LVS Instructors of Record: Expectations and Procedures as presented as Attachments A and B.

C. Math Intervention/Math Teacher Increase Through ESSER III Dollars

The current district math coordinator for grades K-12, Kim Akey, has taken on the position of Student Engagement Facilitator for Mead Elementary School. As a result, the K-12 Math Coordinator position is vacant. Traci Pronga, current district math interventionist, would like to take on the elementary K-5 portion of this position as a .5 FTE. In addition, the administration would like to increase the overall elementary math intervention FTE by .5. This increase will help our students continue to show improvement in math skills.

Lynnette Mitchell, current math interventionist at WRAMS, would like to take on the secondary math coordinator position for grades 6-12. In addition, the administration would like to increase the overall math intervention FTE by .25 at WRAMS to be funded through ESSER dollars. To cover Ms. Mitchell's .25 intervention, allow for an increase of .25 math intervention at WRAMS, and provide support for smaller LHS math class sizes and a small increase in math intervention time at Lincoln High School, the administration would like to hire a 1.0 math teacher out of the ESSER III grant dollars. These hires would be for the 2022-23 and 2023-24 school years.

Attachment C outlines these personnel changes as well as presents how each position will be funded.

The administration recommends approval of the .5 increase in elementary math intervention and a .25 increase in WRAMS math intervention as well as the hiring of a 1.0 math instructor for Lincoln High School for school years 2022-23 and 2023-24 to be funded through ESSER III dollars as described in Attachment C.

D. Board Policy 380.1 – Therapy Dogs in School – First Reading

Board Policy 380.1 - Therapy Dogs in Schools is a new policy that was just approved by the Board in March, 2022. After approving the policy, the District was made aware that there may be situations involving entities who certify therapy dogs but are not listed on the AKC website. The Superintendent or his/her designee would be able to review and research any requests for the use of therapy dogs in district schools to ensure they meet the requirements set out in policy and then either approve or deny such requests. The language in Policy 380.1 has been updated to reflect this change, and is presented as Attachment D.

The administration recommends approval of Board Policy 380.1 - Therapy Dogs in Schools for first reading.

V. Updates

A. The Future of the German Language Program

The WRPS full-time German teacher resigned from the district in December of 2021. The vacant position was posted on WECAN and yielded no applicants. Brian Oswall, Human Resources Director, reached out to various universities in the state with

most not having a program or not having any graduates. The District was able to secure a long term substitute to complete the 2021-2022 school year. The District posted for a .83 position (as enrollment dictated) in February and received two applicants. One applicant withdrew and the other was interviewed but was not made a job offer. The current long-term substitute did not apply as she is applying to graduate school to become a German professor.

At this point, students registered for German 1 have been asked for an alternative class choice. Many have chosen Spanish 1 or French 1. Students registered for German 2 could be offered the option to take German 2 through the Lincoln Virtual School Edgenuity program with an Edgenuity certified German instructor for this year only at a cost of $550 per student and $1000 per term. Other virtual options are currently being explored for German 2, 3, 4, and 5 students but we may be unsuccessful.

Enrollment for next year through the registration process is
- German 1 (WRAMS) - 23
- German 1 (LHS) - 15
- German 2 - 32
- German 3 - 6
- German 4 - 5
- German 5 - 7

This is a total registered enrollment of 88.

For the current school year, the enrollment is
- German 1 (WRAMS) - 25
- German 1 (LHS) - 21
- German 2 - 18
- German 3 - 9
- German 4 - 10
- German 5 – 4

This is an enrollment of 87. Originally 118 registered in January 2021.

After more information is provided regarding options for German 2, 3, 4 and 5, the Board of Education will be asked to make a decision regarding the future of the German program at the Educational Services Committee on May 2, 2022.

VI.   Consent Agenda Items

Committee members will be asked to decide which items should be placed on the consent agenda for the regular Board of Education meeting.

VII.   Future Agenda Items/Information Requests

Agenda items are determined by the Committee Chair after consultation with appropriate administration depending upon other agenda items, presentation information, and agenda availability.

Future agenda items/information requests include, but are not limited to:

- Agenda Planners (May)
- K-5 Physical Education Curriculum Maps/Acquisition Update (May)
- Professional Development Plan (May)

Lincoln High School
Virtual Programming Handbook

LINCOLN
HIGH SCHOOL

BEST HIGH SCHOOLS
U.S.News
NATIONAL 2020

What is Virtual Programming at LHS?

The Virtual Programming component offers students the option to learn in a self-paced environment with a customized education to support student goals. LHS students taking Virtual Classes can continue to participate in any combination of classes, school activities, extracurriculars, and sports.

Lincoln Virtual School (LVS) Virtual Vendors

Primary

- **Edgenuity** - https://www.edgenuity.com/ Edgenuity is our primary learning platform students will use as an LHS Virtual Programming student. Through the Edgenuity platform, LHS offers standards-based courses and monitors student performance and achievement. Student work is automatically graded and tabulated in the Edgenuity Gradebook and converted to our Skyward Gradebook periodically. Time worked is also logged and calculated by the system accessible at any time by the teachers and administrators at LHS.

- **Canvas** - This online platform is used by the Instructor of Record to communicate with LVS students enrolled in their courses to participate in Raider-Pride Time (RPT), hold discussion forums, post course announcements, offer course calendar, post additional academic resources and videos, and post grades.

Multiple Layers of Support

CASE MANAGERS
A special education case manager can support the needs of special populations students with an IEP.

VIRTUAL COORDINATOR
Collaborates with on-site proctors, Instructors of Record, and district staff to devise engagement plans for students who may be struggling and offer other support and strategies for student success and academic achievement.

INSTRUCTOR OF RECORD
A subject-area certified virtual teacher who monitors student progress, grades assignments, holds virtual office hours, schedules individual virtual meetings as needed, and uses data to inform frequent communication with students and parents ensuring appropriate instruction for students.

TESTING / TUTORING COORDINATOR
To facilitate student engagement and safety. Will provide teaching/ reteaching enrichment.

CURRICULUM
Rigorous standards-aligned curriculum. Delivered through a combination of teacher-led videos, interactive media, and text to provide a varied approach that addresses multiple learning modalities.

SUCCESS CENTER
Learning along with peers in a dedicated space can increase focus and decrease distractions. Students can learn in a learning lab. This could occur during the traditional school day.*

*Students can work from home on a variety of digital devices.

