

*Stanley-Boyd Area Schools*

# *Wings Academy*



*Virtual School Student Handbook*

# Welcome to Wings Academy

## Overview

Wings Academy is a virtual online school administered by Stanley-Boyd School District. The Academy was created to better meet the specific needs of those students who would otherwise not have access to an optimum selection of courses within their area of interest and to move toward preparing students for the 21st Century Skills which could be valuable in their future. The Academy also provides access to an off-campus education for meeting the demand for homeschooling requests, while allowing students to remain enrolled in a traditional school. We offer virtual learning opportunities as both full-time off-campus and part-time on-campus opportunities.



## What is Virtual Education?

Virtual education is online learning. The student and teacher do not need to be in the same location. Our courses do not require the teacher and the student to be online at the same time. Because of this, virtual education is flexible in location, place, and pace. With trained and Wisconsin DPI certified teachers, students get one on one attention and communications on an ongoing basis throughout the course.

## Local Resident Advantages

Students enrolled in Wings Academy who are residents of the school district are allowed to participate in extracurricular and co-curricular activities and school events. Participation requires authorization by the proper school authority. Participation in athletic programs requires students to meet eligibility requirements and receive clearance from the athletic director.

## Virtual Learning Team

As with traditional school students, communications and decisions regarding virtual school students are best handled through a team approach. The principal, counselor, and director make up the Virtual Learning Team (VLT).

The VLT collaborates to make decisions about our Academy students throughout the online learning process. Each team member has a unique role to play in every learner's education. Together, the team shares a common goal of making decisions that are in the best interest of the individual student.

## Academy Director

The Director of Online Learning at Wings Academy offers support to all full and part-time students to foster their success in the program. Once the building principal approves the enrollment, the Director works with the student and the student's family. The Director answers questions and completes the enrollment process. The director shares and explains the participation policy, monitors student progress and achievement on a daily basis, and coordinates communication between administration, students, parents, instructors, and counselors. The director also provides technical support to part-time Academy students and updates the VLT as appropriate.

## Student Commitment

Students must commit to completing any virtual course taken within the agreed time period. Course start and end dates will correspond to the Stanley-Boyd School District academic calendar. To be considered as a full-time Wings Academy student, an



enrollee must commit to successfully completing at least one grade level per calendar year or to best meet the needs of the student as determined by the virtual learning team and the student's family. A student has up to 14 days after the start date of the course to drop it without risk of negative academic repercussions. Students and their parents considering full-time virtual enrollments are

encouraged to consider the profile of a successful online learner (below) before s/he commits to attending Wings Academy or any other virtual school.

## Profile of a Successful Online Learner

*The most important question to answer before enrolling in an online program is whether or not the student has the characteristics of a successful online learner. The answer to this question can be reached by considering what experience has taught us. Research has revealed several common critical traits among successful, satisfied online learners:*

**Good Time Management:** *Students must have the discipline to create and maintain a reasonable learning schedule and keep it without a bell or teacher dictating it in person.*

**Effective Communication:** *Students must be able to interact with the instructor, Academy Director, and other students throughout the term and describe any issues they are having with learning materials or their progress via email, telephone or texting.*

**Independent Study Habits:** *Students must be able to avoid distractions like television, video games, and unproductive online interests without direct supervision. They must be able to maintain focus on the lessons or they will not get an hour of work out of an hour of time.*

**Self-Motivation:** *Students must find value in what they are learning and have a strong desire to be successful. They must have the ability to maintain enthusiasm through the course of the term. Do they have a history of starting strong on projects and not finishing them?*

**Academic Readiness:** *Students must have adequate academic skills in reading, mathematics, writing, and computer literacy to succeed in online courses.*

**Technologically Prepared:** *Students should know how to create, open, share, and save Google drive documents. They should understand various file types and how to use online tools like a calculator, thesaurus, and grammar checker.*

## **Enrollment Procedures**

The school principal grants approval for enrollment in online courses. The student then meets with the school counselor to determine which course(s) fit the needs of the student. Course selection/load is based on Stanley-Boyd School District requirements rather than Wisconsin DPI requirements. The counselor passes the information along to the Director who enrolls the student in the online class. The Director communicates the enrollment to the school secretary who records it on the school's SIS program. The Director is assigned as the teacher of the course and is responsible for recording the student's grades into district records at the end of each term. Students are fully enrolled as Stanley-Boyd students and may receive a diploma from Stanley-Boyd High School.

