



eCampus Academy

Student and Family Information
2020-21 School Year



Watertown Unified School District
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eCampusacademy.org

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Welcome...

We welcome you to eCampus Academy! We are thrilled to offer families another avenue for the education of their children and hope that your experience as a member of our virtual school will be enjoyable, challenging and productive. We are committed to making this an amazing experience as we work with you to prepare you for your next level while designing the future that you want, whatever that may be.

Mission and Vision Statement

Mission Statement:

We strive to inspire, prepare and empower students to reach their maximum potential, so that they may design their unique and personally compelling future.

Vision Statement:

Leveraging digital age tools and relevant learning experiences so students can explore, develop and design personalized learning opportunities that will help them thrive in an ever-changing world. Parents and community members are a key part of student success and we value their partnership.

Why eCampus Academy?

Are you interested in a fully online option? Do you prefer a more blended opportunity that balances face-to-face, project-based and online options? Were you trying to homeschool, but did not feel confident doing it on your own or did not have the resources to make it what you had hoped? Whether you are looking for a temporary option to get through a difficult stretch of life that makes it difficult to attend a face-to-face school or a permanent option that allows you to take charge of your learning in a flexible and powerful way, eCampus Academy can help.

eCampus Academy is a public K-12 virtual charter school authorized by the Watertown Unified School District. Our online courses align to state, national and other content standards. Elementary level students have curricular options that help students *explore & aspire* as they develop a solid foundation to become engaged middle school students who love learning. Our middle school students begin to *focus & engage* their learning as they expand their depth of understanding, thus positioning them for high school success. Our high school students leverage a myriad of options as they pursue *career & college* goals that will allow them to fashion their own amazing futures. We design this with the end in mind - so that our graduates will have the opportunity to change the world.

eCampus Academy Enrollment

Definitions

Personalized Learning Plan	Each student will develop a personalized learning plan (PLP) that defines and informs instruction and learning experiences. Plans are unique to each student and include a variety of online coursework, onsite learning opportunities, project-, problem-, and inquiry-based learning options, book studies, and other experiences designed to leverage individual strengths and reach personal learning goals. Our Wisconsin certified instructors will guide students through the continual development of their PLPs.
Off Site Learners	Students who are approved to work from home as part of their learning plan, without regularly (if ever) stepping foot on site.
On Site Learners	Students who recognize that they are best served by working on site and choose to attend our onsite facilities to get the help and support they desire OR Students who have tried working off-site but have demonstrated that they are unable to maintain a pace to complete their work according to their PLP and ARE REQUIRED to work on site in order to meet graduation requirements.
Blended Learners	Students whose learning plan has them working from both home and onsite in the Watertown Unified School District. Students who wish to attend onsite learning options are encouraged to do so as an enhancement to their PLP.
Virtual Teacher	The virtual teacher grades assignments and provides appropriate feedback to help students reach maximum academic potential and master course content. Final grades will be assigned by the Virtual Teacher.
Learning Liaison	The Learning Liaison is the first point of contact for students and families. The liaison monitors student progress, ensures proper pacing to complete course work according to learning plans, and helps meet the unique needs of the student.
Projects	Projects can be used to reach goals on Personalized Learning Plans. Projects must be connected directly to student learning goals, include content and have an assessment component that is agreed upon by the student and advisor.
Truant	A student is considered truant if they are more than two weeks behind pace to complete their work by the PLP deadline and is not demonstrating sufficient effort to get caught back up. Truancy may lead to tickets and even referral to the county for follow up.

Non-eCampus Academy Student Enrollments (active in District)

Any Watertown Unified School District resident student in grades K-12 may request enrollment in up to two courses offered through eCampus Academy per term to supplement their traditional school experience as long as resources are available. WUSD students active in a District school

may take an online course based on individual need, but must follow guidelines for the promotion or graduation requirements for their respective school. This includes meeting all course prerequisites, course availability and course expectations. The online courses are available on a continuously rotating basis.

Course Orientation

Students may need to participate in an online orientation course prior to the start of their first online course. Successful completion identifies that the student has the technological skills and proven commitment necessary for success in the online environment. This prepares students to follow necessary protocols/procedures for successfully meeting course expectations.