Enrolling

To enroll in our virtual program, the student must reside within the physical boundaries of the Wisconsin Rapids Public Schools. To apply, please visit the LHS website at https://www.wrps.org/schools/lincoln/academics/virtual_program.cfm to fill out the virtual application. Applications are only considered up until 10 school days prior to each trimester. The application deadlines are posted on our virtual program website. While you are able to apply at any time, if approved, students will not begin classes until the trimester following the receipt of the application. Unique circumstances may be considered, but only with permission from the administration and the admissions team. **No Senior Will Be Allowed To *First Time* Enroll In Virtual Courses Trimesters Two &/Or Three Of Their Senior Year.**

What happens after I submit my application?

After we receive your application will be reviewed by the Pupil Services team. The LHS Pupil Services team will then discuss placement, and your school counselor will notify you to set up a meeting to introduce programming, create an Individual Learning Plan (ILP), and orient you with the expectations. All LHS Virtual Programming students are subject to LHS graduation requirements.

- Generally admission into LVS will be in a blended format. This means 2 - 3 in-building classes and 1 or 2 virtual classes. If successful virtually, students may move to a greater virtual schedule.
- Students who are enrolled at LHS may also apply to take virtual classes. A student's course load may not exceed 2.5 credits per term. These can be handled on a case by case basis, and you should inquire through your school counselor.
- LHS Program of Studies - To view our graduation requirements and additional course related studies, view our most current Program of Studies at LHS Program of Studies

What courses are offered?

- Below is the link to our Edgenuity LVS Course Selection Form which is also posted on the Virtual Program website. LVS Registration Sheet
- Our virtual vendors may offer additional courses that are not allowed for credit at LHS.

POLICIES & PROCEDURES

All Lincoln High School Policies are in effect for Lincoln Virtual Students. Policies below highlight specific areas. The student handbook with policies is here.

Academic Integrity

Plagiarism:

All work submitted for the purpose of meeting course requirements must represent the individual efforts of each student. Lincoln Virtual School uses software programs to check the validity of students' work. Any form of academic dishonesty is prohibited. Academic dishonesty, cheating, and plagiarism are defined as the following:

1. Plagiarism is taking the writings and/or ideas of another person/student and presenting them as one's own. Plagiarized ideas may be taken from written materials such as books, newspapers, magazines, and shared documents, as well as electronic media including the internet and videos.
2. Plagiarism is doing another person's work for him/her.
3. Plagiarism is buying, selling, or giving work, questions, or answers.
4. Plagiarism is providing another person with answers to homework, tests, quizzes, or written work (essays, paragraphs, journals, projects, etc).
5. Plagiarism is copying or stealing teachers' answer keys or teacher's edition texts.
6. Plagiarism is, at any time, sharing with others one's final graded work whether digital or print.

Formative Assessment Consequence:

1st offense:
- The student will be allowed to redo the assignment. The student will receive up to 80% on the assignment.
- A report and action will be made in the student's discipline file.

2nd and subsequent offenses during the course:
- The student will receive a zero on the assignment.
- A report and action will be made in the student's discipline file.
- The student will serve a school consequence.

*Repeated offenses on formative assessments within a particular classroom or across content areas will result in ineligibility for National Honor Society.

Summative Assessment Consequence:

1st Offense:
- The student will receive a maximum of 59% on the retake or alternative task. For example if the student scores 80% on the retake, the student will receive a 47% on the assessment.
- A report and action will be made in the student's discipline file.
- The student will serve a school consequence.
- The student will be ineligible for National Honor Society.
- The student will be referred for a co-curricular code violation.

2nd and subsequent offenses during a high school career:
- The student shall receive a zero for the summative assessment.
- A report and action will be made in the student's discipline file.
- The student will serve a school consequence.
- The student will be referred for a co-curricular code violation.

Sharing Documents:

Plagiarism is, regardless of intent, sharing one's work with another student without teacher permission.
1st Offense:
- The student will be required to meet with the administration.
- A report and action will be made in the student's discipline file.
- If the intent was to allow another student to copy work, the student will receive Academic Dishonesty.
  - The student will serve a school consequence.
  - The student will be ineligible for National Honor Society.
  - The student will be referred for a co-curricular code violation.

2nd Offense:
- The student will receive Academic Dishonesty.
- A report and action will be made in the student's discipline file.
- The student will serve a school consequence.
- The student will be ineligible for National Honor Society.

The student will be referred for a co-curricular code violation.

Academic Resources

Success Center

The Success Center is located at Lincoln High School and open during regular school hours. Learning along with peers in this dedicated space can increase focus and decrease distractions. The Success Center is staffed with an adult tutor available to assist and facilitate student engagement with academic needs.

Learning Resource Center (LRC)

The Learning Resource Center is located at Lincoln High School and open during regular school hours. This resource is available to students who have an Individualized Education Plan (IEP). The LRC is staffed with adult tutors and provides a quiet study area with study strategy skills and tutorial assistance.

Attendance & Truancy Guidelines

Frequent communication is essential to the success of the partnership between the Virtual Programming staff and students. Communication can be face-to-face, via virtual discussion, text message, phone call, email, or any manner that works best to maintain open lines of communication. Lack of communication and contact with our program becomes counterproductive to the academic success of students. Failure to maintain contact with us can result in attendance issues, program discontinuation, and truancy.

Attendance in virtual programming is based on academic performance as well as participation. It is measured not only by logging into the course or courses, but also by successful submission of completed work, and participation in course activities. Students will also be expected to maintain a weekly meeting with your assigned Instructor of Record. These meetings may be to answer questions, provide support, maintain momentum, and continue in a successful direction. **Please see below for the LVS Student Contract.**

All school attendance/truancy policies will be enforced.

Co-Curricular Code (Abbreviated Summary)

All students planning to participate in any clubs, activities, and/or organizations must have a signed code on file in the office each school year prior to participating in the club, activity, and/or organization. Students signing a co-curricular code in September will be automatically covered for co-curricular activities. Refer to the Co-Curricular Code Handbook for all specifics. Please see the Athletic Director or administration with any questions.

Computer and Technical Support

- LHS provides Chromebooks to all LHS/LVS students. All applicable policies must be agreed to before the device will be granted.
- Any equipment supplied by the District needs to be submitted for maintenance upon request by the WRPS Technology Support Department.
- If the student is using District equipment, all support requests and maintenance will be provided at the Technology Department office. Please complete our tech support form here.
- When possible, software support will be performed remotely. Should onsite support be needed, please be prompt for scheduled appointments. Support requests arriving 15 minutes after a scheduled appointment will need to be rescheduled.
- WRPS technical support will not be provided for personally owned hardware and software (personal applications, computers, routers, wireless, printers, modems, internet service, etc).
- Students participating in virtual programming are responsible for data backup. Data will not be recovered if lost. If a computer is broken, it will not be repaired at the time of the service request, and it will be replaced with a spare.