## **Co-Curricular School Activities**

Students enrolled in Wings Academy may participate in all co-curricular and extra-curricular opportunities. We are proud to offer a wide variety of extracurricular activities. Our programs are seen as an extension of the classroom. Our desire is that activities can be an enriching and healthful experience in which physical, mental, and social growth shall be stimulated through interscholastic competition. We encourage each student to participate in these activities.



## Online Learning Readiness Rubric

The online learning readiness rubric is a tool created by the Michigan Virtual University for the purpose of identifying specific areas where students may need additional support to better ensure success in an online learning program.

	Not Ready	Less Ready	More Ready	Ready
Technology Skills	Student has little experience using a computer or the internet and has minimal desire to develop more skills in this area.	Student has limited experience using a computer and the internet, and has expressed a strong interest in developing more skills in this area.	Student has strong computer skills and detailed experience using a word processor, email application and web browser.	Student has excellent computer skills and significant experience with computer programs and locating information on the Internet.
Work and Study Habits	Student often needs reminders to complete routine assignments, often turns assignments in late and is not able to spend 5 to 10 hours a week on each online course.	Student sometimes needs reminders and assistance to complete routine assignments, and has pledged to spend 5 to 10 hours a week on each online course.	Student rarely needs reminders or assistance in completing routine assignments and has demonstrated good independent study habits.	Student does not need reminders or assistance in completing routine assignments, usually finishes homework ahead of time and has successfully completed an independent study experience.
Learning Style	Student is not a self-directed learner and often requires real-time feedback from teachers regarding basic directions and follow-up support.	Student is beginning to demonstrate a behavior of self-directed learning and sometimes requires real-time feedback from teachers regarding basic directions and follow up support.	In general, the student is self-directed and does not require real-time feedback from teachers regarding basic directions and follow-up support.	Student is a self-directed learner and demonstrates a high level of comfort and skill in learning new material without requiring real-time feedback from teachers regarding basic directions and follow-up support, and deals well with ambiguity.
Time Management	Student does not manage his or her time effectively in doing research, basic studies and preparing for tests and quizzes.	Student is beginning to demonstrate effective time management skills in doing research, basic studies and preparing for tests and quizzes.	Student has demonstrated effective time management skills in doing research, basic studies and preparing for tests and quizzes.	Student has demonstrated outstanding time management skills while participating in a variety of clubs, student organizations, sports and work activities.
Interest and Motivation	Student has little or no interest in the content area of the online course offerings and has a negative or unrealistic attitude toward online learning.	Student has an interest in the content area of the online course offerings, but has expressed concerns about enrolling in an online course or has an unrealistic attitude toward online learning.	Student has an interest in the content area of the online course offerings, and has a positive and realistic attitude toward online learning.	Student has a strong interest in the content area of the online course offerings, is highly motivated to enroll in an online course and has a positive and realistic attitude toward online learning.
Reading and Writing Skills	Student is reading below grade level and has experienced difficulty with routine writing assignments.	Student is reading at grade level and has demonstrated limited proficiency with a variety of writing assignments.	Student is reading at or above grade level and has demonstrated success with a variety of writing assignments.	Student is reading above grade level, has strong reading comprehension skills and has demonstrated success with complex writing assignments.

## **Individualized Program Planning**

When creating an individualized program plan for full-time Wings students, consideration is given to how well a student is able to transition back into our traditional brick and mortar school if the student leaves the virtual school environment. Stanley-Boyd High School graduation requirements provide the framework for individualized plans. Full-time students maintain a course load of five courses per trimester so the student earns credits at a pace similar to that of our traditional students.