Grace-Drop Period

Students taking online courses have a grace period (typically 14 days) from the date of enrollment to determine if the selected online course is a proper fit unless otherwise stated (a few courses do not allow this option, but will be identified upon registration). During this period, students are expected to be “on pace” with coursework in order to continue online placement. Failing to stay on pace may result in being removed from the course or being required to work in an onsite capacity until back on pace depending on PLP. Repeatedly demonstrating an inability to maintain the pace established by a Personalized Learning Plan may result in mandatory on-site placement. Courses dropped during grace periods are not recorded in the student’s permanent record. However, students dropping after the allowed grace period may earn a failing grade **and be expected to pick up the cost of their next online course(s) until demonstrating successful completion of his/her next online course.**

Learning Liaison and Support

Students must maintain regular contact with their assigned eCampus Academy Learning Liaison. This role supports the student in meeting course deadlines and completion goals. The Learning Liaison manages the course enrollments of online students, monitors students’ progress, and helps students solve problems encountered while working through the PLP. In addition to this support person, students and families can reach out to a teacher of record or eCampus other staff to receive necessary support.

Non-Discrimination Statement

eCampus Academy does not discriminate against pupils based on sex, race, color, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional, learning disability or handicap in its education programs. Federal law prohibits discrimination in employment based on age, race, color, national origin, sex or handicap. The Wisconsin Fair Employment Law also prohibits discrimination in employment because of creed, marital status, ancestry, arrest record, conviction record, or sexual orientation.

Student Readiness and Commitment

Students choosing to participate in virtual courses need to examine their personal skills and aptitudes for taking a class online. The following attributes will greatly contribute to a student’s success:

- **Self-Motivation** – Students must be able to direct their own learning environment, fulfill course requirements and achieve individual academic success.
- **Independent Learner** – The online environment enables students to learn at their own pace.
- **Computer Literate** – Although it is not necessary to have advanced computer skills, students should possess a working knowledge of e-mail, the Internet and basic keyboarding and word processing skills.
- **Time Management** – Students must organize and plan their own best “time to learn.” There is not one-best-time for everyone, but the key to learning is to commit the time to learn. Quality time cannot happen without quantity time.
- **Effective Written Communication Skills** – An expectation to develop reading, writing and reasoning skills is foundational to success in eCampus Academy. Students lacking these skills can and will improve through hard work and persistence.
- **Personal Commitment** – eCampus Academy is competency-based and requires that students demonstrate content mastery in order to move on. No points are given for showing up unless also accompanied by demonstrated competency. Students whose goals are to “get through material” instead of “learn concepts” are unlikely to do well. At the high school level, passing a proctored final examination that demonstrates competency of the course material is required to earn credit.
- **Personal Responsibility** – Students will exercise responsible, ethical behavior. All work submitted will give appropriate credit to sources and **will not contain plagiarism** in any form. All work must be that of the student. Violators may fail the course. Repeat violators risk expulsion.

Parent Readiness and Commitment

Parents provide the foundational support for students to succeed with virtual learning. Parents of students in eCampus Academy commit to:

- Supporting students by **providing an appropriate learning environment** at home, including opportunities for social interaction with peers and being a resource to go to for technical or curriculum help.
- Supporting students by **holding them accountable** to completing daily work and staying on pace within their schedule to reach individual learning goals, including maintaining daily schedules to consistently reach target goals.
- Supporting students by **helping them advocate** for their learning through their Personalized Learning Plan, including curriculum choice, creating learning plan goals and communicating with district staff.

Enrollment Procedures

Students must complete a Pre-Enrollment Information Form. This form is available at bit.ly/ECpreenrollmentForm.

Students not currently enrolled in WUSD will also have to complete a New Student Online Enrollment form found on the WUSD website at <https://ecampusacademy.org/forms/>. The

district has the right to limit numbers of students participating in the eCampus Academy programming as determined by available district resources.

Students not residing in WUSD will additionally need to open enroll into WUSD to attend eCampus Academy. The deadline for Open Enrollment is the end of April, however, if this deadline is missed, there is an Alternative Open Enrollment process that may be pursued. The WI Department of Public Instruction Open Enrollment website is <https://dpi.wi.gov/open-enrollment>.