- It will be best practice to use a service like Google Docs to create and save work because the service is available from any computer with an Internet connection and also the data is backed up regularly.
- Families will supply high speed internet/wifi at home for students to complete their work.
- Students and parents will be required to sign and comply with the District's Acceptable Use Policy and Responsible Use Policies.

Fees

Fees may be charged to students enrolled in various courses. Fees will be collected by the main office or through Skyward. Fees are to be paid prior to the start of the class each trimester. All fees must be paid in order to participate in the graduation ceremony and/or earn privileges. Please consult the Program of Studies for classes in which fees are assessed.

Grades

Report cards or progress reports are distributed six times per year. Trimester grades are the grades used for student permanent report cards. Final examinations may be given in all courses at the end of each Trimester. Progress reports attempt to summarize the progress of each class for each student. Comments can be positive or negative and parents are invited to make contact with the Instructor of Record. **Progress reports and report cards will not be mailed unless specifically requested.** All parents can access current grads via the Edgenuity parent portal and Family Access in Skyward available on our website.

Grade Scale

A	100-93	C	76-73
A-	92-90	C-	72-70
B+	89-87	D+	69-67
B	86-83	D	66-63
B-	82-80	D-	62-60
C+	79-77	F	59-0

Grading Policy

Each course's grading weight will be to follow the LHS 80/20 Summative/Formative Grading Scale. The intent is for the final course grade to be figured with 80% summative assessments and 20% formative assessments.

Courses will be weighted specifically as such:

20% Quizzes
50% Unit Tests
10% Final Exam
20% Split amongst remaining categories

Please view the individual course syllabus for grading information.

Courses will be completed no more than 5 days prior to the official end of a trimester per the official school calendar. Please refer to our website for the specific end of term dates.

If a student fails more than 20% of their virtual courses per term, the student will be removed from the virtual program and will return to Lincoln High School in-building courses.

Graduation Ceremony

A graduation ceremony shall be held for students of LHS each spring. LVS students are invited to participate in the graduation ceremony. There shall be no school-sponsored prayer or other religious exercise included as part of a District graduation ceremony. As participation in the actual graduation ceremony is a privilege rather than a right, a student must have completed all of the requirements in order to participate in the graduation ceremony.

1. Meet all the credit and class requirements. (Work must be completed and passing grades must be submitted two days prior to the practice.)
2. Participated in the entire graduation practice. The principal may waive this requirement for exceptional cases with sufficient reasons.
3. Understand that commencement is a school-sponsored activity and all school rules of behavior and dress attire remain in effect. Students will abide by the rules for participation in the ceremony as established by the administration.
4. Have resolved/paid all fees and fines.
5. Attend at least 90% of the school/class periods in each and every term, not including excused absences.

Students who demonstrate recent, excessive, or severe misbehavior at school or who pose behavioral and supervisory concerns for the graduation ceremony will be restricted from participation.

Graduation Credit Requirements

English	4.0
Mathematics	3.0
Social Science	3.0
Science	3.0
Health	0.5
Physical Education	1.5
Financial Literacy	0.5
IT Fundamentals I	0.5
Electives	8.0
Total Credits:	**24.0**

National Honor Society Selection Process

Sophomores and juniors who have met the scholastic requirement of a 3.5 or above cumulative grade point average will be notified during Term 3 of their eligibility for the National Honor Society. Candidates will then be required to submit a Candidate Activity Information Form from which a faculty committee will evaluate candidates on their leadership, character, and service to determine those that will be invited to be inducted into NHS. Students will be notified in August about the status of their membership and an induction ceremony will be held in September for those who have been accepted. Students who have been disciplined for academic dishonesty in grades 9-12 or who have a co-curricular code violation 12 months prior to the application due date will be ineligible for NHS.

Raider Pride Time (RPT)

Our RPT program is designed to provide an opportunity for all students to increase their level of academic success and enhance positive student/staff connections. During this time students focus on maintaining academic standing in all courses, improve work, and ultimately improve grades. All LVS students will have required meetings/classes during the school day. Students are expected to attend all Raider Pride Time (RPT) meetings to complete required Academic and Career Planning (ACP) activities and other school required expectations. **Attendance is mandatory.** In addition, there may be additional mandatory meetings throughout the year (ex. Freshmen - LEO programming). Failure to participate in RPT and ACP activities will result in removal from the LVS program.

Required Attendance

All LVS students must participate and take the state mandated assessments in building unless a parent completes an official opt out process. Not taking these assessments may result in your dismissal from LVS. Assessments include for Juniors - the Pre-ACT and ACT, Sophomores - the Forward Exam and ACT Aspire, and Freshmen - ACT Aspire. Seniors must participate in Reality Check. All grades must attend grade level meetings.

Retake/Re-perform of Summative Assessments

Students will be allowed to retake/re-perform a minimum of two summative assessments per Trimester up until the last 6 days of the Trimester. The student will follow the retake policy/re-perform ticket that each course has developed. Summative assessment retakes/re-performs during the last two weeks of the Trimester may be given only with Instructor of Record approval.

School Contacts

- **Administration**
  - Principal: Mr. Rasmussen,
  - LVS Administrator & Associate Principal: Mr. Thayer: Grade 12, Grade 11 (A-Ja)
  - Associate Principal: Mr. Sydorowicz: Grade 11 (Se-Z), Grade 10
  - Associate Principal: Ms. Zywicki: Grade 9, Grade 11 (Je-Sc)
- **LVS Coordinator**
  - Kylie Barnes
- **School Counselors**
  - Stephanie Derringer: (A-Da)
  - Jordan Brummond: (De-Ja)
  - Mary Schultz: (Je-Mi)
  - Ann Felker: (Mo-Sc)
  - Jenna Peterson: (Se-Z)

- **Success Center/Tutoring Coordinator**
  - Kim Elgersma
- **Instructors of Record**
  - See individual syllabus for contact information

Special Education Services

If your child has an IEP, the IEP team will dictate placement in LHS Virtual Programming. Choosing to waive your rights to the Special Education services, will not guarantee participation in virtual programming if we feel it is not in the best academic interests of the student.

Student-Athlete/Activity Expectations

LHS Virtual students are encouraged to participate in athletics and co-curricular activities. In order to be eligible, students must be enrolled in school, complete the required paperwork, and follow the rules of the athletic and co-curricular code. Part of following the code includes the District monitoring academic progress at the six-week mark of each term and the final grade reports of 1st, 2nd, and 3rd terms. Students failing to meet 60% proficiency in any of the courses at these dates will be classified as earning an "F" grade which will be factored into determining eligibility according to the guidelines established by WRPS and the WIAA. For additional information, students should refer to the academic eligibility guidelines found in the WRPS Co-Curricular Activities Code.