Part-time Wings students attend classes in the regular classroom for part of the day and report to a common area to work independently during their scheduled period for online courses. At that time, they check-in at the office to verify they are in attendance.

In order to provide a high quality, standards-based proven curriculum, courses come from an approved content provider.

## **Assessments**

Course assessment work is typically completed in the same environment used for course work; however, final exams typically need to be proctored by the Academy Director. Students need to schedule a final exam time with the Director at least two school days ahead of time. Students enrolled in AP classes may register to take AP exams at SBHS by talking to their guidance counselor.

Virtual school students are required to take state assessments. All students in grades three through eleven fall into grades tested by the State of Wisconsin. The following required state assessments will be administered to virtual education students: Grades 3-8 WI Forward Exam. Students in grades ...

Virtual education students will be informed of the location of their testing at the time of the assessment.

Any student graduating from a Wisconsin high school is required to take a civics test comprised of 100 questions that are identical to the 100 questions that may be asked of an individual during the process of applying for U.S. citizenship by the United States Citizenship and Immigration Services and the pupil correctly answers at least 60 of those questions. (Wis. Stat. sec. 118.33(1m)(a)1, Section 3266R).

## Grading

Course end dates for online classes are scheduled to correspond to the traditional Stanley-Boyd School District term end dates for the purpose of calculating GPAs and class ranks. The Academy Director enters the grades into our student information system using the percentages on online content provider's grading report. The grading scale in use is the same as that of our traditional courses.

A+ 100	B+ 87	C+ 77	D+ 67	F 00
A 93	B 83	C 73	D 63	
A- 90	B- 80	C- 70	D- 60	

## Graduation Requirements

Full-time Wings Academy students, as members of Stanley-Boyd School District, follow the graduation requirements of the district as written in the Course Description and Registration Guide of Stanley-Boyd High School. The student and Virtual Learning Team make online course scheduling decisions based on the same graduation requirements as traditional learners at Stanley-Boyd.

## Online Attendance

Tracking attendance at a school with blended or virtual options presents unique challenges. Districts have the flexibility to define attendance in local policy. When applicable, districts are strongly encouraged to have a separate local attendance policy for virtual or blended course offerings, which may use nontraditional data, such as course progress, engagement, synchronous instructional time, system activity, student logs, etc. to create an equivalency that meets traditional reporting requirements. Online students are still required to take the state standardized tests. Students receiving special education must be provided with testing accommodations described in their Individualized Education Programs, if any. Arrangements must be made for the tests to be administered and proctored.

Students not meeting the minimum attendance requirement for any course (or combination of courses if enrolled in more than one course), for part or all of 5 or more days in which school is held, are considered to be habitually truant and, therefore, in violation of Wisconsin's Compulsory Attendance Law. Wis. Stat. § 118.15 (1) (a). The law requires that a child attends school regularly until graduation from high school, or until the end of the semester in which he/she turns 18 years of age, or until he/she is excused from attendance by the school board.

## **Acceptable Computer Use**

Students are responsible for their behaviors and are expected to comply with the Stanley-Boyd School District's board policies.

## **Non-discrimination**

The Stanley-Boyd Area School District does not discriminate against pupils on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional, learning disability, or handicap in its educational programs or activities. Federal law currently prohibits discrimination in employment on the basis of age, race, color, national origin, sex, or handicap. Formal complaints should be in writing and sent to the School District Administrator. If the complaint is not resolved at this level, it will be considered by the Board of Education.

## **Student Responsibilities for Success**

Oftentimes, students enroll in online courses with the false impression that it takes less effort to learn online than to learn in a classroom. This is not the case, since you are in charge of managing your time on your own and you have to prioritize tasks on your own as well. For the majority of students, online learning is not the best option. The good news is that online learners can improve their chances for success by following a few important guidelines.