Personalized Learning Plan

Each student will create a Personalized Learning Plan (PLP) with the help of eCampus staff. eCampus staff continuously review PLPs to offer support and options as students reach learning goals. All curriculum, coursework and experiences intersect the PLP. Changes in courses will reflect in the learning plan. The PLP will lean heavily on a Learner Profile developed by the student and staff to ensure personal voice and choice for all students.

Online, Onsite and Blended Courses

eCampus Academy students have the opportunity to work from home through access to online course offerings and project-, problem- and inquiry-based opportunities. Additionally, students are always encouraged to take coursework on a campus at their appropriate grade level and even participate in co-curricular activities offered at their respective levels.

Transportation to and from these activities will be the responsibility of the family.

The district has the right to limit the number of students participating in eCampus Academy as determined by enrollment caps. Should a waiting list become necessary, a lottery will be held to choose students to fill vacancies.

Student Contact

eCampus Academy recognizes that only through continuous communication can students be successful in a virtual charter school. It is essential that the student and instructor maintain regular contact through email.

Attendance and Truancy

The State of Wisconsin requires all students to be full time until they graduate or reach the graduation date during the school year in which they turn 18. To be considered “in attendance”, students must be on pace to complete their PLP and be a “Student in Good Standing” during the current term. Not meeting the minimum attendance requirement is considered Habitual Truancy and is, therefore, a violation of Wisconsin’s Compulsory Attendance Statutes 11.15 (1) (a). The student and parent/guardian may be subject to legal sanctions.

- If the student falls behind pace, the liaison will notify the student and parent/guardian of the student’s unacceptable progress for submitting assignments.
- If the student does not respond to the notification by submitting late and current assignments within seven (7) days, the liaison will make contact with the student/parent/guardian again.
- If the student does not respond by working to get back on pace after the second notification, the student may be required to work on-site until caught up or other suitable arrangements will be made. If the student does not immediately follow the arranged plan to get caught up OR complete all late work, the student will be considered truant and truancy proceedings will begin.
- Students failing an online course or receiving an incomplete will be expected to pay the cost for the next online courses (between \$30 and \$360 each) OR choose to take a comparable on-site substitution until the student completes their next online course with a passing grade.

District Coordination

At the elementary level, a licensed teacher will be assigned to all students enrolled in eCampus programming. At all levels, eCampus Academy students will have a teacher of record for grade transcription purposes. Students will also remain in regular contact with the eCampus liaison who is available to assist with day-to-day questions and support.

Curriculum and Course Materials Fees

In order to provide high-quality, standards-driven, proven curriculum, course products will be provided through franchising or lease agreements with other virtual school providers or corporations who have developed and aligned these courses. Students/Families may choose from a list of approved providers to meet their PLP goals. Students have options to complete their education in all grades K-12. To earn a diploma, eCampus students must choose and pass courses that fulfill their chosen graduation path requirements.

Grades/Assessments

Grades earned are recorded on the student’s official transcript. Transfer grades from previous schools are recorded on the student’s official transcript with a “T” by the course name, and categorized as determined by eCampus administrative staff.

eCampus Academy students, as with all public school students in Wisconsin, are required to take state mandated tests, such as the WI Forward Exam, ACT Aspire and ACT. To opt out of these assessments, parents must indicate that desire in writing prior to the scheduled testing date and the PLP will reflect an alternate assessment to ensure quality of education.