Transcript Requests

Transcripts can be requested through the virtual service at Parchment.com. Students and graduates will have the ability to send transcripts electronically 24/7/365, eliminating the need to contact the Student Services office or wait for open school office hours. Transcripts will also arrive faster and the chance of them being misfiled will be greatly reduced. Upon request, a nominal fee will be payable by credit or debit card. Please contact Student Services or visit the Student Services link on the LHS website if you have questions.

Virtual courses will be designated with a "V" in front of the course name on the student transcript.

Bullying (Board Policy 411.5)

The School District of Wisconsin Rapids strives to provide a safe, secure and respectful learning environment for all students in school buildings, on school grounds, in school environments and school buses and at school-sponsored activities. The District consistently and vigorously addresses bullying so that there is no disruption to the learning environment and learning process.

Bullying is deliberate or intentional behavior using words or actions, intended to cause fear, intimidation or harm. Bullying may be repeated behavior and involves an imbalance of power. The behavior may or may not be motivated by an actual or perceived distinguishing characteristic, such as, but not limited to: age; national origin; race; ethnicity; religion; gender; gender identity; sexual orientation; transgender status; physical attributes; physical or mental ability or disability; and social, economic or family status.

Bullying behavior can be:
- Physical (e.g. assault, hitting or punching, kicking, theft, threatening behavior)
- Verbal (e.g. threatening or intimidating language, teasing or name-calling, racist remarks)
- Indirect (e.g. spreading cruel rumors, intimidation through gestures, social exclusion and sending insulting messages or pictures by mobile phone or using the internet)
- Cyberbullying is the use of any electronic communication device to convey a message in any form (text, image, audio or video) that defames, intimidates, harasses or is otherwise intended to harm, insult or humiliate in a deliberate, repeated or hostile and unwanted manner under a person's true or false identity. Any communication of this form which disrupts or prevents a safe and positive educational environment may be considered cyberbullying. Cyberbullying is unacceptable and a violation of the District's technology acceptable use policy and procedures.

Bullying behavior is prohibited in all schools, buildings, property and educational environments, including any property or vehicle owned, leased or used by the District. This includes public transportation regularly used by students to go to and from school. Educational environments include every activity under school supervision.

All school staff members and school officials who observe or become aware of acts of bullying are required to report these acts to the building principal. Reports of bullying may be made verbally or in writing and may be made confidentially. If you wish to learn more about Board Policy 411.5 concerning bullying on the District webpage under "School Board Policies."

Notice: Student Non-Discrimination & Anti Harassment

The School District of Wisconsin Rapids is committed to equal educational opportunity for all District students. The District will not deny any person admission to, participation in, or the benefits of any curricular, extracurricular, pupil services, recreational or other program or activity because of a person's gender, race, national origin, ancestry, creed, religion, pregnancy, marital or parental status, sexual orientation, transgender status, gender identity, or physical, mental, emotional or learning disability, or any other characteristic protected under State or Federal civil rights laws.

The District strives to provide a safe, secure and respectful learning environment for all students in school buildings, on school grounds, and school buses and at school-sponsored activities. The District prohibits all forms of discrimination and harassment.

The District encourages all students, as well as third parties, to promptly report incidents of discrimination or harassment to a teacher, administrator, supervisor, or other District employee or official so that the District may address the conduct before it becomes severe, pervasive, or persistent. Any teacher, administrator, supervisor, or other District employee or official who receives such a complaint shall forward the complaint to the District's designated Compliance Officer without undue delay, but not later than two (2) business days. The District's designated Compliance Officer is the Director of Human Resources. Complaints should be submitted to:

> Brian Oswall, WRPS Director of Human Resources
> 510 Peach Street
> Wisconsin Rapids, WI 54494

To review Board Policy 411 concerning Student Non-Discrimination and Anti-Harassment, go to www.wrps.org and click on School Board Policy 411.

Special Statement Regarding Sex Discrimination Under Title IX

In compliance with the federal Title IX statutes and regulations set forth in Chapter 106 of Title 34 of the Code of Federal Regulations, the District does not unlawfully discriminate on the basis of sex in any education program or activity that the District operates. Title IX's requirement not to discriminate in any education program or activity extends to cover, but is not limited to, District students, certain admissions processes, and District employment. Inquiries regarding how Title IX and the federal Title IX regulations apply to the District may be referred to the District's Title IX Coordinator (as designated below), to the Assistant Secretary for Civil Rights at the U.S. Department of Education, or to both. Please refer to Board Policy 411.11 for additional information.

WRPS Title IX Coordinators

Brian Oswall, Dir. of Human Resources	Steven Hepp, Dir. of Pupil Services
510 Peach Street	510 Peach Street
Wisconsin Rapids, WI 54494	Wisconsin Rapids, WI 54494
P: 715-424-6710	P: 715-424-6724
E: brian.oswall@wrps.net	E: steven.hepp@wrps.net

HOW TO BE A SUCCESSFUL VIRTUAL STUDENT

A successful virtual student...
- communicates directly with their Instructor of Record at least once a week
- reads all course announcements daily,
- follows their automatic due dates, working on the course at a steady pace
- takes notes and asks questions as needed,

Working On Your Course
DAILY
- Check your email
- Check your course for new announcements
- Check your gradebook regularly for teacher feedback and to see your progress.
- Go through the course in **order,** completing all assignments in a unit before taking quizzes or exams.
    - Complete all practice activities, make sure you access all pages of the lessons. Have a notebook handy so you can take notes.
    - Submit all written assignments and projects as instructed in your course. **Do not** submit work via email, unless permitted/instructed to do so by your Instructor of Record.
- Email your Instructor of Record about questions or concerns with the course content.
    - Be constructive with your criticism and provide helpful details.
    - Include a helpful subject line for all your emails, and be clear about which assignment and course you are emailing about.
- Assessments (Quizzes, Tests, etc)
    - Make sure you have enough time to complete a quiz or test before starting it. Many quizzes/tests do not allow you to save and come back later.
    - You may need to get a password from your Instructor of Record or the Virtual Coordinator before accessing quizzes, tests, final exams. Please refer to your course syllabus for this information.
    - Complete any Discussion Based Assessments or other verbal assessments with your Instructor of Record as outlined in your course syllabus. Email your teacher to set up a time.

WEEKLY
- Attend the Instructor of Record virtual office hours as set in your course syllabus to get extra help and touch base with your Instructor of Record and other students in the class.
- Email your Instructor of Record at least once a week with any questions or feedback on how you are doing.
- Check discussion boards for student and Instructor of Record replies to your posts
- Check your Gradebook for upcoming due dates and pacing
- Don't forget you can get extra help by using the links that are available on your Syllabus!
- Attend Raider Pride Time (RPT)

Lincoln High School Virtual Program Student Contract

Access to the technology utilized in virtual courses imposes certain responsibilities and obligations. Appropriate use is ethical, honest, and legal.