- Schedule time every day to work on the course, rather than skipping a day and creating a backlog of work.
- Read all information, view all resources, and be responsible for understanding the information.
- Communicate regularly with the online teacher and the Director of Online Learning.
- Work closely with your guidance counselor and the Director of Online Learning before you commit to enrolling in a class. You want to be sure the class and the online format is right for you.
- Notify the Director when planning to be away from the course for more than two days school days.
- Complete assignments on time, in the order they are assigned.
- Study the pacing guide for the course and try to stay one day ahead of pace, rather than a day behind. Being sick and missing one day of online class leaves you with twelve hours of work the next day just to get back on track.



## **Parent Responsibilities for Success**

- Provide an environment conducive to a student's successful learning. This should be away from their bedroom and away from various forms of distracting entertainment.
- Help your child set a rigid schedule which includes at least five hours a day free from distractions to dedicate to learning.
- Just as a parent must ensure their child attends school each day, a parent must ensure their child logs into the online courses each day and is productive with their time.
- Parents accept that if their child is not meeting attendance or progress requirements, the district may mandate that the student return to school and/or traditional coursework.
- Parents must be aware that students are expected to follow the district's attendance policy and attend (complete) their virtual courses regularly. The Director may verify attendance through the minutes of activity and assignments completed logged in the online course platform. A student's failure to sign in to his or her learning account daily and/or demonstrate academic progress may have a negative impact on their overall academic success.

# Wings Participation/Course Work Completion Policy\*

While Wings Academy will make numerous efforts to inform a student and his/her parent/guardian of a failure to participate, students hold complete responsibility for logging in and completing their coursework at an acceptable pace. The student and his/her parent/guardian will be informed by the Wings Academy Director if s/he falls behind pace or below a minimum of sixty percent (60%) grade average for any assignments or coursework, as outlined in the Tier chart below.

Participation in online programming is performance-based. It is measured not only by logging into the course(s) but also by the successful submission of completed coursework. In addition, online courses require participation in course activities such as discussions and communication with the online instructor.

Students are required to complete daily online lessons, quizzes, activities, and other tasks in all appropriate and assigned subject areas. Completion of all assigned material is required before earning credit for the course taken. Individualized learning plans, designating the pace for which specific content will be covered to attain grade-level advancement, may be developed for any child through a cooperative effort between the parents, the online teacher, and the Wings director.

Failure to maintain adequate pace and progress, and not meeting the minimum participation for a three week period, as determined by the online teacher or Wings director, will be considered truant and is therefore in violation of Wisconsin's Compulsory Attendance Statutes 11.15 (1) (a) and the student and parent/guardian may be subject to legal sanctions. Failure to continue adequate pace and progress will eventually result in the Wings Academy considering the dismissal of a student from school for failure to participate in accordance with State Statute (118.40 (8)(f)(g)) and Wings' policy.

## Wings Participation/Course Work Completion Tiers of Intervention

Tier 1	If the student falls three assignments behind the recommended pace or is not maintaining an average classwork grade of at least 60%, s/he is placed on Tier 1. The Wings Director informs the student of his/her placement on Tier 1 via email, phone, text, or in person.
Tier 2	If the student falls four assignments behind the recommended pace or is not maintaining an average classwork grade of at least 60% in multiple classes, s/he is placed on Tier 2. The student and his/her parent/guardian are informed of the student's placement on Tier 2 by the Wings director via email, phone, text, or in person. The student meets with the Wings Director to develop an improvement plan.
Tier 3	If the student remains on Tier 2 for more than twenty-one calendar days, or falls five or more assignments behind, the student is placed on probation and is required to physically attend school daily to do his/her course work until s/he is no longer on the Tier system.
Termination	If it is determined that a student is not making adequate progress s/he is removed from the Wings program. The student may return to our traditional on-site classes. If the student is open-enrolled, the open-enrollment is terminated.

\*This policy is considered a working draft and may be modified without notice.