General District/Statewide Assessment Description and Timeline:

	Grades K-3	Grades 4-8	Grades 9-12
PALS <i>(Grades K-2 assessment of early literacy skills & progress)</i>	September/October January/February* April/May*		
STAR – Reading <i>(Grades 2-12 assessment of literacy skills & progress)</i>	September/October January/February April/May	September/October January/February April/May	September/October January/February April/May
STAR – Math <i>(Grades 2-12 assessment of math skills & progress)</i>	September/October January/February April/May	September/October January/February April/May	September/October January/February April/May
Forward Exam <i>(State Assessment to compare student achievement to others in the state and nation)</i>	End of March through Beginning of May Grade 3: ELA	End of March through Beginning of May Grades 5-7: ELA, Math Grade 8: ELA, Math, Science, Social Studies	End of March through Beginning of May Grade 10: Social Studies
Civics Test			Junior Year (Graduation Requirement)
ACT Aspire <i>(Preparation test for ACT)</i>			Beginning of April through beginning of May Freshmen and Sophomore
ACT <i>(Preparation for college entrance – scores may be sent to four colleges at no cost to the student)</i>			Practice and Actual Test during the month of February Juniors

* All listed time frames are general for planning purposes only and subject to change. Details on testing dates/times will be released when they become available. Please contact the district to schedule appropriate assessments.

Transportation

Students choosing to enroll in the eCampus Academy must provide their own transportation if they choose to enroll in a face-to-face course or any other course requiring transportation. Attendance will be an expectation for students choosing these options.

Student Support

Daily programming and access to school services will be arranged and scheduled through the student's assigned school counselor and/or Learning Liaison. Where appropriate and available, onsite opportunities will be considered.

Computer and Technical Support

Full-time eCampus students (three or more virtual classes per trimester or four or more virtual classes per semester), may request that the District provide a computer system with the necessary requirements related to hardware and software to pursue their PLP. Equipment supplied by eCampus Academy must be submitted for maintenance upon request. If the student is using eCampus Academy equipment, all support requests and maintenance initiated by the student/family will be provided by making an appointment Monday through Friday from 8:00 a.m. - 4:00 p.m. All support requests must be initiated by appointment only by calling (920) 262-1420.

Please be aware that technical support will not be provided for personally owned hardware and software (personal applications, computers, routers, wireless, printers, modems, cabling, Internet service, etc.). Students participating in eCampus Academy 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, but will be replaced with a spare. Best practice is to use a free service like Google Docs to create and save work, as the service is available from any computer with an Internet connection. The data is also backed up regularly. Students and parents will be required to sign and comply with the eCampus Acceptable Use Policy.

Full-Time Students (“Students in Good Standing”)

To successfully graduate with high school diploma and be counted as a full-time student at the high school level, students need to be on pace to complete an average of 6.25 academic credits per year to earn 25 credits, unless adapted in the PLP. Students at or ahead of that pace are considered to be a **Student in Good Standing**.

Students in grades K-8 will be required to take a minimum of four classes per semester (eight classes per year) to be considered full-time status unless otherwise agreed upon in the PLP.

Student Athlete Expectations

eCampus Academy students are encouraged to participate in athletics and co-curricular activities through the Watertown Unified School District. In order to be eligible, students must be a **Student in Good Standing** (according to their PLP), 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 four quarterly grading periods at the middle school level, and three trimester grading periods at the high school level. Students failing to meet 60% proficiency in any of the courses at these dates are classified as earning an “F” grade, which will be factored into determining eligibility according to the guidelines established by Watertown Board of Education Policy and the WIAA.

Course Failure

The student's learning team reviews PLPs for students failing an eCampus Academy course. The team will determine if the student should be allowed to continue to work from home or if the student should be required to work on-site as skills and responsibilities are developed to allow more autonomy in the future.

Acceptable Technology Use

Students must comply with the eCampus Acceptable Use Policy (AUP) and are responsible for their behaviors. Families consent to follow the AUP at registration. Additional items specific to students participating in eCampus programming:

1. Supervision is required when students are in labs or using technology resources.
2. Communication will follow professional standards. Offensive messages or pictures will not be sent, displayed, or downloaded. District harassment policies apply.
3. Users of technology resources will respect the rights and privacy of others. Each student will only use his/her assigned password/ID and will not trespass into the files, folders or work of other users. Teachers do have the right to access the work of students in their classes as it pertains to the class. Students will not allow other students to access the computers or networks using his/her password/ID.
4. Copyright laws are enforced. Students will cite all quotations, references, graphics, video clips, digital music, and other information to give credit to the originator or violate the Academic Integrity Policy resulting in potential disciplinary action.

eCampus Academy Student Support Plan

In order for students to be successful in an online learning environment, it is critical that the student, family and school work together to support the student in effectively managing time and work completion. We believe that being clear about our expectations and our responses will help all parties work most effectively together.