- It demonstrates respect for physical and intellectual property, system security protocols, and individuals' rights to privacy as well as freedom from intimidation, harassment, and unwarranted annoyance.
- All district technology policies apply in this learning environment.
- Please refer any question to the local district contacts.

WRPS Responsible Use Policies

The Wisconsin Rapids Public School District WRPS Responsible Use Policies applies to virtual work, emails, and postings related to a virtual course.

Academic Honor Policy

1. I understand and agree that all work submitted must represent my original ideas and/or I will appropriately cite all relevant sources if it is not completely original. Failure to do so can result in receiving a failing grade for the assignment and possibly for the course. I may be required to submit the assignment without credit.
2. I understand that no one other than me can complete any portion of an assignment, activity or exam or make revisions to an assignment, activity or exam. Doing so may result in a failing grade and my immediate removal from the course.
3. I understand that I may be assigned proctored assessments, oral quizzes in person or on the phone or be asked to discuss the process used in research for a project or paper. These are standard assessment tools in virtual courses. Most courses have a proctored semester exam or culminating activity. It is my responsibility to contact the Instructor of Record or Virtual Coordinator and give advance notice of proctored assessments or tests to set up an appointment.

Parent Support

1. I will contact the Virtual Coordinator, Kylie Barnes, at Kylie.Barnes@wrps.net to address any challenge to ensure my student has access to the technology required.
2. I have read this contract and will support my child in these expectations.
3. I will provide internet access at home and will take an active interest in my child's virtual progress by reading the emailed Progress Reports or making a periodic check of my student's progress and grades via the virtual parent portal.
4. If I have questions I will contact my student's Instructor of Record or, Kylie Barnes, Virtual Coordinator.

Drop/Withdrawal/Failure Policy

1. I understand that virtual courses may not be a good fit for me. I may withdraw from virtual classes during the first 10 days of the current trimester and will be placed back into courses at Lincoln High School without penalty.
   a. Should a student withdraw from virtual courses for any reason during the first three days of a trimester and placed into courses at Lincoln High School, there will be no penalty on the transcript.
   b. Should a student withdraw from virtual courses for any reason during days 4 and 7 of a trimester, the student will receive a "W" grade on their transcript which indicates a course(s) have been dropped.
   c. After day 7 of a trimester, if a student is approved by Administration to drop a virtual course, the student will receive an "F" grade on their transcript which will affect the student's GPA.

Course Progress Expectations

1. **Students must complete the virtual program mandatory orientation session before they are allowed to begin virtual courses.** This session will be offered twice at the beginning of the year, and then once at the start of each trimester for new enrollees. **If students do not attend the orientation session, students will be scheduled for in-building instruction.**

2. Attendance for my virtual course is measured by successful completion of assignments and activities, communication with my Instructor of Record, participation in discussion threads, and any other teacher directed activities and interaction with the virtual lessons.

3. I understand that communication between my Instructor of Record or Virtual Coordinator and me will frequently occur through email. I will check my school email account associated with my enrollment several times each week.

4. I understand that I am expected to communicate with my Instructor of Record on a regular basis and read any email the Instructor of Record sends.

5. I understand I will attend all scheduled Raider Pride Time Meetings (RPT).

6. I understand that all assigned work should be completed according to the due dates provided on the LHS Virtual Programming website Progress Guideline (https://www.wrps.org/schools/lincoln/academics/virtual_program.cfm) which is updated at the beginning of each trimester.

7. I understand that if I am a Full-Time LHS Virtual Programming student I must maintain a minimum of either 22 hours a week (Sunday -Saturday) working on courses, OR approximately 10% completion of total classwork per week. Staff will only monitor courses M-F, but students will have 24/7 access to coursework. **Failure to meet these time/completion standards will result in the implementation of truancy procedures.** A schedule is posted on our website.

8. I understand that if I am a Blended/Part-time LHS Virtual Programming student I will be required to complete 10% of their coursework a week. Staff will only monitor courses M-F, but students will have 24/7 access to coursework. **Failure to meet these time/completion standards will result in the implementation of truancy procedures.** A schedule is posted on our website.

9. I understand if I do not complete 20% of the total coursework after 2 weeks in the term, I, the student, will return to Lincoln High School in-building courses.

10. I understand I must have 55% of all coursework completed by the six-week mark of each term. If I, the student, do not complete 55% of the coursework, an "F" grade will appear in the Skyward gradebook at this time. At that time, a meeting with the Lincoln High School Virtual Coordinator, Instructor of Record, Virtual Principal, student, and student's parents will take place to discuss options and what the student must do to be successful.

11. I understand that at the six week mark of each trimester, I will receive progress report grades in each virtual course.

12. I understand that if I, the student, fail more than 20% of my virtual course(s) per trimester, I will be removed from the virtual program and will return to Lincoln High School building courses.

13. I understand that I need to plan and work ahead if family or personal activities will limit course activities at any given time.

14. I understand that any assignments submitted beyond the due date may not receive full credit. Points may be deducted for late assignments. Blank submissions are not considered submitted assignments.

15. I understand that I am expected to complete no less than 100% of all coursework, including a final exam; if I do not accomplish these, credit will not be issued and an "F" will be added to my transcript for this course.

Student agreement for virtual Courses, Signature Page

I have read and understand the virtual expectations and consequences outlined in the Student Agreement for virtual Courses, above, and agree to abide by them.

Failure to do so may, upon investigation, result in consequences up to and including being terminated from virtual courses.

Student_____ **Date**_____

Parent/Guardian_____ **Date**_____

Lincoln High School
Virtual Programming Handbook

What is Virtual Programming at LHS?

The Virtual Programming component offers students the option to learn in a self-paced environment with a customized education to support student goals. LHS students taking Virtual Classes can continue to participate in any combination of classes, school activities, extracurriculars, and sports.

Lincoln Virtual School (LVS) Virtual Vendors

Primary

- **Edgenuity** - https://www.edgenuity.com/ Edgenuity is our primary learning platform students will use as an LHS Virtual Programming student. Through the Edgenuity platform, LHS offers standards-based courses and monitors student performance and achievement. Student work is automatically graded and tabulated in the Edgenuity Gradebook and converted to our Skyward Gradebook periodically. Time worked is also logged and calculated by the system accessible at any time by the teachers and administrators at LHS.

- **Canvas** - This is the primary learning management system (LMS) for Lincoln High School students. A LVS class may be entirely in Canvas or classes from a virtual vendor may be supplemented with instruction delivered by LHS instructors in Canvas. Some of your instructors may use Canvas just to post course material including recorded lectures and written notes, while others may also use it to administer tests, assignments, quizzes, hold discussion forums, take attendance, post grades, and more.

Enrolling

To enroll in our program, the student must reside within the physical boundaries of the Wisconsin Rapids Public Schools. To apply, please visit the LHS website at https://www.wrps.org/schools/lincoln/academics/virtual_program.cfm to fill out the online application. Applications are only considered up until 10 school days prior to each trimester. The application deadlines are posted on our virtual program website. While you are able to apply at any time, if approved, students will not begin classes until the trimester following the receipt of the application. Unique circumstances may be considered, but only with permission from the administration and the admissions team.

What happens after I submit my application? After we receive your paperwork, your application will be reviewed by the Pupil Services team. The LHS Pupil Services team will then discuss placement, and your school counselor and/or the Virtual Programming Coordinator will notify you to set up a meeting to introduce programming, create an Individual Learning Plan (ILP), and orient you with the expectations. All LHS Virtual Programming students are subject to LHS graduation requirements.

- Generally admission into LVS will be in a blended format. This means 2 - 3 in-building classes and 1 or 2 virtual classes. If successful virtually, students may move to a greater virtual schedule.
- Students who are enrolled at LHS may also apply to take virtual classes. A student's course load may not exceed 2.5 credits per term. These can be handled on a case by case basis, and you should inquire through your school counselor.
- LHS Program of Studies - To view our graduation requirements and additional course related studies, view our most current Program of Studies at https://www.wrps.org/schools/lincoln/academics/virtual_program.cfm
- Courses Offered - A course registration sheet is posted on the Virtual Program website. Our virtual vendors may offer additional courses that are not allowed for credit at LHS.

Policies & Procedures

All Lincoln High School Policies are in effect for Lincoln Virtual Students. Policies below highlight specific areas. The student handbook with policies is here.

Attendance & Truancy Guidelines:
Frequent communication is essential to the success of the partnership between the Virtual Programming staff and students. Communication can be face-to-face, via online discussion, text message, phone call, email, or any manner that works best to maintain open lines of communication. Lack of communication and contact with our program becomes counterproductive to the academic success of students. Failure to maintain contact with us can result in attendance issues, program discontinuation, and truancy.

Attendance in online programming is based on academic performance as well as participation. It is measured not only by logging into the course or courses, but also by successful submission of completed work, and participation in course activities. Students will also be expected to maintain, if scheduled, a weekly meeting with a virtual program support teacher. These meetings will be to answer questions, provide support, maintain momentum, and continue in a successful direction. Please see below for a sample student contract.

All school attendance/truancy policies will be enforced.

Computer and Technical Support

Updated 4/23/2021

- LHS provides Chromebooks to all LHS/LVS students. All applicable policies must be agreed to before the device will be granted.
- Any equipment supplied by the District needs to be submitted for maintenance upon request by the WRPS Technology Support Department.
- If the student is using District equipment, all support requests and maintenance will be provided at the Technology Department office. Please complete our tech support form here.
- When possible, software support will be performed remotely. Should onsite support be needed, please be prompt for scheduled appointments. Support requests arriving 15 minutes after a scheduled appointment will need to be rescheduled.
- WRPS technical support will not be provided for personally owned hardware and software (personal applications, computers, routers, wireless, printers, modems, internet service, etc).
- Students participating in virtual programming are responsible for data backup. Data will not be recovered if lost. If a computer is broken, it will not be repaired at the time of the service request, and it will be replaced with a spare.
- It will be best practice to use a service like Google Docs to create and save work because the service is available from any computer with an Internet connection and also the data is backed up regularly.
- Families will supply high speed internet/wifi at home for students to complete their work.
- Students and parents will be required to sign and comply with the District's Acceptable Use Policy and Responsible Use Policies.

Grading and Extension Policy:

Each course's grading weight will be set individually by course. The intent is for the final course grade to be figured with 80% summative assessments and 20% formative assessments. There may be individual variances due to grading in a virtual vendor program. Please view the individual course syllabus for grading information.

Classes will be due about 2-7 days prior to the official school calendar. Please refer to our website for the specific end of term dates.

Any extensions will follow the LHS grade extension policy. Students will receive an "F" on their report card at the end of the term and will complete a Grade Extension and Change Request form. The "F" remains on the report card but the GPA will change with the grade change. This only occurs with prior school counselor/principal approval.

If a student fails more than 20% of their virtual courses per term, the student will be removed from the virtual program and will return to Lincoln High School in-building courses.

Updated 4/23/2021

RPT

All LVS students will have required meetings/classes during the school day. Students are expected to attend all Raider Pride Time (RPT) meetings to complete required Academic and Career Planning (ACP) activities and other school required expectations. Attendance is mandatory. In addition, there may be additional mandatory meetings throughout the year (ex. Freshmen - LEO programming). Failure to participate in RPT and ACP activities will result in removal from the LVS program.

Special Education Services:

If your child has an IEP, the IEP team will dictate placement in LHS Virtual Programming. Choosing to waive your rights to the Special Education services, will not guarantee participation in virtual programming if we feel it is not in the best academic interests of the student.

State Assessments

All LVS students must participate and take the state mandated assessments in building. Not taking these assessments may result in your dismissal from LVS. Assessments include for Juniors - the Pre-ACT and ACT, Sophomores - the Forward Exam and ACT Aspire, and Freshmen - ACT Aspire.

Student-Athlete/Activity Expectations:

LHS Virtual students are encouraged to participate in athletics and co-curricular activities. In order to be eligible, students must be enrolled in school, complete the required paperwork, and follow the rules of the athletic and co-curricular code. Part of following the code includes the District monitoring academic progress at the six-week mark of each term and the final grade reports of 1st, 2nd, and 3rd terms. Students failing to meet 60% proficiency in any of the courses at these dates will be classified as earning an "F" grade which will be factored into determining eligibility according to the guidelines established by WRPS and the WIAA. For additional information, students should refer to the academic eligibility guidelines found in the WRPS Co-Curricular Activities Code.

Lincoln High School Virtual Program Student Contract

- **Students must complete the virtual program mandatory orientation session before the school year starts.** This session will be offered twice at the beginning of the year, and then once at the start of each trimester for new enrollees. **If students do not attend the orientation session, students will be scheduled for in-building instruction.**
- Full-Time LHS Virtual Programming students must maintain a minimum of either 22 hours a week (Sunday -Saturday) working on their courses, OR approximately 10% completion of their classwork per week. Staff will only monitor courses M-F, but students will have 24/7 access to coursework. **Failure to meet these time/completion standards will result in the implementation of truancy procedures.** A schedule is posted on our website.
- Part-time LHS Virtual Programming students will be required to complete 10% of their coursework a week.
- If a student has not completed 20% of the total coursework after 2 weeks in the term, the student will return to Lincoln High School in-building courses.
- The student must have 55% of all coursework completed by the six-week mark of each term. If a student has not completed 55% of the coursework, an "F" grade will appear in the Skyward gradebook at this time. At that time, a meeting with the Lincoln High School counselor, principal, student, and student's parents will take place to discuss options and what the student must do to be successful.
- At the six week mark of each term, the student will receive progress report grades in each virtual course.
- If a student fails more than 20% of their virtual course(s) per term, the student will be removed from the virtual program and will return to Lincoln High School building courses.
- The student will take all state mandated assessments or be removed from the virtual program, unless a parent completes an official opt out process.
- The student services team will review each student situation individually.