Work Expectations

- Students will remain on pace to complete the course by the end of the assigned term.
- Students will work 5+ hours per day between online and onsite courses in order to be on pace.
- Work daily. Consistency improves retention, especially in mathematics.
- Students must respond to eCampus Academy communications regarding concerns about assignment completion or assignment content within 24 hours during the week and 48 hours over the weekend.
- Students must contact the eCampus liaison if they will miss more than 2 consecutive days (excluding weekends and holidays.)

Intervention Level	Circumstance	School Response	Expectations
Level I	<ul style="list-style-type: none"> No submitted assignments in one week Grades of "0%" on all submitted assignments in one week More than 8% behind pace 	<ul style="list-style-type: none"> Communication with teacher Email or phone call home 	<ul style="list-style-type: none"> Student/Parent to respond to communication Student communicates with teachers Student submits work within 24 hours
Level II	<ul style="list-style-type: none"> No response to Level I contact or no improvement No assignments submitted for 2 consecutive weeks More than 16% behind pace 	<ul style="list-style-type: none"> Call home requesting phone conference to create plan Email completed plan to teachers 1st letter saying student not meeting participation expectations 	<ul style="list-style-type: none"> Student logs a minimum of 5 hours per day, 5 days per week until caught up Student maintains communication with teacher Student catches up on all late assignments by time frame in plan
Level III	<ul style="list-style-type: none"> No response to Level I or Level II contacts No assignments submitted for 3 consecutive weeks More than 24% behind pace 	<ul style="list-style-type: none"> Required meeting with eCampus liaison and school administration 2nd letter saying student must meet participation expectations or will be dismissed from the program Initiate truancy proceedings 	<ul style="list-style-type: none"> Student reports to onsite location until caught up according to plan Student communicates any further absences Student submits necessary work to get caught up by the end of the term

- Failure to meet expectations with these supports in place may result in a 3rd and final letter indicating the student will be required to complete eCampus courses onsite or risk withdrawal from eCampus Academy at the end of the term.

Possible Reasons for Non-Participation and School Expectations

Computer Problems: We understand the reliance on computers in an online program is of paramount importance and that technology can present several challenges. Students must inform the eCampus liaison immediately if experiencing computer problems. This can include problems submitting assignments, trouble accessing online content, needing assignments opened up, or other issues with computer equipment. If the problem cannot be resolved quickly, we will either loan a replacement computer or require you meet with someone from eCampus in person to resolve the problem.

Extenuating Circumstances (extended illness, bereavement, vacation with notice, etc.): We understand many families choose online schools for the flexibility. However, it is imperative that you inform the eCampus liaison of any extenuating circumstances that will affect your ability to perform successfully in your classes.

Students with an IEP: The flexibility of the online program may help students with disabilities to succeed, but we understand other accommodations may be necessary. Though we will make every possible attempt to satisfy students' needs regardless of IEP status, some IEP accommodations may only be available in our brick and mortar sites.

Special Education

All students are welcome to apply to eCampus Academy. We will work closely with the Special Education department to accommodate students with disabilities. In the event that a student with an identified special education disability applies to eCampus Academy, the student's application process will follow the same procedures outlined for any student. Once the student's application has been accepted for admission, an Individualized Education Program (IEP) meeting will be held in order to review all of its components and determine appropriate accommodations to insure student progress and success in the curriculum.

At the IEP team meeting, the team will determine if placement at the eCampus Academy will enable the student to be involved and make progress in the general education curriculum. They will create a plan that meets the student's needs related to their disability and address transition needs to prepare the student for post-secondary experiences.

If an open enrollment special education student applies for the eCampus Academy, the student's IEP will be required from the student's resident district. The Director of Teaching and Learning, or designee, will review the student's IEP and determine if that student's needs can be met.

Services such as extended time to work, the ability to get up and move around during learning, etc., can be met through the flexibility of the online program. Services such as occupational therapy that must be done in person, will occur at one of WUSD's school sites and may require special arrangements by the family to provide transportation as necessary.