I have read, understand, and agree to follow the Lincoln High School Virtual Program guidelines.

Student Signature: _____   Date: _____

Parent signature: _____   Date: _____

Updated 4/23/2021

Class Setup

- Check each class syllabus to make sure it is accurate
- Double check Edgenuity roster and Skyward roster to make sure they are both the same
- Grade Weights:
  - All courses follow the LHS 80/20 Summative/Formative split. Most courses will be weighted as such:
    - 20% Quizzes
    - 50% Unit Tests
    - 10% Final Exam
    - 20% Split amongst remaining categories
  - Exceptions to this would be Special Education Courses, AP Courses, etc.

- Each class will take the *highest* of the two scores of any assignment retake
  - Just as with in-building students, retakes within the last two weeks of a term are at teacher discretion
  - There are a maximum of two retakes on Summative Assessments per course per term
- Both Unit Tests and Final Tests are locked and will need an instructor of record to unlock them
  - Students have been instructed to contact Mr. Thayer, Mrs. Barnes, or their instructor of record to have a test unlocked or a retake allowed.
  - [Unlocking tests, or allowing students to retake loom](#) (here is a [shortcut](#) for unlocking tests)
- Notifications:
  - There are three different alerts available to educators on the Dashboard (Reports → Dashboard)
    - The orange alert means the student is waiting a review of work before he/she can access the assessment
    - The red alert means the student is out of retakes
    - The yellow alert means the student has submitted work that needs grading.
  - On a student progress report or in your gradebook, there are three different grades that you may see
    - The **overall grade** grades only the work that the student has submitted
    - The **actual grade** uses the grades of the work that has been submitted, and puts in zeros for any work that is missing
    - The **relative grade** puts in zeros for everything the student did not complete yet, for the entire course (essentially giving them a grade if they were to stop working in the course at that moment)

Setting the Tone for Success:

- Utilize your virtual classes created within Canvas. Similar to your RPT sections, we added a template to follow. You'll need to update your info in that template. Here is a Loom to use as a resource.
  - Primary functions of this course will include, but not be limited to:
    - Instructor of Record contact information
    - Office hours
    - Course start and end date
    - Message Board
    - Place for weekly announcements
    - Links to school social media sites
  - Have a section to share resources with your class. Resources may include:
    - Time management tips
    - Note taking strategies
    - More things we might create…
- Plan to communicate with your students individually
  - Commit to the Four P's of good communication
    - Personal
    - Polite
    - Positive
    - Professional

Daily Teacher Checklist:

- Check and answer email
- Work on composing a weekly group email to the entire class sent to the student's WRPS email.
  - For the first week of the term, your email should request a response from each student to ensure the email is received.
- Check and answer any messages received through Edgenuity
- Grade student work.
- Monitor online discussions (as appropriate within your Edgenuity Course)
  - Make sure comments are appropriate for the topic and the school setting
  - Interject as appropriate with words of correction, encouragement, challenge, affirmation, etc.
  - Remove comments that do not fall in line with the student handbook
  - Ask clarifying questions
- Make phone calls to parents/guardians to build support systems and/or to assist with academic struggles
- Track student progress
- Make expectations clear
- Collaborate with other LVS colleagues to ensure best practice

Weekly Checklist:

- <u>Check student written responses</u>
  - Verify all auto-scored assignments and assessments
- <u>Check student progress report</u>
  - Notify Steve, Kylie, or contact student directly
- Grade student work
- Send weekly email check in
- Make necessary parent/guardian/student contacts
- Facilitate classroom discussion board through Canvas

Grades

- Verify that Skyward class categories are correct
  - Classes currently have the 80% Assessments/20% Assignments
  - Some courses will need to be changed to 100% Edgenuity
- 6 week progress report
  - View student's Edgenuity Progress report for your class
  - Enter into Skyward their "Actual Grade"
- Final Grade
  - View student's Edgenuity Progress report for your class
  - Enter into Skyward their "Relative Grade"
- Final Grades
  - When entering final grades, you must replace the 6 week progress percentages with final grade percentages
    - If you add an assignment and enter final grades there, it will take the average of the Mid-Term and Final percentages
  - F-Slips must be completed for any student who will 100% fail the course.

Contacts

- Kylie Barnes (<u>kylie.barnes@wrps.net</u> Ext: x 4070)
- Steve Thayer (<u>steven.thayer@wrps.net</u> Ext: x 4004)
- Ron Rasmussen (<u>ronald.rasmussen@wrps.net</u> Ext; x 4001)

Lincoln Virtual School 2021-2022
Instructors of Record: Tips, Tricks & Expectations

Class Setup

- Check each class syllabus to make sure it is accurate
- Double check Edgenuity roster and Skyward roster to make sure they are both the same
- Grade Weights:
  - All courses follow the LHS 80/20 Summative/Formative split as closely as possible. Most courses will be weighted as such:

    20% Quizzes
    50% Unit Tests
    10% Final Exam
    20% Split amongst remaining categories

  - Exceptions to this would be Special Education Courses, AP Courses, etc.
- Each class will take the *highest* of the two scores of any assignment retake
- Both Unit Tests and Final Tests are locked and will need an instructor to unlock them
  - Students have been instructed to contact Mr. Thayer, Mrs. Barnes, or their teacher of record to have a test unlocked or a retake allowed.
  - Unlocking tests, or allowing students to retake loom (here is a shortcut for unlocking tests)
- Notifications:
  - There are three different alerts available to educators on the Dashboard (Reports → Dashboard)
    - The orange alert means the student is waiting a review of work before he/she can access the assessment
    - The red alert means the student is out of retakes
    - The yellow alert means the student has submitted work that needs grading.
  - On a student progress report or in your gradebook, there are three different grades that you may see
    - The **overall grade** grades only the work that the student has submitted
    - The **actual grade** uses the grades of the work that has been submitted, and puts in zeros for any work that is missing
    - The **relative grade** puts in zeros for everything the student did not complete yet, for the entire course (essentially giving them a grade if they were to stop working in the course at that moment)

Lincoln Virtual School 2020-2021
Instructors of Record: Tips, Tricks & Expectations

Weekly Checklist:

- <u>Check student written responses</u>
  - Verify AI scores, especially if failing
- <u>Check student progress report</u>
  - Notify Steve, Kylie, or contact student directly

Grades

- Verify that Skyward class categories are correct
  - Classes currently have the 80% Assessments/20% Assignments
  - Some courses will need to be changed to 100% Edgenuity
- 6 week progress report
  - View student's Edgenuity Progress report for your class
  - Enter into Skyward their "Actual Grade"
- Final Grade
  - View student's Edgenuity Progress report for your class
  - Enter into Skyward their "Relative Grade"
- Final Grades
  - When entering final grades, you must replace the 6 week progress percentages with final grade percentages
    - If you add an assignment and enter final grades there, it will take the average of the Mid-Term and Final percentages
  - F-Slips must be completed for any student who will 100% fail the course.

Contacts

- Kylie Barnes (kylie.barnes@wrps.net Ext: x 4070)
- Steve Thayer (steven.thayer@wrps.net Ext: x 4004)
- Ron Rasmussen (ronald.rasmussen@wrps.net Ext; x 4001)

Math Instruction Proposals Through ESSER III Funding

Current Locations and Assignments: 2021-2022			Funded through	Proposed Location and Assignment for 2022-23 and 2023-24			Funded through
Teacher	*Location*	*Assignment*		*Teacher*	*Location*	*Assignment*	
Traci Pronga	Grove (.75) Grant (.25)	Math Interventionist	District Budget	Traci Pronga	Grove (.50) District (.50)	Math Interventionist K-5 Math Coordinator	ESSER III District

Proposed Location and Assignment for 2022-23 and 2023-24			Funded through
Teacher	*Location*	*Assignment*	
TBD	LHS 1.0	Math teacher (2 Year contract)	ESSER III

Math ==Interventionist== Staffing *

School	Current Interventionist (FTE) 2021-2022	Proposed Interventionist (FTE) 2022-2023 and 2023-2024	Net Gain
Grant	.25	.50	+.25
Grove	.75	1.0	+.25
Howe	1.0	1.0	
Mead	1.5	1.5	
THINK	.50	.50	
Washington	1.0	1.0	
Woodside	1.0	1.0	
WRAMS	1.0	1.25	+.25
LHS	.41	.50	+.09

A total of 1.5 positions to be funded through ESSER III for 2022-23 and 2023-24 school years.
ESSER III funding: .5 math interventionist and 1.0 secondary level math teacher

* **May change based on individual building needs.**

380.1   THERAPY DOGS IN SCHOOLS

The Board of Education supports the use of therapy dogs by school personnel or other qualified individuals (hereinafter referred to as "handler") for the benefit of its students, subject to the conditions of this policy.

A "therapy dog," as defined by this policy, is a dog that has been individually trained and certified to work with its handler to provide emotional support, well-being, or comfort to school district students. Therapy dogs are the personal property of the handler and are not owned by the District. Therapy dogs are not "service animals" as defined within the Americans with Disabilities Act. The use of service animals in the schools is governed by District Policy. Therapy dogs are meant to help all students and are not specifically identified as support for those students with documented disabilities.

Therapy Dog Standards and Requirements
The following requirements must be satisfied before a therapy dog will be allowed in school buildings or on school grounds:

1. Submission of Written Request. A handler wishing to bring a therapy dog to school must submit their written request to a principal or designated building administrator. Prior approval must be secured before the animal may be presented. The request must be renewed each school year, or whenever a different therapy dog will be used.

2. Training, Registration and Identification. The therapy dog must be at least one year old, registered as a therapy dog pursuant to the list below, and wear appropriate identification signifying it as a therapy dog at all times.

   Only therapy dogs that hold the current title of American Kennel Club (AKC) Therapy Dog or that are registered/certified by one of the national therapy dog organizations certified by the AKC will be approved. Information on certified organizations can be found on the American Kennel Club website. ***Other entities not listed on the AKC website may be researched and vetted for approval by the Superintendent or his/her designee. This approval should be sought prior to therapy dogs from those entities being used in schools.***

   All certificates of registration must be submitted at the time of the request to bring a therapy dog to school. The certifications must remain current at all times.

3. Pet License. The therapy dog must be properly licensed in the county in which they are kept. They must wear their license identification tag at all times. The handler must submit proof of current licensure from the local licensing authority at the time of the request to bring a therapy dog to school.

4. Health and Safety. The therapy dog must be clean, well groomed, in good health, housebroken, and immunized against diseases common to dogs. Proof of the therapy dog's current vaccinations and immunizations from a licensed veterinarian must be submitted at the time of the request to bring a therapy dog to school.

   The therapy dog must not pose a health or safety risk to any student, employee, or other person at school. Health risks include allergies. If any student or school employee assigned to a classroom

in which a therapy dog is permitted suffers an allergic reaction to the therapy dog, the handler of the animal will be required to remove the animal to an alternative location designated by an administrator if such location is available.

5. Proof of Insurance and Liability. The handler of a therapy dog is solely responsible and liable for any damage to school property or injury to personnel, students, or others caused by the therapy dog. The handler must submit a copy of an insurance policy that provides liability coverage for the therapy dog while on school property.

6. Behavior Expectations and Control. Therapy dogs must be well behaved and have a temperament that is suitable for interaction with students and others in a public school. The therapy dog should not display any behavior infringing on the rights of others or disrupting the educational process, including sniffing, begging, whining, growling, barking, wandering, jumping or any other undesirable behavior. When there is a difference between their governing therapy organization or the school system policy/procedure, the handler must abide by the more stringent rules.

   A therapy dog must be under the control of the handler through the use of a 4-foot leash or other tether. The handler shall only allow the therapy dog to be in areas in school buildings or on school property that are authorized by school administrators.

7. Supervision and Care of Therapy Dogs. The handler is solely responsible for the supervision and care of the therapy dog, including any feeding, exercising, and clean up while the animal is in a school building or on school property. The school district is not responsible for providing any care, supervision, or assistance for a therapy dog.

Even if the above requirements are met, the District reserves the right to deny the use of a therapy dog in the schools.

Exclusion or Removal of a Therapy Dog from School Property

The goal of the presence of a therapy dog is to positively enrich the learning environment. Any deviation from this will result in removal of the therapy dog from school property. A therapy dog may be excluded from school property and buildings if a school administrator determines that:

   a. A handler does not have control of the therapy dog;
   b. The therapy dog is not housebroken;
   c. The therapy dog presents a direct and immediate threat to others in the school; or
   d. The dog's presence otherwise interferes with the educational process.

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APPROVED: March 14, 2022
             TBD